Guidance for completion of the review of Study Abroad/Horizon year partnerships

Review of Study Abroad Partnerships

1. The University has exchange links with around 400 partners, including 270 Erasmus (mainly departmental) links and around 150 worldwide (mainly institution-wide) links.

2. At its meeting on 5 February 2014 the Taught Student Education Board endorsed recommendations of the former Standing Group on Study Abroad to introduce a process of regular review of institution-wide and School-based study abroad/Horizon year arrangements. The process should provide opportunity for discussion and approval of arrangements by the School Taught Student Education Committee.

3. Existing guidance on expectations for student support for Study Abroad and Work Placements should ensure the student experience is monitored and any issues identified and resolved on an ongoing basis. See: http://ses.leeds.ac.uk/download/102/placement_and_study_abroad-student_support

4. The Collaborations and Partnerships Committee oversees the arrangements for the review of School-based and institution-wide partners every six years in line with the cycle of School Academic Experience Reviews.

5. The reviews of study abroad arrangements should consider whether the exchange is balanced in terms of student numbers and continues to be in the strategic interest of the School and the University as a whole. Specifically, the review for School exchange arrangements should seek to establish:
   - whether the provision and the partnership remains appropriate at the subject level
   - whether the partnership is active in terms of incoming and outgoing student numbers
   - the appropriateness of student support arrangements, based on student feedback
   - any impacts on student achievement, with reference to Pass/Fail information.
   - any action points informed by student feedback, staff experience of operating the exchange, and/or student achievement

6. The cycle of review for School partnership arrangements will be prompted by the Quality Assurance Team, as part of the cycle of Student Academic Experience Reviews (SAER), based on a list of on-going partnerships provided by the Study Abroad Office. Reviews should
   - be led by the Director Student Education with support from the School’s Study Abroad Co-ordinator
   - use a template with appropriate questions as a basis for the review, provided by the Quality Assurance Team
   - be submitted for STSEC consideration and recommendation on whether to continue or withdraw the arrangement
   - be forwarded by the Quality Assurance Team for onward consideration by a group comprising representatives from the Study Abroad Office, Quality Assurance Team and other academic colleagues
   - be forwarded by the Quality Assurance Team to the Collaborations and Partnerships Committee for decision and subsequent endorsement by Taught Student Education Board.

QAT/Marie Fordham/ 37300
Updated September 2015
# REVIEW OF STUDENT EXCHANGE PARTNERSHIP

## 1. General

<table>
<thead>
<tr>
<th>Partner Institution</th>
<th></th>
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<tbody>
<tr>
<td>Location and Country</td>
<td></td>
</tr>
<tr>
<td>Departmental, Institutional, Faculty-wide</td>
<td></td>
</tr>
<tr>
<td>Level of student</td>
<td>UG PGT PGR</td>
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<tr>
<td>Average number of students per year exchanged in each direction?</td>
<td></td>
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<tr>
<td>Language used for delivery of teaching at the partner organization</td>
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</tbody>
</table>

## 2. Review

### Effectiveness of the arrangement:

Please note any particular strengths or issues with specific reference to:

- Language proficiency/preparedness
- Assessment
- Mark translation\(^1\)
- Student academic achievement during the period –
  - Percentage and number passing
  - Percentage and number failing
- Level of achievement for students passing
- Have assessment-related issues or complaints arisen during the period? If Yes, how have these been managed?

### Student Feedback

Please comment briefly on student support arrangements and academic experience over the period of the arrangement.

Are there any other key themes that have emerged from student feedback since the commencement of the arrangement/last review?

### Any Action points

Informed by student feedback and/or staff experience of operating the exchange during the period.

## 3. Renewal

### Recommendation from the School/Study Abroad Office to renew the arrangement? Yes/No

<table>
<thead>
<tr>
<th>Proposer Name:</th>
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<tbody>
<tr>
<td>School/ Dept</td>
<td></td>
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<tr>
<td>Email and Tel:</td>
<td></td>
</tr>
<tr>
<td>Date the Review and Recommendation considered by STSEC/Study Abroad</td>
<td></td>
</tr>
</tbody>
</table>

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\(^1\) If the arrangement includes provision for mark translation what steps are in place to ensure arrangements remain appropriate?
REVIEW OF STUDENT EXCHANGE AGREEMENTS (SCHOOL EXCHANGES): PROCESS

- School prompted by Quality Assurance Team to undertake review, using the review template (Appendix 1) triggered by six year SAER process
- Review documentation and proposal to renew or discontinue exchange partnership submitted to March/April round of STSEC meetings
- STSEC recommendation to renew or discontinue exchange partnership submitted to Quality Assurance Team
- Recommendation to renew forwarded to QAT for consideration by group from QAT/Study Abroad; then forwarded to Collaborations and Partnerships Committee for decision; endorsement by TSEB - partnership extended for further 6 years at the point of the formal agreement renewal
- Recommendation to renew not supported or recommendation to discontinue supported. Partnership is formally discontinued by the Study Abroad Office in consultation with the School after all on-going commitments are honoured