LIVERPOOL JOHN MOORES UNIVERSITY

Guidance for Joint and Dual Awards

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Glossary

AF	Academic Framework
APP	Academic Planning Panel
APR	Annual Provider Review
AR	Academic Registry
CPO	Collaborative Provision Officer
CPP	Collaborative Provision Panel
CPD	Certificate of Professional Development
FHEQ	Framework for Higher Education Qualifications
FQAEC	Faculty Quality Assurance and Enhancement Committee
FSWG	Fee Setting Working Group
HE	Higher Education
HEI	Higher Education Institution
LJMU	Liverpool John Moores University
OfS	Office for Students
PPP	Programme Proposal Proforma
PSRB	Professional Statutory Regulatory Body
QAA	Quality Assurance Agency
QAEC	Quality Assurance and Enhancement Committee
RP(E)L	Recognition of Prior (Experiential) Learning
TEF	Teaching Excellence Framework
VLE	Virtual Learning Environment
VROP	Validation and Review Oversight Panel

Key Definitions

Please use the following terminology which is in line with the QAA and the University's Academic Framework.

Term	Also known as	What it means
Academic standards	Standards/ Threshold standards	Standards are the level of achievement that a student has to reach to gain an academic award (for example, a degree). For similar awards, the threshold level of achievement should be the same for any UK award. So an engineering degree from one university should reach the same level as it does in another university.
Annual Provider Review	APR	The University reports annually to the Board of Governors on Quality Assurance. The Board of Governors confirms to the Office for Students that they are satisfied that Quality is assured.
Credit		Credit is awarded after the successful achievement of learning outcomes has been demonstrated. There are 10 hours of learning activity per University credit at all levels.
External Examiner		External examiners are appointed from other universities to all taught programmes to ensure that academic standards are being maintained and are in line with other universities, and that assessment is being carried out fairly and equitably.
Faculty / School / Department		The University is structured into a number of Faculties and Schools/Departments. For the full University Structure, please see www.ljmu.ac.uk/about-us/structure
Information	Public Information	This is any information published by a university or college about the higher education courses they offer or the resources they provide. It also includes any information in programme guides, prospectuses or on any public website.
Intended Learning Outcomes	Learning Outcomes	A description of what students should be able to do or demonstrate, in terms of particular knowledge and skills, by the end of each module and each level of their programme.

Learning opportunities	Quality (of Learning opportunities)	Learning opportunities are everything a university or college provides in order to enable a student to achieve the level required to qualify for an award. This includes: 1. The teaching that students receive on their programmes of study. 2. The contribution students make to their own learning. 3. The academic and personal support they receive which enable them to progress through their courses. 4. Access to libraries. 5. Access to online resources or a virtual learning environment.
Module		A programme is divided into levels and each level into a series of smaller units of study called modules. Core module – compulsory components of the programme. Optional module – modules that can be chosen from a specified group, in order to gain the credit required for the programme. The options that are available are agreed and confirmed within the programme specification.
Module proformas	Module Specifications	Documents which provide key information on specific modules which make up a programme, including information on syllabus content, and how a module is taught and assessed.
Office for Students	OfS	Regulates English Higher Education providers on behalf of all students. Overseas a regulatory framework which explains how this is achieved https://www.officeforstudents.org.uk/advice-and-guidance/regulation/the-regulatory-framework-for-higher-education-in-england/
Programme		An approved course of study, comprising of modules (core and / or optional), that provides a coherent learning experience and leads to an award.

Programme Specification		A document containing specific information about an individual programme of study, about its intended learning outcomes and the means by which these outcomes are achieved and demonstrated.
Teaching Excellence Framework	TEF	In accordance with national requirements, the University submits a regular report to the Office for Students as part of the TEF reporting process. Further information available at: https://www.officeforstudents.org.uk/advice-and-guidance/teaching/what-is-the-tef/
The UK Quality Code for Higher Education	The Code	'The Code' articulates the fundamental principles that apply to higher education quality across the UK. The Code is based on three elements that together provide a reference point for effective quality assurance: 1: Expectations – for maintaining standards and managing quality. 2: Practices – Core Practices that must be demonstrated by all UK Higher Education providers and Common Practices that should underpin quality but are not regulatory requirements for providers in England. 3: Advice and Guidance- which helps to develop and maintain effective practice.

Chapter 1:   Introduction and Principles

1. This guidance is intended to provide information about the University requirements for and processes for approval of Joint Awards and Dual awards, and the roles and responsibilities of participants. This guidance should be read in conjunction with the Academic Partnerships Operational Guide and the Guidance for Collaborative Validation.

2. Development of the Liverpool John Moores University Joint and Dual award guidance has taken account of the QAA's UK Quality Code for Higher Education.

3. Joint and Dual Awards are distinct from the other collaborative arrangements that the University are involved with, in that they involve working with at least one other degree-awarding body (in the UK or internationally) in a way that requires some pooling of those awarding powers. The QAA notes that:

    This is different from arrangements for working with others where the UK degree-awarding body works with a delivery organisation that does not have degree awarding powers or is not exercising them to provide learning opportunities. Instead, two or more organisations are working together as equals, each with responsibility for the academic standards of the award being made in their name.

4. Once established, a Joint or Dual award should offer a student experience that neither institution would be able to offer independently.

5. Joint and Dual awards can only be entered into with established Higher Education Institutions (HEIs) with Degree Awarding powers and the legal authority to award Joint and/or Dual degrees, which if overseas, must be recognised in the partner's country.

6. Joint and Dual awards at Liverpool John Moores University will only be delivered and assessed in English.

7. Liverpool John Moores University will retain responsibility for ensuring academic standards and quality of the student learning experience are maintained, irrespective of the requirements of any partner. This responsibility cannot be delegated.

8. No two arrangements will be the same and each arrangement needs to be considered in the context of the requirements of both/all parties.

Chapter 2: Defining Features of Joint and Dual Awards

9. A Joint or Dual award should be a genuinely joint enterprise, from the earliest possible stages. Both institutions should provide substantial contributions to the creation, management and decision making, relating to the final programme and award(s).

Joint Awards

10. A joint award is defined by Liverpool John Moores University as an arrangement where Liverpool John Moores University, together with one or more awarding bodies, provides a programme leading to a single award made jointly by all the awarding bodies.

11. A single certificate is produced, not separate certificates from each awarding body.

12. In order to achieve the Joint award, a student must meet the learning outcomes jointly agreed for the award by all Institutions involved in the arrangement.

13. All partners involved in the arrangement will contribute to programme design, development, delivery, assessment, management and decision making on student achievement.

14. For Joint awards, a single agreed set of academic regulations will be required. This can be either an agreement to follow the regulations of the lead partner, or bespoke regulations can be agreed.

15. For Joint awards, it is preferred that the lead institution will be Liverpool John Moores University.

Dual Awards

16. A Dual award is defined by Liverpool John Moores University as an arrangement where Liverpool John Moores University, together with one or more awarding bodies, provides a programme leading to separate awards and certificates being granted by all the awarding bodies.

17. A Dual award is jointly conceived programme, however a student does not need to satisfy the requirements of all the partners in order to receive an award.

18. The awarding bodies involved in the partnership may set slight differences in the programme learning outcomes and/or the requirements to meet their awards, and there will be overlap. If a student only completes or meets the requirements for one of the awarding body's, they will only receive one award.

19. Each Partner will be responsible for its own award, however the two components jointly form a single educational experience. As such, an agreed approach to management and oversight is required.

20. For Dual awards, each partner will deliver a substantial proportion of the programme at the level of the qualification they award.

21. A distinguishing feature of this type of arrangement is that the <u>overall study period</u> and <u>volume of learning</u> is longer than for either of the individual awards separately, but typically shorter than if each of the programmes of study had been taken consecutively.

Other Considerations

22. As all Joint and Dual awards are unique and different, there may be some variations from the characteristics outlined above. Where a proposal is being developed and this is the case, advice should be sought from Academic Registry, to ensure that the proposal is in line with National and University expectations at the earliest possible opportunity.

23. The University should be clear and confident of the types of collaborative arrangements it is entering into before significant progress is made with a proposal, to ensure we stay in line with National Guidance. Specifically, the QAA Characteristics Statement notes that UK degree-awarding bodies are precluded from:

> *'making arrangements for students to receive a UK degree alongside that of a non-UK degree-awarding body where the UK degree-awarding body has had negligible input to the design of the programme and little control over its delivery. The converse is also possible, where a non-UK degree-awarding body makes an award without the knowledge of the UK degree-awarding body, where a student has completed a programme of study designed to lead to a UK qualification offered through a franchise or validation arrangement. It is contingent on the UK degree-awarding body to maintain awareness of how their programmes and academic credit are used, and to take steps to address any misconceptions that may arise in situations such as this, including making clear the nature of the UK programme and qualification, and ensuring that any marketing materials are not misleading.'*

Chapter 3:   The Approval Process

24. Before the formal University processes are initiated, the following points should be considered:

    - Does the Partnership arrangement meet the requirements of a Joint or Dual award, or would it more neatly fit within another partnership model? (see Chapter 2 above)
    - Has the lead institution been identified, if appropriate?
    - Is it clear what the basis for the award is, i.e. is it legal?
    - Is it clear what joint and individual responsibilities are, i.e. who does what?
    - Is there compatibility between partner and national/international systems?
    - Have the consequences of regulatory or administrative burden been considered? e.g. joint regulations.

25. The formal University approval process for Joint and Dual awards will take place in a number of Stages:

    a) Partner Approval.
    b) Strategic Approval – Costing and Academic Planning Panel (APP) approval of a programme proposal proforma (PPP).
    c) Development and Agreement of the Operational Framework.
    d) Validation/Programme approval.
    e) Agreement of contract.

26. Some of the stages in the approvals process (e.g. validation and development of the Operational Framework) may commence and develop simultaneously but not complete at the same time. It is therefore important that all parties communicate on a regular basis to ensure milestones are achieved. Further detail of each stage is outlined below.

27. A summary of the approval process is available in Appendix 1.

Partner approval

28. This stage will always be required, in line with the Academic Partnerships Operational Guidance, whether Liverpool John Moores University or the partner institution are named as the Lead Institution. Please see Chapter 4 for details: https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-partnerships. This will include an initial costing of the arrangement.

29. At this stage, the University will also ensure that the legal and regulatory frameworks of the country/region that the programme will be operating in can be accommodated in parallel with the national expectations of the University.

Strategic Approval

30. Planning/strategic approval requires formal approval of the financial arrangements for the programme by Fee Setting Working Group (FSWG) and development of the Programme Proposal for approval by Academic Planning Panel (APP).

31. These activities should take place in line with the guidance in Chapter 5 of the Academic Partnerships Operational Guidance.

32. At this stage, as part of the APP consideration, the University will be checking that the partner(s) have the legal authority to award qualifications jointly.

33. The partner(s) should be involved in the development of the Programme Proposal to ensure it reflects the expectations of all parties.

Development and Agreement of the Operational Framework

34. Each Joint and Dual award arrangement is unique and will need to take account of the requirements and expectations of the partner institution. This differs from other collaborative arrangements in that the following can be negotiated on a case by case basis, where for a franchise or other collaborative arrangements, the Liverpool John Moores University guidance would be followed:

- Academic Regulations.
- Academic Policies.
- Quality processes.

35. Agreement on the above regulation, policies and processes within which the award(s) will operate will be recorded within an Operational Framework. As such this is a key document guiding the development and operation of the partnership.

36. Please see Chapter 4 for further details of the content and approval process for the Operational Framework.

Validation / Programme approval

37. The programme approval for a Joint or Dual award can take place either through a jointly approved process, or through parallel activity at both/all institutions.

38. Agreement on which approach will be used should be discussed and agreed before more detailed discussions with the programme team(s) take place.

Programme approval via a Jointly Agreed Process

39. Where a jointly approved process will take place, the following points should be agreed in advance:

- The documentation/information requirements upon which a decision will be made.
- The process to be followed for programme approval.
- The group/panel and membership, via which a decision for programme approval will be made. This will include representation from all institutions involved with the award.
- The mechanism via which resources will be approved, and the requirement (or not) for site visit(s).

40. The University will only agree to a Joint Process for programme approval which meets as a minimum the expectations set out in the UK Quality Code for Higher Education, and the information requirements of the University.

Programme approval via Parallel Approval Activity

41. Where it is agreed that each institution will undertake separate approval activity, the University approval will take place in line with the Guidance for Collaborative Validation.

42. Consideration will need to be given to how the separate approval processes and possibly different outcomes, will be brought together for the final definitive programme and prior to signing the contractual agreement.

43. Once agreed, the proposed process will require approval by the Academic Registrar and will then be reported to the Collaborative Provision Panel. This will then be recorded in the Operational Framework.

44. The Operational Framework (agreed in principle) should be circulated to the validation panel, to provide guidance about the structure within which the programme being approved will be operating.

Agreement of contract

45. Normally agreement of the contract and signing of the contractual agreement will take place at end of process of validation, when all conditions of validation have been signed off.

46. The fee arrangements for the Joint/Dual award will be included within the contractual agreement.

47. Where the in country legal and regulatory frameworks indicate specific requirements, these will be considered on a case by case basis by the Academic Registrar.

Chapter 4:   Operational Framework

48. The Operational Framework will be referred to within the Contractual Agreement, and once the programme(s) is in operation will act as the agreed reference point for the programme(s) with a partner.

49. The Operational Framework will also agree, where required, how communication between Institutions for these processes will work.

50. More detailed guidance for the content of the Operational Framework is available in Appendix 2.

51. Where a lead Institution has been identified, it may be agreed to adopt the regulations, policies and processes of that institution, with adaptations where necessary.   This agreement should be formalised within the Operational Framework.
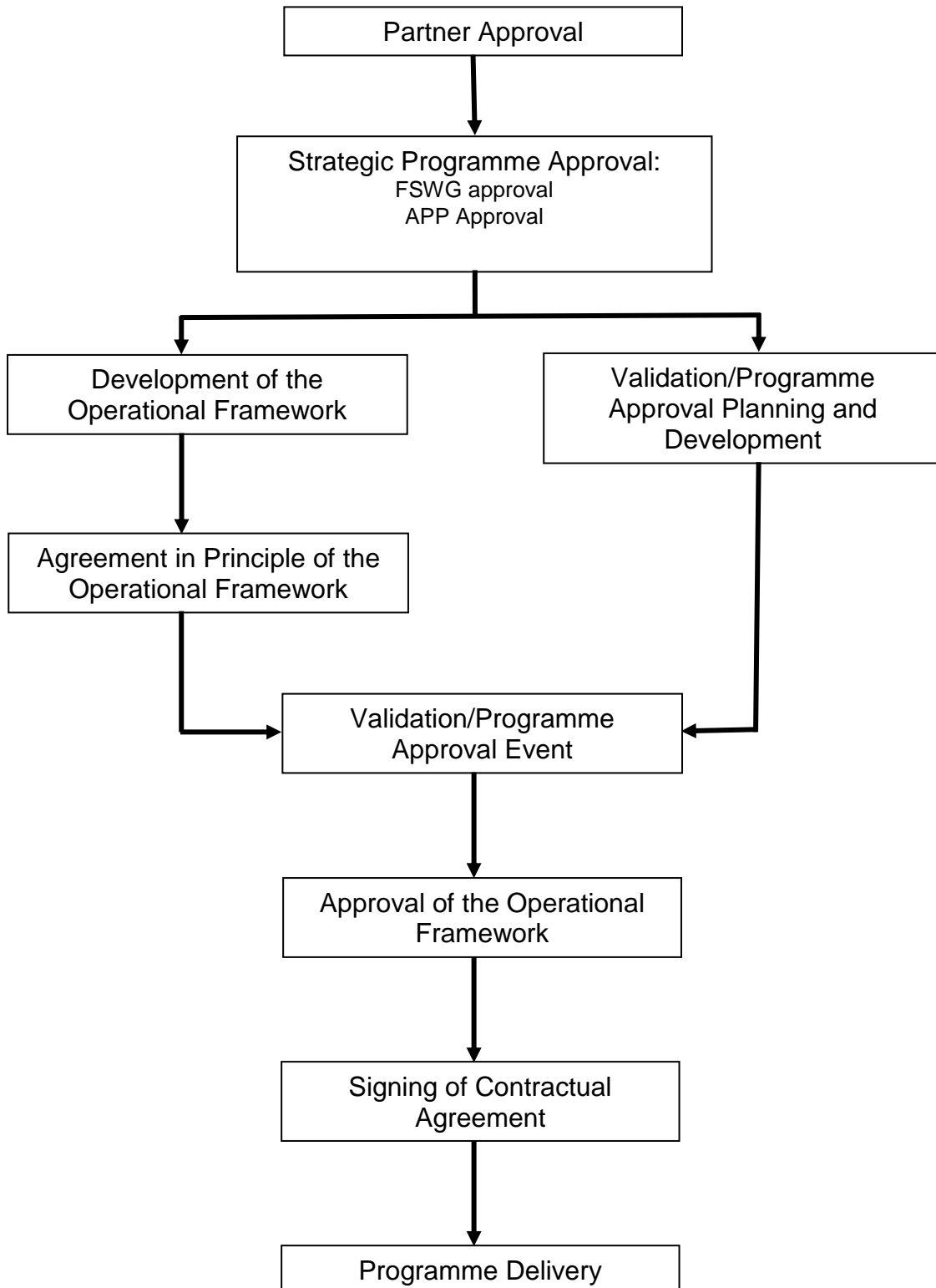
Development of the Operational Framework

52. The development of the Operational Framework will be the responsibility of Academic Registry and will normally be led by the Faculty Registrar.

53. Discussions about the content of the Operational Framework will start once Partner Approval is in place, in order to inform development of the curriculum and the agreed approach to validation.

54. Development of the Operational Framework will often require communication with the Partner(s) and sharing of institutional guidance on a range of issues and areas.

55. The Operational Framework will need to be agreed in principle by all parties prior to the commencement of any validation activity

Approval of the Operational Framework

56. Final approval of the content of the Operational Framework by the University will take place via an approval panel. This may be by a meeting or virtual.

57. The panel will be Chaired by the Academic Registrar (or nominee).   The panel will include:
    - Academic Registrar (or nominee) – Panel Chair
    - Partner representation (to be agreed with the partner in advance, up to 5 members)
    - Associate Dean (Quality Assurance and Enhancement) - from a Faculty independent to the partnership development, where possible.
    - The Chair of the validation/programme approval.
    - Faculty Registrar – for all Faculties currently involved in the partnership programmes.
    - Collaborative Provision Officer.

58. The involvement of the partner in the Operational Framework approval meeting can be facilitated via Skype.

59. The panel will be asked to provide written confirmation of approval of the Operational Framework.

60. The final Operational Framework will need to be confirmed prior to the signing of the Contractual Agreement.

Appendix 1 – Approval Process for Joint/Dual Awards

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                    │    Partner Approval     │
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                    ┌─────────────────────────┐
                    │ Strategic Programme     │
                    │ Approval:               │
                    │ FSWG approval           │
                    │ APP Approval            │
                    └─────────────────────────┘
                     │                       │
                     ▼                       ▼
        ┌─────────────────────┐   ┌─────────────────────┐
        │ Development of the  │   │ Validation/Programme│
        │ Operational         │   │ Approval Planning   │
        │ Framework           │   │ and Development     │
        └─────────────────────┘   └─────────────────────┘
                     │                       │
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        ┌─────────────────────┐              │
        │ Agreement in        │              │
        │ Principle of the    │              │
        │ Operational         │              │
        │ Framework           │              │
        └─────────────────────┘              │
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                 ┌─────────────────────────┐
                 │ Validation/Programme    │
                 │ Approval Event          │
                 └─────────────────────────┘
                             │
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                 ┌─────────────────────────┐
                 │ Approval of the         │
                 │ Operational Framework   │
                 └─────────────────────────┘
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                 ┌─────────────────────────┐
                 │ Signing of Contractual  │
                 │ Agreement               │
                 └─────────────────────────┘
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                 │ Programme Delivery      │
                 └─────────────────────────┘
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Appendix 2 – Template for an Operational Framework

Key Principles to be considered in the development of all of the information below:

- All jointly delivered programmes must meet both the expectations of UK Quality Code for Higher Education and the national expectations of the partner's country.

- When developing an Operational Framework and agreeing the arrangements for a new partnership, reference should be made to the QAA Characteristics Statement, Qualifications involving more than one degree-awarding body, and specifically the guidance on p11-14.

QUALITY ASSURANCE OPERATIONAL FRAMEWORK FOR THE DUAL AWARD DELIVERED IN PARTNERSHIP BETWEEN:

Liverpool John Moores University
Rodney House
70, Mount Pleasant
Liverpool, L3 5UX

And

PARTNER NAME
PARTNER ADDRESS

INTRODUCTION

This document is the Quality Assurance Operational Framework (Framework) for the dual award that is delivered in partnership between Liverpool John Moores University (LJMU) and the PARTNER. This Framework is an Annex to the Institutional Agreement and is subservient to it. The Framework sets out the principles by which LJMU and CIT are assured of the quality and standards of the dual awards.

The programmes comprise PARTNER and LJMU modules which, when successfully completed and assessed, lead to a joint / dual award of PARTNER and LJMU. This Framework, and any accompanying appendices, set out the operational detail of the arrangement.

1. DEFINITIONS

Please note that the definitions section is colour coded PARTNER blue, LJMU green and PARTNER/LJMU pink

Academic Board (LJMU AB)	The principal academic body of LJMU, overseeing the overall planning, co-ordination, development and supervision of its academic work. The AB ensures the maintenance of appropriate academic standards and determines the University's academic strategy, quality framework and policies and procedures for assessment.

Continuous Monitoring & Enhancement (CME)	The joint mechanism for the monitoring and review of the academic provision and the quality assurance and enhancement processes in operation under this arrangement, to ensure appropriate standards and outcomes are met.
Board of Examiners (BoE)	A Board of Examiners (BoE), comprising appropriate representation from CIT and LJMU with the authority for determining and approving LJMU final awards and any classification. BoEs shall operate in accordance with the LJMU Academic Framework Regulations.
LJMU Board of Studies (LJMU BoS)	The Board responsible for ensuring the academic enhancement of the programmes it represents, in line with the University and Faculty Learning, Teaching and Assessment Strategy.
Collaborative Provision Panel (CPP)	The LJMU Collaborative Provision Panel responsible to the Education Committee for maintaining oversight of collaborative provision delivered in association with partner institutions.
External Examiner (EE)	An independent senior academic from another UK Higher Education Institution, with relevant expertise to monitor assessments and standards.
Faculty Quality Assurance and Enhancement Committee (FQAEC)	The Liverpool John Moores University Faculty Quality Assurance and Enhancement Committee, responsible to QAEC for quality assurance in the Faculty.
LJMU Module	A LJMU-owned module, with a credit value, learning outcomes, learning and teaching opportunities to achieve those outcomes and assessment tasks to demonstrate achievement of the outcomes.
Module Specifications	Documents, produced according to templates agreed by CIT and LJMU, which describe Modules and contain information such as the teaching, learning and assessment strategy and the intended learning outcomes.
Parties	Liverpool John Moores University and the Changshu Institute of Technology
Partnership Agreement	The Partnership Agreement regulating the delivery of the CIT and LJMU dual Programme.
Programme	The Programme of Study, comprising all elements, which when successfully completed and examined, lead to the Award of a degree, diploma or certificate

Programme Leader (PL)	A member of LJMU / CIT academic staff with responsibility for a Programme covered under this Quality Assurance Operational Framework.
Joint Programme Management Team (JPMT)	LJMU and CIT Programme Leader and others, as appropriate, responsible for delivery and monitoring of a programme
Joint Management Committee (JMC)	Formal group, comprising Programme Leaders and Professional Services representation, with the responsibility for operational oversight of the joint provision.
Programme Specification	A document, produced according to a template agreed by CIT and LJMU, which describes approved syllabuses, assessments, marking descriptors, requirements for progression, Awards linked to the programme of study and the organisation for the Programme.
Periodic Programme Review (PPR)	The joint process by which CIT and LJMU are assured that the programme continues to meet institutional and external expectations of standards and quality

2.   PROGRAMME VALIDATION AND PERIODIC REVIEW

Validation

- The documentation / information requirements upon which a decision for programme approval will be made.
- The process to be followed for programme approval.
- The group / panel and membership, via which a decision for programme approval will be made.
- The mechanism via which resources will be approved, and the requirement (or not) for site visit(s).
- Who (at institutional and programme level) will have responsibilities for validation / review activity?
- Who will be completing validation documentation?

Periodic Programme Review

- How will the programme(s) be reviewed (including how often)?

Required text – No programme may commence until it has been approved by both parties.

3.   PROGRAMME MODIFICATIONS

- Major programme modifications – how will a major programme modification be defined. How will these be approved and communicated?
- Minor programme modifications – how will a minor programme modification be defined. How will these be approved and communicated?
- Will activity for modifications be completed jointly or in parallel?

4. CLOSURE OR SUSPENSION OF PROGRAMME

- Closure or suspension of programme – what process will be followed, who decides, any consultation requirements?

5. KEY ROLES AND RESPONSIBILITIES

- What will the key roles for the programme be, e.g. Programme Leader/Module Leaders/ Link Tutor?
- What are the key University and Faculty roles supporting the programme – Quality/ Student Support/Administration?
- Student input in programme management.
- What will the joint management mechanisms be, e.g. Joint team meetings?
- What will the arrangements be at institutional level for formal and informal communication between the partners?

> **Validation Documentation – in relation to Key roles and responsibilities, the following information should be included in the validation documentation for a Joint/Dual award.**
> - The roles for individual programmes (see Guidance for Collaborative Validation for further details).
> - What will the arrangements be at programme level for formal and informal communication between the partners?

6. MARKETING, RECRUITMENT, ADMISSIONS AND ENROLMENT

The Parties shall ensure that students understand the nature of the collaboration.

Marketing

- How will the programme be marketed?
- Will there be a joint marketing policy?
- Where and by who will public information for the programme will be approved?
- Agreement on the format and content of any information about the programme.

Recruitment / Admissions

- How will the recruitment process be overseen?
- How will any complaints about the selection process be dealt with?
- What will the joint process for RP(E)L be?
- Admission of students – any institutional level agreements regarding English language, DBA, offer letters?
- Provision of CAS letters and monitoring for UKVI
- Enrolment and registration, registration status of students

7.   ACADEMIC REGULATIONS AND POLICIES

- Which Academic Regulations will the programmes operate under?
- Which policies and procedures will the programme operate under? E.g. Academic Misconduct, please see Collaborative Validation Guidance for list of University Academic Policies.
- Which disciplinary procedures will apply to students on the programme?
- Membership and operation requirements of the Boards of Study, how will this communicate with each institution.

Examples of information to be agreed in the regulations:

- Assessment – marking, grade equivalency, awards, Board of Examiners, External Examining, academic misconduct, extenuating circumstances.
- Import/export of credits.
- Awards – classification.

- Where there is a **dual** arrangement and parallel regulations how is grade equivalency defined (if necessary)?
- Where there is a **dual** arrangement and parallel regulations, how is equivalency of credit (level and volume) defined?

Required text – Each party shall be responsible for advising the other Party of new or revised polices, regulations and requirements that may impact on the Programme, the students or the partnership.

8.   STUDENT COMPLAINTS

- Which institution's complaints procedure will be followed?

Required text – Each Party shall inform the other about complaints from students enrolled on the programme and provide information, as requested, pertaining to any complaint.

Each Party shall be entitled to observe and comment on all complaints proceedings.

Each Party may refer to the other any issue relating to a complaint for comment.

Each Party shall agree to uphold any decision made by the other in relation to complaints.

9.   ACADEMIC APPEALS

- Which institution's policies and procedures will be used?

Required text – Both Parties shall inform each other of any lodged appeal and the outcome of that appeal.

10.   CURRICULUM DESIGN

- How will the programme meet the expectations of each partners' national qualifications frameworks?
- Which academic calendar will be followed?

Required text – All jointly delivered programmes must meet both the expectations of UK Quality Code for Higher Education and the national expectations of the partner's country.

It must be evidenced that partners' learning outcomes and assessment criteria can be mapped against the Framework for Higher Education Qualifications (FHEQ).

> **Validation Documentation – in relation to curriculum design, the following information should be included in the validation documentation for a Joint / Dual award.**
> - Who is responsible for:
>   - Designing the curriculum, and if shared, some discussion of each parties input to be included.
>   - Developing module level teaching materials.
>   - Populating and updating the VLE.
>   - Academic delivery of the modules.
>   - Academic guidance.
> - Where can students take the modules? At both institutions or only at one?
> - Can dissertations be supervised by either partner, or only by one?

11.   PLACEMENTS

- Which institution's Placement Learning policy will be used? Note, if this is not LJMUs, processes will still need to be in line with UK Quality Code for Higher Education.

> **Validation Documentation – in relation to placements, the following information should be included in the validation documentation for a Joint/Dual award.**
> - How does the programme meet the agreed expectations in relation to placements.

12. PROFESSIONAL, STATUTORY AND REGULATORY BODIES (PSRBs)

- What will the agreed processes for institutional oversight of PSRBs be?

> **Validation Documentation – in relation to PSRBs, the following information should be included in the validation documentation for a Joint/Dual award.**
> - Are there any PSRB requirements?
> - Responsibility for official communication with any relevant professional, statutory or accrediting body.

13. STUDENT STATUS

Required text – Students should be enrolled at each Partner

14. RECORDS, DATA AND STATUROY RETURNS

Required text – Each Party shall provide to the other any relevant information and data about the Programme, the students on the Programme and the relationship between them, and shall provide all other reasonable requests for support by each party to meet its obligations in respect of any external requirements.

Programme Records

- How will the programme be set-up on each institutions systems?
- Who will be responsible for maintaining definitive programme records?

Student Records

- How will student records be transferred between institutions?
- How will marks will be shared between institutions? This should be in accordance with an agreed timetable.
- How will formal module marks and results be disclosed to students?
- Data protection – How will the arrangement ensure compliance with GDPR in the UK and any equivalent requirements in the country of the partner institution?

Required text – Students will be required to sign a disclaimer confirming consent for relevant data to be shared between both institutions. This includes, but is not restricted to: learning agreements, disclosed disabilities, criminal convictions (whether prior to enrolment or during their studies), contact details and next of kin.

When releasing provisional marks for the modules it owns, each Party shall make clear that such results are subject to confirmation by the relevant Board of Examiners or Final Awards Board.

15. STAFF RECRUITMENT AND DEVELOPMENT

- Responsibility for recruitment, induction and continuing professional development of staff.
- Staff access to each institution's VLE?
- Academic staff – processes for approval, monitoring/peer observation, staff development, joint supervision.
- Process to be followed for any staff changes between validation and periodic programme review activity.

Required text – Each party shall be responsible for advising the other Party of new or revised polices, regulations and requirements regarding staffing, that may impact on the Programme, the students or the partnership.

> **Validation Documentation – in relation to Staff Recruitment and Development, the following information should be included in the validation documentation for a Joint/Dual award.**
> - Indication of the staff team (both institutions) and profile for teaching of the programme being considered for approval.
> - Indication of the staff development available for the teaching team (both institutions) and how this might impact on the student experience.

16. MONITORING AND OVERSIGHT OF THE PARTNERSHIP AND PROGRAMME

- How will reporting to appropriate committees at each institution occur?
- What will the monitoring process and format be? A monitoring process must be agreed which satisfies the requirements of all awarding bodies who takes responsibilities in this process.
- What processes will be used for monitoring of student admission, retention and completion?
- How will the programme be managed and oversight maintained? Including quality assurance and enhancement, experience of students, delivery of taught provision, and the administrative and operational aspects.

> **Validation Documentation – in relation to monitoring and oversight of the partnership and programme, the following information should be included in the validation documentation for a Joint/Dual award.**
> - Responsibility for day-to-day operation of the programme.

17. PARTNERSHIP REVIEW

- All partners will be subject to the University Partnership Review processes.
- How will strategic oversight of provision, financial and logistical aspects and the future development of the relationship be managed?

18. EXTERNAL EXAMINING

- What External Examining process will be used?

- Who is responsible for appointment, induction, responses and oversight of the Examiner(s)?
- Will a joint or dual appointment be made, or will the lead institution appoint the External Examiner?
- What will the reporting process be?

Required text – An External Examiner must be appointed for all Joint/Dual awards, in order to confirm the standards of awards are in line with the FHEQ.

Validation Documentation – in relation to External Examining, the following information should be included in the validation documentation for a Joint/Dual award.
How will External Examiners confirm equivalency of standards at each partner? *For example, by reviewing samples of assessment tasks at all partners, including all examination papers, by reviewing samples of assessed work at all partners, by commenting on grade equivalency and marking/moderation*

19.   ASSESSMENT PROCESS AND EXAMINATION BOARDS

- What will the responsibilities be for each partner, in maintaining oversight of academic standards of the programme? Where agreed in advance, the detailed processes for this may differ for the elements depending on the location and responsibilities for delivery. How will Board of Examiners or equivalent be managed/results be processed?

- Board of Examiners, feedback to students on assessment

Validation Documentation – in relation to assessment process and examination boards, the following information should be included in the validation documentation for a Joint/Dual award.
Responsibilities for first and second marking and for moderation for all modules (and if this differs). Setting, marking and moderation of assessment.

20.   STUDENT REPRESENTATION

- Which regulations/policies regarding student representation will be followed?
- Membership Student Union(s)?
- Student course representative process?
- Operation of the Staff-Student Liaison Committee or equivalent?

21.   FEEDBACK FROM STUDENTS

- Which Institution's policies will be followed regarding student feedback on modules and programme.
- Process and responsibility for response to students when programme-level, or support or other non-academic issues raised.

Required text – Each party shall, on request, provide to the other the following information:
        (i) Full, unedited copies of all students' evaluations of their Modules and/or Programme.
        (ii) Student performance on each Module;
In addition, this information shall be available for the purposes of programme monitoring.

22.   REASONABLE ADJUSTMENTS FOR DISABLED STUDENTS

- Which policies and procedures shall be followed regarding reasonable adjustments for disabled students?
- Who is responsible for discussing requests for special arrangements?

Required text – For each student, the Parties and the student shall agree and sign a statement outlining support including reasonable adjustment to assessment. This statement will include agreement by the student to the sharing of the information with both Parties. Each Party shall be responsible for ensuring that the agreed appropriate support and/or reasonable adjustment is put in place in respect of its provision.

23.   SUPPORTING STUDENT EXPERIENCE

- Who is responsible for the appointment of Personal Tutors? Will a student have one at each institute?
- Will students have full access to the resources, facilities and support services offered by each institution?
- Availability of bursaries?

Validation Documentation – in relation to supporting student experience, the following information should be included in the validation documentation for a Joint/Dual award.
What student support is available at each partner institutions and do students have access to support at both? How will students be represented and give feedback on the programmes, e.g. Boards of Study

24.   TRANSCRIPTS, CERTIFICATE OF QUALIFICATION AND GRADUATION

Certificates

Required text for Joint awards – students will receive a single certificate listing the names of all the awarding institutions and their logos will be produced by the lead institution.

- Which institution will produce certificates?
- Who is responsible for issuing certificates and transcripts?

Required text for Dual awards – separate certificates will be produced by each awarding institution. Certificates and transcripts will state that the programme leads to a Dual award.

Transcripts

Required text – For all programmes transcripts should indicate at which institution different parts of the programme were studied at.

Graduation

- How will Graduation Ceremonies work? Can students attend both institutions?

25. INTELLECTUAL PROPERTY

Required text – For students who are self-funded, IP that is generated as a consequence of their studies or research, is retained by the student. This will be the case whether the student uses one or the other institution's facilities or a mixture of the two. If specific circumstances arise in which it would be fair to ask a student to assign IP, this will be considered on a case by case basis.

26. INFORMATION FOR STUDENTS

- How will information be communicated to students about the programme(s) they are on?
- Will there be a joint Student Handbook and/or Programme Handbook?
- Who will be responsible for development of this information?
- How will this information be approved on an ongoing basis?
- How will students know what policies and procedures apply to them?

Required text – It is expected that a mechanism for sharing information with students will be mutually agreed, and that the information will be updated and approved annually.

27. RESOURCES

Will students have full rights of access to the resources of each institution?
The institutional level resources that students will have access to.

Validation Documentation – in relation to resources, the following information should be included in the validation documentation for a Joint/Dual award.
The programme level resources that students will be using. E.g. Which VLE