

Quality Assurance and Standards when Developing, Managing and Reviewing Higher Education Provision with Others

Guidelines for Establishing and Reviewing Collaborative Provision

1. Introduction

- 1.1 The [College Strategy 2015-20](#) sets out a commitment to strengthen collaboration with business, academia and non-profit, healthcare and government institutions across the global where these will further the College's mission.
- 1.2. The College will only enter into a collaborative partnership with another institution/organisation whose quality of provision, mission, vision and ethos are compatible with that of the College. Imperial College has the ultimate responsibility for the academic standards of all the awards, (including collaborative awards) conferred in its name, and for the quality of its learning opportunities, irrespective of where these are delivered or who provides them.
- 1.3. The College therefore undertakes appropriate and proportionate due diligence checks before proceeding with the development of a new collaborative arrangement. Where necessary, these investigations include checking the financial and legal status of the prospective partner, and its capacity in law to contract with Imperial.
- 1.4. All collaborative provision is subject to review by the College. Collaborative degree programmes and awards are normally subject to the College's [routine \(internal\) and periodic \(external\) review processes](#) with any bespoke arrangements for the review of collaborative activities being stipulated in the Memorandum of Agreement for each activity. The strategic partnerships themselves are also routinely and separately reviewed, normally every five to six years, to reaffirm the strategic benefits of the partnership to the College.
- 1.5. In all aspects of Imperial's processes with regard to collaborative provision, the College has drawn upon guidance provided by the [QAA's UK Quality Code for Higher Education, chapter B10: Managing higher education provision with others](#). Appendix B of this document gives the QAA's expectation and indicators for this chapter. The College has also drawn upon guidance provided by the QAA's [Characteristic Statement: Qualifications involving more than one degree-awarding body](#).
- 1.6. Imperial's definition of collaborative provision (based on the QAA description) is "*all learning opportunities 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.*"

- 1.7. Within this type of provision, Imperial has identified a number of models of collaboration as follows:

Collaborative Programmes	Joint Award
	Double Award
	Dual Awards
	Multiple Awards
	Collaborative Imperial Award
	Collaborative External Award
Collaborative Activities	Collaborative Modules
	Placement Learning
Collaborative Doctoral Programme Supervision	Partner Research Institution Scheme (PRI)
	Split PhDs
	Imperial Recognised Locations (IRL)

- 1.8. A complete taxonomy of collaborative provision can be found at Appendix A. It should be noted that the exact form of the contribution from each partner may differ in each individual arrangement and Imperial's definitions may not align exactly with the QAA's [Characteristic Statement: Qualifications involving more than one degree-awarding body](#).

2. Key considerations for all types of collaborative activity

The following key considerations apply to all collaborative partnerships and activities:

- 2.1 Collaborative activities shall only be offered with an institution/organisation whose quality, mission, vision, strategy and ethos are compatible with that of Imperial College. Any proposals must demonstrate this clearly as part of the initial approval process.
- 2.2 The College has a responsibility to ensure that the academic experience and pastoral support offered to students by the partner organisation are at least of an equivalent standard to that offered by the College.
- 2.3 For collaborative programmes, the Provost's Board is responsible for approving proposed partner institutions/organisations. Partnership proposals can originate from a variety of sources and will be submitted to the Provost's Board via the relevant Faculty Dean after a due diligence check by the Registry's Quality Assurance & Enhancement Team.

- 2.4 The College carries out due diligence checks on all new proposed partners before any collaborative arrangements can commence. Depending on the nature of the proposed collaboration, the due diligence enquiries (including site visits – see below) which need to be undertaken will vary. A due diligence check normally includes enquiries relating to the governance, ethos, status, capacity, reputation and general suitability of the potential delivery organisation or support provider. Due diligence enquiries are also reviewed periodically and are also refreshed where circumstances change (for example, if the activities are extended or if the ownership of a delivery organisation/support provider changes or if new information comes to light, etc.), to ensure the key considerations and initial aims of the partnership continue to be met.
- 2.5 It is good practice for departments to also visit partner institutions/organisations, especially when establishing a partnership. For collaborative programmes, the Vice Provost (Education) will determine whether an initial site visit is required as part of the approval of a strategic partnership and the frequency and nature of continuing site visits to partners for individual programmes, if any, will be decided by the relevant quality committee at the approval stage. It is important that brief reports of any such visits are documented as these will be considered as evidence of quality assurance and will also inform the College's approval and review processes. For more information on due diligence check and site visits see the documents [Due Diligence Checklist](#) and [Site Visits](#). For information on due diligence and site visits for placement learning see the [Placement Learning procedures](#).
- 2.6 Normally, it is expected that Imperial College staff would have significant input into the design, teaching and the setting and marking of assessments of collaborative programmes.
- 2.7 Individual collaborative programmes are approved via the Programmes Committee, and then the Quality Assurance & Enhancement Committee (QAEC) which has delegated authority to approve new programmes on behalf of Senate. A link to the relevant procedures for programme and award approval can be found in Appendix A.
- 2.8 **Admissions:** If there are any special entrance requirements for collaborative arrangements, these must be approved by the College. The admissions criteria for entry into collaborative degree programmes should normally be the same as those for students applying directly to the College and any variation to this must be stipulated in the partnership agreement or Memorandum of Agreement.
- 2.9 **Attendance Requirement:** In order to obtain any type of Imperial award students must satisfy the prescribed attendance requirement for the award type. To be eligible to obtain an undergraduate degree awarded by Imperial College students must be in full-time attendance at Imperial College for a minimum of 12 months. To be eligible to obtain a Master's degree awarded by Imperial College students must be in full-time attendance at Imperial College for a minimum of 16 weeks. To be eligible to obtain a research degree (PhD or EngD) awarded by Imperial College, normally at least one year of a 3/4-year full-time programme would need to be spent at Imperial College (or pro rata for part-time/longer programmes). For further details please refer to the relevant procedure for establishing collaborative programmes and academic regulations or contact the Registry's Quality Assurance & Enhancement Team. Please note: Tier 4 students cannot undertake study at another Tier 4 sponsor until that institution is added to the College's Tier 4 licence. Please contact visacompliance@imperial.ac.uk for further advice on this area.

- 2.10 **Programme Specifications:** All degree programmes with a taught element, including those incorporating collaborative arrangements, must have an up to date programme specification. Departments should ensure that collaborative students can access their programme specification online. The College template can be downloaded at the following link:

<https://www.imperial.ac.uk/staff/tools-and-reference/quality-assurance-enhancement/programme-information/programme-information-templates/>

- 2.11 **Programme Information:** The Registry has developed guidelines for the information that should be contained within programme handbooks. All students should receive the same level of information, regardless of whether they are based solely at the College or involved in collaborative activities. Departments should ensure that this information remains accurate and up to date and that students can access their programme handbooks online. Where a collaborative activity is managed by way of a partnership agreement or Memorandum of Agreement, the handbook should clearly outline to students the policies and procedures to be followed at all stages of the programme. The Registry guidance on programme handbooks are be downloaded from the following link:

<https://www.imperial.ac.uk/staff/tools-and-reference/quality-assurance-enhancement/programme-information/programme-handbooks/>

- 2.12 **Regulations:** Students studying for degree programmes incorporating collaborative activity must normally be subject to the same Academic and Examination Regulations approved by the College for students based wholly at Imperial, and any variation to this must be approved by Imperial and stipulated in the partnership agreement or Memorandum of Agreement. Departments should ensure that the Academic and Examination Regulations, and rules governing the criteria for assessment, are easily available to students. Imperial's Regulations can be downloaded from the following

link: <https://www.imperial.ac.uk/about/governance/academic-governance/regulations/>

- 2.13 **Assessment:** Departments should normally have significant input into the design, and the setting and marking of assessments of collaborative awards. In some cases, delivery and assessments may be delegated to the partner institution if Imperial has satisfied itself that the standards are compatible with those for an Imperial award. Where possible, for parity, double marking of a sample of student work should occur between partners i.e. where the partner assesses student work it should be double marked by a member of the College. Bespoke arrangements for assessment must be stipulated in the partnership agreement or Memorandum of Agreement and students must be made aware of the regulations under which their assessment will take place.

- 2.14 **External Examiners:** The College retains ultimate responsibility for the appointment and function of its external examiners nominated to act for collaborative degree programmes or, if they have not been delegated to the partner institution, to those which feature collaborative activity. Departments should ensure that partners are aware of the College's guidelines for the nomination and approval of external examiners and specify, within the partnership agreement or Memorandum of Agreement, the role that Imperial College and the partner will play in this process. In some cases, external examiners may be jointly appointed by the College and the partner(s) and any bespoke arrangements for this must be stipulated in the partnership agreement or Memorandum of Agreement.

Imperial appointed external examiners will be asked to report on the programme in the usual way and reports (with departmental responses) will be considered by the Vice Provost (Education) and the Quality Assurance & Enhancement section of the Registry. All external examiners are asked to comment specifically on any advantages or drawbacks identified in cases where students undertake part of their programme at another institution. Summaries of external examiner reports will be presented to the College Senate. Imperial also normally expects to receive the external examiner reports from external examiners appointed by the partner institution.

The Registry will send partners a copy of all external examiner reports relating to the collaborative programme and will be responsible for sending the College's formal response to reports to its own external examiners. Where Imperial is the lead institution the Registry may also ask the partner to contribute to this process, particularly where examiners have been jointly appointed. Where Imperial is not the lead institution, partners would normally be expected to mirror this process.

Where an Imperial external examiner has been appointed to oversee collaborative activity, the external examiner must be able to view samples of student work carried out at the partner institution(s)/organisation(s) in order to confirm standards. This external examiner should also be able to view and approve examination scripts and receive samples of student work. This ensures that student work at the partner institution(s)/organisation(s) is of a comparable standard to that of students based at the College.

- 2.15 **Joint Boards of Examiners:** The academic performance of College students, including those participating in collaborative activities and awards, are considered by College Boards of Examiners. All collaborative undergraduate and Master's level awards will normally have a Joint Board of Examiners. The membership and terms of reference of the Joint Board of Examiners can be found in the [Conduct of Boards of Examiners' Meetings](#) documents and bespoke arrangements for each collaborative programme must be described in the Memorandum of Agreement. The Registry keeps a central record of the minutes of all Board of Examiners' Meetings and there is no exception to this for Joint Boards of Examiners.
- 2.16 **Student monitoring and attendance:** There must be an approved protocol for maintaining regular contact with students based at the external location and with the external/local course organiser/supervisor. Where applicable, the partnership or Memorandum of Agreement also needs to stipulate which institution has responsibility for reporting student attendance to the Home Office and for providing the HESA/HESES or equivalent returns. Aside from the legal requirements for recording attendance, both institutions have a responsibility to inform the partner if a student is not in attendance or has withdrawn or is intending to withdraw from the programme. Tier 4 students cannot undertake study at another Tier 4 sponsor until that institution is added to the College's Tier 4 licence. Please contact visacompliance@imperial.ac.uk for further advice on this area.
- 2.17 **Student Feedback:** There must be an approved protocol for obtaining feedback from students undertaking study at a partner institution/organisation and for informing students of actions taken as a result of their feedback.
- 2.18 **Pastoral Support:** All students should receive the same level of welfare and support regardless of whether they are based solely at the College or involved in collaborative activities. The academic lead should ensure that details remain accurate and up to date and that students taking part in collaborative activities can access welfare information online.

- 2.19 **Appeals and Complaints:** All students must have access to an appropriate complaints and appeals procedure. It is College policy that programme handbooks for all degree programmes which incorporate collaborative activity should clearly outline, to students, the responsibilities of the participating organisations, the structures in place for day-to-day support and communication and the policies and procedures to be followed should students wish to raise concerns or submit a complaint or appeal. The academic lead should ensure that this information remains accurate and up to date and that collaborative students can access this information online.
- 2.20 **Publicity:** For new programmes and awards, neither Imperial or its partner should advertise, announce or otherwise promote either the partnership or academic programme without the permission of Imperial's Academic Registrar. The earliest this can take place is once the programme has approval from the Programmes Committee and then only with the caveat "*subject to approval from Imperial College London*". A signed Memorandum of Agreement (MoA) or partnership agreement must be in place before the implementation of any academic activities.
- 1.21 **Monitoring and Review:** A working group will be convened by the Vice Provost (Education) to consider each partnership at least 12 months before an arrangement is due to expire so that appropriate action can be taken. These reviews should involve the Registry, the Director of the International Office (for collaborations with institutions/organisations outside the UK), the College's Legal Services team and the Director of the Research Office (to ensure commercial aspects arising from students' research are up to date). . The review which will focus on the strategic benefit of the partnership to the College, is in addition to review of the individual programmes as set out in their Memorandum of Agreement. Due diligence enquiries will, normally, also be carried out if the activities are significantly extended or if the ownership of a delivery organisation or support provider changes. The working group will make a recommendation to the Provost's Board. Depending on the outcome of the Provost's Board's decision whether to continue with the partnership or not, any formal written agreements relating to the partnership may also need to be reviewed. When changes to an agreement are required the Vice Provost (Education) will decide whether a full discussion of the changes by the Programmes Committee (or PRQC) is required.
- 2.22 **Contingency arrangements:** Where degree programmes incorporate collaborative activity departments/academic lead must have in place appropriate contingency arrangements for when activities are subject to early termination. These arrangements form part of the terms of the governing Memorandum of Agreement.
- 2.23 **Register of Collaborative Provision:** The Registry holds the College's central register of collaborative provision. The register is publically available from the following link:

<http://www.imperial.ac.uk/about/governance/academic-governance/academic-policy/collaborative-provision/>
- 2.24 The Senate agreed in June 2010 (SM 1379) that the College would not normally participate in any further Erasmus Mundus joint or dual (double) degree programmes for the foreseeable future. This was reiterated at the February 2014 Senate when it was agreed that the College will not normally participate in any Erasmus Mundus (joint, dual or multiple) degree award programmes.

- 2.25 The Senate agreed in June 2009 (SM 1254) that the College would not normally participate in joint research degree awards with UK institutions. This was reiterated at the February 2014 Senate when it was agreed that the College will not normally participate in joint research degree (PhD or EngD) awards with UK institutions.
- 2.26 The Senate agreed in February 2014 that the College will not normally participate in any multiple awards.
- 2.27 The Senate agreed in February 2014 that the College will not normally participate in any joint Postgraduate Certificate or Postgraduate Diploma, MPhil or MD(Res) awards.

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Appendix A: Taxonomy

Within this type of provision, Imperial has identified a number of models of collaboration as follows:

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	Collaborative Imperial Award
	Collaborative External Award
Collaborative Activities	Collaborative Modules
	Placement Learning
Collaborative Doctoral Programme Supervision	Partner Research Institution Scheme (PRI)
	Split PhDs
	Imperial Recognised Locations (IRL)

A complete taxonomy of provision is located below. It should be noted that the exact form of the contribution from each partner may differ in each individual arrangement and Imperial's definitions may not align exactly with the QAA's [Characteristic Statement: Qualifications involving more than one degree-awarding body](#).

The College has put in place arrangements for managing higher education with others through specific procedures tailored to reflect the individual arrangements required to address the expectation and indicators of sound practice set out in the [QAA's UK Quality Code for Higher Education, chapter B10: Managing higher education provision with others](#).

A lead department within Imperial College will normally be identified as having ownership of the collaborative provision, including responsibility for the administration and quality assurance processes, and there will always be an Imperial academic lead in place. In cases where the collaborative provision is not owned by a single department, the academic lead will assume the responsibilities otherwise ascribed to the department. This document should be read in conjunction with the procedures and guidelines referred to throughout, in which the detailed processes, are described.

Taxonomy

<p>Collaborative Programmes¹ A programme of study leading to a qualification or qualifications which have been either wholly or partially collaboratively designed, delivered and/or assessed by Imperial College and partner(s) and quality assured by Imperial College and/or the partner(s).</p>	
<p>Joint Award</p>	<p>A programme of study which leads to a qualification which is jointly awarded by Imperial College and, normally one other institution with degree awarding powers.</p> <p>The programme is jointly designed, delivered and assessed by Imperial College and the partner. The programme is quality assured by both institutions according to a process agreed by both institutions (and where one institution is designated the lead institution).</p> <p>A successful student would receive a single award made jointly by both institutions (i.e. by Imperial and the partner).</p> <p>Imperial will normally only enter into joint award partnerships with one other degree awarding body.</p> <p>Imperial will not normally participate in any Erasmus Mundus (joint, double, dual or multiple) degree award programmes.</p> <p>Imperial will not normally participate in any joint Postgraduate Certificate or Postgraduate Diploma, MPhil or MD(Res) awards.</p> <p>Imperial will not normally participate in any joint research degree (PhD or EngD) awards with another UK institution.</p> <p><u>Current examples:</u> MRes in Mathematics of Planet Earth (University of Reading)</p> <p><u>Guidance document:</u> Procedure for Establishing Undergraduate (BSc, BEng, MEng, MSci and MBBS) and Master's Level (MSc, MRes MEd, MBA and MPH) Collaborative Programmes and Awards</p> <p>Procedure for Establishing Research Degree (PhD and EngD) Collaborative Programmes and Awards</p>
<p>Double Award</p>	<p>Describes one programme of study which leads to two linked qualifications of the same level, duration and credit value, one from each of the two partner institutions. The programme of study is either collaboratively designed, delivered and/or assessed or consists of two awards of the same level and value which have been linked via collaborative activity (such as joint teaching). There is no double counting of credit in this arrangement.</p> <p>Each institution is ultimately responsible for the quality assurance of their own award but will report the outcome of their quality assurance</p>

¹ Excludes Year Abroad Programmes

	<p>processes to the other institution. Where there are collaborative aspects to the programme these are quality assured by both institutions according to a process agreed by both (and where one institution has been designated the lead institution).</p> <p>A successful student would receive separate awards from both Imperial and the partner. Normally, institutions will only award their own degree if the requirements for both institutions' awards have been met.</p> <p><u>Current Example:</u> MA/MSc in Innovation Design Engineering (Imperial awards the MSc and Royal College of Art awards the MA) or the MA/MSc in Global Design Engineering (Imperial awards the MSc and Royal College of Art awards the MA)</p> <p>Guidance document: Procedure for Establishing Undergraduate (BSc, BEng, MEng, MSci and MBBS) and Master's Level (MSc, MRes MEd, MBA and MPH) Collaborative Programmes and Awards</p> <p>Procedure for Establishing Research Degree (PhD and EngD) Collaborative Programmes and Awards</p>
Dual Awards	<p>Describes one programme of study which leads to two separate independent qualifications, one from each of the two partner institutions. These may be different levels, duration and credit value. The programme of study is either collaboratively designed, delivered and/or assessed or consists of two awards which have been linked via collaborative activity.</p> <p>Each institution is ultimately responsible for the quality assurance of their own award but will report the outcome of their quality assurance processes to the other institution. Where there are collaborative aspects to the programme these are quality assured by both institutions according to a process agreed by both (and where one institution has been designated the lead institution).</p> <p>A successful student would receive separate awards from both Imperial and the partner. Students will only receive the award where they have met the requirements (i.e. it may be possible to exit with one of the two awards). . The diploma supplement will record the contribution from each partner.</p> <p>As part of the approval process it must be established how each programme and academic credit are used for the award of each programme. This will be set out in the Memorandum of Agreement.</p> <p>This definition includes 1+3 consortium arrangements. This is where a programme of study results in an award from one institution and leads to another (normally higher) award from a different institution (e.g. 1+3 programmes in a multi-institution CDT consisting of a 1 year Master's followed by a 3 year PhD). In this scenario, the partner institution(s) may be involved in the recruitment and selection of students for the initial programme.</p>

	<p>Imperial will not normally participate in any Erasmus Mundus (joint, double, dual or multiple) degree award programmes.</p> <p><u>Current Example:</u> BSc in Mathematics with Education or the BSc in Physics with Science Education. Imperial awards the BSc and Canterbury Christ Church University recommends the award of Qualified Teacher Status (QTS) to the National College of Teaching and Leadership.</p> <p><u>Guidance document:</u> Procedure for Establishing Undergraduate (BSc, BEng, MEng, MSci and MBBS) and Master's Level (MSc, MRes MEd, MBA and MPH) Collaborative Programmes and Awards</p> <p>Procedure for Establishing Research Degree (PhD and EngD) Collaborative Programmes and Awards</p>
Multiple Awards	<p>As for Dual Awards but with multiple partners with degree awarding powers.</p> <p>Imperial will not normally participate in any multiple awards.</p>
Collaborative Imperial Award	<p>An Imperial College programme (leading to an Imperial award) which is either wholly or partially collaboratively designed, delivered and/or assessed by Imperial College and partner(s) with or without degree awarding powers.</p> <p>Quality assurance of the whole degree programme remains a matter for Imperial College, although aspects of this can be delegated to the partner institution.</p> <p>A successful student would receive a single award at the end of their degree programme Imperial however the diploma supplement should record the contribution from the partner institution(s).</p> <p><u>Current example:</u> MSc in Taxonomy and Biodiversity (Imperial award in collaboration with the National History Museum) MSc in Conservation Science (Imperial award in collaboration with the Royal Botanic Gardens Kew, Institute of Zoology of the Zoological Society of London and the Durrell Wildlife Trust)</p> <p><u>Guidance:</u> Procedure for Establishing Undergraduate (BSc, BEng, MEng, MSci and MBBS) and Master's Level (MSc, MRes MEd, MBA and MPH) Collaborative Programmes and Awards</p> <p>See also: Criteria to be considered when establishing Master's Level Programmes and Awards with Industrial Partners</p> <p>Procedure for Establishing Research Degree (PhD and EngD) Collaborative Programmes and Awards</p>

Collaborative External Award	<p>A programme award leading to an award from a partner institution which is either wholly or partially collaboratively designed, delivered and/or assessed by Imperial College and partner(s).</p> <p>The programme is quality assured and validated by the partner institution. Imperial should receive details of the outcome of any quality assurance processes carried out by the partner on the programme and, in particular, on the element contributed by Imperial staff.</p> <p>A successful student would receive an award from the partner institution but the diploma supplement should record Imperial's contribution to the programme.</p> <p><u>Current examples:</u> MA in Healthcare and Design (Royal College of Art)</p> <p><u>Guidance:</u> To be written</p>
<p>Collaborative Activities</p> <p>This describes activities (such as modules or student placements) which are provided by a partner institution and which have been validated by Imperial College and which therefore have become part of an Imperial award.</p>	
Collaborative Modules	<p>Describes either</p> <ol style="list-style-type: none"> 1) An individual module which contributes to an Imperial College award but which is entirely delivered, taught and assessed by another institution/organisation or 2) An individual module which contributes to an Imperial College award which is partially or jointly delivered, taught and/or assessed by another institution/organisation. <p>Except where responsibilities have been delegated, an Imperial College examiner or Imperial appointed external examiner will oversee the assessment.</p> <p><u>Current examples:</u> BSc and MSci Geology and Geophysics (Students have the opportunity to undertake some modules provided by University College London).</p> <p><u>Guidance:</u></p> <p>Procedure for Establishing Collaborative Modules</p>
Placement Learning	<p>Work experience, assessed project work or a period of course-based study (for which academic credit is awarded and where the student remains subject to College student regulations during the relevant period) where there is a transfer of direct supervision of the student to a third party for a period of 2 weeks or more. The third party would normally be external to the College Estate, however, the College may</p>

	<p>itself serve as a “third party” by providing a placement (e.g. UROP projects undertaken by students in an area of College other than their home department). Placements may themselves incorporate a further “placement” elsewhere; in such cases it would be the responsibility of the original placement provider to act as the primary supervisor/manager of the further placement, unless such supervision is formally ceded back to the College².</p> <p><u>Guidance:</u> Placement Learning Policy and Good Practice</p>
<p>Collaborative Doctoral Programme Supervision These are doctoral programmes which require the student to spend a specified duration(s) at a partner institution and which therefore require formal supervisory arrangements to be in place with the partner from the outset. A successful student would receive an Imperial College award.</p>	
<p>Partner Research Institution (PRI) Scheme</p>	<p>Registration for a doctoral programme at an approved Partner Research Institution (PRI) which provides for each student to be guided jointly by a College supervisor and a local supervisor³ at the PRI where the candidate is engaged in full or part-time research. In such cases these locations offer particular research opportunities that are not available elsewhere, and are the only place that the research can be carried out. A minimum period of attendance is required. A successful student would receive an Imperial College award.</p> <p>A list of PRIs is available from the following link: http://www.imperial.ac.uk/about/governance/academic-governance/academic-policy/collaborative-provision/ <u>Guidance:</u> Procedures for the Approval, Renewal and Review of Partner Research Institutions (PRIs)</p>
<p>Split PhD</p>	<p>Registration for a doctoral programme of a student undertaking a specified duration of their research training at an overseas institution.</p> <ul style="list-style-type: none"> ○ with which the College has established links and/or connections <u>and/or</u> ○ in cases where the research problem required local fieldwork, for example, the study of a particular aspect of geology or biology. <p>Provides for each student to be guided jointly by a College supervisor and a suitably qualified local advisor⁴ at the Institution where the candidate is engaged in research. A minimum period of attendance at Imperial is required. A successful student would receive an Imperial College award.</p>

² The current Placement Learning Policy **covers** placements undertaken at all levels of study which are a.) approved components of Imperial degree programmes or b.) approved for extra ECTS credit, but **excludes** student activities for which academic credit is not awarded, such as purely extracurricular part-time, term-time and vacation work which students have arranged for themselves; Field trips and site visits. This policy includes clinical placements which form part of the undergraduate medicine course, although it is noted that as an exception such placements are subject to School of Medicine protocols and not the College Good Practice for External curriculum-based placements

³ On rare occasions the local supervisor may be a member of Imperial College staff who is located at the PRI, in which case there remains a requirement for a College-based supervisor.

⁴ On rare occasions the local supervisor may be a member of Imperial College staff who is located at the partner institution, in which case there remains a requirement for a College-based supervisor.

	<p><u>Guidance:</u> Procedures for the Approval and Review of Split PhDs</p>
Imperial Recognised Locations (IRL)	<p>Registration for a doctoral programme of a student studying full-time at a specialist research institution where the proposed College supervisor is based full-time. In such cases these locations offer particular research opportunities that are not available elsewhere, and are the only place that the research can be done. A successful student would receive an Imperial College award.</p> <p><u>Guidance:</u> Procedure for the Approval of Imperial Recognised Locations</p>

Consortium Arrangements

Some collaborative provision may be part of consortium arrangements. A consortium is a group of institutions/organisations (including Imperial) with or without degree awarding powers. Examples of consortium arrangements are the inter-institutional Centres for Doctoral Training (CDTs) or some Marie Curie Research arrangements.

Under consortium arrangements, a programme of study can be collaboratively designed, delivered and/or assessed by two or more partners. These programmes of study can lead to joint awards, dual awards (usually a 1+3 arrangement in a multi-institution CDT) or collaborative awards. Under consortium arrangements, each institution is ultimately responsible for the quality their own award. In consortiums with Imperial awards, the external examiners must be appointed from outside the consortium.

The collaborative aspects of consortium arrangements are normally quality assured by each consortium member according to a process agreed by all institutions (and where one institution has been designated the lead institution) and set down in the Memorandum of Agreement.

International Summer Schools

The College currently also collaborates with a small number of institutions via International Summer Schools. These are structured learning environments contributing to a partner student's programme of study, which take place within or external to the College and which are delivered and/or supported in co-operation with one or more partner organisations.

Examples:

Graduate School International Summer Schools

BMU Summer School delivered by the Business School to BMU students – the summer school contributes to the award of an MBA by BMU India

Guidance:

[Short Course Approval Procedure](#)

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Appendix B

**QAA Quality Code, Chapter B10
The Expectation and List of Indicators of sound practice**

The Expectation

The Quality Code sets out the following Expectation about managing the delivery of learning opportunities with others, which degree-awarding bodies, and higher education providers without degree-awarding powers that are organising provision by third parties, are required to meet:

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 Indicators of sound practice

Indicator 1

A strategic approach to delivering learning opportunities with others is adopted. Appropriate levels of resources (including staff) are committed to the activities to ensure that the necessary oversight is sustained.

Indicator 2

Governance arrangements at appropriate levels are in place for all learning opportunities which are not directly provided by the degree-awarding body. Arrangements for learning to be delivered, or support to be provided, are developed, agreed and managed in accordance with the formally stated policies and procedures of the degree-awarding body.

Indicator 3

Policies and procedures ensure that there are adequate safeguards against financial impropriety or conflicts of interest that might compromise academic standards or the quality of learning opportunities. Consideration of the business case is conducted separately from approval of the academic proposal.

Indicator 4

Degree-awarding bodies that engage with other authorised awarding bodies to provide a programme of study leading to a joint academic award satisfy themselves that they have the legal capacity to do so.

Indicator 5

The risks of each arrangement to deliver learning opportunities with others are assessed at the outset and reviewed subsequently on a periodic basis. Appropriate and proportionate safeguards to manage the risks of the various arrangements are determined and put in place.

Indicator 6

Appropriate and proportionate due diligence procedures are determined for each proposed arrangement for delivering learning opportunities with an organisation other than the degree-awarding body. They are conducted periodically to check the capacity of the other organisation to continue to fulfil its designated role in the arrangement.

Indicator 7

There is a written and legally binding agreement, or other document, setting out the rights and obligations of the parties, which is regularly monitored and reviewed. It is signed by the authorised representatives of the degree-awarding body (or higher education provider without degree-awarding powers arranging provision by a third party) and by the delivery organisation, support provider or partner(s) before the relevant activity commences.

Indicator 8

Degree-awarding bodies take responsibility for ensuring that they retain proper control of the academic standards of awards where learning opportunities are delivered with others. No serial arrangements are undertaken without the express written permission of the degree-awarding body which retains oversight of what is being done in its name.

Indicator 9

Degree-awarding bodies retain responsibility for ensuring that students admitted to a programme who wish to complete it under their awarding authority can do so in the event that a delivery organisation or support provider or partner withdraws from an arrangement or that the degree-awarding body decides to terminate an arrangement.

Indicator 10

All higher education providers maintain records (by type and category) of all arrangements for delivering learning opportunities with others that are subject to a formal agreement.

Indicator 11

Degree-awarding bodies are responsible for the academic standards of all credit and qualifications granted in their name. This responsibility is never delegated. Therefore, degree-awarding bodies ensure that the standards of any of their awards involving learning opportunities delivered by others are equivalent to the standards set for other awards that they confer at the same level. They are also consistent with UK national requirements.

Indicator 12

When making arrangements to deliver a programme with others, degree-awarding bodies fulfil the requirements of any professional, statutory and regulatory body (PSRB) that has approved or recognised the programme or award, in relation to aspects of its delivery and any associated formal agreements. The status of the programme or award in respect of PSRB recognition is made clear to prospective students.

Indicator 13

Degree-awarding bodies approve module(s) and programmes delivered through an arrangement with another delivery organisation, support provider or partner through processes that are at least as rigorous, secure and open to scrutiny as those for assuring quality and academic standards for programmes directly provided by the degree awarding body.

Indicator 14

Degree-awarding bodies clarify which organisation is responsible for admitting and registering a student to modules or programmes delivered with others, and ensure that admissions are consistent with their own admissions policies.

Indicator 15

Degree-awarding bodies ensure that delivery organisations involved in the assessment of students understand and follow the assessment requirements approved by the degree-awarding body for the components or programmes being assessed in order to maintain its academic standards. In the case of joint, dual/double and multiple awards or for study abroad and student exchanges, degree-awarding bodies agree with their partners on the division of assessment responsibilities and the assessment regulations and requirements which apply.

Indicator 16

Degree-awarding bodies retain ultimate responsibility for the appointment, briefing and functions of external examiners. The external examining procedures for awards where learning opportunities are delivered with others are consistent with the degree awarding body's approved practices.

Indicator 17

Degree-awarding bodies ensure that modules and programmes offered through other delivery organisations, support providers or partners are monitored and reviewed through procedures that are consistent with, or comparable to, those used for modules or programmes provided directly by them.

Indicator 18

Degree-awarding bodies ensure that they have effective control over the accuracy of all public information, publicity and promotional activity relating to learning opportunities delivered with others which lead to their awards. Information is produced for prospective and current students which is fit for purpose, accessible and trustworthy. Delivery organisations or support providers are provided with all information necessary for the effective delivery of the learning or support.

Indicator 19

When degree-awarding bodies make arrangements for the delivery of learning opportunities with others, they ensure that they retain authority for awarding certificates and issuing detailed records of study in relation to student achievement.

The certificate and/or record of academic achievement states the principal language of instruction and/or assessment where this is not English. Subject to any overriding statutory or other legal provision in any relevant jurisdiction, the certificate and/or the record of achievement records the name and location of any other higher education provider involved in the delivery of the programme of study. Where information relating to the language of study or to the name and location of the delivery organisation or partner is recorded on the record of achievement only, the certificate refers to the existence of this formal record.

Approved by Senate
February 2014

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Effective from:	Immediate
Originator:	Registry Quality Assurance & Enhancement Team
Contact for queries:	Senior Assistant Registrar (Senate and Academic Review)
Cross References:	Procedure for Establishing Undergraduate and Master's Level Collaborative Programmes and Awards Procedure for Establishing Research Degree (PhD and EngD) Collaborative Programmes and Awards Procedure for Establishing Collaborative Modules Key Criteria for consideration when establishing collaborative arrangements Due Diligence Checklist Site Visits Academic and Governance Issues Criteria for consideration when establishing collaborative Master's level programmes with Industrial Partners Procedures for the Approval, Renewal and Review of Partner Research Institutions Procedures for the Approval and Review of Split PhDs Imperial Recognised Location