



UNIVERSITY COLLEGE  
OF ESTATE MANAGEMENT

# **UCEM Code of Practice**

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## Collaborative Arrangements

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## 1. Introduction

This statement sets out the scope of the collaborative provision arrangements undertaken by UCEM, the principles under which collaboration takes place and how academic standards and quality of learning delivered via collaborative arrangements is quality assured. It draws upon guidance provided by QAA in the UK Quality Code for Higher Education, chapters B10: Managing Higher Education Provision with Others and B2: Recruitment, Selection and Admission to Higher Education.

The Expectation of Chapter B10 is that *'Degree-awarding bodies take ultimate responsibility for academic standards and the quality of learning opportunities, irrespective of where these are delivered or who provides them. Arrangements for delivering learning opportunities with organisations other than the degree-awarding body are implemented securely and managed effectively'*

The Expectation of Chapter B2 is that *'Recruitment, selection, and admission policies and procedures adhere to the principles of fair admission. They are transparent, reliable, valid, inclusive and underpinned by appropriate organisational structures and processes. They support higher education providers in the selection of students who are able to complete their programme.'*

## 2. Definitions

### Collaborative Arrangements

*Collaborative arrangements are defined as educational provision by a degree awarding body 'leading or contributing to the award of academic credit or a qualification that are delivered, assessed or supported through an arrangement with one or more organisations other than the degree-awarding body' (QAA, 2012, p3).*

The term collaborative arrangement in this instance includes arrangements where learning support, resources or facilities are provided by a partner institution to support a programme of study leading to the award of academic credit. It however does not include the other kinds of collaboration that UCEM engages in, which, are outlined in section 4.

## 3. UCEM's Collaborative Arrangements

### 3.1 Collaborative Arrangements for Academic Delivery

UCEM currently does not engage in its own collaborative arrangements for the academic delivery of any programme of its higher education through the model of supported distance learning. All UCEM validated programmes are delivered solely by the institution.

Should UCEM in the future determine that it should wish to consider entering in to any collaborative arrangement, the process for such a consideration is set out in Appendix A: Collaborative Proposal and Monitoring Process Diagram.

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### 3.2 Progression Agreements

UCEM may also consider proposals to establish a partnership arrangement with another institution to enable progression for students from that institution onto UCEM's programmes. Any such proposal will require completion and evaluation by QSEC of an initial assessment (see Appendix B) leading to ratification of the effective advanced standing onto a UCEM Award at Academic Board. If successful it will be followed by the completion of a memorandum of understanding between the two institutions, details of which will be publicised on the UCEM website.

### 3.3 Collaborative Arrangements with validating partners

UCEM delivers programmes of study leading to the awards of a validating partner (namely the University of Reading). Under such arrangements, the duties of each institution are governed by an underpinning agreement, which relates to the awarding institution's 'Code for Collaborative Arrangements'. UCEM is therefore a partner institution operating 'collaborative arrangements' for both validating partners, which retain overall responsibility for the academic standards and quality of the awards made in their names, (see the QAA Quality Code for Higher Education, chapter B10: Managing higher education provision with others.)

## 4. Other forms of UCEM Collaboration

### 4.1 UK

UCEM's apprenticeship delivery activity in England is currently enabled through a sub-contract with an FE college lead provider that has a funding allocation/contract with the Skills Funding Agency (SFA). Without this collaborative arrangement, UCEM would not be able to access SFA funding. This is because pending the introduction of revised apprenticeship funding arrangements in England in May 2017, the SFA put a hold on issuing a funding contract to any new lead providers.

Although under this collaborative the lead provider has the primary responsibility for the safety welfare and progress of each apprentice, the subcontracting arrangement is that UCEM delivers the entire apprenticeship service from supporting employers to recruit apprentices through to delivery and management of all aspects the apprenticeship. The lead provider's key involvement is reporting delivery activity to the SFA in order to draw-down funding and the monitoring UCEM's management and delivery of the apprenticeship to ensure compliance with the subcontract terms and SFA requirements. UCEM has full responsibility and control in relation to the quality assurance of the academic awards that it delivers as part of apprenticeship programmes. UCEM degree apprenticeship students study the academic element of their apprenticeship alongside non-apprenticeship students studying for the same award.

### 4.2 International

UCEM international activities and marketing require collaboration with various UCEM Representatives and UCEM Ambassadors. None of the work of these persons and agencies

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engaged by UCEM constitutes collaborative activities. However, in order to ensure that this is the case as well as to manage the relationship with, the oversight of and to manage the quality of their undertakings, a separate guidance document exists as a sister document to this Code of Practice; UCEM Appointment and Monitoring of UCEM Representatives, Ambassadors and Regional Offices

## 5. References

QAA (2015), International students studying in the UK – Guidance for UK higher education institutions.

QAA (2012), UK Quality Code for Higher Education, Chapter B10: Managing Higher Education Provision with Others

QAA (2015), UK Quality Code for Higher Education, Chapter B2: Recruitment, Selection and Admission to Higher Education

## 6. Related Policies

UCEM Appointment and Monitoring of UCEM Representatives, Ambassadors and Regional Offices

UCEM Code of Practice: Admissions and Recognition of Prior Learning.

UCEM Learning, Teaching and Assessment Strategy 2016-2020

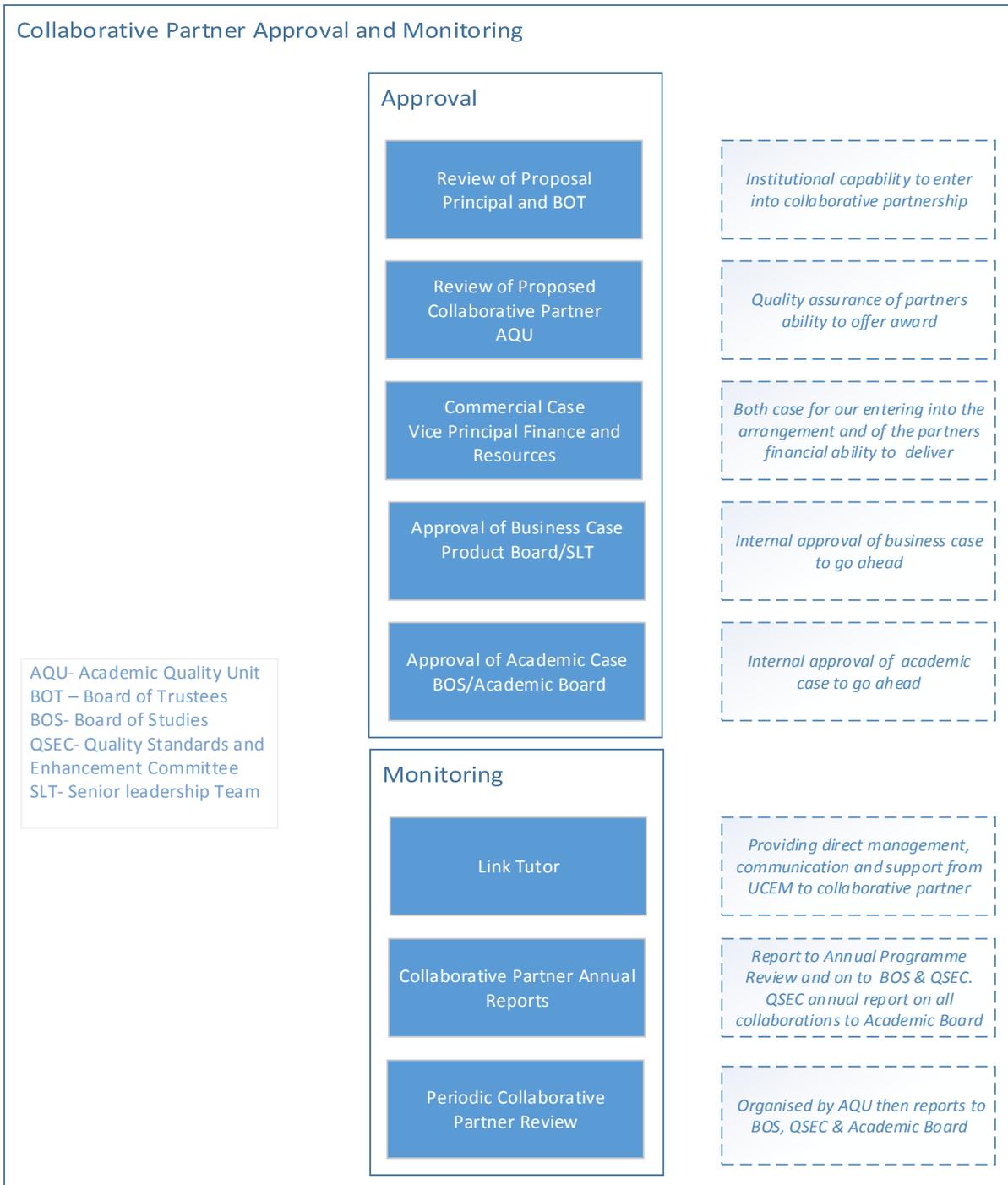
## 7. Benchmarked Policies

University of Exeter (2011) Collaborative Provision: Introduction to Establishing an Academic Partnership in the UK or Internationally, September 2011

Heriot-Watt University (2010), Policy on the Management and Oversight of Academic Partners,

**ifs** School of Finance (2013), Code of Practice Chapter 14: Collaborative Provision

# Appendix A Collaborative Partner Approval and Monitoring



AQU- Academic Quality Unit  
 BOT – Board of Trustees  
 BOS- Board of Studies  
 QSEC- Quality Standards and Enhancement Committee  
 SLT- Senior leadership Team

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# Appendix B Progression Agreement Proposal Form

This form is for proposals for agreements for student progression from a partner institution onto a University College of Estate Management (UCEM) programme/programmes. The form is for progression agreements only, not other forms of collaboration, such as dual/joint/franchise agreements etc.

The Quality Assurance Agency (QAA) defines **progression agreements** as:

*“Arrangements whereby students who have completed a programme at one organisation successfully may be considered for entry (on an individual basis) either to the beginning, or to a more advanced stage, of a programme of the degree-awarding body.”*

Articulation agreements also fall within the scope of progression agreements. The QAA defines an **articulation agreement** as:

*“A process whereby all students who satisfy academic criteria on one programme are automatically entitled (on academic grounds) to be admitted with advanced standing to a subsequent stage of a programme of a degree-awarding body. These arrangements, which are subject to formal agreements between the parties, normally involve credit accumulation and transfer, so that credit achieved for the approved study at the first provider is transferred to contribute to the programme and award completed at the second (the degree-awarding body). The two separate components are the responsibility of the respective organisations delivering them but, together, contribute to a single award (of the degree-awarding body). Students normally have a contractual relationship with the organisation which delivers the first component and subsequently with the degree-awarding body.”*

[QAA Quality Code Chapter B10: Managing Higher Education Provision with Others \(click here\)](#)

<b>Proposed Partner Institution</b>	<i>Full name of institution and address.  Please also state the type of institution (E.g. Higher Education/Further Education, Public/Private, UK/EU/International)</i>
<b>UCEM Partnership Lead</b>	<i>Name and Job title</i>
<b>UCEM Faculty/Faculties</b>	
<b>Proposed Partner Key Contact</b>	<i>Name and Job title</i>
<b>UCEM Programme(s) Involved</b>	<i>Full award and Programme titles</i>
<b>Proposed Partner Programmes Involved</b>	<i>Full award and Programme titles</i>
<b>Proposed effective from date</b>	
<b>Date for review of agreement (if approved)</b>	<i>*Review should take place at least every 3 years; however more frequent review may be specified in the terms of the agreement.</i>

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## Overview and rationale

Type of agreement (please tick):

- Progression Agreement
- Articulation Agreement

*Please provide a summary of the proposal.*

*Include the proposed admissions arrangements and the mapping of the proposal for advanced standing for all programmes concerned. Evidence of the equivalency of the academic standard of the award(s) to the corresponding UCEM programme(s) and equivalency of the level and volume of credit should be clearly shown.*

## Fit with UCEM strategy, including the Learning, Teaching and Assessment Strategy

## Risk Analysis and Due Diligence

*Please Include:*

- *Details of previous or current links with the proposed partner (if any);*
- *Consideration of how the proposed partner's ethos, strategy, objectives and professional and academic standing fit with those of UCEM;*
- *Consideration of any reputational risks associated with the potential collaboration;*
- *Consideration of exit arrangements, should the collaboration cease to continue;*
- *Confirmation that the proposal is consistent with QAA UK Quality Code for Higher Education Chapter B10: Managing higher education provision with others.*
- *Consideration of financial arrangements and implications, including fees discounts and student funding*

*If any risks have been identified, please state how these will be mitigated.*

## Professional Accreditation

*Please provide details of any impact upon PSRB accreditation for the programmes involved. Please provide details of consultation with the relevant professional bodies.*

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<b>Student Support</b>
<i>Please state whether additional student support arrangements will need to be put in place by UCEM for these students. Consider the provision of a specific induction and/or bridging activities. What are the support arrangements at the potential partner institution?</i>
<b>Market and competition</b>
<i>Please include:</i> <ul style="list-style-type: none"> <li>- target market and internationalisation;</li> <li>- how students will be recruited (what is the involvement of each institution? – please detail the responsibilities for marketing and promotion);</li> <li>- how will the agreement be communicated to students?</li> <li>- anticipated student numbers (Years 1 to 5).</li> </ul>
<b>Resourcing Implications</b>
<i>Including marketing, academic delivery, student support</i>

<b>CONSULTATION</b>		<b>Signature(s) / Minute Reference (as applicable)</b>
<b>This proposal has been endorsed by:</b>		
Senior Leadership Team (SLT)	YES / NO	
Head(s) of Faculty	YES / NO	
External Examiners (proposals for entry with advanced standing only)	YES / NO	
Recognition of Prior Learning Panel	YES / NO	

<b>RECOMMENDATION</b>	
<b>The Quality Standards and Enhancement Committee (QSEC) recommends that:</b>	
a) The proposal for advanced standing is submitted to the Academic Board for ratification	
b) The decision is deferred pending further information from the proposer (conditions/QSEC minute reference to be provided below)	

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c) The proposal is declined and no further action is taken (reasons/QSEC minute reference to be provided below)	
<b>Comments:</b>	

<b>Approval</b>	
Signed by Chair of Academic Board Name: Date:	

*Following approval by the Academic Board, a Memorandum of Understanding should be signed and published on the UCEM website.*