

# **UCEM Code of Practice**

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## **Partnerships**

Version: 7.00  
Status: Final  
Date: 09/02/2021

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# 1. Introduction

This Code of Practice chapter sets out the scope of UCEM's approach to partnerships. It draws upon the Expectations and Core and Common practices from the [QAA Quality Code for Higher Education](#) and the QAA Advice and Guidance on Partnerships, including the core practice 'where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them'.

# 2. Definitions

## 2.1 Partnerships

Partnerships are defined as 'an arrangement between two or more organisations to deliver aspects of teaching, learning, assessment and student support. It refers to collaborative arrangements involving students and/or award which include those involving guaranteed progression and sharing of services. Partnership arrangements may apply to the delivery of whole courses of study or to elements of courses, individual modules, or self-contained components of study. Alternative sites and contexts of learning or assessment, or specialist support, resources or facilities for learning, may be provided, for example, by organisations offering work-based or placement learning opportunities, or employers supporting employees on higher education courses where the workplace is used as a learning environment. They may operate either within the UK or transnationally and include, for example, different modes of delivery such as online, validation arrangements, franchised courses, branch campuses, multiple awards, apprenticeships and provision by 'embedded colleges' of integrated foundation courses' (QAA, 2018, p1).

## 2.2 Partner

A partner is a 'provider delivering aspects of teaching, learning, assessment or student support under delegated authority of the 'awarding organisation'' (QAA, 2018, p1).

## 2.3 Progression agreement

A progression agreement is an 'arrangement 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' (QAA, p41).

## 2.4 Articulation agreement

An articulation agreement is '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 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, p40).

### 3. UCEM Partnerships

#### 3.1 Partnerships for academic delivery

UCEM currently does not engage in any partnership arrangements to deliver any elements of its academic awards through its model of supported online learning. All UCEM validated awards are delivered solely by the institution.

#### 3.2 Progression and articulation agreements

UCEM does engage in progression and articulation agreements to enable students from another institution access onto a UCEM programme with advanced standing. Any new arrangements require full curriculum mapping and the completion of a Progression Agreement Proposal Form which includes a rationale, risk and due diligence assessment and consideration of resources implications. The proposal requires consultation with the Senior Leadership Team, Dean of School of the Built Environment (Academic) and Recognition of Prior Learning Panel prior to scrutiny by the Quality Standards and Enhancement Committee and final approval by Academic Board.

If successful it will be followed by the completion of a memorandum of understanding between the two institutions. All approved arrangements are monitored and kept under review.

#### 3.3 Apprenticeship provision

UCEM does engage in partnership arrangements with employers and for the delivery of English and maths functional skills for its apprenticeship programmes. However, all higher education academic elements of the apprenticeship programme as detailed in section 3.1 above are delivered solely by UCEM. Further information on how these arrangements are managed and quality assured is contained in the Code of Practice chapter on Quality Assuring Apprenticeship Provision.

### 4. References

[QAA \(2018\) The revised UK Quality Code for Higher Education.](#)

[QAA \(2018\) UK Quality Code, Advice and Guidance: Partnerships.](#)

[QAA \(2011\) Quality Code, chapter B10: Managing Higher Education Provision with others.](#)

### 5. Related policies

[UCEM Code of Practice chapter on Admissions and Recognition of Prior Learning.](#)

[UCEM Code of Practice chapter on Quality Assuring Apprenticeship Provision.](#)