

# **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, chapter B10: \*Managing Higher Education Provision with Others\*](#) and the [UK Quality Code for Higher Education, chapter 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

## 2.1 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

## 3.1 Collaborative Arrangements for Academic Delivery

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

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## Continuation page

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

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.

## 3.2 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 UK Apprenticeship activities require a partnership agreement with a lead apprenticeship broker organisation. For an HEI to be involved in the delivery of the educational element of an apprenticeship scheme, they must either be the lead organisation as well\* or partner with one. The broker organisation effectively works as the in between in offering the apprenticeship scheme to employers and prospective students and in fulfilling all but the non-subject specific educational component of the apprenticeship scheme.

UCEM delivers the subject specific educational element within UCEM's set of validated programmes. The broker organisation is effectively the conveyor of apprenticeship students to UCEM's normal application processes. These students are then taught solely by UCEM alongside other students on 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 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 \(2015\), \*Supporting and Enhancing the Experience of International Students in the UK – A Guide for UK Higher Education Providers\* \(opens new window\)](#)

[QAA \(2012\), UK Quality Code for Higher Education, Chapter B10: \*Managing Higher Education Provision with Others\* \(opens new window\)](#)

[QAA \(2015\), UK Quality Code for Higher Education, Chapter B2: \*Recruitment, Selection and Admission to Higher Education\* \(opens new window\)](#)

## 6. Related policies

UCEM Guidelines: Appointment and monitoring of UCEM Representatives, Ambassadors and Regional offices

[UCEM Code of Practice: \*Admissions and Recognition of Prior Learning\* \(opens new window\)](#)

[UCEM Learning, Teaching and Assessment Strategy 2016-2020 \(opens new window\)](#)

## 7. Benchmarked policies

[University of Exeter \(2019\) \*Teaching Quality Assurance Manual\*, Chapter 4: \*How to Establish a New Academic Partnership\* \(opens new window\)](#)

[Heriot-Watt University \(2010\), \*Policy on the Management and Oversight of Academic Partners\* \(opens new window\)](#)

[London Institute of Banking & Finance \(2019\), \*Code of Practice Chapter 14: Collaborative Provision\* \(opens new window\)](#)

## Appendix A Collaborative Partner Approval

