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Teesside University  
College Partnership



# Teesside University Partnership Provision Operations Manual



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## 1. Purpose and Scope of the Operations Manual

The Operations Manual supports the University and the Partner staff to implement the necessary activities to safeguard compliance with the University academic regulations, admissions and registration processes, quality assurance and enhancement procedures and contractual Partnership arrangements, ensuring that the awards and student outcomes for both the University's on campus and Partnership students are valid and reliable and have the same high value. The Manual applies to all approved UK Colleges, Transnational Education and Employer Partners.

Teesside University (TU) has ultimate responsibility for maintaining academic standards and the quality of learning opportunities of all awards made in its name.

Partnership responsibilities differ depending on the Partnership type and specific information on responsibilities can be found in each of the supporting documents noted below.

The University recognises different types of Partnership activity as defined within [Chapter E: Institutional Approval and Review of a Partner](#), as defined by Typology of the Quality Framework, and all provision is subject to the regulatory and quality assurance requirements of Teesside University.

At Teesside University, Partnerships include the Teesside University College Partnership (TUCP), International Partnerships (Trans-national Education) and Employer Partners. In addition to this Operations Manual, each provision type has its own supporting document. These are referenced as:

OM-TUCP Supporting Document  
OM-TNE Supporting Document  
OM-Employer Partner Supporting Document.

The above must be used in conjunction with this document.

For each Course, there will be an Addendum (see [OM-Annex 1](#)), Teesside University Partner Partnership Operations Manual Addendum) which provides a specification for minimum content and details any variations from this generic manual and any processes specific to a course.

For TUCP Partnership Provision only the Addendum is referenced as [OM-Annex 1a](#).

### 1.1 Supporting Information

The University has several other supporting documents that underpin this Manual:

#### **The Contract for Collaborative Provision (CCP) between the University and Partnership.**

The CCP details the contractual arrangements between the University and the Partner, the Financial Memorandum and the Schedule of Approved Courses, locations of delivery and agreed minimum target numbers. There is a requirement within the CCP to fulfil the obligations set out in the Operations Manual. The formal CCP contract is coordinated, managed, and updated by Legal and Governance Services in conjunction with School(s).

The CCP expressly excludes the delivery of all or part of any Teesside University award by a third party.

### **Corporate Strategy**

The University's [Corporate Strategy](#) and Future Facing Learning agenda provide a framework for learning, teaching and assessment which will enable students to develop as lifelong learners able effectively to plan, manage and evaluate their own learning and development.

### **Teesside University Student Handbook**

The [Student Handbook](#) outlines the services and facilities available to University students and the relevant University regulations, which impact upon the student learning experience.

### **Teesside University Quality Framework**

The [Quality Framework](#) sets out the necessary regulatory procedures to ensure effective planning, assessment and quality assurance and enhancement of the Partnership and its courses. The [Quality Framework](#) also contains the relevant additional information to support the above procedures including necessary annexes and pro-forma and its annexes relate to Collaborative Provision and give a useful overview of quality processes and regulations.

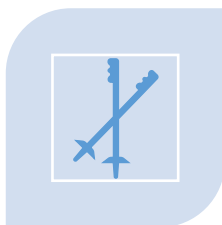
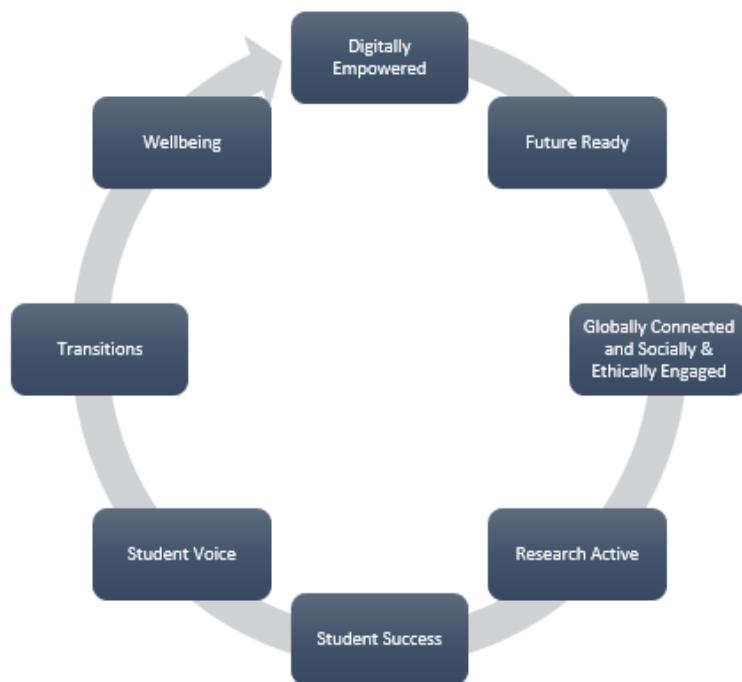
The Quality Assurance Agency's (QAA) [UK Quality Code for Higher Education](#) (2024) should be read in conjunction with the University Quality Framework. In particular, specific consideration should be given to Principle 8: Operating Partnerships with other Organisations.

### **Academic Enhancement Framework**

The [University Academic Enhancement Framework \(AEF\)](#) provides a mechanism through which key strategic initiatives are embedded within curriculum design and delivery. The AEF identifies clear themes for enhancement across the University: it encompasses the core Future Facing Learning themes (particularly relevant in the context of student learning, forming the University's distinctive pedagogic approach) and other areas deemed integral to the wider student experience including the Student Voice and aspects of the Student Journey one of which is Student Success.

The Partner will have demonstrated how their existing quality assurance procedures meet and maintain these AEF principles through scrutiny through Course Approval/Re-approval processes.

## Themes of the AEF



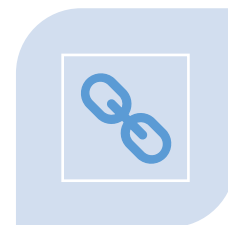
### **Expectation (Pathfinder)**

Discover the landscape: identify and use high impact pedagogic approaches to work with students in enhancing their connectivity and global awareness



### **Enhancements (Explorer)**

Broaden your horizons: create opportunities to enable and promote innovation, co-creation and collaboration.



### **Excellence (Trailblazer)**

Shape the future: connect and influence across the Institution. Make links and create new knowledge.

## **2. Partnership Arrangements**

### **2.1 Governance**

Governance of Partnership Provision is detailed below. Where specific committees take place in relation to Partnership Provision these will be detailed in the Supporting Documents.

#### **2.1.1 Teesside University Academic Board**

The University's policy, and strategy in relation to academic matters is the responsibility of the University's Academic Board (UAB), which has several key committees. Further information regarding the role and remit of the Committees that report to UAB can be accessed on the [Committee site](#). Subject to the overall responsibility of the Board of Governors, and to the responsibilities of the Vice-Chancellor, UAB is responsible for:

- a) considering the development of the academic activities of the University and the resources needed to support them, and for advising the Vice-Chancellor and the Board of Governors thereon.
- b) general issues relating to the research, scholarship, innovation, enterprise, knowledge exchange, international developments/Partnerships, learning & teaching and courses at the University, including:
  - i. criteria for the admission of students
  - ii. the appointment and removal of internal and external examiners
  - iii. policies and procedures for assessment and examination of the academic performance of students
  - iv. the content of the curriculum
  - v. academic standards and the approval and review of courses and academic Partners
  - vi. the procedures for the award of qualifications and honorary academic title
  - vii. the procedures for the expulsion of students for academic reasons.

#### **2.1.2 School Student Learning & Experience Sub Committee**

Within each School, there is a [School Student Learning & Experience Sub-Committee \(SSLESC\)](#). This is usually chaired by the Associate Dean (Learning & Teaching) and reports to the University's Academic Board via the University's Student Learning & Experience Committee (SLEC). SSLESC and its Chair have several key responsibilities with respect to Partnerships including:

- Receipt of nominations for Partner External Examiner appointments.
- Approval of all Partner staff CVs submitted as the course delivery team.
- Annual Review of the Partner Addendum to the Operations Manual and Operational Statement (OM-Annex 1).
- Consideration of the Quality Enhancement Visit (QEV) reports prepared by the Link Tutors.
- Oversight of modifications to courses between scheduled reviews

### **2.2 Teesside University Supporting Infrastructure**

Several of the University's Central Departments play a key role in the quality and administration of Partner courses. These include:



### **2.2.1 Student Learning and Academic Registry**

[Student Learning and Academic Registry](#) department supports the academic work of the University. SLAR has overall responsibility for promoting teaching excellence, staff CPD, coordination of external recognition and promotional pathways in relation to learning and teaching, digital pedagogy and leading through digital learning. As well as supporting key University Conferences and Events.

SLAR manage the systems and processes associated with Partnership and course approval and review, and the underpinning quality assurance and enhancement systems and support course monitoring and enhancement processes. Specifically, it is responsible for co-ordinating the Approval and Periodic Review Events for all courses.

SLAR have oversight of external review and audit, support external examining arrangements, and manages the University's regulatory framework. SLAR manage and support the School/Department sub-committee structure.

### **2.2.2 Finance Department**

[Finance \(FIN\)](#) department has overall responsibility for the University's student record system and issuing of student statement of performance. The Student Records Manager oversees the day-to-day administration of the records.

FIN also acts as one of the main points of contact with the Office for Students (OfS), in relation to all University provision, including the handling of all financial matters, completion of all financial and other statistical returns relating to the provision being offered, and ensuring that all relevant information from [Office for Students](#) is communicated to the Partner in an accurate and timely manner.

### **2.2.3 Student Recruitment and Marketing**

[Student Recruitment and Marketing \(SRM\)](#) department is responsible for centrally coordinating registration and new entrants.

The SRM Admissions team will liaise with the Partner around application processing, registration and enrolment and should be contacted for advice on such matters.

Working with SRM will make every effort to recruit the minimum or agreed target number of students to each course offered.

The University is responsible for oversight of information referring to the University and relating to awards of the University placed by the Partner in the public domain and will exercise this oversight through the regular review of public information in all media.

For more information and guidance on accuracy and usage of Teesside University name and logo, please see [OM-Annex 5](#) or contact [Marketing@tees.ac.uk](mailto:Marketing@tees.ac.uk).

### **2.2.4 Careers Support and Graduate Outcomes Survey**

The University is keen to support all students to realise their career ambitions and the Student Futures Team is available to support careers staff based in the Partners with guidance, training and resources that will enhance their services to Teesside higher education students. Partner students undertaking Teesside courses will take part in the



annual Graduate Outcomes Survey (now conducted 15 months from the end of the course). The University Alumni and Student Futures teams will keep in touch with all its graduates in order to encourage them to take part in the survey and share their success stories.

Employability and graduate outcomes events will be organised for teachers, lecturers, and careers advisers to provide opportunities for Partner staff to network with relevant University staff and to keep up to date with graduate employment issues.

Should you wish to discuss any aspect of this or to meet with the team at Teesside please contact [studentfutures@tees.ac.uk](mailto:studentfutures@tees.ac.uk).

### **2.3 Working with Academic Schools**

Schools are responsible for making key appointments in respect of Partner course management to ensure the effective operation within a particular academic discipline area. Each School will nominate a Link Tutor for each course or cognate group of courses. Each Partner is responsible for nominating an academic Course Leader who will liaise on subject matters with the designated School Link Tutor.

#### **2.3.1 School Link Tutors**

The Link Tutor is there to help ensure that the maintenance of academic standards, the quality and enhancement of the learning opportunities within the Collaborative Provision (e.g. curriculum development and support) are all taking place successfully, and for effective liaison with staff responsible within the Partner for the delivery of the course(s).

The Link Tutor is the point of contact for the course(s) and will work with University course leaders/module leaders to ensure, alongside the identified person in the Partner organisation, that the course is delivered in accordance with the University Operations Manual and associated Partner provision guidance and the arrangements agreed for the validation of new Courses and Periodic Review. The School Link Tutor will normally be expected to provide support to the Partner Course Team(s) in the development of course approval and period review documentation.

Should key contact information at the Partner change, these should be updated with Link Tutors and School Professional Services Staff.

Support is available to School Link Tutors via the Link Tutor Toolkit and Link Tutor Guidance Document. These can be accessed by contacting SLAR, [LTE@tees.ac.uk](mailto:LTE@tees.ac.uk).

The Task Descriptor for the Link Tutor activity can be located [here](#).

## **3. Quality Assurance at Institutional Level**

### **3.1 Confirmation of Institutional Approval/Review**

Following a successful institutional approval event, a Partner is normally approved for a period of six academic year years. The Partnership will be reviewed at the three-year point (Mid-Point Review) and will undergo a full re-assessment at the six-year point, known as Institutional Review. The intention of the review processes are to judge whether the Partnership is operating effectively and whether the Partner institution continues to offer HE

provision of a suitable quality and academic standard, within the context of relevant internal and external reference points. Significant changes at a Partner may prompt an earlier Institutional Review. These changes might include a significant change in the Partnership scale or significant new resources/facilities or an adverse quality audit judgement such as those identified in the CCP (further details can be found in [Chapter E](#))

Exceptionally a Partnership approval period may be extended, subject to approval by University SLEC.

### **3.1.1 External Inspection Bodies**

SLAR builds and maintains links with external audit and review bodies, ensuring the University is kept abreast of emerging developments at a national level. The work includes changes to the national UK Quality Assessment Framework, Teaching Excellence Framework (TEF), the regulatory responsibilities of the [Office for Students \(OfS\)](#) conditions of registration relating to Quality and Standards and is one of the main institutional points of contact for the [Quality Assurance Agency \(QAA\)](#). SLAR leads on major University-wide audit and review activities and works with Schools and Partners to support interactions with Professional, Statutory & Regulatory Bodies (PSRBs).

### **3.1.2 Delivery of University Awards by Third Parties**

The CCP expressly excludes the delivery of all or part of any Teesside University award by a third party (referred to in the UK Quality Code as 'serial arrangements'), other than placements as outlined in below (4.1.3).

### **3.1.3 Placements/Workplace Learning**

The Partner is responsible for making the arrangements with a third party to support learning opportunities, where these are credit bearing. Specific advice and guidance relating to expectations and practices for Work-Based Learning have been published by the [QAA](#).

The University will consider the Partner's overall strategy and approach to workplace learning as part of the process for Institutional Approval and Review. In addition, at course level where the course incorporates placement or work-related learning, the arrangements that the Partner has in place to manage arrangements with third parties to secure the quality of student experience, will be subject to scrutiny as part of the course approval process and Quality Enhancement Visits.

### **3.1.4 Disclosure and Barring Service (UK Partners only)**

The Partner is responsible for all staff and students whose areas of work and activity fall within the requirements of the Disclosure and Barring Service (DBS) to arrange for relevant checks. The Partner Institution is responsible for having clearly documented processes in place for following up any DBS concerns or managing a change to DBS status.

### **3.1.5 Termination of Partnership**

The CCP with the Partner includes clauses relating to termination and teach-out arrangements. The University will normally continue a Partnership until enrolled students have completed their courses. Where this is not possible, the University will implement appropriate mitigating actions. The relevant Academic School is responsible for coordinating formal notification to the Partner in consultation with Department of Legal and Governance Services (LGS).

At the point the University writes to a Partner to end a Partnership, key activities and a timetable of meetings will be scheduled to ensure teach-out arrangements are in place (Further advice and guidance is available in [OM-Annex 9 – Teach-out Process](#)). There will be a requirement for the Partner to write to all students advising them that the Partnership is ending, and teach-out arrangements will be put in place. Both Partners will be required to meet all existing quality assurance and regulatory requirements until the last student has exited a University award.

Under these circumstances, a Partnership could be extended to manage any residual contractual intakes until teach-out is completed.

#### **4. Quality Assurance at Course Level**

##### **4.1 Approval of a New Course**

A business case should be established to assess the demand and viability of the course, including market intelligence, and establishing that the Partner has the associated resources to deliver the course.

The University requires new courses to be approved following the University's Portfolio Development procedures before any activity will be included in the Validation Planner. Partners should consult with their School Link Tutor for further information on the process. The list of documentation required for Course/Location Approval, including those required for the approval of short awards, can be found in [Chapter E: Institutional Approval and Review of a Partner, as defined by Typology](#) of the Quality Framework.

If the proposed new award receives title/location approval, SLAR will coordinate the approval process with the relevant School.

##### **4.1.1 Changes to Existing Courses between Periodic Reviews**

Regulations exist regarding changes to existing courses and/or modules. Please refer to the University's course amendment regulations in the Quality Framework ([see Chapter C: Course and Module Modifications](#)) for details of how such changes are managed.

[Chapter E: Institutional Approval and Review of a Partner, as defined by Typology](#) also sets out how to manage any additional changes such as course location additions and changes.

##### **4.1.2 Multiple Intake Requests**

Multiple intakes requested after approval have implications for the timing of:

- The setting and taking of assessments.
- Moderation.
- Project supervision.
- Consultation meetings.
- Assessment Boards at Teesside University (as appropriate).
- Continuous Monitoring and Enhancement.

Multiple intakes can be approved as part of the course approval/review process or considered via the course modification process. Details of approved intakes should be listed

in the School/Partnership Course Addendum (OM-Annex 1 –Partner School Addendum, and Operational Statement).

#### 4.1.3 Periodic Review of Courses

The University operates a Periodic Review process for existing courses, *normally* on a 6-year cycle. All Partner courses are subject to this process and are managed by the relevant School according to University process. Where appropriate, Periodic Review of a course will normally occur at the point the Teesside University home-based course is reviewed.

#### 4.1.4 Course Materials/Teaching Staff

Please see below. These should be written in conjunction with the supporting documents listed below. All of which are located in the [Quality Framework](#).

Document	Content	Supporting Guidance
<b>Course Handbook</b>	Local arrangements at Partnership (opening times/student support etc.).  Ensure students have access to all essential information.  Updated annually by Partner course delivery team, approved via TU School.	<a href="#">Guidance for Course Teams for the Validation of Courses Chapter C: Appendix 2</a>
<b>Module Handbook</b>	Module Leader name and contact details. Aims and Learning Outcomes. Indicative Content. Module reading lists. Assessment tasks, including submission dates.  The Course Leader and delivery team at the Partner Institution are responsible for adapting the module guides in consultation with the relevant School Module Leader and Link Tutor.	
<b>Teaching Staff Changes</b>	Partner to ensure all tutors can demonstrate ability to teach and assess at the appropriate level. CVs of all those staff used by the Partner in delivery of the course must be sent to the University via the Chair of the appropriate SSLESC, or nominee, for approval. Any changes must be approved at SSLESC via OM-Annex 8.	<a href="#">OM Annex 8 Notification of Course Delivery Team</a>

#### 4.1.5 AI in Learning and Teaching

At Teesside University, we are committed to integrating artificial intelligence (AI) into our learning and teaching practices to enhance academic experiences while upholding our core values. Two key principles guide our approach:

Using AI as a companion for learning and promoting responsible AI use.

For more detail and guidance please access the Unity site on [AI in Learning & Teaching](#).

#### 4.1.6 Copyright and Intellectual Property

Intellectual Property Rights (IPR) in the awards referred to in the course schedule including the Course Documentation, the School Addendum, the Operations Manual and the Regulations are governed by the Contract for Collaborative Provision (CCP). In all cases, Teesside University is the awarding Institution. The Partner and all Partner staff are responsible for ensuring that they adhere to the provisions of the CCP when using IPR of Teesside University. Any learning materials provided by Teesside University may not be used for any other course unless permission to do so is granted by the appropriate Teesside University Dean (or nominee) or as may be otherwise articulated in the CCP.

#### 4.1.7 Student Induction

Partners will be responsible for conducting an initial induction event at the commencement of each cohort. Induction is viewed not just as a start of a course activity but also as a series of activities over the students' course of study. These activities should be capable of raising the awareness of students to not only course specific information but also key to developmental skills required during their studies (*and beyond*).

It is essential that all students admitted to a course at a Partner Institution receive a similar, but appropriate, course of activities that students at Teesside University receive as described in the Teesside University [Academic Enhancement Framework, \(Student Transitions\)](#). The ongoing "induction" activities are the responsibility of the Partner.

Induction introduces the nature of study on an undergraduate and postgraduate course. As a minimum standard, the induction will include the following:

- Students may be given access to an appropriate Student Information Hub.
- Provide an overview of Teesside University and its relevant School(s) and Departments.
- The aims, objectives, and structure of the relevant course.
- Course regulations governing progression and degree awards.
- University regulations governing the conduct of assessments and examinations including Academic Appeals, Extenuating Circumstances, Academic Misconduct, Student Complaint Protocols and where relevant the Fitness to Practise Regulations, Guidance on the use of AI in Education.
- Use and access to the Partner Virtual Learning Environment systems.
- The Partner regulations governing student behaviour.
- The individual modules, which make up the course and the assessment methods for each module.
- The Partner Module Leaders' responsible for delivering each module.
- Teaching and learning methods to be used in delivery of the course including any "electronic" delivery mechanisms, etc.
- Student Voice (e.g., student meeting, module evaluation etc.) including election of course representatives, if applicable.
- The use of library facilities, other information sources and study skills.
- The functions of any Support Services.

At the beginning of each subsequent stage of the course, a short re-induction must be provided which introduces the student to the next stage of the course.

Partners can contact their School Link Tutor for guidance and support on planning induction activities.

#### **4.1.8 Suspension and Course Closure**

Awards may only be suspended for a maximum of **two years**. Following the end of the suspension period, the course will be automatically reinstated. If the School/ Partner does not wish to re-establish the award, they must submit a **PD5 form** to close the award via [QAV@tees.ac.uk](mailto:QAV@tees.ac.uk). For detailed guidance please see [Chapter B: Portfolio Development \(Section 6\)](#).

### **5. Admissions and Recruitment**

#### **5.1 Admissions and Registration**

The Partner is responsible for administering the admissions process and recommending candidates to Teesside University in accordance with the Course requirements and Teesside University Admissions Policy. This process must be monitored by Teesside University who retain the right to refuse any student admission to a course (see [Admissions Policy](#)). Any applicant who has been refused a place on their chosen course, may, in certain circumstances, apply for a review of the decision. Please find link to the [Admissions Appeal Procedure](#).

Applications for places on franchise/validated courses should be made directly through Teesside University's website using the Apply Online facility, followed by the online registration process [via e-Vision](#). This also applies to part time study.

For Partner course which require application via UCAS (Universities and Partner Institutions Admissions Service) such as courses studied at TUCP Partner Institutions for full time admission only, decisions on applications will be made electronically via e-Vision against the entry criteria stated in the course documentation and University Admissions Policy. The University student records system will automatically update UCAS 'TRACK' so applicants can see the decision.

Important dates for applicants are available from the UCAS web site (<http://www.ucas.com>).

Admission decisions are made against entry requirements as stated in the relevant Course Specification and Partner Addendum to the Operations Manual. Any changes to entry requirements must be managed through the University Course Modification Process ([Chapter C: Course and Module Modifications](#)) and detailed in the Partner School Addendum, and Operational Statement (OM-Annex 1).

Admissions queries should be directed to the UK and International Admissions team based in [SRM](#) at Teesside University or via School Link Tutors. Guidance on any differences between the Partner admissions processes are outlined in the relevant provision's supporting document.

#### **5.1.1 Recognition of Prior Learning**

Where it is proposed to use Recognition of Prior Learning (RPL) and/or Recognition of Prior Experiential Learning (RPEL) for admissions purposes then Partner Institutions will follow

University procedures, with guidance from Schools. Information on RPL and/or RPEL can be found via the Teesside University [Admissions Regulations](#).

### **5.1.2 Progression to Courses of Advanced Study**

This Agreement forms an important part of both the Partner Institution and University's strategies for widening participation and enhancing lifelong learning opportunities. As a result of this the University undertakes to make reasonable efforts to provide progression opportunities for all students successfully completing courses covered by this Agreement, and to make students aware of those opportunities.

## **5.2 International Students**

The UKVI Student sponsor system is based on a direct relationship between sponsor and the student that they are sponsoring to study in the UK. The University will only provide sponsorship under the student route where the student is taught by the University for over half the duration of the course. The Home Office prescribe that in all other circumstances, the Partner Institution must sponsor the student, therefore the Partner Institution must hold their own Student Sponsor License to recruit international students.

The CCP with each Partner Institution clearly specifies whether the Partner Institution is permitted to recruit students requiring a visa under the student sponsor route to any of its franchised Courses with the University and the terms under which it is permitted to do so. The University will not register or enrol a UKVI Student onto one of its Courses in breach of the CCP.

If the CCP permits a Partner Institution to recruit a student requiring a visa under the Student sponsor route to a franchised Course under its Sponsor License, the Partner Institution is wholly responsible for complying with its UKVI sponsor duties including assigning of a Confirmations of Acceptance for Study (CAS). The University therefore, retains responsibility for academic admissions decisions only and in accordance with its Student Sponsor License, the Partner Institution is wholly responsible for compliance with its UKVI sponsor duties. Partner Institutions must check the immigration status of all students.

## **6. Registration and Enrolment**

Students will be registered and enrolled as students at the University according to the contractual arrangement. All students register with Teesside University, as candidates for the Teesside University award for which they are studying. When registering with the University, students are confirming that they will have accepted the terms and conditions as agreed within the institutional contract arrangements. [Admissions Regulations](#) should be consulted and adhered to when considering applying to a University course.

The [Finance Department](#) are responsible for the management of the student record system in collaboration with TU Schools. Partner Institutions should ensure all steps are taken to undertake timely registration and enrolment of their students.

Students are required to be on the University system no later than 2 weeks into the start date of their course, aligned with the agreed start and end dates for the course as all students, to enable confirmation of attendance to Student Loan Company (SLC) to



ensure payment of loans via BACS (*where applicable for students studying on UK Partner courses such as with the TUCP*). This will also enable fee collection and provide enrolment information to the OfS and Edexcel where necessary.

Full, timely and accurate registration information on the student record system is critical to fees collection and to OfS funding and metrics and its importance must be recognised by all participants. It is crucial that the registration is done carefully as the spelling of a student's name on the registration form will be what appears on the final parchment and transcript.

Partner Institutions will carry out enrolment checks as stated in the agreed process and supported where required by the School Link Tutor.

The records of students who have not enrolled (or re-enrolled) within 2 weeks of the start date of the course will be closed automatically. If a student does need to enrol or re-enrol after these two weeks, the Partner Institution will need to contact their School Link Tutor or Professional Services staff contact or directly to [Student Records Department \(FIN\)](#) to have the records re-opened.

### **6.1 Student Re-enrolment**

It is expected that as far as possible full-time and some part-time returning students will be re-enrolled on-line via e-Vision provided progression information is timely. Students' details will then be updated on the University student record system by an automated procedure. Returning students can continue to re-enrol on-line until the start of term.

Changes in any recorded student details such as change of address or contact details can be changed by the student via e-Vision using the "my details" tab. Changes to names can only be updated on the University Student Records System directly by Finance Student Records staff. The student will need to send scanned copies of proof of identity such as passport, birth certificate, marriage certificate or Deed Poll documents.

The student will be responsible for notifying Course Leaders of any change in details of status so the Partner Institutions can update their records also.

### **6.2 Student Withdrawals**

Students may also formally request to withdraw from a course for their own reasons. In such cases, the Partner must ensure that the student completes a withdrawal form, provided by Teesside University, and returned to the relevant Teesside University School professional services staff, usually within one week of withdrawal.

Notification of withdrawals on a timely basis is important with regard to funding decisions, calculating of withdrawal and progression dates, charging fees etc. All decisions must be notified as promptly as possible, and the University is under an obligation to ensure that its OfS return at the end of the calendar year is as accurate as possible.

Students should be advised that if they are considering withdrawing, they should discuss this with appropriate Partner Institution staff who may be able to facilitate their continuing involvement in HE. However, they should also be advised that once they have decided to withdraw, they should formally notify the Partner Institution. Failure to do so may result in

liability to pay fees if critical decision dates are missed. Students should be advised that withdrawal may have funding implications in respect of any further studies they embark on in the future and their eligibility for support.

Notwithstanding the above, all complaints and liabilities relating to the withdrawal of any course by the Partner shall be the responsibility and liability of the Partner as set out in the CCP.

## **7. Regulatory Matters**

Teesside University regulations must be followed in all Regulatory matters including Conduct of Assessment Boards, Academic Appeals, Extenuating Circumstances, Academic Misconduct, and Student Complaints. Partner Institutions are also required to use the relevant Teesside University templates, if and where appropriate.

Where a student is eligible to submit their complaint/appeal to the University the Partner shall provide the University with all documentation reasonably requested by the University in connection with the case under consideration.

### **7.1 Attendance Management**

All matters regarding a student's attendance and engagement will be dealt with by the Partner in accordance with its own procedures.

A Partner shall promptly notify the University if a student removed from their studies for attendance and engagement reasons.

### **7.2 Academic Misconduct**

The University operates a process for Academic Misconduct. Where a case of Academic Misconduct is suspected, this should be brought to the attention of the relevant University School which the course resides. They will then determine whether the suspected Academic Misconduct should be considered under the [University's Academic Misconduct Regulations \(relating to Taught Provision and Advanced Independent Work on Professional Doctorate courses\)](#). The procedure is documented in the Regulations. Any cases of Academic Misconduct considered under the Academic Misconduct Regulations must be recorded in the Partner Report ([D1-Annex 4](#)).

Students are able to appeal the decision reached under the [Academic Misconduct Regulations](#) using an application form available on the University's website. The appeal process is managed by the University's Student Casework Office.

### **7.3 Extenuating Circumstances**

The University's Extenuating Circumstances Regulations (Taught Provision) apply in cases where a student is experiencing difficulties that may affect their ability to submit a summative assessment within required timescales. The Regulations set out a number of remedies that can be offered. These range from agreeing a short or long extension of the assessment deadline, a deferral of assessment or an interruption to study. Students may also make a formal application for consideration by a Mitigating Circumstances Board. In the first instance a student should be encouraged to discuss their circumstances with their tutor. Students can find [advice and guidance here](#).

Students can appeal the decision reached under the [Extenuating Circumstances Regulations \(Taught Provision\)](#). The appeal process is managed by the [Student Casework Office](#).

#### **7.4 Academic Appeals**

The University operates an [Academic Appeals Regulations](#) that has an Early Resolution process a Formal Stage and Review Stage.

A student may apply under the Academic Appeal process where they feel that their academic achievement or academic progression has been adversely affected by illness or factors that should result in students being unable to submit an Extenuating Circumstances Application (incapacity) or a procedural error had taken place. The student is not able to appeal against academic judgement.

Normally, the Partner will operate the Early Resolution process, and this must be commenced within 15 days of the date of formal publication of results. Student should be strongly encouraged to attempt to resolve the issue using the early resolution process in the first instance.

Where the student is submitting a Formal Stage application, they must apply via the Student Casework Office using the [Academic Appeal Application form](#) available on the University's website. This should be submitted to the SCO within 15 days of the date of publication of results for within 7 days of receiving the written outcome of the Early Resolution process. Records of Academic Appeal will be part of the annual statistical report included in the Partner Report ([D1-Annex 4](#)).

#### **7.5 Student Complaints**

A student complaint relating to local management, delivery and resourcing of the course should, in the first instance, be dealt with by the Partner under their own procedure. Where a student remains dissatisfied with the outcome received from a Partner, the following options apply:

**i) Academic Issues:**

If the complaint is not resolved and relates to academic standards such as course delivery, teaching, feedback, and learning resources, the student may refer the complaint to the SCO, under Stage 2 of the Procedure.

**ii) Service Issues (where the Partner is registered with the Office of the Independent Adjudicator (OIA)):**

If the complaint relates to a service delivered by a Partner who is a member of the OIA, then the Partner, will issue the student with a 'Completion of Procedures' letter when the case has exhausted the Partner's complaints procedure enabling the student to proceed with their complaint to the OIA.

**iii) Service Issues (where the Partner is not registered with the OIA):**

If the complaint relates to a service delivered by a Partner who is not a member of the OIA, then the Partners complaints procedure will conclude the case.

In exceptional circumstances, student complaints, which by their nature, cannot be dealt with

by the Partner may be referred by the Partner and/or student to the University for consideration under the formal stage of [University Complaints Procedure](#).

## **7.6 Student Discipline**

All matters of general student conduct and discipline will be dealt with by the Partner in accordance with the Partner Institution disciplinary procedures, including any final right of review for excluded students.

A Partner shall promptly notify the University if a student is suspended or excluded from a course for disciplinary reasons.

### **7.6.1 Fitness to Practise**

The University operates [Fitness to Practise Regulations](#) for those students enrolled on a University award, which leads to a professional qualification that is registerable with a Professional, Statutory, or Regulatory Body (PSRB).

The Partner should ensure that they work with the relevant University School to determine relevant processes to ensure the consideration of a case in line with the Regulations.

## **7.7 Timelines and Documentation**

Teesside University are required to meet the standard timescales as outlined within the '[OIA Good Practice Framework: Handling complaints and Academic Appeals](#)' to close concerns within 90 days, it is expected that Partners will normally conclude their investigation within 45 days and provide the student with a written response. Following the conclusion of the Partner investigation, it is good practice to provide SCO with a copy of the final communication sent to the student.

Should the student submit the complaint to the University for consideration, it may be necessary for the Partner to provide SCO with a copy of all relevant documentation used to reach their decision.

Records of all Student Complaints will be part of the annual statistical report included in the Partner Report ([D1-Annex 4](#)).

## **7.8 Office of the Independent Adjudicator**

If a student continues to be unhappy with a final decision relating to any matter considered by a University procedure, (e.g., Academic Appeal; Student Complaints; Academic Misconduct; Extenuating Circumstances; Fees and Charges; Student Disciplinary), they may complain to the [Office of the Independent Adjudicator \(the OIA\)](#).

The University will be responsible for compiling the response and evidence bundles to the OIA.

The Partner agrees to retain all documentation relating to any student matter it refers to the University, for a period of 2 years, from the date of referral. The Partner agrees to work with the University and provide all documentation requested by the University and OIA in a timely manner.

### **7.9 Official Confirmation of Results**

It should be stressed to students by all staff at the Partner and the University that all marks/grades awarded are '*provisional*', and potentially subject to change, until an Assessment Board has formally ratified them at the University.

In circumstances where the Partner informs students of the decision from the Formal Assessment Board, they must clearly identify the route for making an academic appeal and the sequence of processes involved.

### **7.10 Issue of Results to Students**

Once a student has completed sufficient modules to complete an entire stage of a Course, they will receive a Record of Progress of their achievement. All Records of Progress will be administered from the University and accessed directly by the student on-line via e-Vision.

The Finance Department has overall responsibility for the production and distribution of certificates and Diploma Supplements (which incorporates a final transcript) and includes a full list of modules studied by each student and marks achieved together with learning outcomes of the course.

## **8. Assessment Boards**

The University uses a two-stage assessment system. The first stage is concerned with individual modules, the second with award and progression issues.

All assessment boards for Partners will follow the University's model and will normally be chaired by a senior appointee of the relevant University School.

Attendance by all staff who have delivered a module within the academic year is essential. This includes part-time staff. In many cases, Schools will endeavor to hold combined Module and Progression boards. However, Module Leaders do not need to attend Progression and Award Boards.

Detailed information on assessment boards, venue and deadlines will be included in the approved Partnership/School Addendum. The School has a responsibility to ensure that all module, progression, and award results are entered onto the University's data management system, regardless of the typology of the Partnership.

### **8.1 Assessment and Feedback**

The Partner will inform students that they should normally expect to receive feedback on completed assessments in line with the [University Assessment and Feedback Policy](#). If the piece of assessment involves the production of artefacts or similar, then a longer timeframe will be adopted. These exceptional cases will be clearly identified in the Partnership/School Addendum ([OM Annex 1](#)), along with confirming when students will receive feedback. Before unratified feedback is released to individual students, all internal marking and moderation processes for the cohort must be completed.

Unratified feedback must not be provided for work submitted for reassessment. Unratified feedback to students on reassessment is not seen as helpful, especially if the student has failed as progression decisions cannot be confirmed until after the relevant Assessment Board.

Students must be informed, at the beginning of each module, the date by which unrated feedback will be released. Unrated feedback must be released on the same day to all students who submitted work.

## **8.2 General Principles for Designing, Moderating and Marking Assessments**

Recognised marking and moderation processes are identified within the [University Assessment and Feedback Policy](#) to promote consistent, reliable, and objective practices. Adherence to the marking and moderation processes ensures that summative assessments have been through a defined and evidenced set of processes. These processes demonstrate consistency of judgement and security of standards for all students in any given cohort, irrespective of the number of staff involved in delivery and marking, location of students, method of delivery, etc.

Normally, assessments will be set by the University, although assessments can be contextualised by the Partner if appropriate and approved by Teesside University.

Students should submit their work for assessment via the identified VLE and Teesside University staff would access work for the purposes of moderation.

For the first occurrence of the module at the Partner Institution, the Partner will conduct first marking and internal sampling of all work, then produce an agreed mark and feedback. All the work will then be double marked by Teesside University. If there are significant discrepancies, these will be addressed by the School Link Tutor, or relevant Associate Dean, and appropriate action agreed with the Partner. Teesside University reserves the right to decide on the final mark to be awarded to individual students.

After the first year of delivery and as Teesside University gains confidence in the standards of marking at the Partner Institution, the process will move to the Partner first marking and internal sampling by the Partner staff. Internal sampling by Teesside University staff should replace double marking. Please note this means that **all** the assessments must be forwarded to Teesside University to enable the internal sampler to select their own samples and follow up any issues, e.g., with one identified marker. This will be assessed by the School Link Tutor, or relevant Associate Dean.

The Partnership/School Addendum should detail the timeline and the specific moderation activity responsibilities applicable in that academic year.

### **8.2.1 University Generic Marking Criteria**

The [University Assessment and Feedback Policy](#) also outlines the University Generic Marking Criteria. These generic criteria draw on the [Teesside University Credit Level Descriptors \(and SEEC 2021 guidance\)](#) that provide a framework to aid course and module development and help to develop learning outcomes that reflect the level expected.

### **8.3 External Examiners**

The University is responsible for the appointment of External Examiners to all its awards, including those delivered collaboratively with Partners.

Module External Examiners are appointed by the University to consider modules that comprise University courses and are expected to attend relevant Module Assessment Boards. In addition, Award External Examiners are appointed, and are expected to be present whenever the Progression & Award Board meet.

External Examiners are required to produce an annual report on the modules and awards they cover. Their report will cover all collaborative deliveries of the modules/award. The coordination of this process will be managed by the Teesside University School and will require appropriate input from the Partner.

### **8.4 Graduation**

The Partner is responsible for all arrangements and costs associated with graduation ceremonies for all designated awards.

In certain circumstances, subsequent to ratification of a student award by a University Assessment Board, Student Certificates are distributed by the Finance Department to the relevant Partner. It is important that the Partner Institution ensures that correct contact addresses for this are kept up to date with the University.

Local graduation ceremonies should be planned by the Partner Institution, and Teesside University Graduation Delivery Group should be informed of all dates and arrangements.

## **9. Continuous Monitoring and Enhancement**

It is vital that the Partner's teaching staff and students have a mechanism for discussing the delivery of the course and raising any strengths and areas for development.

Continuous Monitoring and Enhancement (CME) is the principal mechanism the University uses to:

- assure itself that the standards of its awards are maintained.
- identifies opportunities for enhancement and shares good practice to improve the student learning experience and student outcomes.
- ensures that areas for development are appropriately addressed to improve the student experience and student outcomes.

The process is used to consider the student experience at course level, referencing key student satisfaction indicators, where appropriate and relevant, the National Student Survey, feedback from staff, consultation meetings, Graduate Outcome statistics and the results of [EvaSys Module Evaluation surveys](#). In addition, the process incorporates the views of external stakeholders, such as External Examiners and Professional, Statutory and Regulatory Bodies (PSRBs) and the outcomes of the Quality Enhancement Visits (QEV).



Schools will reflect on the information provided by Partners within their annual reports and relevant items will be discussed at the University's Institutional Event.

Annual staff development is available around aspects of the CME process, report writing and QEV's.

### **9.1 CME Course Reports**

TUCP and TNE Partners are required to complete an annual Course Report and the School Link Tutor will provide the Partner with the relevant report template. Schools will complete the annual course report for Employer Partners.

Further details are available from [Chapter D1: Continuous Monitoring and Enhancement](#).

### **9.2 Partner Report**

UK and TNE Partners will complete an annual Partner Report ([D1-Annex 4](#)). The Course Reports, provided by the University Link Tutor, include the data that will be analyzed within the annual Partner Report.

Employer Partners normally deliver short awards and have a more localised relationship that is closely managed by an individual School. They are exempt from completing a Partner Report.

### **9.3 Support and Guidance**

In addition to Chapter D1, operational support and guidance for CME, including timelines, staff development and FAQ's can be found on Unity – [Monitoring and Enhancement](#) or email [CME@tees.ac.uk](mailto:CME@tees.ac.uk). Support is also available from the School Link Tutor.

### **9.4 Quality Enhancement Visit (QEV)**

All Collaborative Provision must have an annual QEV including TNE, Employer Partners and TUCP. The reports will inform the Partners Report and also provide an evidence based for the due diligence processes that are part of institutional and mid-point reviews.

The visits should normally be undertaken during Semester 1 of the course start date and where possible the School Link Tutor should arrange and undertake this. The School Link Tutor has oversight of the outcomes of the visit and the action plan to be able to follow up in a timely manner.

[QEV Guidance](#) document gives a detailed outline on the process. Please consult this before arranging a QEV.

All confirmed actions must be agreed by all parties.

#### **9.4.1 QEV Report and Action Planning**

The QEV Report form and action plan can be located in [Chapter D1: Continuous Monitoring and Enhancement – D1-Annex 2](#). As stated above, the QEV Guidance document provides a detailed overview on recording and submission of the report and action plan plus associated timelines and responsibilities.

## 10. Partner Staff Requirements

### 10.1 Associate Accounts

Once a new staff member has been appointed by the Partner, or a new teaching staff member has been approved, they will require an associate account to access certain aspects of University information and systems such as e-Vision and Unity. Partner staff must request this via their associated TU School Professional Services staff.

Once set up, if you have any issues logging in or require a new password, please contact [ithelp@tees.ac.uk](mailto:ithelp@tees.ac.uk).

**Please note** - Specific links within this document will need to be accessed by logging in with a TU associate account.

### 10.2 Staff Development

Staff development is regarded as an important aspect in the maintenance of quality, the enhancement of the student experience, and in the development of the Partnership. Staff development is not designed to teach the delivery staff at the Partner Institution the academic content of the modules, which they are delivering.

The School Link Tutor will be the point of contact for queries regarding School based Partner staff development.

Central staff development such as CME, updates to policies and regulations, systems training, admissions training, where applicable, will be communicated to Partners via central Departments and, where possible, recordings of sessions will be made available as a resource.

School Link Tutors and Partner staff should maintain strong links around staff development needs and should build up effective relationships to deliver service excellence.

Central staff development and resources are available via SLAR is also available to School Link Tutors to enhance their work with Partners.

## 11. Student Support

Depending on the type of Partnership agreement, students may be able to access the support services and resources provided by the University. Detailed information on support and advice offered can be found here – [Student and Library Services](#).

### 11.1 Resources and Services

Within the terms of the Contract for Collaborative Provision the Partner Institution library will provide:

- Materials on reading lists in appropriate quantities.
- Background reading to broaden and deepen students' understanding of the curriculum.
- Reference material.
- Relevant journals.

- Some materials at a more advanced level to meet the immediate needs of project and assignment work and for academic staff to prepare for teaching.
- Induction and information literacy development.
- Space for a variety of learning activities including silent study, group work and the use of PCs.

The University will complement this resource for students through:

- Specialist material already in stock to support more advanced project and assignment work. In cases where the Partner provision is in a subject where the University has no expertise, the University Library is unlikely to have specialist material to support this provision.
- Access to [University Library material](#) for reference and borrowing but not inter-library loans.
- Basic induction to the University's Library.

The University will complement this resource for course team members of Partner Provision courses through:

- Full borrowing rights except for inter-library loans.
- Staff access to print and electronic resources both on campus and remotely subject to license restrictions.

### **11.2 Student Email Accounts**

Student email accounts can be accessed via the TU log in details provided at registration. It is important students check these periodically as they contain important information on how to access University systems to do tasks such as re enrol, view their results, and complete module evaluation surveys.

Students can access support and guidance, including information on how to set up forwarding or connect to a Smart phone, at [My Mail](#).

## 12. Glossary of Abbreviations

<b>AEF</b>	Academic Enhancement Framework
<b>AI</b>	Artificial Intelligence
<b>CAS</b>	Confirmations of Acceptance for Study
<b>CCP</b>	Contract for Collaborative Provision
<b>CME</b>	Continuous Monitoring and Enhancement
<b>DBS</b>	Disclosure and Barring Service
<b>DID</b>	Department of International Development
<b>EP</b>	Employer Partner(s)
<b>FIN</b>	Finance
<b>HE</b>	Higher Education
<b>ITDS</b>	IT & Digital Services
<b>LGS</b>	Legal and Governance Services
<b>NSS</b>	National Student Survey
<b>OfS</b>	Office for Students
<b>OIA</b>	Office of the Independent Adjudicator
<b>SCO</b>	Student Casework Office
<b>QAA</b>	Quality Assurance Agency
<b>QEV</b>	Quality Enhancement Visit
<b>RKEC</b>	Research, Knowledge Exchange Committee
<b>RPEL</b>	Recognition of Prior Experiential Learning
<b>RPL</b>	Recognition of Prior Learning
<b>SCONUL</b>	Society of College, National and University Libraries
<b>SLAR</b>	Student Learning & Academic Registry
<b>SLAR (ACD)</b>	Student Learning & Academic Registry (Academic Development)
<b>SLAR (APR)</b>	Student Learning & Academic Registry (Academic Policy &

	Regulations)
<b>SLAR (QAV)</b>	Student Learning & Academic Registry (Quality, Assurance and Validation)
<b>SLC</b>	Student Loan Company
<b>SLEC</b>	Student Learning & Experience Committee
<b>SLS</b>	Student & Library Services
<b>SRM</b>	Student Recruitment & Marketing
<b>SSLESC</b>	School Student Learning & Experience Sub-Committee
<b>TU</b>	Teesside University
<b>TUCP</b>	Teesside University College Partnership
<b>TUSC</b>	Teesside University Smart Card
<b>TUSU</b>	Teesside University Student Union
<b>UCAS</b>	Universities and Colleges Admissions Service