

**Student Learning & Experience Committee**

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| **Partner Operations Manual** **(Employer Provision)** |

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**GLOSSARY OF ABBREVIATIONS**

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| **AEF** | Academic Enhancement Framework |
| **SLAR (APR)** | Student Learning & Academic Registry (Academic Policy & Regulations) |
| **SLAR (QAV)** | Student Learning & Academic Registry (Quality Assurance & Validation) |
| **CCP** | Contract for Collaborative Provision |
| **CME** | Continuous Monitoring and Enhancement |
| **DBS** | Disclosure and Barring Service |
| **FCD** | Finance & Commercial Development |
| **LTSP** | Learning and Teaching Strategic Plan |
| **MoU** | Memorandum of Understanding |
| **OIA** | Office of the Independent Adjudicator |
| **PSRB** | Professional, Statutory & Regulatory Body |
| **QAA** | Quality Assurance Agency |
| **QAAP** | Quality Assurance Authorisation Panel |
| **QEV** | Quality Enhancement Visit |
| **RPL** | Recognition of Prior Learning |
| **SCO** | Student Casework Office |
| **SLEC** | Student Learning & Experience Committee |
| **SLS** | Student & Library Services |
| **SRM** | Student Recruitment and Marketing |
| **SSLESC** | School Student Learning & Experience Sub-Committee |

# 1. INTRODUCTION

## 1.1 Purpose of the Operations Manual

The Operations Manual (“the Manual”) is designed to assist the University and the Partner's staff to implement the necessary activities that reflect University academic regulations, admissions procedures, quality assurance and enhancement procedures, and contractual Partnership arrangements, in a way which achieves comparable outcomes for students.

The University recognises different types of Partnership activity as defined within [**Chapter E: Institutional Approval and Review of a Partner, as defined by Typology**](https://www.tees.ac.uk/docs/DocRepo/Quality%20framework/E-Institutional%20Approval%20and%20Review.doc) of the Quality Framework, and all provision is subject to the regulatory and quality assurance requirements of Teesside University.

For each course, there is normally an Addendum (see **OM-Annex 1**, **Partner School Addendum, and Operational Statement**)which provides a specification for minimum contentand details any variations from this generic handbook and any processes specific to a course.

In addition, the Quality Framework must also be read in conjunction with the Quality Assurance Agency's (QAA) UK Quality Code for Higher Education Advice and Guidance, which is divided into 12 Themes designed to support providers in meeting the mandatory requirements of the Quality Code. In particular, specific consideration should be given to the advice and guidance relating to Partnerships which articulates how partnership arrangements can be effectively managed and overseen by providers (see [**UK Quality Code for Higher Education**).](https://www.qaa.ac.uk/quality-code/advice-and-guidance)

## 1.2 Supporting University Policy and Strategies

The University has a number of supporting documents that underpin this Manual:

**The Contract for Collaborative Provision between the University and the Partner**

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

**Teesside University Student Handbook**

The [**Student Handbook**](https://www.tees.ac.uk/studenthandbook/) 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 quality assurance and regulatory procedures to ensure effective planning, assessment and quality assurance and enhancement of courses. The Quality Framework also contains relevant information connected with collaborative provision to support the above procedures, including necessary annexes and links to guidance and forms.

**Learning and Teaching Strategic Plan**

The University’s [**Learning and Teaching Strategic Plan**](https://www.tees.ac.uk/docs/DocRepo/Quality%20framework/Learning%20and%20Teaching%20Strategy.doc) (LTSP), and Future Facing Learning Agenda provides 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.

**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 provides structured guidance for course teams relating to nine distinctive themes.

1. Digitally Empowered
2. Future Ready
3. Globally Connected
4. Research Active
5. Socially & Ethically Engaged
6. Student Success
7. Student Voice
8. Transitions
9. Wellbeing

The AEF replaces the previous Threshold Quality Standards (TQS).

**Student Learning & Academic Registry Website**

Partners are advised to make use of the [**Student Learning & Academic Registry Quality Framework**](https://www.tees.ac.uk/sections/about/public_information/quality_framework.cfm) which signposts Partners to relevant sections of the Quality Framework and University regulations. **Chapter E: Institutional Approval and Review of a Partner, as defined by Typology** is particularly relevant to partners of the University, including Employer Partners. It includes a range of useful reference material, such as guidance on course design and assessment and links to this Operations Manual and associated documents.

## 1.3 Scope of the University Operations Manual

This Manual is relevant to Employer Partners and reflects the agreed relationship with Teesside University.

Collaborative provision is delivered in three ways:

1. Courses that run either at the University and/or at one or more Employer Partner. Here the compatibility of award and student learning experience between Institutions must be ensured.
2. Courses that run at a single Employer Partner.
3. Courses with some element of shared delivery, with the University and the Employer Partner taking responsibility for and managing the different elements of the course.

Different arrangements may require slightly different structures for quality assurance and enhancement and individual Schools and Partners will need to establish clarity about procedure, process, and ownership of issues in such cases within the context of this Manual.

# 2. COMMUNICATIONS WITH THE UNIVERSITY/SUPPORTING INFRASTRUCTURE

The Pro Vice-Chancellor (Enterprise & Business Engagement) is the initial point of contact between the Employer Partner and the University for all matters relating to the future development of the strategic Partnership between the Employer Partner and the University.

Following the establishment of a business case for large and complex new Employer Partnerships, a Memorandum of Understanding (MoU) may be created which requires input from Legal and Governance Services, Finance and Commercial Development and the relevant School.

Student Learning & Academic Registry (Quality Assurance & Validation) (SLAR (QAV)) in conjunction with the Associate Dean (Enterprise & Business Engagement) have strategic oversight of the Partnership Collaborative Provision and will manage the approval arrangements in the University, whilst Schools have operational responsibility for the delivery of the courses from their School.

## 2.1 University Departments Involved in Partner Collaborative Provision

* **Student Learning & Academic Registry**

Student Learning & Academic Registry (Academic Policy & Regulations) (SLAR (APR)) have knowledge and expertise in areas associated with Teesside University Regulations and are responsible for ensuring Partners are supported with information relating to these key elements.

SLAR (QAV) oversee the systems and processes associated with course development, Approval, Periodic Review, quality assurance and enhancement of all Partner courses.

Short Awards (i.e., size of award etc.) are managed under the Quality Assurance Authorisation Panel (QAAP) approval process. QAAP has devolved responsibility for the approval process on behalf of the Student Learning & Experience Committee (SLEC).

* **Finance and Commercial Development Department**

The Finance and Commercial Development Department (FCD) has overall responsibility for the registration of all students and management of the University’s student record system. The Student Records Manager oversees the day-to-day administration of the records and issuing of certificates and transcripts.

## 2.2 Working with the University’s Academic Schools

### 2.2.1 Subject Liaison

Each School is responsible for making key appointments in respect of 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 with an Employer Partner. Each Employer Partner is responsible for nominating an academic Course Leader who will liaise on subject matters with the designated School Link Tutor.

A directory of key University and Partner contacts will be maintained through the annual review of the Course Addendum. It is a responsibility of the Partner and the School to maintain a contact list.

### 2.2.2 School Student Learning & Experience Sub-Committees

Within each School, there is a School Student Learning & Experience Sub-Committee (SSLESC). This is chaired by an Associate Dean responsible for teaching and learning, is administered by SLAR (APR) and reports to the University’s Academic Board, via the University’s Student Learning & Experience Committee (SLEC). SSLESC and its Chair have a number of key responsibilities with respect to Partnerships including:

* Participation/Course First Critical Read of documentation connected with Approval/Periodic Review events.
* Oversight of modifications to courses between scheduled reviews.
* Annual Review of the Partner Addendum to the Operations Manual and Operational Statement (**OM-Annex 1**).
* Approval of all Partner staff CVs submitted and any subsequent additional members of the course delivery team.
* Consideration of the Quality Enhancement Visit (QEV) reports prepared by the Link Tutor.
* Consideration of External Examiner nominations.
* Review of External Examiner annual reports.
* Receipt of Partner Reports (CME), via the Link Tutor, and incorporated into the School Continuous Monitoring and Enhancement Report.

## 2.3 Committee Structure

The University’s policy and strategy in relation to academic matters is the responsibility of the University’s Academic Board, which has a number of key [**Committees**](https://unity3.tees.ac.uk/sites/committees/SitePages/Home.aspx).

# 3. PROVISION OF PROCESSES AND RESOURCES

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

## 3.1 The University undertakes to:

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| SLAR (QAV) | * Carry out processes connected with Institutional Partnership Approval and Periodic Review.
* Carry out Approval and Periodic Review processes on behalf of courses to be delivered at the Partner Institution.
* Hold all definitive approved course documentation in line with Teesside University’s Records Management Policy.
 |
| SLAR (APR) | * Ensure Partners are informed of developments from the QAA relating to Partnerships.
 |
| FCD | * Overall responsibility for the registration processes and management of the University Student Records System (SITS).
* Issue transcripts and certificates.
 |
| Academic School | * Offer effective course management through the appointment of a Link Tutor to liaise with the Partner on operational matters related to the delivery and assessment of the courses.
* Provide senior level School support via the Associate Dean (Enterprise & Business Engagement) or nominee (see **Section 8.1**).
* Provide advice on matters relating to registration and enrolment.
* Make at least one Quality Enhancement Visit per year, which may be conducted virtually, and normally takes place in the first semester of each academic year. The visit will consider a course, or group of courses, and provide a report of the outcomes to the Partner and SSLESC.
* Review and approve Course Handbook(s) annually, alongside any agreed Addendum.
* Provide appropriate administrative support to maintain records of student data.
* Make arrangements for, and Chair, all Module, Progression & Award Boards (including all associated administration) and ensure appropriate attendance, or virtual attendance, of nominated staff.
* Register the Partner's tutors as University Associates so that they will have access to electronic resources within the current licence restrictions (see **OM-Annex 2**, Electronic Resources).
* Feedback to the Partner Institution and students the outcomes of any evaluation from Continuous Monitoring and Enhancement.
* Provide standard reports related to applications, enrolment, retention, progression, and achievement (see **Chapter D1, Annex 1**, **Module, Course, Department, School and TU London Reports**).
* Oversee the approval of all admissions decisions and registration of applicants as students of the University.
* Oversee the accuracy of published information where this makes reference to the University or awards of the University.

With support from Student Learning & Academic Registry:* Provide clear and up-to-date information, guidance and manage oversight relating to academic regulations and quality procedures to ensure academic standards.
* Provide an agreed range of staff development opportunities (see **Section 12** for further details).

With support from SLAR (QAV): * Oversight and management of a student-focused exit strategy following the termination of the partnership agreements.

With support from SLAR (APR): * Oversight of Professional, Statutory and Regulatory Body (PSRB) consideration, where relevant.
* Appoint External Examiners and cover all associated costs in line with University payments to External Examiners.
* Ensure that copies of all External Examiner reports are received by the Partner, and that comments received from the Partner are incorporated into the formal response.

With support from Student and Library Services (SLS):* Make existing library and learning resources available online to HE students undertaking Teesside University awards at the Partner Institution, subject to licence restrictions.
 |

## 3.2 The Partner undertakes to:

* Provide an appropriate HE management and administrative infrastructure and a senior point of contact for oversight of all Partner HE provision.
* Engage in annual processes of academic planning and target setting.
* Market courses effectively and make every endeavour to recruit to target.
* Recruit and admit students to courses in line with agreed entry requirements, targets and/or minimum numbers and University procedures.
* Supply the University with accurate and timely information on enrolled and withdrawn students.
* Identify a development team for any new course proposal and allocate sufficient resources to support the development.
* Appoint a Course Leader to liaise with the University on matters of course management including recruitment, staffing, delivery, assessment, review and evaluation and student retention, progression, and achievement.
* Inform Teesside University, Academic Registrar, in advance of any planned change of ownership of the Partner in accordance with the CCP.
* Provide an appropriately qualified and experienced team of staff to deliver the course as set out in the course approval documentation.
* Consult the University promptly on all staffing changes by forwarding current staff CVs and **Notification of Course Delivery Team** (**OM Annex 8**) for consideration and approval to the relevant SSLESC.
* Support staff in their professional development, including acquiring knowledge of the University’s quality and regulatory requirements, and pursuing scholarly activity.
* In conjunction with the relevant School(s), annually produce and review Course Handbooks and Module Guides to ensure they remain appropriate and contextualised, and contain current information from both the Partner and Teesside University perspectives.
* Prepare Partner reports at course and Institutional level, which will include findings of the External Examiner reports in accordance with specified deadlines.
* Engage with Continuous Monitoring and Enhancement processes outlined within **Chapter D1** of the Quality Framework.
* Ensure attendance of staff at agreed meetings for the purpose of conducting rigorous and standardised assessment and moderation practices (meetings may be conducted virtually).
* Provide suitable teaching accommodation, appropriate library and ICT resources, associated study spaces and specialist equipment and laboratories for the delivery of Teesside University courses.
* Facilitate access of University staff and External Examiners to staff teams and students as required.
* Share Annual External Examiner reports with staff and students at consultation meetings and virtually.
* Provide first line advice, guidance, and counselling services to students.
* Ensure students understand the academic regulations and academic appeals procedures within which the courses covered by this agreement are operated.
* Operate disciplinary and complaints (not academic related) procedures.
* Copy the University’s Student Casework Office (SCO) into any complaint outcome letter sent to a student by the Partner.
* Provide named contacts for data and finance matters.
* Undertake appropriate Disclosure and Barring Service (DBS) checks, where appropriate.

An indicative staff responsibilities list is provided for reference in **OM-Annex 3**, and a Course Annual Cycle overview is available for reference in **OM-Annex 4**.

# 4. QUALITY ASSURANCE AT INSTITUTIONAL LEVEL

## 4.1 Confirmation of Institutional Approval (Institutional Review)

The University has established a process for periodic confirmation of Partner Institutional Approval, known as Institutional Review. The intention of this process is to review whether decisions made at the original Institutional Approval of previous Partnership confirmation remain relevant and reflective of the developments in the Partnership during the intervening period. Institutional Approval is normally for six years but significant changes 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** of the Quality Framework). A midpoint Due Diligence review process will be undertaken 3 years after Institutional Approval and Institutional Review.

### 4.1.1 Quality Assurance Processes and Academic Enhancement Framework

The University operates an Academic Enhancement Framework (AEF), presented through nine distinct themes (see **Section 1.2**) which provide a mechanism through which key strategic initiatives of the University are embedded in curriculum design and delivery. The nine themes highlight examples of good practice under the following three headings and each theme provides the relevant context for these headings:

* Expectation (Pathfinder) – Discover the landscape
* Enhancements (Explorer) – Broaden your horizons
* Excellence (Trailblazer) – Shape the future

The Partner will have demonstrated how their existing quality assurance procedures meet and maintain the AEF principles through scrutiny within the Institutional Partnership Approval/Re-approval Confirmation and Course Validation stages.

### 4.1.2 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**](https://www.qaa.ac.uk/quality-code/advice-and-guidance/work-based-learning).

The University will consider the Partner’s overall strategy and approach to workplace learning as part of the process for Institutional Approval and Review, as well as keeping this under 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.

### 4.1.3 Partner Report: Institutional Level

The Partner is required to produce a Partner Report based on the reviews information outlined within continous monitoring and enhancement processes. This will include analysis of performance data and statistical reporting on student claims and appeals (see **Section 11.5**). The Partner will use the University template for this purpose (see Quality Framework, **Chapter D1**, **D1-Annex** **4**, **Partners Report**).

Details contained within the report will contribute to the School Summary Report, which is submitted to SLEC, who act on behalf of Academic Board. Following submission and agreement of the final report, the School will share findings and themes with Partners to inform future enhancements.

### 4.1.4 Disclosure and Barring Service

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 is responsible for having clear documented processes in place for following up any DBS concerns or managing a change to DBS status.

### 4.1.5 External Inspection Bodies

SLAR (APR) will take a lead responsibility in preparing QAA review activity directed to the University and associated with ‘indirectly funded’ provision with the Partner. In fulfilling this obligation, the University will undertake to ensure that staff within the Partner Institution are kept aware of developments in QAA review methodology and that appropriate planning and development takes place in preparation for QAA visits/activities.

### 4.1.6 Termination of Partnership

The CCP with the Partner includes clauses relating to termination and teach-out arrangements. The University will generally seek to 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 co-ordinating formal notification to the Partner in consultation with Department of Legal and Governance Services.

At the point that 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 students have exited.

## 4.2 Quality Assurance and Planning at Course Level

### 4.2.1 Process for Approval of a New Course

If the demand for a course is established and the Partner has the associated resources to deliver the course, the Partner will seek approval to any initial proposal by presenting a case to the Pro Vice-Chancellor (Enterprise & Business Engagement) via the submission of the appropriate forms for portfolio development approval, in accordance with the agreed planning cycle and committee schedules.

The University requires new courses to be approved following University procedures, as set out in the Quality Framework*.* Partners should consult with their Link Tutor and SLAR (QAV) to provide details on requirements. 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**](https://www.tees.ac.uk/docs/DocRepo/Quality%20framework/E-Institutional%20Approval%20and%20Review.doc) of the Quality Framework.

If the proposed new award receives title/location approval, SLAR (QAV) will coordinate the approval process in conjunction with the relevant School.

### 4.2.2 Changes to Existing Courses between Scheduled 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.

### 4.2.3 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.

If multiple intakes are proposed at any stage of a Partnership, then the School and the Partner Institution will present proposals as part of the approval process. Additional intakes are considered via the Teesside University course modification process with proposals initially submitted through SLAR (QAV). Details of approved intakes are listed in the Partnership Course Addendum (**OM-Annex 1** –**Partner School Addendum, and Operational Statement**).

### 4.2.4 Periodic Review and Re-Approval of Courses

The University operates a Periodic Review and re-approval process for existing courses, normally on a 6-year cycle. All Partner courses are subject to this process and are managed by SLAR (QAV), in conjunction with the Schools 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.

### 4.2.5 Approval of an Additional or Change to a Location delivery for an existing relationship

 Regulations exist regarding additional or changes to course locations. Please refer to the University’s Quality Framework (**Chapter E**), for further details on how these changes are managed.

### 4.2.6 Partner Annual Quality Enhancement Visits

There will normally be one visit to the Partner by members of University staff as nominated by the liaising School(s). This visit will take place as early as possible in the academic year and may be completed through a virtual process. The purpose of the visit is outlined **Section 11.3**.

University staff will also wish to meet separately with student groups, to hear their views on their experiences of the course. University staff will stress the importance of the Partnership with the Partner and confirm the students’ entitlements to a range of University services, as students of the University.

### 4.2.7 Course Handbook

These will be produced for each course and their content and design will follow the relevant School’s requirement as stated in **Guidance for Course Teams for the Validation of Courses** document (**Chapter C: C-Appendix 2**), with any agreed localisation included. The handbook must include relevant Partner information and details of the specific local arrangements at the Partner Institution – for example opening times, access to learning resources, student support, etc. In addition, Partners must ensure all students have access to the guidance outlined within **OM-Annex 7** **Essential Information for Students on University Regulations**.

The responsibility for annually updating and adapting the Course Handbook will be the responsibility of the course delivery team at the Partner Institution. Prior to the commencement of each academic year, or cohort, the Course Handbook must be approved for circulation by the relevant Academic School at Teesside University. The Partner will acquire any additional learning materials necessary for delivery of the course.

### 4.2.8 Module Guide

These will be produced for each module of the course in accordance with the guidelines available within the **Guidance for Course Teams** **for the Validation of Courses** (**Chapter C: C-Appendix 2**) and will include, for example, the following:

* Module Leader name and contact details.
* Aims and Learning Outcomes.
* Teaching and Learning Strategy.
* 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.

### 4.2.9 Teaching Staff

The Partner will ensure that all tutors are able to demonstrate their ability both to teach and assess to the appropriate level and provide full academic support for the modules they are intending to deliver.

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 agreement. These records **must** be kept up-to-date. Any proposed changes in staffing must be agreed with the School prior to changes being made and copies of the new staff CVs forwarded to the School. A copy of the **Notification of Course Delivery Team** form is available at **OM-Annex 8**.

### 4.2.10 Staff Development

The launch of all new collaborative courses will be subject to the satisfactory completion of an appropriate course of staff induction and initial staff development for all locally based tutors, plus identification of an ongoing course of staff updating to ensure that staff are kept fully abreast of course developments. Staff development opportunities may be provided by staff from Student Learning & Academic Registry, SCO, or individual Schools (see **Section 12** for further details).

### 4.2.11 Copyright and Intellectual Property

The awards referred to in the Course Schedule of the Contract for Collaborative Provision (CCP) are the absolute and exclusive property of the awarding Institution, although the curriculum upon which the award is based, is the absolute and exclusive property of the originating Institution or Institutions, and the award based upon this curriculum will not be made available to any other provider without the express agreement of the originating Institution or Institutions. In all cases, Teesside University is the awarding Institution. Normally the originating Institution is Teesside University; however, where the originating Institution is the Partner Institution, or another third party, this will be clearly detailed in the CCP and the Addendum to the Operations Manual.

Teesside University retains the Intellectual Property Rights of all learning materials provided to the Partner Module Tutors. The Partner and all Partner staff are responsible for ensuring that this is respected. 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.

### 4.2.12 Induction

There will be 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 to key study and development 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 an introduction to the following:

* Teesside University and relevant School(s) and Departments of Teesside University.
* 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.
* 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 feedback mechanisms (e.g., student meeting, module evaluation etc.) including election of course representatives.
* The use of library facilities, other information sources and study skills.
* The functions of any Students' Union and 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.

# 5. MARKETING AND PUBLIC INFORMATION

 **Responsibilities for Marketing and the use of the University’s Name and Logo**

The responsibility for course specific marketing, advertising and recruitment rests with the Partner and the Partner is responsible for the accuracy of all information placed in the public domain. **This includes making specific reference to Teesside University** **as the awarding body of the awards governed by the CCP in all publications and accessible web sites.**

The Partner shall not make or use any advertising statements, promotional or selling materials about the University and or its performance, except those that are either supplied by the University or expressly approved by the University.

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 Partner public information in all media. Further information can be found in **OM-Annex 5**.

# 6 RECRUITMENT AND ADMISSIONS

## 6.1 Admissions

The Partner is responsible for administering the admissions process and recommending candidates to Teesside University in accordance with the Course 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**](http://www.tees.ac.uk/docs/index.cfm?folder=Student%20Regulations&name=Admissions%20Regulations)).

No student will be admitted to a course later than two weeks after the published start date.

## 6.2 Entry Requirements

Admission decisions are made against entry requirements as stated in the relevant Course Specification and 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).**

## 6.3 Application Procedure

At a minimum, the following steps will be followed during the student application process:

1. Applicant completes a Teesside University On-line Application Form and provides supporting transcripts. A portfolio will need to be submitted where appropriate. This will be via the Teesside University online application process.
2. The Partner will undertake a preliminary assessment of the student and reject any which do not clearly meet the specified entry criteria.
3. If the student clearly meets the criteria, then the Partner can indicate to the student that they are likely to be accepted but the final decision is made by Teesside University.
4. For borderline or non-standard cases, the application will be referred to Teesside University for a decision and before any indication is given to the applicant about likely success.
5. Applications are forwarded to Teesside University. Teesside University then communicates a decision to the Partner.

## 6.4 Process of Approval, Formal Recognition and Monitoring of Third-Party Courses for Direct Admission or Admission with Advanced Standing to Teesside University

Protocol and process exists for the approval of third-party courses for admission (with or without advanced standing) to Teesside University awards. **Chapter E** of the Quality Frameworkand **E-Annex 12** provides guidance and standard templates are available **E-Annexe’s 10, 11** & **13**. This requires the mapping of an external course against one or more Teesside award(s) to determine the extent to which the learning outcomes and level of the incoming award prepare the student to study, and succeed, at an appropriate level of a Teesside award.

 The process applies to the following circumstances:

* Where the University wishes to establish a formal Institutional link.
* Where the University wishes to recognise an incoming award for Direct Admission or Admission with Advanced Standing.
* Where the University can identify specific courses appropriate for admission.

The University defines these arrangements as Recognition; there are two types of Recognition as defined in the University typologies for Collaborative Provision:

1. **Recognition – Advanced Standing (1a)**. This is where the University gives entry, with Advanced Standing, to one or more of its courses from a specified incoming award. The University awards credits on its courses from the incoming award (**E-Annex 10** and **E-Annex 11**).
2. **Recognition – Admissions (1b)**. This is where the University gives entry, without Advanced Standing, to the start of one or more of its courses from an incoming award. The University does not award credits on its courses from the incoming award (**E-Annex 10** and **E-Annex 11**).

These enable the Partner to advertise the arrangement with the University and, in some circumstances, provide a guaranteed route for their students.

 The number of credits available via these Agreements will not exceed those permitted under the Teesside University [**Recognition of Prior Learning**](https://www.tees.ac.uk/sections/fulltime/rpl.cfm) (RPL) policy.

 If at any point during this process, the decision is taken not to proceed with the agreement, Schools will, on behalf of the University, notify the Employer Partner, Associate Dean (Enterprise & Business Engagement), and Legal and Governance Services.

## 6.5 Enrolment and Registration

Students will be enrolled as students of the University according to the contractual arrangement.

All students will register with Teesside University, as candidates for the Teesside University award for which they are studying. In registering with the University, students are confirming that they will have accepted the terms and conditions as agreed in the Partner contractual arrangements.

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.

## 6.6 Admission Appeals

Applicants may wish for the decision on their application to be reconsidered.

In the first instance, this process must be monitored by the Partner with consultation with the Teesside University Course Leader or Link Tutor. If, after feedback, the applicant wishes for the decision to be reviewed, they should follow the guidance outlined within the University Admissions Policy.

# 7 REGULATORY MATTERS

## 7.1 Student Attendance and Engagement Policy and Procedures

In accordance with the Teesside University Student Attendance and Engagement Policy and Procedure, this policy applies to all students studying on Teesside University courses, including postgraduate research students. Students undertaking a University affiliated course at another Institution (Partner) may be subject to the attendance monitoring process applicable at that Institution.

In such cases, any student who is dissatisfied with the decision of the Partner has the right to submit an appeal to the University. Alternatively, where it has been determined that a Partner is following the Teesside University Policy and Procedure, the relevant students will be informed in their Course Handbook and at induction.

## 7.2 Withdrawal or Interrupt from the Course

In accordance with the rules and procedures of Teesside University, students can be withdrawn from their course.

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 administration within one week of withdrawal.

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

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.

## 7.3 Student Discipline

All matters of student discipline, other than Academic Misconduct, which is dealt with in **Section 7.5** below, will be dealt with in the first instance under the Partner’s disciplinary procedures. Any student recommended to be excluded from his/her academic course on disciplinary grounds has the right to appeal to Teesside University.

## 7.4 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. The composition and operation of Module and Award & Progression Boards will be in accordance with the [**Teesside University 2014 Assessment Regulations**](https://www.tees.ac.uk/docs/index.cfm?folder=student%20regulations&name=Assessment%20Regulations). Module Leaders, including part-time staff are required to attend Module Boards. Only award leaders are required to attend Progression and Award Boards.

All assessment boards will follow the University’s model and will be chaired by an appointee of the relevant University School. Detailed information on assessment boards, venue and deadlines will be included in the Course Addendum. The Teesside University 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.

## 7.5 Academic Misconduct

The University operates an Academic Misconduct procedure that has two formal stages. Where a case of Academic Misconduct is suspected, this should be brought to the attention of the relevant University Principal Lecturer (Programmes) in which the course resides. They will then determine whether the suspected Academic Misconduct should be considered under the University’s Academic Misconduct Regulations. The procedure is documented in the Academic Misconduct Regulations. Any cases of Academic Misconduct considered under the Academic Misconduct Regulations must be recorded in the Partner Report.

Please follow this link for [**Academic Misconduct Regulations**](http://www.tees.ac.uk/docs/index.cfm?folder=Student%20regulations&name=Academic%20Regulations).

## 7.6 Extenuating Circumstances

The University’s Extenuating Circumstances Regulations apply in cases where a student is experiencing difficulties that may affect their ability to submit the assessment within required timescales. The Regulations set out a number of remedies that can be offered, depending on how severe the problem is. These range from agreeing an extension of the assessment deadline to, in more severe cases, requiring the student to make a formal application for consideration by a Mitigating Circumstances Board.

The three types of extension available within the Extenuating Circumstances Regulations will be managed and operated by the Partner, in consultation with the relevant School. In cases requiring submission of an application for Mitigating Circumstances or Interruption of their Studies, this would be managed through the University processes and approval mechanisms.

Please follow this link for the [**Extenuating Circumstances Regulations**](http://www.tees.ac.uk/docs/index.cfm?folder=Student%20regulations&name=Academic%20Regulations).

## 7.7 Academic Appeals

The University operates an Academic Appeals procedure that has two stages, an Early Resolution process and Formal Stage.

A student may submit an application under the Academic Appeal process where s/he considers that their achievement or academic progression has been adversely affected by incapacity or procedural error.

Normally, the Partner will operate the Early Resolution. The student should attempt to resolve the issue using the early resolution process.

Where the student is submitting a formal appeal application to the University, they must apply via SCO using the forms provided. All Formal Stage hearings and meetings will be managed by the University and held at the University (although student input can be provided virtually). The student is **NOT** able to appeal against an academic judgement.

Records of Academic Appeal will be part of the annual statistical report included in the Partner Report.

Please follow this link to guide students through the process for [**Academic Appeal**](https://www.tees.ac.uk/sections/stud/oscar.cfm?A2=true).

## 7.8 Student Complaints

Partner Student Complaints Procedure.

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:

1. **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 SCO, under Stage 2 of the University Procedure.

1. **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.

1. **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.

## 7.9 Temporary Changes to the Student Casework Office Policies, Procedures and Regulations

The University endeavours to comply with the operation of its Policies, Procedures and Regulations (‘Regulations’) as they are set out. However, there may be exceptional situations where, in the opinion of the University, reasonable changes to the Regulations are required for example, to safeguard the welfare of staff and students, and to cope with changes in government guidance, law and regulation.

## 7.10 Timelines and Documentation

In order for Teesside University 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 Partner Report.

## 7.11 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 in a timely manner.

## 7.12 Official Confirmation of Results

It should be stressed to students by all staff of 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. (see **Section 9.2** for further information relating to ‘Issue of Results to Students’).

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.

## 7.13 Award Certificate Distribution

Subsequent to ratification of a student award by a University Assessment Board, all Student Certificates are distributed from the Finance and Commercial Development Department to the relevant Partner.

Where necessary, the Associate Dean (Enterprise & Business Engagement) within the relevant School(s) will liaise with the Partner to support arrangements associated with local graduation ceremonies for all designated awards.

## 7.14 Non-Completions

All Partner staff should continually reinforce with their HE students the need to submit all assessments at the first assessment opportunity as non-submission can have consequences in terms of the assessment regulations.

# 8 RESPONSIBILITIES FOR MANAGEMENT OF THE COURSE

Teesside University has overall responsibility for the management of the course; however, the Management Team at the Partner Institution will share in this responsibility for the planning, management, and quality control of the course.

The Partner will appoint for each course or group of courses a Course Leader, who will be an academic member of staff.

Each Teesside University School will appoint a Link Tutor for a specific award, and the Partner will appoint an Academic Director or equivalent.

The Teesside University School’s Link Tutor will report to the School Associate Dean (Enterprise & Business Engagement). Administrative support will be provided by administrators in both the Teesside University School and the Partner Institution. All staff and their roles will be detailed in a Course Addendum which must be updated.

## 8.1 Roles in the School at Teesside University and Partner

This section details the responsibilities of key personnel involved in the Partnership.

| **Role** | **Teesside University** | **Partner** |
| --- | --- | --- |
| Associate Dean | The Associate Dean (Enterprise & Business Engagement) will have the overall responsibility for collaborative provision within the School.The Associate Dean (Enterprise & Business Engagement) is responsible for developing, managing, and overseeing the operation of the School’s involvement, in consultation with SLAR (QAV). The overall remit of the Associate Dean (Enterprise & Business Engagement) is to:* Support the initial development of an Employer Partner including Approval and advising the Employer Partner on initial issues such as quality assurance and management.
* Ensuring that all collaborations are managed according to University standards and quality processes.
* Ensuring that the delivery of a School’s collaborations are co-ordinated effectively and efficiently.
* Represent and report on Employer collaborations to appropriate School committees and Assessment Boards.
* Oversee the annual review of the Addendum to the Operations Manual, and subsequent approval via SSLESC.
 | **Management:**Responsible for signing the CCP and any other contractual agreements, and for oversight of the course and ensuring resources are allocated in line with the CCP.**Academic Director:**Responsible for the academic delivery of all the courses including all quality management and reporting. |
| Link Tutor | The Link Tutor is a member of staff within the School who has responsibility for the operation of the School’s courses at a given Partner Institution. | Not Applicable |
| Course Leader | The Course Leader has responsibility for the running of the course in all locations, this includes academic delivery and working with key staff in SLAR (QAV) to ensure quality assurance and enhancement. | Responsible for the delivery of the course at the Partner Institution. |
| Module Leader | The Module Leader has responsibility for the running of the module in all locations, this includes academic delivery and quality assurance and enhancement. | Responsible for the delivery of the module at the Partner Institution. |
| Administrative Support | Administrative support will be provided by Student Learning & Academic Registry, Student Recruitment & Marketing (SRM) and the relevant Schools. SRM will support the applications, admissions, enrolment, and registration processes.The administrative team within the School supports:* Assessment and the distribution of results.

SLAR (QAV) will co-ordinate processes connected with the Approval and Periodic Review of Partners and courses, including modification.SLAR (APR) will advise regarding Regulatory matters, with particular reference to Assessment Regulations. | Providing administrative support for the courses running at the Partner Institution. |

# 9. ASSESSMENT AND FEEDBACK

The [**Assessment and Feedback Policy**](https://www.tees.ac.uk/docs/DocRepo/Student%20Regulations/Academic%20Regulations/Assessment%20and%20Feedback%20Policy.pdf)applies to all learners undertaking taught components and courses with Teesside University. The policy itself advocates a course-focused view of assessment, placing emphasis on the overall coherence and connectedness of learning outcomes and learning, teaching and assessment practices.

A strategic, collaborative, and planned approach by course teams is required to ‘design in’ the way that elements that make up the student learning and assessment experience support each other and are structured to help guide students’ progression towards attainment of course learning outcomes.

Course-focused assessment strategies actively recognise and accommodate the different purposes and approaches of assessment in higher education. As such, a course-focused view helps to frame curriculum and assessment design, to fully consider the learning journey and experience of the student, whilst critically evaluating what needs to be assessed and how this will be achieved.

A course-focused approach to assessment is characterised by three main features:

1. Transparency: assessment and feedback processes are clearly articulated, relevant to context, and designed to enable action in the ways they foster student learning and improve success.
2. Validity: courses are constructively aligned ensuring assessment is authentic and designed to achieve key outcomes and directs students towards appropriate learning.
3. Inclusivity: assessment processes provide an accessible, engaging, and relevant learning experience for all students across the entire course of study.

The policy also includes a number of appendices covering:

* + University Generic Marking Criteria.
	+ Marking and Moderation Processes.
	+ Retention of Assessment Work.
	+ Minimum Specification for information to be retained on Modules.
	+ Module Box Checklist.

## 9.1 Designing, Moderating and Marking Assessments

This section must be read in conjunction with the Teesside University [**Assessment and Feedback Policy**](https://www.tees.ac.uk/sections/about/public_information/quality_framework.cfm).

### 9.1.1 General Principles

Recognised marking and moderation processes are identified within the 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 Blackboard and Teesside University staff would access work for the purposes of moderation from Blackboard.

After appropriate staff development by Teesside University, the Partner's staff may act as **first marker** (please refer to the **Assessment and Feedback Policy** for definitions and terminology).

**For the first occurrence of the module at the Partner Institution**, the Partner will conduct first marking and internal sampling of all work, and 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 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.

Over time, 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, followed by internal sampling by University staff which should replace double marking **NB**: 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 particular marker.

The Addendum will detail the timeline and the specific moderation activity responsibilities applicable in that academic year.

### 9.1.2 Setting of Assessments

The Assessment and Feedback Policy is underpinned by three core dimensions, which are informed by supporting principles and implementation notes for designing course-focused assessment and feedback. The three core dimensions are as follows:

1. Assessment Design
2. Assessment Feedback
3. Assessment Standards

Where assessments are set by the Partner, they will be processed through the University Assessment Approval Process as detailed in the [**Assessment and Feedback Policy**](https://www.tees.ac.uk/sections/about/public_information/quality_framework.cfm).

### 9.1.3 The Role of the Teesside University Module Leader in the Assessment of Modules

Part of the role of the Teesside University Module Leaders is that they will support the delivery and assessment of modules at the Partner Institution with activities already undertaken for modules solely delivered at Teesside University. The Partner Module Tutor is part of a Teesside University delivery team and therefore there will be liaison and consultation between the Teesside University Module Leader and the Partner Module Tutor.

In supporting the assessment process, the Teesside University Module Leader will:

* Liaise with the Partner Module Tutor on matters such as module content, development, and "localised" assessment needs, and invite input for periodic module review.
* Co-ordinate the production of assessments: first sit assessment and reassessments, together with marking criteria/schemes.
* Provide any specific material required for assessments for transmission to the Partner.

### 9.1.4 Localised Assessments

Where module assessments are modified or set by the Partner, they should reflect the level and form used by Teesside University and conform to the module assessment strategy determined by Teesside University.

The final decision on the content of the localised module assessment will lie with Teesside University.

The moderation of localised assessment will follow normal Teesside University moderation procedures and be the responsibility of Teesside University.

### 9.1.5 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 Boards meet.

### 9.1.5.1 External Examiner Reports

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.

### 9.1.6 Conduct of Assessments

All assessments must be conducted in accordance with the University **Assessment and Feedback Policy**.

### 9.1.7 Conduct of Written Examinations

Staff must never disclose to students any of the contents of an examination paper in advance of its sitting. Such action would render the paper and any results invalid.

Where required, examination stationery and papers will be sent in advance to the Partner's Academic Director by the relevant Teesside University School. The Academic Director must ensure that they are stored securely so that no students or unauthorised members of staff can gain access prior to the examinations.

After each examination, all examination papers and excess stationery will be collected, together with students' scripts. The Academic Director must ensure that these are stored securely.

Practical consideration must be given to the timing of examinations so that the same exam is being held at approximately the same time at Teesside University to reduce the potential for misconduct.

It is the responsibility of the Partner Institution to arrange for sufficient invigilators to be present during each examination and to brief the invigilator on their responsibilities (see [**Regulations Relating to Academic Misconduct (Taught Components & Courses)**](http://www.tees.ac.uk/docs/index.cfm?folder=student%20regulations&name=Academic%20Regulations)).

## 9.2 Issue of Results to Students

**The Partner** will inform students that they should normally expect to receive feedback on completed assessments within 20 working days of submission at first attempt. 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 Course Addendum, 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 unratified feedback will be released.

Unratified feedback must be released on the same day to all students who submitted work.

It must be stressed to students, by all staff of the Partner and the University that all marks/grades awarded are "provisional" and potentially subject to change, until such time as an outcome is formally ratified by an Assessment Board at the University.

Once a student has completed sufficient modules to complete an entire stage of a Course, she/he will receive a Record of Progress of her/his achievement. All Records of Progress will be administered from the University and accessed directly by the student on-line via e-vision or in agreed circumstances will be mailed directly to the student’s personal address (notified to the University by the Partner or by the student [if different]).

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

# 10. COURSE MANAGEMENT AND FEEDBACK

It is important that the Partner's teaching staff and students have a mechanism for discussing the running of the course and raising any issues.

Continuous Monitoring and Enhancement (CME) is the process the University uses to assure academic standards are maintained and to enhance the quality of learning opportunities for students. The process is used to consider the student experience at course level, referencing key student satisfaction indicators, for example, the National Student Survey, feedback from staff, consultation meetings, DLHE/Graduate Outcome statistics and the results of module evaluation. In addition, the process incorporates the views of external stakeholders, such as External Examiners and Professional, Statutory and Regulatory Bodies (PSRBs).

Further details and templates are available from [**Chapter D1: Continuous Monitoring and Enhancement**](https://www.tees.ac.uk/docs/DocRepo/Quality%20framework/D1%20-%20Continuous%20Monitoring%20Enhancement.doc)of the Quality Framework*.*

## 10.1 Module Evaluation

Feedback must be obtained on the modules and the courses (at the end of each delivery or stage).

Teesside University introduced the EvaSys Module Evaluation System in the Academic Year 2017-18. The adoption provided numerous benefits, through identifying issues and guiding interventions at an early stage. Module evaluations must take place once per semester and will be completed using Teesside University module evaluation processes.

All evaluations undertaken and reported outcomes for modules must be made available to Partner Course Leader, Teesside University Course Leader and Link Tutor.

## 10.2 Course Continuous Monitoring and Enhancement

It is a requirement of the University that courses, and modules are reviewed on an annual basis using a standard process. Course Leaders are expected to continually reflect, on an ongoing basis, in response to data metrics and direct student feedback within the Continous Monitoring and Enhancement process. Details of the Continuous Monitoring and Enhancement process are available in [**Chapter D1: Continuous Monitoring and Enhancement**](https://www.tees.ac.uk/docs/DocRepo/Quality%20framework/D1%20-%20Continuous%20Monitoring%20Enhancement.doc) of the Quality Framework. The monitoring process will draw on the views of students, staff, and External Examiners.

A **Course Management and Monitoring** flowchart is provided in **OM-Annex 6** for reference. Partners can also access Data Reports through the Student Learning & Academic Registry SharePoint site.

# 11. partner CONTINUOUS MONITORING and ENHANCEMENT

There is a requirement that Teesside University must normally visit the Partner at least once per academic year as part of the Quality Enhancement Visit (QEV) process. The purpose of this visit is to critically evaluate the communication and operation of the Partnership, including any issues arising related to aspects outlined within this Operations Manual, meet with relevant staff and students to discuss Academic Standards, the quality of the learning opportunities, learning resources and staff development. This visit would normally be undertaken by the relevant Link Tutor(s). The **Quality Enhancement Visit Report** template is available in the Quality Framework, **Chapter D1** (Continuous Monitoring and Enhancement) **D1-Annex 2**.

## 11.1 Partner Staff Meeting

A staff meeting must be conducted at least once per year to determine any issues which may have arisen during the delivery of the module. This should take place and be managed by a member of Teesside University staff during the visit.

All Partner staff should be encouraged to attend and, ideally, a structured feedback process should be used (e.g., variations on nominal group technique). A report of issues arising must be produced, added to the action plan within the Quality Enhancement Visit report, and fed into the Course Board and Continuous Monitoring and Enhancement (see **Section 10.2**).

## 11.2 Student Meeting

A student meeting will be held at least once per year or equivalent time period. At least one of these meetings must be led by a Teesside University staff member, where there is an opportunity for students to meet Teesside University staff without the presence of the Partner.

The student meeting provides the opportunity for all students on a course to raise and discuss course related issues with Teesside University and Partner staff. Students should be encouraged to participate in the discussion. For very large cohorts, multiple groups or alternative methods (e.g., inviting a sample of students as noted in **Section 10.2**) may be needed.

The function of the student meeting is to provide students with the opportunity to raise issues regarding, for example, the operation, content, and delivery of courses as well as comment upon future course developments. It also provides the opportunity for staff to respond to issues raised as well as indicate actions taken from previous meetings, evaluations, and External Examiner reports, along with any proposals regarding future developments. Issues raised should form agenda items at consultation meetings.

## 11.3 Annual Quality Enhancement Visit Meeting

The University conducts an annual Quality Enhancement Visit (QEV), meeting with staff and students to discuss matters relating to standards and the quality of students’ learning experiences.

The QEV discussions must be held with appropriate management and staff at the Partner Institution annually. University staff will meet with the Course Leader and as many of the Partner’s teaching team as possible to confirm that the course is being delivered in accordance with the agreed schedules for delivery and assessment and that, where this is a course which is being delivered in more than one site, this applies across all the delivery centres. In particular, University staff will wish to confirm staffing arrangements for the course(s) by confirming that the teaching team agreed at approval is still in place, or, where there have been changes to the team, CVs have been submitted to Teesside University for consideration. A copy of the **Notification of Course Delivery Team** form can be located in **OM-Annex 8**. The University is required by the QAA UK Quality Code for Higher Education formally to approve staff teaching on its courses.

The following topics/activities should be covered during the meeting and visit:

* Meet the Partner Course Leaders at all sites and as many of the Module Tutors as possible, to confirm that the courses are being delivered in accordance with agreed documentation and schedules.
* Confirm that Teesside University has received and approved CVs for all the staff used by the Partner in course delivery.
* Conduct a separate Student Meeting and report on that meeting to the Course Board.
* Conduct a Staff Meeting and report on that meeting to the Course Board.
* Report on the available resources supporting the course.
* Check publicity material reflects any course modifications approved via the appropriate mechanisms. The nature of the student experience, support and guidance.
* Quality management and enhancement, particularly what issues have arisen, how quality assurance processes have operated, and action proposed.
* The adequacy of the learning resources to support the delivery, including staff expertise, physical resources and equipment, and staff development activity.
* Methods of teaching, learning and assessment as used by the Partner and any particular innovations introduced.
* The general operation of the Partnership in terms of its overall management, organisation and administration.
* Communications and details of visits between Partners.
* Details of any benefits to both parties, problems encountered, solutions proposed, lessons learnt.
* Progress on actions from previous action plan and items for the new action plan.

A record will be made of the meeting by the Teesside University representative and an agreed action plan put in place. This will be sent to the relevant SSLESC, Course Board(s), and to the Partner.

## 11.4 Annual Quality Enhancement Visit Report

All matters discussed and agreed action points arising from discussions will be recorded on theannual **Quality Enhancement Visit** form. The Report will normally be prepared by the relevant Link Tutor(s) and will detail how the School's courses have been delivered at this Partner Institution for the previous academic year. It must be produced in the first semester following the academic year, after all resits have been completed.

Drawing on the Continuous Monitoring and Enhancement processes, Staff/Student Meeting Minutes, previous Quality Enhancement Visit reports, Student Feedback, and External Examiners' comments the Report will provide a detailed commentary on:

* Responses to actions from the previous report.
* Academic Standards: indicating areas of good practice for dissemination and enhancements to innovative and development enterprise.
* Quality of learning opportunities: reports on deliberate steps taken to enhance the students learning experience.
* Learning resources: reports on issues regarding electronic resources, specialist equipment, IT, library, and physical resources.
* Staff Development opportunities: undertaken and scheduled for delivery.
* Discussion with students relating to their experiences on the course.
* Accuracy of Public Information.
* Evaluation on the communication and operation of the Partnership at course level.
* Action plan for next academic year.

A proforma is provided for this purpose (see **D1-Annex 2**, **Chapter D1** Continuous Monitoring and Enhancement **Quality Enhancement Visit** form). Prior to consideration by SSLESC, a draft copy of the report will be sent to the agreed Partner contact point to check for accuracy.

This report will then be approved by the relevant SSLESC before being forwarded to Student Learning & Academic Registry as part of the Continuous Monitoring and Enhancement process.

## 11.5 Partner Annual Collaborative Provision Oversight

The annual oversight of the partner collaborative provision will be included within the School Partnership Oversight report which is considered by University SLEC.

# 12. STAFF DEVELOPMENT

## 12.1 Overall Responsibility

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.

Teesside University expects each member of teaching staff to be fully conversant with the academic content of the modules and take responsibility for keeping themselves up-to-date with the changes in their subject.

Teesside University will organise staff development prior to the start of a Partner course and periodically thereafter. Prior development will aim to familiarise staff with module content; delivery; [**Learning and Teaching Strategic Plan**](https://www.tees.ac.uk/docs/DocRepo/Quality%20framework/Learning%20and%20Teaching%20Strategy.doc)  (LTSP); assessment strategies and University quality and regulatory processes.

Subsequent development will revisit these areas, as appropriate, but also deal with delivery and other issues as they emerge.

Teesside University will deliver staff development activities at the Partner Institution as part of normal visiting and, if it can be arranged, Partner staff may visit Teesside University. Direct links (electronic, etc.) between staff will also foster development over a period of time. Development planning will feature at approval and subsequently as part of Continuous Monitoring and Enhancement.

## 12.2 General Principles

Staff development will occur on a rolling basis every year, with special attention to any modules identified as problematic by either Partner following consultation during the QEV discussions.

Staff development events will normally take place as required, with the location of these events being agreed depending on relevant circumstances or may be delivered virtually.

The Link Tutor and the Partner's Course Leader will be responsible for the determination of local staff development needs and the planning and implementation of staff development courses.

A report on annual staff development will form part of the QEV and will report the actions taken in the previous 12 months with regard to staff development and the impact of these actions. In addition, this will indicate possible future staff development issues and their proposed solutions.

For all courses, staff development will involve communication and interchange of material and feedback on delivery and assessment between Teesside University Module Leaders and Partner Module Tutors. Teesside University staff visits to Partner Institutions will also involve open forum meetings with Partner staff to exchange ideas and principles of best practice.