UNIVERSITY OF LEEDS

Guidance on the Approval and Management of Taught Collaborative Arrangements

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Disclaimer (February 2022)

At the time of publication, the University is in the early stages of a transformational change project (Curriculum Redefined). Readers should therefore note that some of the information herein is subject to more than minor changes in the short- to medium-term. We will endeavour to keep this handbook regularly updated as these changes come into effect, although you are advised to contact the Quality Assurance Team if you have any questions or require clarification on the currency of the information.

1. Context and Rationale

1.1 The University encourages the development of collaborative arrangements, in accordance with the priorities outlined in its International Strategy (published March 2017). Collaborative provision enables a range of benefits and opportunities to be realised, both at school/faculty and University level, including diversifying the cohort mix and expanding the recruitment pool, fostering and extending research links, and enhancing reputational standing in key overseas markets. Opportunities for collaboration with institutions and organisations within the UK may also present themselves.

1.2 It is recognised that collaborative arrangements present risks as well as opportunities. These risks may be academic, financial, reputational or political. Furthermore, the initiation of a collaborative arrangement is likely to require a considerable time commitment on the part of the proposers and may also require resource investment within their school/faculty, continuing until the collaboration is well established.

1.3 The University expects proposals for new collaborative arrangements to develop at the discipline level, with upfront marketing support, and to evidence a clear strategic rationale and likelihood of sustainability. Proposals that do not demonstrate this potential are unlikely to be successful in practice and will therefore not be approved.

1.4 At institutional level, the Collaborations and Partnerships Committee (on behalf of the Taught Student Education Board) has oversight of the approval, review and withdrawal of all collaborative arrangements. The approval process for collaborative proposals varies according to the category of arrangement (see here). Most proposals will require full consideration by the Collaborative Programme Approval Group, following informed discussion and endorsement at the relevant School Taught Student Education Committee.

1.5 All collaborative arrangements are governed by a formal legal agreement which must be signed by senior officers at both/all participating institutions.

1.6 This Handbook provides information and guidance on the categories of arrangements defined within the University's collaborative framework for **taught** provision and their corresponding processes relating to approval, review and withdrawal. The content is not exhaustive and in some instances is explained in greater detail elsewhere.

1.7 Support and guidance for the development and approval of new collaborative arrangements should be sought from:

i. Monica Facchinello, Quality Assurance Team (m.facchinello@leeds.ac.uk)
ii. Claire Mulholland (c.e.mulholland@leeds.ac.uk), International Office **(for international partnerships)**
iii. The relevant Faculty Pro-Dean for Student Education
iv. The relevant Faculty Pro-Dean International **(for international partnerships)**

2. Definition and Scope

2.1 The University's framework for collaborative provision accords with the guiding principles outlined in the Advice and Guidance: Partnerships section of the Quality Assurance Agency's UK Quality Code for Higher Education (published November 2018) that describes such provision as:

"the award of academic credit…that is delivered, assessed or supported in partnership between two or more organisations."

2.2 The scope of this provision as it applies to the University of Leeds incorporates the following types of arrangements (see also Approval Processes and Forms Required):

i. **Progression Arrangements**: entry agreements; reverse articulations; articulation agreements (that lead to a dual award or a Leeds award only)
ii. **Off-Campus Delivery**: Flying Faculty agreements; joint delivery with the NHS; agreements for collaborative delivery with a non-degree-awarding body
iii. **Advanced Arrangements**: dual degrees; joint degrees; joint schools

2.3 The following modes of provision do not fall within the scope of the collaborative framework:

i. Distance learning where the location of the learner is not specific
ii. Fully online/digital learning (with the exception of existing arrangements that have temporarily moved to hybrid delivery as a result of Covid-19)
iii. Work and study placements
iv. Study abroad arrangements

2.4 Memorandum of Understanding (MoU) agreements do not formally fall within the scope of collaborative provision, although guidance on their development has been included in this document for reference. MoUs are intended as an initiating step towards further collaboration, which may include teaching, research or student exchange, and are not sufficient for any arrangement that involves the delivery of awards or credit. The University does not require an MoU to be signed ahead of the development of a collaborative arrangement but recognises that such a request may be made by the partner institution. See the Guidance on MoUs section for further information.

3. Aims of this Document

3.1 The University has produced detailed guidance on individual collaborative arrangement types. This information is intended to support schools/faculties seeking to propose collaborations and can be disseminated to potential partners. Specifically, this guidance outlines:

i. The categories of arrangements that are recognised within the University's collaborative framework, and that follow established approval processes;
ii. The definitions of collaborative arrangement types as they apply to the University of Leeds (NB. these definitions may vary at partner institutions or other UK universities);
iii. The purpose of each type of collaboration, and considerations that need to be factored into their development and delivery;
iv. The processes for approval, review and withdrawal that need to be followed; and
v. Signposting to further information and support.

3.2 The following collaborative arrangement types are covered in the guidance:

i. Memorandums of Understanding (NB. MoUs do not formally fall within the University's collaborative framework)
ii. Entry agreements
iii. Articulation agreements
iv. Flying Faculty arrangements
v. Dual and joint degrees

3.3 The following collaborative arrangement types are <u>not</u> covered within the guidance:

i. Enhanced Partner Mobility Agreements (EPMAs)
ii. Reverse articulations
iii. Joint delivery with the NHS
iv. Collaborative delivery with a non-DA body (a partner that does not possess degree-awarding powers)
v. Joint schools
vi. Research collaborations

3.4 The arrangement types listed in 3.3 are more unusual and may be more bespoke or complex to set up, requiring additional negotiations with the partner. With these types of arrangements (and dual and joint degrees), some elements of the University's quality assurance and regulatory framework can be negotiated according to the academic requirements of the partnership. However, the following aspects are not negotiable:

a) Curriculum specification (programme specifications) based on learning outcomes and including details of teaching and assessment methods
b) Scrutiny of the proposal by academic peers at the School Taught Student Education Committee

c) A clear and thorough agreed statement of the minimum academic entry requirements, including language proficiency
d) Use of external examiners, including approval of appointments and receipt of reports meeting University standards benchmarks. This also applies to any jointly appointed examiners.

3.5 For proposals that fall into any of the arrangement types listed under 3.3, or in situations where the proposed arrangement does not clearly identify with one of the categories recognised by the University's collaborative framework, further guidance and support can be obtained from the Quality Assurance Team.

3.6 Research collaborations are approved, maintained and reviewed according to different frameworks and processes outside of the scope of the Handbook. Guidance on research collaborations, whether new or existing, should be sought from the Doctoral College.

4. Categorisation for Types of Taught Collaborative Arrangements

Category	Sub-Types*
Progression Arrangements	**P1**. Entry arrangements
	P2. Reverse articulations
	P3. Articulation arrangements (Leeds award only)
	P4. Articulation arrangements (leading to a Dual Award)
Off-Campus or Joint Delivery	**O1**. Flying Faculty
	O2. Joint delivery with the NHS
	O3. Collaborative delivery with a non-DA body
Advanced Arrangements	**A1**. Dual degree
	A2. Joint degree
	A3. Joint school/college

P1. Entry arrangements: students register on and complete each programme consecutively and receive two separate awards. They will usually receive a set fee scholarship.

P2. Reverse articulations: students gain credit at Leeds to use towards their home award. A reverse articulation can lead to a single or double award (e.g. a PGCert or PGDip from Leeds).

P3. Articulation arrangements (Leeds award only): students articulate into their Leeds programme with advanced standing credit commuted from the partner institution. The partner institution does not grant an award.

P4. Articulation arrangements (leading to a Dual Award): students articulate into their Leeds programme with advanced standing credit commuted from the partner institution. The partner institution may grant an award at the point of articulation or on completion of the Leeds programme.

O1. Flying Faculty: University of Leeds teaching and assessment is delivered away from the main campus (in person) by University staff.

O2. Joint Delivery with the NHS: a programme developed and delivered by a local NHS provider that leads to a Leeds award. The University directs control over the quality assurance and students are registered at Leeds. This does not constitute a franchise arrangement.

O3. Collaborative Delivery with a Non-DA Body: a partner institution without degree-awarding powers provides specialist input to a Leeds programme.

*For simplification, most collaborative arrangements are referred to by their sub-type rather than their category. Note that sub-types within the same category may follow different approval processes.

A1. Dual Degree: the partner institution and Leeds collaborate to deliver a programme, with mutual oversight, that leads to **separate awards** from both institutions.

A2. Joint Degree: the partner institute and Leeds collaborate to deliver an integrated programme that leads to a **single award** from both institutions.

A3. Joint School/College: a joint institutional enterprise that acts as a vehicle for the delivery for other categories of collaborative provision.

5. Approval Processes and Forms Required*

Arrangement Type	Stage 1: Outline Approval	Entry Agreement Form	Articulation Agreement Form	Stage 2: Off-Campus Delivery and Advanced Arrangement Form	Approval at School Taught Student Education Committee (STSEC)	Approval at Collaborative Programme Approval Group (CPAG)[1]	Report to Senate
Entry Agreement		✓			✓		
Articulation Agreement (Leeds award only)			✓		✓	✓	
Articulation Agreement (leading to awards from both institutions)			✓		✓	✓	
Flying Faculty	✓			✓	✓	✓	✓
Joint Delivery with the NHS	✓			✓	✓	✓	✓
Collaborative Delivery with Non-DA Partner	✓			✓	✓	✓	✓
Dual Degree	✓			✓	✓	✓	✓
Joint Degree	✓			✓	✓	✓	✓
Joint School	✓			✓	✓	✓	✓

**All arrangements are governed by a formal legal agreement. This must be prepared following endorsement of the proposal at the School Taught Student Education Committee, with support from the Quality Assurance Team, International Office (for international arrangements) and the University Legal Adviser. Following full approval of the arrangement, the legal agreement constitutes the single point of truth to which all parties must adhere.*

[1] CPAG reports to the Collaborations and Partnerships Committee which in turn reports to the Taught Student Education Board.

6. Guidance on Planning Collaborations

6.1 The University framework for collaborative provision enables schools/faculties to initiate and develop collaborative partnerships, particularly with prestigious overseas institutions. It is recognised that such partnerships create a range of academic, cultural, financial and reputational benefits. Collaborative arrangements complement institutional strategic objectives, enrich the experience and engagement of students and staff, and promote a global outlook in an increasingly competitive and continually evolving environment.

6.2 There are several sources of support available to staff in planning collaborations, including the International Office, the Quality Assurance Team and the relevant Faculty Pro-Deans (International and Student Education). These individuals/teams should be contacted early in the process. School colleagues (academic and professional) should also be kept informed in order to facilitate planning and commitment in relation to local priorities.

6.3 There are some standardised processes for planning, developing, delivering and maintaining collaborations, although it is recognised that accommodations may be required in some situations (for example, on account of legal regulations in a particular jurisdiction). Where processes have to be adapted, they should align as closely as possible with Leeds's policies, practices and values. Flexibility should be less of a requirement for low-risk arrangements.

Initial Considerations

6.4 At the initial stages of planning a collaborative arrangement, schools/faculties should take into account the following:

6.4.1: **Recruitment start date/date of first student entry**: these dates should be considered at the outset according to the category of the arrangement. An advanced arrangement, such as a dual or joint degree, will have a longer lead-in time to inaugural student entry than a progression arrangement and the University's admissions and marketing cycles should inform the recruitment timescales.

6.4.2: **Rationale**: collaborative arrangements are not an easy solution to increasing international recruitment. It is therefore necessary to consider the wider objectives of the partnership, in the context of school/faculty and University priorities, and opportunities for diversification and development. Collaborations with UK partners are more likely to require distinct disciplinary benefits to be strategically viable.

6.4.3: **Type of collaboration**: the chosen collaborative model will depend on several factors including academic viability and existing provision, resource availability and commitment, expected student numbers, reputation and experience of the partner, and local strategic objectives and priorities. In the case of a higher risk arrangement, it is particularly prudent to consider the impact of these variables before the approval process commences.

6.4.4: **Reputation/experience of partner institution**: the University welcomes the development of collaborative partnerships, particularly with prestigious institutions in growth regions (the International Office can provide guidance on market viability and prosperity). While there are no criteria that proposed partners are required to meet (with the exception of 3+1 'fast track' models in China, see here), the reputation and ranking of the partner – both nationally/internationally and at subject level – will need to be considered, particularly in relation to the proposed arrangement type.

6.4.5: **Legal frameworks**: collaborative partnerships may be precluded by regulatory frameworks in some jurisdictions or there may be limits on their numbers. The International Office will be able to advise accordingly. In addition to legislative constraints, special consideration should be given to the political and cultural structures that operate within particular countries and how these co-ordinate with the University's values and equality commitments.

6.4.6: **Student numbers**: the University does not set a minimum recruitment requirement for collaborative arrangements on the basis of expected disciplinary and capacity variations. However, it is expected that a minimum intake per year will be specified in the legal agreement. This number should be considered in the context of the arrangement type, for example, a dual degree would require a higher minimum intake to be strategically viable.

6.4.7: **School/faculty resources**: collaborative partnerships are not quick fixes for increasing international recruitment. Dedicated academic resource is required to develop, run and maintain arrangements, and this should be reflected in local workload models. All articulation and high-risk collaborative arrangements must have a named link tutor who will provide operational oversight and will usually be required to liaise with the partner institution, review academic practice and act as a point of contact for incoming students. Support from SES colleagues, particularly for high-risk arrangements, should also be accounted for.

6.4.8: **Maintenance and sustainability**: the University requires partnerships to be strategic and sustainable. Once the arrangement is operational, it is expected that schools/faculties will maintain regular communication with partners and support promotion and recruitment. This should include regular contact, involving the Link Tutor and/or other key staff, and engagement with students from application to completion. The arrangement should also be reviewed internally on a regular basis.

6.4.9: **Development and growth**: the University advises that, wherever possible, partnerships should have the potential to develop and expand, for example, to include research collaborations or student exchanges. It is preferable and easier for schools/faculties to pursue strong links with a small number of providers than weak links with multiple partners.

Operational Planning

6.5 **Site visit**: prior to Covid-19, a site visit to the partner institution – to confirm the suitability of their facilities relative to the disciplinary context and learning objectives – was often required. However, in most cases, this is no longer necessary or practical. The International Office can advise on and assist with alternatives to site visits.

6.6 **Syllabus matching**: specific to articulation arrangements, it will be necessary to ensure that the partner's syllabus meets the learning outcomes of the corresponding Leeds programme(s) at the point of entry.

6.7 **Link Tutor**: the Link Tutor will have academic oversight of the partnership once it is running. This individual may be the original proposer/developer of the collaboration or have an existing, cognate role such as Study Abroad Tutor or School International Lead. A template role descriptor is provided in Annex B. It is expected that the assigned individual will receive local workload recognition proportionate to the responsibilities of maintaining the collaboration and supporting the students involved.

6.8 **Language of instruction**: the University requires all programmes linked with its awards to be taught in English. In the case of a progression arrangement, where the programmes are interlinked but independent, delivery may be given in the native language at the partner institution, but it is expected that students applying to Leeds will possess the required competencies in English language for admission (usually evidenced through the achievement of defined IELTS scores).

6.9 **Visa requirements**: most students entering Leeds through collaborative arrangements will require a Tier 4 visa, although guidance on this – which changes regularly – can be ascertained from the Programmes and Assessment Team. Consideration should be given to the length of time visa processing is likely to take. Separately, details about approximate timescales and local regulations should be taken into account if the arrangement will involve Leeds staff travelling to and working in the partner country.

6.10 **Admissions/entry requirements**: both the school/faculty and the University have a responsibility to ensure that the students admitted to the named programme(s) involved in the collaboration are able to demonstrate suitable academic ability. Entry requirements should be set in accordance with school/faculty admissions policies.

6.11 **Quality assurance arrangements**: for low-risk arrangements, it will usually be the case that quality assurance oversight remains the responsibility of each institution and can be absorbed into the school/faculty's existing QA practices. With higher-risk arrangements, particularly joint degree programmes, consideration will need to be given to governance and review mechanisms which should involve relevant role-holders from each institution as well as student representatives where appropriate. This may necessitate some flexibility on both sides to accommodate the needs of the partnership. Documentation relating to joint committees, including membership, terms of reference and meeting minutes, should be kept up-to-date and will likely be required in the event of an audit.

6.12 **Marketing and promotional activity**: the success of the collaboration will be heavily dependent on effective, ongoing marketing. Regular contact with the partner is highly recommended for all types of partnership, and will usually be essential for higher-risk arrangements. The University must retain oversight of all promotional material bearing its name and mechanisms will need to be established to check this.

6.13 **Student support/information**: students enrolling on programmes through the partnership will have access to the same facilities and resources as all other students. Special consideration should be given to how and through what means student will receive guidance relating to registration, module enrolment, induction and other relevant programme or school/faculty information, as well as non-academic support that might be required.

6.14 **Appeals and complaints**: in the case of low-risk arrangements, the processes for appeals and complaints will usually remain separate and students enrolled through the collaboration will have recourse to the same services as all other students. For other arrangements, particularly joint awards, it will be usually be necessary to take a more integrative approach with a suggested first contact at each institution (e.g. the respective link tutors). In line with University guidelines, complaints should be addressed initially at local level, escalating only if there is an inability to resolve the concern satisfactorily.

6.15 **Awards and graduation**: consideration should be given to how transcripts and certificates will be issued, particularly in the case of a joint award, and guidance should be sought from the Programmes and Assessment Team where exceptional arrangements may need to be made. It will usually be the case that students will be entitled to attend a graduation ceremony – should this take place at Leeds, it will usually be incorporated into the School's scheduled graduation days in July (for undergraduates) and December (for postgraduates).

7. Guidance on Types of Collaborative Provision

A. Memorandums of Understanding (MoUs)

What is a Memorandum of Understanding (or MoU)?

MOUs are a statement of intent for two institutions wishing to explore ways of collaborating. They are not intended to be legally binding and therefore do not include any specific commitments. An MOU is the first step towards collaboration which may involve a teaching partnership, a research project, an exchange partnership or a combination of these arrangements, but the details and commitments relating to specific projects are usually dealt with in separate agreements and contracts.

When is it appropriate to sign an MOU?

It is not always necessary to have an MoU between two collaborating universities, for example, a joint research project does not necessarily benefit from a general MoU. However, some overseas institutions place great importance on the signing of a MoU and although an MoU is not a formal or legal agreement to deliver anything specific, it often has several purposes and benefits. The following list provides examples of when it might be appropriate for Leeds to enter into an MoU agreement:

- **With a partner we would like to establish a link with but specific details of collaborative projects have not yet been discussed.** In some markets, an MOU is necessary as the first stage of partnership development and is needed before further negotiation on specific projects can take place. As an MoU should be signed by senior colleagues, it acts as a signal of institutional management support for the collaboration. An MoU can be associated with a formal meeting of senior staff at universities at the beginning of partnerships that is useful for publicity purposes.
- **With a partner who is recognised to be of equal or suitable standing and reputation and who wishes to demonstrate its market status.**
  The standing of the partner institution can be judged by global rankings and reputation or by local in-country rankings and reputation. In some overseas markets an MOU can carry significant weight in terms of market positioning as the perceived reputation of the University is closely linked with the quality of our partner networks, defined as those institutions with whom an MOU has been signed. In those markets, signing an MOU with an institutional partner of reputation and standing significantly below ours can negatively affect our positioning, recruitment and reputation in the market. The International Office and network of regional overseas offices can advise on the reputation and ranking of overseas institutions and impact of MOUs in specific markets.
- **When an MOU is needed for a specific project or purpose** e.g. when an agreement is needed to unlock funding for research or student sponsorship (MoUs are sometimes required by funding bodies as a proof of intention to collaborate as a partner). However, institutional MOUs are not appropriate to facilitate the placement of an individual student.
- **When a generic, non-legally binding, no commitment agreement is the preference**

What is the process for signing an MOU?

An MoU can be signed at School, Faculty or Institutional level and the process for signing an MoU agreement varies as shown below. The MoU approval form is available via the International Office (IO). MoUs are published on the International Office SharePoint site.

<table>
<tr><th>Level of MOU</th><th>School or Faculty</th><th>Institutional</th></tr>
<tr><td>Proposal development</td><td>Discuss with Head of School and Faculty Pro-Dean International. Discussions should also involve the International Office (Partnerships Team or relevant regional country manager).</td><td>Discuss with International Office (Partnerships Team or relevant regional country manager).</td></tr>
<tr><td>Preparing the MoU document</td><td colspan="2">The International Office Partnerships Team can provide templates for University of Leeds MoUs and support with preparing and checking the document. The University preference is to use the Leeds MoU template (which has been pre-approved by our legal team) and this should be suggested to partner institutions in the first instance.

Some partner universities offer their own MoU templates to sign and this is unproblematic as long as the content of the document has been checked, prior to signing, by the International Office Partnerships Team and is essentially similar to the University’s standard template. The International Office will liaise with the University Legal Advisor where necessary to approve a partner template.</td></tr>
<tr><td rowspan="2">Completing the internal MoU approval form</td><td colspan="2">There are two separate MoU approval forms; one for generic MoUs and one for research-focused MoUs where the intended collaborative activity is exclusively research-based. Generic MoUs which simply list research collaboration among a broader list of possible partnership activity across a range of areas are not considered to be exclusively research focused and the generic MoU form should be used in this instance.

A draft of the proposed MoU can be attached to the MoU approval form which needs to be completed and approved before the MoU is signed. Please note this is an internal form which should be completed by University staff and not the partner.</td></tr>
<tr><td>Complete the MoU approval form and submit it to the Faculty Pro-Dean International for signature (or Faculty Pro-Dean for Research for research-focused MoUs) and send to the International Office for endorsement.</td><td>Complete the MoU proposal form and submit it to the IO Partnerships Team.</td></tr>
</table>

Signing the MoU	The preference is for MoUs to be signed by Jennifer Sewel, University Secretary, or Hai-Sui Yu, Deputy Vice-Chancellor. However School and Faculty-level MoUs can also be signed or co-signed by the Head of School or Faculty Dean.	Institutional level MoUs can be signed by Jennifer Sewel, University Secretary, or Hai-Sui Yu, Deputy Vice-Chancellor, and co-signed where necessary by the Vice-Chancellor.
	Exactly who signs the MoU from the list above can vary depending on the preference of the partner university (it is normal for signatories to be of equal title and seniority). The International Office Partnerships Team will liaise with the offices of senior team colleagues and the partner university representatives to arrange signature either by post or signing ceremony as appropriate.	
Recording and sharing	Hard and e-copies of signed MoUs should be sent to the International Office Partnerships Team and recorded on the International Office SharePoint site and partnerships database and noted at the monthly meeting of the Pro-Deans International.	Hard and e-copies of signed MoUs will be kept by the International Office and recorded on the International Office SharePoint site and partnerships database and noted at the monthly meeting of the Pro-Deans International.
Expiry, review and renewal	If the MoU is time limited, the International Office will contact relevant colleagues to discuss the renewal of the MoU.	

Key Contacts

Further information or advice can be obtained from the International Office Partnerships Team:

International Office		
Claire Mulholland	Head of International Partnership Development and Engagement	c.e.mulholland@leeds.ac.uk

B. Entry Agreements

What is an entry agreement?

Entry agreements are arrangements in which the University guarantees students consideration for admission (but not guaranteed entry) after successful completion of an award (or part of an award) at a partner institution. There is no recognition of credit towards a University of Leeds award and the students usually enter the Leeds programme at the same point as standard applicants. Entry agreements can be structured so that the partner will recognise the Leeds programme as an element contributing in part to its own separate award. This does not impact on the Leeds award but it does mean internal approval to establish an entry agreement is needed. Typical examples are:

Entry agreement model	**Description**
1+1	Students spend their first year at the partner university and their second year at Leeds undertaking a Leeds Master's programme. The student may be awarded degrees from both institutions.
1+1+1	Students spend their first year at the partner university, their second year at Leeds undertaking a Master's programme, and their final year at their home university where they complete their original programme. The student is typically awarded degrees from their home institution and from Leeds.

What are the benefits of entry agreements?

Entry agreements are a useful tool for recruitment because they offer a relatively 'secure' source of international students compared with recruitment from the open market. In particular, 1+1 agreements can be used to good effect to recruit students from countries which commonly offer 2-year Masters' programmes. Instead of undertaking both years at their home university, students may spend the first year at their home institution and second year doing a Leeds Master's programme to gain two postgraduate awards and an international study experience.

Entry agreements are relatively easy to set up but still require commitment and investment of time and resources from both parties if they are to be successful. Schools should take a strategic approach in selecting partners and where possible focus on partners with potential not only for recruitment but also longer-term collaboration in research and/or teaching. Schools should also be confident that the arrangement will deliver expected student numbers and consult with the International Office to assess the market viability of a proposed agreement. It is important to agree with the partner a minimum number of students expected to progress through the arrangement each year as a benchmark to evaluate the performance of the link.

Do entry agreements offer guaranteed entry onto a Leeds programme?

It is important to note that an entry agreement does not offer guaranteed entry. Rather, the agreement offers a guarantee to be considered for entry, subject to the specified entry criteria (e.g. academic and English language requirements). Admissions decisions are still made on an individual basis.

What is the internal approvals process for an entry agreement?

Entry agreements require an internal approval process and should be governed by a written legal contract as they represent a significant reputational link with the partner. Generally speaking, an agreement should be in place at least 9 months prior to the first students arriving in Leeds in order to allow adequate time to recruit students and prepare them for study in the UK (students need a minimum of 3 months to obtain a visa).

STAGE OF PROCESS	GUIDANCE
Stage 1. Development of initial proposal	The International Office Partnerships Team and the relevant Faculty Pro-Dean International must be involved with the approach and subsequent approval of any entry agreement from the outset. The three steps in assessing the viability of any potential entry agreement are: • **Assessing the potential partner university** Consider the University's overall standing and its reputation in the specific subject area. The International Office can advise on ranking, reputation, existing links with Leeds and suitability of the partner. • **Assessing the target degree programme(s)** Identify specific programmes at the partner institution which offer potential to connect with programmes at Leeds. • **Assessing market viability** Liaise with the International Office to find out if the proposed partner has existing entry agreements with Leeds or other UK universities and if these are working well. If the partner has more than one entry agreement in the same subject area then consider if there will be sufficient numbers of students to make the agreement effective and how students will be selected. The IO can also advise on likely affordability for students and other factors that may determine the market viability of the proposal. Wherever possible, a representative(s) from the School should visit the partner institution during this initial proposal development stage.
Stage 2. Assess programme compatibility	Programme information should be exchanged with the partner in order to determine the compatibility of courses. Partner institutions should provide a copy of the programme information including grading scheme and structure in English. Proposers should be satisfied that students will not be repeating modules at Leeds that have already

	been covered in the first year of the partner's programme, unless the Leeds modules are at a more advanced level.
Internal approval process	
Stage 3. Prepare necessary internal paperwork	All required paperwork must be completed. The documents are available from the International Office SharePoint site and Quality Assurance Team website. The International Office is required to complete section 2 of the entry agreement approval form and can advise on market-facing details of the agreement including entry requirements, level of partner scholarship offered and likely student numbers. **1) Complete entry agreement approval form** To complete the entry agreement approval form, the following need to be considered: • **Admissions criteria including entry requirements**: academic and English language entry requirements should be in line with existing standard entry criteria. Students should apply individually through the standard admissions process. Consider whether students may wish to take a pre-sessional programme voluntarily or to meet the conditions of their offer prior to commencing their degree programme. • **Number of students expected to Leeds through the agreement**: a minimum and maximum number of students expected per year should be negotiated with the partner. • **Timetable for recruitment**: determine when the first students would be expected to progress to Leeds and work backwards. • **Partner tuition fee scholarship**: the partner institution will usually expect some form of tuition fee scholarship. The school (in discussion with the Faculty Finance Manager and Faculty Head of Marketing) is responsible for agreeing the financial arrangement. The International Office can advise on typical rates of scholarship which are in line with other partnership agreements with the partner or in the market. Offering scholarships for the best performing students may also be possible. • **Identifying an Academic Lead**: the individual who will have responsibility for academic oversight of the link and supporting the students involved must be named. • **School/Faculty approval**: agreement must be obtained from the Heads of School (for all schools participating in the entry arrangement) and Faculty Pro-Dean International before the proposal is presented at the School Taught Student Education Committee (STSEC). **2) Prepare draft legal agreement**

	When all the details required in the entry agreement approval form have been agreed, the partner should be sent a draft agreement (the International Office Partnerships Team will provide a template and support with preparation of the contract). Wherever possible, the University's own template should be used. This has been developed by the University Legal Advisor. However, if the partner requests to use their own template, the International Office will liaise with the University Legal Advisor to check its suitability. The agreement should be signed by Jennifer Sewel, University Secretary or Professor Hai-Sui Yu, Deputy Vice-Chancellor but can be co-signed by the Faculty Dean or Head of School if required.
Committee approval	
School level approval (STSEC)	The proposal needs to be approved by the relevant School TSEC. It is essential that a completed entry agreement approval form is presented to STSEC with a copy of the draft contract. The decision of the STSEC will be reported to the Collaborations and Partnerships Committee.
Post-approval	
Marketing and recruitment	Following STSEC approval, a marketing and recruitment plan for the arrangement should be agreed between International Office and Faculty marketing colleagues. The named marketing lead is responsible for overseeing the delivery of the marketing plan. It is best practice for a representative(s) from the school and (or) faculty to have regular contact with the partner university to develop the relationship, undertake promotional activity and meet prospective applicants (e.g. guest lecturing to Year 1 students in a 1+1 arrangement). These activities should be arranged in liaison with the International Office. The partner institution should not be relied upon to market the opportunity on behalf of the school. Students should be well prepared in advance for studies in Leeds and should have adequate access to information about progression routes and programme details e.g. student handbook and advice on module selection.
Monitoring and review	Entry agreements should be agreed for a fixed period of time, usually not more than 5 years, and should be reviewed on an annual basis to consider quality of students and numbers progressing through the link.

Key contacts

Further information or advice can be obtained from the International Office Partnerships Team or the Quality Assurance Team:

International Office Partnerships Team

Claire Mulholland	Head of International Partnership Development and Engagement	c.e.mulholland@leeds.ac.uk
Katie MacKissack	International Partnerships Officer	k.mackissack@leeds.ac.uk
Quality Assurance Team		
Monica Facchinello	Quality Manager	m.facchinello@leeds.ac.uk

D. Articulation Arrangements

What is an articulation agreement?

An articulation agreement is a sub-type of a progression arrangement. It is a formalised arrangement whereby students who have successfully part-completed a programme at a partner institution may be considered for advanced entry onto a degree programme at Leeds.

The most popular types of articulation arrangement are at undergraduate level and involve students following the first one or two years of an undergraduate degree at an overseas institution or UK-based international study centre (ISC) and then progressing to, normally, the second year of an undergraduate degree at Leeds. Current examples of articulation models operating at Leeds are given below. Please note that where a model is described in number form (e.g. 2+2), the first number usually relates to the years spent at the partner institution and the second number refers to the years spent at Leeds.

Articulation model	Description
2+2	Students complete two years at a partner institution and progress to the second year of a UG degree at Leeds
1+2	Students complete their first year at a partner institution and progress to the second year of a UG degree at Leeds
2+1	Students complete two years at a partner institution and progress to the final year of a UG degree at Leeds
2+3	Students complete two years at a partner institution and progress to an Integrated Master degree programme (e.g. MEng)
1+2+1	Students complete their first year at a partner institution, progress to the second year of a UG degree at Leeds and complete two years of study before returning to the partner institution for their final year

In all cases, students graduate with a Leeds award.

Articulation Sub-Types:

1. P2 (reverse articulation): Students gain credit at Leeds to use towards their home award. A reverse articulation can lead to a single or double award (the Leeds award will usually be the equivalent of a fall back award, e.g. a PGCert).

2. P3 (Leeds award only): Students articulate into their Leeds programme, having completed and commuted the required credit at the partner institution. The partner institution does not grant an award.
3. P4 (leading to a Double Award): Students articulate into their Leeds programme, having completed and commuted the required credit from the partner institution. The partner institution may grant an award at this point, or may do so when the Leeds degree has been awarded.

Any piece of assessed work undertaken by the student, and credit gained from that assessment, will only count once towards either award. Credit should not be awarded by multiple partners for the same piece of work.

What are the benefits of an articulation agreement?

Articulation agreements are a useful tool for recruitment because they offer a relatively ‘secure’ source of international students when compared with recruitment from the open market. In particular, 2+2 agreements can be used to good effect to recruit students from countries with 12 year education systems, e.g. China and Pakistan. Instead of undertaking a foundation year in the UK, students may begin a 4 year Bachelor degree programme in their home country and progress directly to a UK undergraduate course.

Articulation agreements need commitment and investment of time and resources from both parties if they are to be successful. Schools should take a strategic approach in selecting partners and where possible focus on partners with potential not only for recruitment but also longer-term collaboration in research and/or teaching. Schools should also be confident that the arrangement will be attractive to the target market and consult with the International Office to assess the market viability of a proposed articulation. It is important to agree with the partner a minimum number of students expected to progress through the arrangement each year.

Do articulation agreements offer guaranteed progression?

It is important to note that an articulation agreement does not offer students from the partner university guaranteed progression to a programme at Leeds. Rather, the agreement offers a guarantee to be considered for entry, subject to the specified entry criteria (e.g. specific marks in Year 1 and Year 2 and English language level). Admissions decisions are still made on an individual basis.

What is the internal approvals process for articulation agreements?

Articulation agreements require an internal approval process and will be governed by a written legal contract. Generally speaking, an agreement should be in place at least 9 months prior to the first students arriving in Leeds in order to allow adequate time to recruit students and prepare them for study in the UK (students need a minimum of 3 months to obtain a visa).

STAGE OF PROCESS	GUIDANCE
Stage 1. Development of initial proposal	The International Office Partnerships Team and the relevant Faculty Pro-Dean International must be involved with the approach and subsequent approval of any articulation agreement from the outset.

	This requirement also applies in the case of a proposal with a UK-based international study centre (ISC). The three steps in assessing the viability of any potential articulation agreement are: • **Assessing the potential partner university/organisation** Consider the University's overall standing and its reputation in the specific subject area. The International Office can advise on ranking, reputation, existing links with Leeds and suitability of the partner. • **Assessing the target degree programme(s)** Identify specific programmes at the partner institution which offer potential to articulate with programmes at Leeds. • **Assessing market viability** Liaise with the International Office to find out if the proposed partner has existing articulation agreements with Leeds or other UK universities and if these are working well. If the partner has more than one articulation agreement in the same subject area then consider if there will be sufficient numbers of students to make the agreement effective and how students will be selected. The IO can also advise on likely affordability for students and other factors that may determine the market viability of the proposal.
Stage 2. Determine syllabus match	Course syllabi and detailed information on teaching and assessment methods should be exchanged with the partner in order to determine the compatibility of courses. Partner institutions should provide a copy of the curriculum in English (a list of course unit titles in English is not sufficient). Check the partner's grading scheme. Proposers should be satisfied that students at the partner university/organisation will have covered all important material taught in Year 1 core modules at Leeds at a similar level and with a similar assessment process. It will be necessary to demonstrate how learning outcomes or content of the modules offered at Leeds, and those offered by the partner, have been mapped and matched.
Internal approval process	
Stage 3. Prepare necessary internal paperwork	All the required paperwork must be completed. The documents are available from the International Office SharePoint site and Quality Assurance Team website. The International Office is required to complete section 2 of the articulation approval form (this applies to both overseas and UK-based ISC proposals) and can advise on market-facing details of the agreement including entry requirements, level of partner discount offered and likely student numbers. **1) Complete articulation approval form**

	To complete the articulation approval form, the following need to be considered: • **Admissions criteria including entry requirements**: academic and English language entry requirements should be in line with existing standard entry criteria. Undergraduate students progressing through articulations will either apply via UCAS or directly to the University. Consider whether students may wish to take a pre-sessional programme voluntarily or to meet the conditions of their offer prior to commencing study at Leeds. • **Number of students expected to progress to Leeds through the agreement**: specify minimum and maximum number of students expected per year, taking into account cost-effectiveness if the intake is likely to be very small. It is recognised that programmes which recruit low volumes of international students or which have capacity issues may wish to make a case for viability. • **Timetable for recruitment**: determine when the first students would be expected to progress to Leeds and work backwards. • **Partner tuition fee scholarship**: note that the partner institution will usually expect some form of tuition fee reduction or scholarship. The school (in discussion with the Faculty Finance Manager and Faculty Head of Marketing) is responsible for agreeing the financial arrangement. The International Office can advise on typical rates of scholarship that are in line with other partnership agreements with the partner or in the market. Offering scholarships for the best performing students may also be possible. • **Academic lead and link tutor**: the individuals who will have responsibility for academic oversight of the link and supporting the students involved must be named. • **School/Faculty approval**: agreement must be obtained from the Heads of School (for all schools participating in the articulation) and Faculty Pro-Dean International before the proposal is presented at the School Taught Student Education Committee (STSEC). **2) Complete site visit report** A brief 'site visit' report is required for articulation agreements. Please note that this can be undertaken as a desk-based/online activity. It can be completed by the lead academic for the link or another member of University staff who has the means to liaise with the partner and can comment on the quality of teaching (staff, teaching materials, lectures observed), facilities, student experience and satisfaction. A site visit report is not required if the partner proposed already has existing collaborative programmes with Leeds in the same subject area.

	3) Prepare draft legal agreement When all the details required in the articulation approval form have been agreed, the partner should be sent a draft agreement (the International Office Partnerships team will provide the template and support with preparation of the contract). Wherever possible, the University's own template should be used. This has been developed by the University Legal Advisor. However, if the partner requests to use their own template, the International Office will liaise with the University Legal Advisor to check its suitability. The agreement will be signed by Jennifer Sewel, University Secretary or Professor Hai-Sui Yu, Deputy Vice-Chancellor but can be co-signed by the Faculty Dean or Head of School if required.
Committee approval	
School level approval (STSEC)	The proposal needs to be approved by the relevant School TSEC. It is essential that a completed articulation approval form is presented to the STSEC committee with a copy of the draft contract and site visit report.
Collaborative Programme Approval (CPAG)	A Collaborative Programme Approval Group (CPAG) will be convened by the Quality Assurance Team following approval at STSEC. The proposal may also be received **for information only** by the Faculty Programme Approval Group if required by the relevant Faculty Pro-Dean (Student Education). This does not constitute approval of the arrangement. All documents (the articulation approval form, draft contract and site visit report) need to be submitted to the CPAG. If approval is granted by the CPAG, the contract can be signed to make the agreement 'live'. The decision of the CPAG will be reported to the Taught Student Education Board.
Post-approval	
Marketing and recruitment	Following CPAG approval, a marketing and recruitment plan for the articulation should be agreed between the International Office and Faculty marketing colleagues. The named marketing lead is responsible for overseeing the delivery of the marketing plan. It is best practice for a representative(s) from the school and (or) faculty to have regular contact with the partner university to develop the relationship, undertake promotional activity and meet prospective applicants (e.g. guest lecturing to Year 1 students and interviewing applicants from Year 2). These activities can be arranged in liaison with the International Office. The partner institution should not be relied upon to market the opportunity on behalf of the school.

	Students should be well prepared in advance for studies in Leeds and should have adequate access to information about progression routes and programme details e.g. student handbook and advice on module selection.
Monitoring and review	Articulation agreements are agreed for a fixed period of time, usually not more than 5 years, and should be reviewed on annual basis to consider quality of students and numbers progressing through the link.

Key contacts

Further information or advice can be obtained from the International Office Partnerships Team or the Quality Assurance Team:

International Office Partnerships Team		
Claire Mulholland	Head of International Partnership Development and Engagement	c.e.mulholland@leeds.ac.uk
Katie MacKissack	International Partnerships Officer	k.mackissack@leeds.ac.uk
Quality Assurance Team		
Monica Facchinello	Quality Manager	m.facchinello@leeds.ac.uk

E. Flying Faculty Arrangements

What is a flying faculty arrangement?

A flying faculty arrangement involves a programme, or component of, being taught and assessed by Leeds staff overseas. In most cases, flying faculty arrangements lead to a Leeds award.

What are the typical features of a flying faculty arrangement?

- University staff provide teaching and assessment of a Leeds programme away from the main campus, usually overseas;
- Teaching is typically undertaken in ‘blocks’, which can range from a few days to several weeks;
- Arrangements are usually supported by a partnership with a local institution which provides facilities and resources (classrooms, laboratories and IT equipment);
- Leeds retains overall control of delivery and responsibility for the academic standard and quality of the programme. The formal teaching is undertaken by University staff with the partner, but the partner institution may provide the majority of administrative or learning support;
- Students will usually be registered at Leeds and the standard University rules and regulations will apply;
- If a new programme is to be offered, the normal University processes for programme approval must be followed.

What are the benefits of a flying faculty arrangement?

Flying faculty arrangements extend provision to students who may, for various reasons, be unable to commute or commit to campus-based programmes, and are usually more flexible in terms of duration of study blocks and academic contact time (although this is subject to internal University approval). They also provide students with more direct opportunities for learning and engagement than those offered by online digital platforms, although it is usually expected that digital resources will support and enhance face-to-face provision.

Flying faculty arrangements allow Leeds staff to engage with students and partners in their ‘base’ environment and may respond to a market opportunity offered by a sponsor or partner through the delivery of a Leeds programme overseas without the commitment of establishing a permanent or fixed presence in-country. They also provide a strong opportunity for further taught- and research-focussed collaborations with the partner.

What are the key considerations relating to flying faculty arrangements?

There are several key areas that will need to be considered before a flying faculty arrangement is developed. Some of these relate to the nature and extent of the partner’s involvement and the resources to be provided and include:

Business case	• Is the proposal viable in terms of: (a) the market; (b) fees;

	(c) financial arrangements; (d) resources; (e) costs and sustainability? • Is there a strategic fit between the proposal and University/School international plans?
Suitability of the partner	• Does the University have an existing relationship with the partner? • Is the location appropriate for a flying faculty arrangement? • Are their premises, facilities and resources fully accessible, and of an adequate standard for the arrangement? • Are any subject specific facilities and equipment required to support the programme (e.g. learning resources, IT equipment, accommodation), and can the partner provide these? • Does the partner have a local (institutional/organisational) or regional/national (political, cultural or economic) infrastructure that will affect the delivery of provision?
Staffing	• Are staff willing to teach overseas? Can staff availability and commitment to the arrangement be guaranteed? • Are visas required and will staff be supported in applying for them? • How will staff be supported and accommodated during their time at the host institution? • How will responsibilities be divided between University and local staff? • How will health and safety issues be addressed?
Student experience	• How will students be supported outside formal timetabled sessions (e.g. academic and personal tutorial support, office hours, email correspondence)? • Who would be responsible for providing non-academic support and how would it be administered? • Can the University and the partner provide a student experience comparable to that allowed by campus-based provision?
Management and oversight	• What committees will be required to deal with operational matters, and how, when and where will these operate? • What are the arrangements for monitoring and review / risk management?
Administrative and marketing support	• How will marketing, promotion, recruitment and selection processes be managed and delivered? • How will arrangements for student admissions, registration, assessment, assessment boards, transcripts and certificates, graduation ceremonies and handling of appeals and complaints be organised and supported?

What is the internal approvals process for flying faculty agreements?

Flying faculty agreements require a detailed approval process and will be governed by a written legal contract. The length of time required for completing an agreement will vary, and is dependent on the complexity of the provision, however, it is expected that approval will take place at least 9 months before the arrangement is due to commence to allow sufficient time for marketing, recruitment and staff planning and preparation.

The internal approvals process for off-campus delivery arrangements is structured into two main stages following the initial development of the proposal idea. Each stage requires completed documentation and committee approval. Stage 1 requires completion of the outline approval form and proposal approval at School/Faculty level. Stage 2 requires more detail about the development of the programme and due diligence, and will require approval through a Collaborative Programme Approval Group convened by the Quality Assurance Team.

STAGE OF PROCESS	**GUIDANCE**
Development of initial proposal	The International Partnerships team (International Office), the Quality Assurance Team and the relevant Faculty Pro-Deans (Student Education and International) must be involved with the proposal and subsequent approval of any agreement from the outset. The three steps in assuring the viability of any potential flying faculty arrangement are: • **Assessing the potential partner** If the partner is another Higher Education provider, consider their overall standing, reputation and strength in the subject area. The International Office can advise on strategic fit, ranking, reputation and existing links with Leeds. If the partner is not a HE provider, it is recommended that particular attention is paid to their structure, regulatory framework and any stipulations or requests on their part. • **Assessing academic viability** Establish whether the arrangement constitutes the adaptation of existing provision or whether new modules or programmes needs to be created. Consider the resources required to set up and maintain the arrangement, and the potential for further collaborations with the partner, including research opportunities. • **Assessing market viability** Liaise with the International Office and Faculty Marketing and Finance Managers to determine the commercial and financial potential of the proposal. The International Office can advise on

	existing relationships the partner has within and outside the University, how effective these are, the likely affordability for students and other factors that may affect market viability including any local government restrictions on the delivery of degree awards by overseas partners.
STAGE 1 Approval Documentation	
Prepare Stage 1 approval documentation	The documents and forms required as part of this process are available from the International Office SharePoint site and Quality Assurance Team website. The Stage 2 form is sent to the proposer after Stage 1 has been approved at the relevant STSEC. Please note that the partner may wish to conduct their own, separate process for approval of the arrangement. In this instance, the Leeds approval process will still have to be followed as below. **A) Complete Stage 1: Outline Approval form** To complete the outline approval form, you need to consider details including: • **Proposed schedule for the development of the collaboration**: it may be useful to work backwards from the expected date of first student entry, and use relevant committee dates (if confirmed) as benchmarks. The more complex the arrangement, the more time should be allowed for development of the proposal. • **Strategic rationale**: consider where the collaboration and expected intake fit with faculty/school resources and priorities. The International Office is required to complete section 2 of the form and can advise on market viability and likely student numbers.
STAGE 1 Committee Approval	
School Taught Student Education Committee (STSEC)	The Stage 1 Outline Approval form (and accompanying programme and module proposals if required at this stage by the School/Faculty) require approval at the relevant School Taught Student Education Committee (STSEC). Once endorsed by the STSEC, signatures will be required from the Head of School and Faculty Pro-Deans.

STAGE 2 Approval Documentation	
Prepare Stage 2 approval documentation and due diligence	**B) Complete Stage 2: Programme Development and Due Diligence form** Once Stage 1 has been approved at School/Faculty level, the Stage 2 programme development and due diligence form can be completed. This form will be sent to the proposer following confirmation of Stage 1 approval. Some additional notes to support completion of the Stage 2 form are included below: **Due diligence requirements**: • <u>Financial statement</u> – A financial statement (business plan) must be provided to show projected costs and revenue, and forecasts of likely student demand over the first 5 years of the arrangement to evidence financial viability. Costs should include: ongoing costs in relation to the oversight of the provision, including the role of the link tutor and requirements for periodic review of the provision; costs of termination and contingency (including the costs of teaching out the programme if the arrangement fails); sensitivity analysis on changes in the key variables; statutory financial obligations including those in the partner's jurisdiction, such as local VAT and tax costs. A template for the financial statement is provided as an annex in the Stage 2 form. The financial statement should be prepared by the Faculty Finance Manager and endorsed by the Dean of the Faculty. • <u>Risk assessment management plan</u> – A template risk assessment is provided in the annex of the Stage 2 form and further, completed examples can be provided by the International Office. The assessment should detail all identified risks associated with the academic, financial, legal, administrative, cultural and logistical aspects of the arrangement. It should also outline the associated risk level and proposed approach to mitigation. • <u>Site visit report</u> – Off-campus delivery models may require a full site visit to be undertaken (although this might be completed online). Ideally, this should be done by a member of University staff who is not party to the development of the proposal. The site visit report is a separate attachment to the Stage 2 form and the purpose of the visit is to ensure the appropriateness of the partner's facilities and resources in accordance with meeting the learning outcomes for the provision. Information relating to the partner's structures, policies and procedures may also be obtained. All of the due diligence information above will be considered by the University Legal Advisor. The International Office will also send an

	additional 'due diligence questionnaire' to the proposed partner, gather references and undertake a credit check to confirm current financial status. This is to provide assurances that prospective partners have sufficient resources and legal status to enter into a contractual arrangement. A similar questionnaire is sent by the International Office to the partner to advise them of our legal and financial standing ('reverse due diligence'). Where Schools have existing, similar types of approved arrangements with the same partner, it may be possible to waive some of the due diligence process (the International Office, Quality Assurance Team and the University Legal Advisor can provide guidance), but all elements are required for new partners or those with whom a collaboration of a similar level of risk and commitment does not already exist. <u>Section 3: Recruitment</u> – This should be completed by relevant colleagues in Faculty Marketing and Admissions who should consider how the collaboration will be marketed, and how admissions will be received and considered. <u>Section 4: Student Education</u> – This section should be completed with input from relevant faculty/school colleagues including, where applicable, the Director of Student Education and the Faculty and School Education Service Managers. It considers how student education matters will be governed and operationalised, including overall management of the programme, quality assurance, assessment and student support. The role descriptor for the link tutor is included in the annex of the Stage 2 form. This is usually the programme manager for the collaboration, and may include responsibilities in addition to those outlined in the template. **C) Prepare the draft legal agreement** The legal agreement is normally separate from the approval forms, but it is advisable to start working on it at the outset of Stage 2, taking into account that it is likely to need several revisions, and checking from legal teams on both sides, before it is ready for approval. The International Office Partnerships Team will provide a template and support with preparation of the contract. Wherever possible, the University's own template should be used. However, if the partner requests to use their own template, the International Office will liaise with the University Legal Advisor to check its suitability.

	The agreement will be signed (following final approval of the collaboration by the Collaborative Programme Approval Group), by Jennifer Sewel, University Secretary, or Professor Hai-Sui Yu, Deputy Vice-Chancellor.
STAGE 2 Committee Approval	
Collaborative Programme Approval (CPAG)	Following approval and endorsement at faculty level, an ad hoc Collaborative Programme Approval Group will be convened by the Quality Assurance Team. The proposer, link tutor and other relevant staff involved in the development of the proposal will be required to attend. The Faculty Pro-Deans and representatives from the International Office will also be involved in the CPAG. **If new modules and programmes need to be approved, it is recommended that this is done via the Faculty Programme Approval Group, chaired by the Pro-Dean for Student Education. If the cycle of meetings or the timescale for development precludes this, it is a requirement that they are approved by the Pro-Dean for Student Education via Chair's action *before* the CPAG. The CPAG may make requests or suggestions for adjustments in the context of the collaborative implications, but it is the role of the Faculty PAG to endorse the academic structure and rationale.** If approval is granted by the CPAG, the contract can be signed to make the agreement 'live'. The decision of the CPAG will be reported to the Taught Student Education Board.

Post-Approval	
Marketing and recruitment	Following PAG approval, a marketing and recruitment plan for the agreement should be agreed between the International Office, faculty marketing colleagues and, where appropriate, the local delivery partner. The named marketing lead is responsible for overseeing the delivery of the marketing plan. Unless the arrangement involves delivery of a programme to a ‘closed group’ (e.g. sponsor employees or HEI staff), the partner institution should not be relied upon to market the opportunity on behalf of the school and marketing activity should include regular visits to the partner to develop the relationship and undertake promotional activity. These activities should be arranged in liaison with the International Office. Students should be well prepared for the commencement of their Leeds programme and receive adequate access to relevant information about programme details in advance e.g. school/programme handbooks.
Monitoring and review	Flying faculty agreements are agreed for a fixed period of time, usually not more than 5 years, and should be reviewed on annual basis to consider quality of students, financial and market performance of the model and operational matters relating to the partnership.

Key Contacts

Further advice and guidance can be obtained from the International Office Partnerships Team or the Quality Assurance Team:

International Office Partnerships Team		
Claire Mulholland	Head of International Partnership Development and Engagement	c.e.mulholland@leeds.ac.uk
Katie MacKissack	International Partnerships Officer	k.mackissack@leeds.ac.uk
Quality Assurance Team		
Monica Facchinello	Quality Manager	m.facchinello@leeds.ac.uk

F. Dual and Joint Taught Degrees

What are dual and joint degrees?

A **joint** degree is an arrangement under which two or more universities provide an integrated programme leading to a single award made jointly by both (or all) institutions. All collaborating institutions contribute to the programme design, development, delivery, assessment and decision making on student achievement.

A **dual** degree is an arrangement whereby two universities design and provide a programme which leads to a separate award from each. Both institutions are responsible for their own award but the two components form a single package, and the overall arrangement is a joint enterprise that requires elements of joint management and oversight. The overall study period/volume of learning is typically shorter than if two programmes were taken consecutively and dual degrees usually involve a single thesis submitted to both institutions. Students receive a separate qualification from each participating institution recognising the same achievement.

It is possible for Leeds to consider the development of dual and joint degrees with overseas partners (the International Office and Quality Assurance Team can provide examples of arrangements currently in operation), but it should be recognised that these are more complicated types of arrangements (when compared to, for example, progression agreements). It is recommended that advice is sought from the Quality Assurance Team and the International Office early in the development process.

What are the benefits of a joint or dual degree arrangement?

A joint or dual award should typically offer an academic and student experience that neither institution would be able to offer independently. Academic collaboration in the form of a joint or dual degree may allow collaborating institutions to respond to market opportunity/demand or broaden their educational offering in terms of programme content. A dual or joint programme should offer students the opportunity to undertake a programme where the overall study period/volume of learning is typically shorter than if two separate programmes were taken consecutively. Having a joint or dual degree from two highly regarded universities is likely to benefit students by broadening options in local and international job markets.

Joint and dual degree arrangements can therefore be attractive to students in key overseas markets and offer recruitment benefits but also support the delivery of the University’s International Strategy and raise international visibility in the subject area. However, it is important to recognise the significant commitment and investment of time and resources that is necessary from both parties if they are to be successful. Schools should take a strategic approach in selecting partners, where possible focusing on partners with potential not only for recruitment but also longer-term collaboration in research and other areas. Schools should also be confident that the specific arrangement being considered will be attractive to the target market and consult with the International Office to assess the market viability of the proposal.

How do dual degrees differ from other models of collaboration leading to double degree awards?

Dual degrees differ from, for example, articulations leading to a double degree award, because they represent a deliberate intention to develop a deeper collaborative relationship. Articulations create a low risk teaching and reputational link between institutions but a dual degree represents more of a ‘marriage’. In addition to the creation of a new collaborative programme, dual degrees require participating students to commit to the arrangement from the start of that programme, rather than being given the option to ‘switch’ to the partner’s provision at a given point.

In some countries, for example China, the number of dual or joint degrees which can be offered by an overseas university is limited by government regulations. Where such local restrictions apply, other models of collaboration such as articulations leading to double degrees may be preferred. The International Office can advise further on this.

Which model is most common – a joint or dual degree?

The models of collaborative provision most frequently entered into are forms of progression agreements (entry agreements and articulations), which are low risk and relatively easy to set up both administratively and academically. Where there is significant commitment from partner institutions to develop a programme with a greater degree of cooperation and integration between the partners, a dual or joint degree may be considered. Of the two, dual degrees are more common among international HEIs, particularly at Master level (there is separate guidance for setting up dual or joint PhD awards at Leeds, contact the [Doctoral College]() for details). Dual degrees require a lower level of academic and administrative integration across the programme than joint degrees, and allow individual institutions to continue to operate their own separate processes in some elements which, in comparison, reduces the administrative resource and staff time required to develop and establish them.

Key features of the operational framework for a joint or dual degree

The key features of joint and dual degree arrangements are summarised below. These features are also a useful way to identify the similarities and differences in the two models. It should be noted that joint and dual awards can only be entered into with established HEIs with Degree Awarding Powers (DAPs) and the legal authority to award joint and/or dual degrees which, if overseas, must be recognised in the partner’s country. Joint and dual awards will only be delivered and assessed in English. As the proposal for a joint or dual award develops, the following are all operational areas which would need to be discussed and agreed with the partner.

<table>
<tr><th>Operational framework</th><th>Joint degrees</th><th>Dual degrees</th></tr>
<tr><td>Recruitment, marketing and promotion</td><td colspan="2">Agree minimum and maximum student numbers per year to make the programme viable. The arrangements for marketing and publicising the programmes should be clearly defined at the outset.</td></tr>
<tr><td>Enrolment and registration</td><td colspan="2">Consider relevant dates including start and end dates for the programme and any visa issues. It would be expected that students would have equal access to the facilities at both/all institutions and should be registered at both/all institutions for the duration of the programme.</td></tr>
<tr><td>Fee and scholarship arrangements</td><td colspan="2">Financial arrangements, including level of tuition fees to be charged, division of fees and scholarship arrangements, need to be negotiated and included within the contractual agreement.</td></tr>
</table>

Admissions processes and administrative support	Students submit a single application for the programme which is considered against an agreed, single set of admissions criteria. Roles, responsibilities and obligations of each partner in terms of administrative arrangements and student records, including exchange and sharing of data, should be mutually agreed.	Students apply to both institutions and applications are considered against separate entry requirements for each. Institutions are responsible for their own separate admissions and administrative processes.
Learning outcomes	In order to achieve a joint award, a student must meet the learning outcomes jointly agreed for the award by all institutions involved in the arrangement.	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 bodies, they will only receive one award. A student does not need to satisfy the requirements of all the partners in order to receive an award.
Academic regulations	A single agreed set of academic regulations will be required.	Academic regulations of each individual institution will apply.
Quality assurance and management processes	A Joint Programme Committee should be established to oversee and assure the academic standards and content for the programme, reporting into the relevant governance structure at both/all institutions.	Separate quality assurance and management processes of each institution will apply, although elements of joint oversight of the programme will apply.
Assessment boards	Partners should determine the division of responsibilities relating to assessment and regulations and which requirements apply. A joint assessment board/process is established which reports into the relevant structure at both/all institutions. The appointment, induction and role of the external examiners must be clearly defined at the outset.	Separate examination processes run by each partner are permitted. NB: The regulations of both institutions must be met.
Dissertation	Single dissertation/thesis submitted (to the lead university if one has been identified).	Single dissertation/thesis submitted to both universities.
Graduation	One ceremony.	Two ceremonies may be permitted, although students will usually only attend one.

Certificates and transcripts	One joint degree certificate or transcript (with reference to the joint nature of programme).	Two degree certificates or transcripts (making reference to the dual nature of programme).
Monitoring and review	Jointly agreed progress monitoring arrangements should be put in place to ensure the effective monitoring and review of the joint award programme and attached modules.	Separate progress monitoring arrangements run by each partner.

What is the internal approvals process for dual and joint agreements?

Joint and dual degree agreements require a detailed approval process and will be governed by a written legal contract. The length of time required for completing an agreement will vary, and is dependent on the complexity of the provision, however, it is expected that approval will take place at least 9 months before the arrangement is due to commence to allow sufficient time for marketing, recruitment and staff planning and preparation.

STAGE OF PROCESS	GUIDANCE
Development of initial proposal	The International Office Partnerships Team, the Quality Assurance Team and the relevant Faculty Pro-Deans (Student Education and International) must be involved with the proposal and subsequent approval of any agreement from the outset. The three steps in assuring the viability of any potential dual or joint degree arrangement are: • **Assessing the potential partner** Consider the partner's overall standing, reputation and strength in the subject area. The International Office can advise on ranking, reputation and existing links with Leeds. It is also recommended that attention is paid to their structure and regulatory framework, and that any particular requirements on their part are considered in the context of the University's rules and regulations. • **Assessing academic viability** Both joint and dual degrees will require the creation of a new programme, although it may be possible (and is recommended if so) to adapt existing provision. In accordance with the University's portfolio management guidelines, existing rather than new, specially developed modules should be included in the programme. Consider the resources required to set up and maintain the arrangement, and the potential for further collaborations with the partner, including research opportunities. • **Assessing market viability**

	Liaise with the International Office and Faculty Marketing and Finance Managers to determine the commercial and financial potential of the proposal. The International Office can advise on existing relationships the partner has within and outside the University, how effective these are, the likely affordability for students and other factors that may affect market viability including any local government restrictions on the awarding of dual and joint degree awards with overseas partners.
STAGE 1 Approval Documentation	
Prepare Stage 1 approval documentation	The documents and forms required as part of this process are available from the International Office and Quality Assurance Team, who can also provide support with their preparation. The Stage 2 form is sent to the proposer after Stage 1 has been approved at the relevant STSEC. Please note that the partner may wish to conduct their own, separate process for approval of the arrangement. If this is the case, the Leeds approval process will still have to be followed as below. **A) Complete Stage 1: Outline Approval form** To complete the outline approval form, you need to consider details including: • Proposed schedule for the development of the collaboration. It may be useful to work backwards from the expected date of first student entry, and use relevant committee dates (if confirmed) as benchmarks. The more complex the arrangement, the more time should be allowed for development of the proposal. • Strategic rationale - consider where the collaboration and expected intake fit with faculty/school resources and priorities. The International Office is required to complete section 2 of the form and can advise on market viability, entry requirements, scholarships and likely student numbers. All signatures requested in section 3 should then be added, and the form should be forwarded to the Quality Assurance Team.
STAGE 1 Committee Approval	
School Taught Student Education Committee (STSEC)	The Stage 1 Outline Planning form (and accompanying programme and module proposals if required at this stage by the School/Faculty) require approval at the relevant School Taught Student Education Committee (STSEC). Once endorsed by the STSEC, signatures will be required from the Head of School and Faculty Pro-Deans (International and Student Education).
STAGE 2 Approval Documentation	

Prepare Stage 2 approval documentation and due diligence	**B) Complete Stage 2: Programme Development and Due Diligence form**
	
	Once Stage 1 has been approved at school/faculty level, the Stage 2 programme development and due diligence form can be completed. Some additional notes to support completion of the Stage 2 form are included below:
	
	<u>Section 2: Due diligence requirements:</u>
	• <u>Financial statement</u> – A financial statement (business plan) must be provided to evidence financial viability. A template for the financial statement is provided in the annex of the Stage 2 form. The financial statement should be prepared by the Faculty Finance Manager and endorsed by the Dean of the Faculty and needs to show:
	    o 5 year student number forecasts. A minimum cohort of 10 students per year is expected for a dual or joint degree proposal.
	    o projected income based on proposed tuition fee. The proposed fee must be formulated in discussion with the International Office, Faculty Finance and Marketing colleagues, and based on principles outlined in the Guidance on Fees and Scholarships.
	    o projected costs – including staff and non-staff costs and any indirect expenditure in relation to the oversight of the provision; costs of termination and contingency (including the costs of teaching out the programme if the arrangement fails); statutory financial obligations, including those in the partner's jurisdiction such as local VAT and tax costs.
	
	• <u>Risk assessment management plan</u> – A template risk assessment is provided in the annex of the Stage 2 form and further, completed examples can be provided by the International Office. The assessment should detail all identified risks associated with the academic, financial, legal, administrative, cultural and logistical aspects of the arrangement. It should also outline the associated risk level and proposed approach to mitigation.
	
	• <u>Site visit report</u> – Off-campus delivery models may require a full site visit to be undertaken (although this might be completed online). This should be a member of University staff who is not party to the development of the proposal. The site visit report is a separate attachment to the Stage 2 form and the purpose of the visit is to ensure the appropriateness of the partner's facilities and resources in accordance with meeting the learning outcomes for the provision. Information relating to the partner's structures, policies and procedures may also be obtained.

	All of the due diligence information above will be considered by the University Legal Advisor. The International Office will also send an additional ‘due diligence questionnaire’ to the proposed partner, gather references and undertake a credit check to confirm current financial status. This is to provide assurance that prospective partners have sufficient resources and legal status to enter into a contractual arrangement. A similar questionnaire is sent by the International Office to the partner to advise them of our legal and financial standing (‘reverse due diligence’). Where Schools have existing, similar types of approved arrangements with the same partner, it may be possible to waive some of the due diligence process (the International Office, Quality Assurance Team and University Legal Advisor can advise), but all elements are required for new partners or those with whom a collaboration of a similar level of risk and commitment does not already exist. <u>Section 3: Recruitment</u> - This should be completed by relevant colleagues in Faculty Marketing and Admissions who should consider how the collaboration will be marketed, and how admissions will be received and considered. <u>Section 4: Student Education</u> - This section should be completed with input from relevant faculty/school colleagues including, where applicable, the Director of Student Education and the Faculty and School Education Service Managers. It considers how student education matters will be governed and operationalised, including overall management of the programme, quality assurance, assessment and student support. The role descriptor for the link tutor is included in the annex of the Stage 2 form. This is usually the programme manager for the collaboration, and may include responsibilities in addition to those outlined in the template. **C) Approval of proposed tuition fee** The proposed tuition fee referenced in the financial statement must be separately approved via submission to the Taught Student Fees and Funding Sub-group (TSFFSG). The submission of the fee proposal to TSFFSG should be done via the International Office. TSFFSG meets bimonthly but proposals can be approved by Chair’s action where necessary. **D) Prepare the draft legal agreement**

	The legal agreement is normally separate from the approval forms, but it is advisable to start working on it at the outset of Stage 2, taking into account that it is likely to need several revisions, and checking from legal teams on both sides, before it is ready for approval. The International Office Partnerships team will provide a template and support with preparation of the contract. Wherever possible, the University's own template should be used. However, if the partner requests to use their own template, the International Office will liaise with the University Legal Advisor to check its suitability. The agreement will be signed (following final approval of the collaboration by the Collaborative Programme Approval Group), by Jennifer Sewel, University Secretary, or Professor Hai-Sui Yu, Deputy Vice-Chancellor.
STAGE 2 Committee Approval	
Collaborative Programme Approval Group (CPAG)	Following approval and endorsement at Faculty level, an ad hoc Collaborative Programme Approval Group will be convened by the Quality Assurance Team. The proposer, link tutor and other relevant staff involved in the development of the proposal will be required to attend. The Faculty Pro-Deans and representatives from the International Office will also be involved in the CPAG. **For the approval of new programmes or modules, it is recommended that this is done via the Faculty Programme Approval Group, chaired by the Pro-Dean for Student Education. If the cycle of meetings or the timescale for development precludes this, it is a requirement that they are approved by the Pro-Dean for Student Education via Chair's action *before* the CPAG. The CPAG may make requests or suggestions for adjustments in the context of the collaborative implications, but it is the role of the Faculty PAG to endorse the academic structure and rationale.** If approval is granted by the CPAG, the contract can be signed to make the agreement 'live'. The decision of the CPAG will be reported to the Taught Student Education Board.
Post-approval	
Marketing and recruitment	Following PAG approval, a marketing and recruitment plan for the arrangement should be agreed between the International Office and faculty marketing colleagues. The named marketing lead is responsible for overseeing the delivery of the marketing plan. It is best practice for a representative(s) from the school and/or faculty to make regular visits to the partner university to develop the relationship, undertake promotional activity and meet prospective

	applicants. These activities should be arranged in liaison with the International Office. The partner institution should not be relied upon to market the opportunity on behalf of the school. Students should be well prepared for the commencement of their Leeds programme and receive adequate access to relevant information about programme details in advance e.g. school/programme handbooks.
Monitoring and review	Dual or joint degree agreements will be agreed for a fixed period of time, usually not more than 5 years, and should be reviewed on annual basis to consider quality of students, financial and market performance of the model and operational matters relating to the partnership.

Key contacts

Further information or advice can be obtained from the International Office Partnerships Team or Quality Assurance Team.

International Office Partnerships Team		
Claire Mulholland	Head of International Partnerships Development and Engagement	c.e.mulholland@leeds.ac.uk, x34080
Katie MacKissack	International Partnerships Officer	k.mackissack@leeds.ac.uk
Quality Assurance Team		
Monica Facchinello	Quality Manager	m.facchinello@leeds.ac.uk

8. Guidance on Syllabus Matching

8.1 It is a requirement of all articulation arrangements (sub-types P3 and P4) that the programmes into which students gain advanced entry correlate with their prior learning at the partner institution. This is to ensure that students are suitably prepared for enrolment at a higher level of study and are able to present the same profile of knowledge and skills as if they had undertaken the Leeds programme(s) from the usual point of entry.

8.2 Syllabus matching allows the proposing school/faculty to confirm the alignment of the articulated programmes of study, and in doing so, clarify that the partnership is academically viable. It also safeguards the integrity of the Leeds award.

8.3 It is recognised that the programme syllabi of each institution will not map exactly. It is not a requirement that modules at each institution are matched like-for-like.

8.4 If it is a requirement of the Leeds programme that students achieve and demonstrate specific modes of knowledge or skills in order to progress between levels, it must be evidenced how this is fulfilled by the programme specification at the partner institution. Programme Learning Outcomes apply to all students enrolled on a programme of study and cannot be altered to accommodate the articulation arrangement.

8.5 The programme syllabi must be matched to *all overlapping years of study* (for example, with a 2+2 articulation, the partner's years 1 and 2 must cover Level 1 of the articulating programme(s) at Leeds).

8.6 It is the responsibility of the School Taught Student Education Committee (STSEC) to confirm the suitability of the syllabus matching.

8.7 Syllabus matching can be completed in two ways. The template can be found in Annex A. The proposing school/faculty can choose the method that works best for their discipline and with the information provided by the partner:

a. **Module/course unit mapping**: this is likely to be more relevant for programmes that require a measurable grounding of knowledge based on, for example, accreditation criteria or technical competency. A brief narrative for how the modules relate should be included.

b. **Skills mapping**: this is likely to be more relevant for programmes that do not require an explicit body of knowledge but students must demonstrate skills competency through, for example, experience of particular learning styles, understanding of core concepts or familiarity with relevant assessment types. Examples of modules/units where these attributes are referenced should be included.

8.8 Once the articulation has been approved by the STSEC and the Collaborative Programme Approval Group, the syllabus matching will be included within the appendices of the legal agreement governing the arrangement.

8.9 If any of the articulating programmes change considerably during the term of the legal agreement, syllabus matching will need to be recompleted and approved via STSEC.

8.10 If there are minor changes to any of the articulating programmes during the term of the legal agreement, syllabus matching does not need to be updated.

8.11 As part of the process of renewing the arrangement when the legal agreement is due to expire, the updated syllabi for all articulating programmes should be included. The syllabus matching exercise does not need to be recompleted if there have been no significant changes to any of the articulating programmes.

9. Guidance on Fees and Scholarship Arrangements

9.1 Fee Arrangements for TNE Programmes

Fee arrangements for TNE programmes vary according to the model and a summary of arrangements and processes applicable to the most popular models is given below. For non-standard arrangements that don't fit into these categories, further advice can be obtained from the International Office.

TNE programme model	Fee arrangements
Entry and articulation agreements	Entry and articulation agreements involve students joining an existing Leeds degree programme. These students are therefore subject to the normal standard overseas fee for that programme.
Advanced models of collaborative provision (eg Joint and Dual degrees, off-campus delivery)	Joint and dual degrees, programmes delivered via flying faculty and other forms of off-campus delivery are usually approved as new programmes. The proposed tuition fee must therefore be approved via submission to the Taught Student Fees and Funding Sub-group (TSFFSG), chaired by the Director of Marketing Services. The submission of the fee proposal to TSFFSG should be done via the International Office. The proposed tuition fee submitted to TSFFSG should match the proposed fee referenced in the financial statement prepared by the Faculty Finance Manager as part of the collaborative programme due diligence process.
Enhanced Partner Mobility Agreement	Enhanced Partner Mobility Agreement (EPMA) fees are equivalent to the standard overseas fee for the subject area. Students coming through EPM agreements are charged at a higher rate of fee than for study abroad arrangements to reflect the fact that places on specific modules are guaranteed and the students are parented within a single School. Groups of students coming through EPMA agreements for less than a full year should be charged the standard overseas fee for the subject area calculated pro rata for the number of credits being taken.
Bespoke arrangements	For other non-standard arrangements where students come to Leeds through a partnership agreement to study a bespoke range of modules, schools should follow the principle of pricing using the standard international fee for the subject area calculated pro rata, but seek advice from the International Office and Faculty Finance Manager in this scenario.

9.2 Partner Scholarships

All financial incentives offered to partners, regardless of specific terms, should be referred to as ‘scholarships’ rather than discounts, in line with guidance on promoting the University as a high quality institution to partners.

Although the level of scholarship expected by partners varies significantly between individual markets, international HE partners share a common approach to seeking preferential rates for their students, either to reflect commitment to the partnership or increase affordability for their students. In negotiation of partner scholarships, fixed amount scholarships should be considered as the preference rather than scholarships expressed as a percentage of the tuition fee. Setting fixed amounts reduces the cost of the scholarship to the University over time as it does not automatically increase with rises in tuition fees. It is recognised that, on a case by case basis, there may be reasons to continue to offer %-based scholarships.

The International Office should be contacted for advice on the appropriate level of scholarship to offer for particular markets, partners and types of collaboration.

9.3 Negotiation and approval process for scholarship incentives for partners

Stage 1: Consultation with the International Office and relevant Pro-Dean International	In all cases, the International Office and relevant Pro-Dean International should be involved and aware of any discussion with a potential partner at an early stage. The International Office can advise the receiving school on: • whether offering a partner scholarship as part of the agreement would be likely to positively impact the partnership and recruitment • what level of scholarship would be appropriate to the market, partner and type of collaboration proposed • what other scholarships are offered to the partner within the University and across the market. It is important to ensure consistency of approach to negotiations, recognising that this could have a longer-term impact. • any previous negotiations that have taken place with the proposed partner • how competitor scholarship offers compare • how the terms for a scholarship offer should be designed in order to achieve specific outcomes, for example, fee reductions tied to student numbers may be useful in building volume but offering merit scholarships may be more effective if the focus is on student quality. It is important not to promise or confirm any scholarships or fee arrangements before the International Office has been consulted and these have been internally approved at both School/Faculty and University level (stage 3).
Stage 2: Discussion with School/Faculty finance and	The International Office is responsible for involving wider marketing, finance and SES colleagues as appropriate and will contact the relevant Faculty Head of Marketing and Faculty Finance Manager to ensure they are part of the discussions at an

marketing colleagues	early stage. Additional advice may be sought from the Taught Student Pricing and Scholarships Group where necessary.
Stage 3: Internal approval	There are two elements of the internal approval process for partner scholarships: 1) At school level, the Head of School and School/Faculty Finance Manager must give their endorsement, confirming that the proposal is financially viable and that they are happy to commit funds to resource it. 2) At University level, the Pricing and Scholarships Committee must be satisfied that the proposal fits with University market strategy and reputational positioning. For small awards, the Pricing and Scholarships Committee delegates authority to the International Office to give endorsement on its behalf, with oversight through regular reporting to the Taught Student Pricing and Scholarships Sub-Group. Scholarship offers representing over 20% of the standard overseas fee will require additional approval from the Faculty Executive Dean. Fee and scholarship proposals are considered as part of the internal approval process for TNE programmes. Fee and scholarship proposals are documented as part of the TNE programme approval paperwork and endorsements from relevant committees and signatories are considered approval for both the programme and financial proposal. For advanced collaborative arrangements (e.g. Joint and Dual degrees, models of off-campus delivery), proposed scholarship arrangements will also be considered as part of the financial statement and business case.
Stage 4: Post-approval	Once approved, the scholarship offer can be written into the agreement contract. Standard agreement templates held by the International Office and developed in conjunction with the University Legal Advisor include specific clauses for this purpose. Scholarships offered as part of a partnership agreement are handled administratively via the form 21 process which recharges costs to the School. It is the responsibility of the receiving School to ensure relevant fees and admissions colleagues are made aware of the agreement so that the registration process for students coming to Leeds through this route is without problems in regard to the scholarship offer.

9.4 Promoting partner scholarships

It is important to ensure a common approach to promotion of negotiated financial agreements across all faculties and that this is consistent with the University's general guidelines on the promotion of fees and scholarships externally. It is important that fee and scholarship amounts quoted to students are correct and sourced from a single point of truth. Partnerships and the existence of scholarships can be promoted via the University website but these pages **should not** detail scholarship amounts and should instead refer students to staff in the partner institution for further information.

The central point of truth for partner scholarships is the International Office SharePoint site where scholarships information is captured in the International HE partnerships database. Downloadable pdfs for each collaborative programme arrangement will be created by the International Office and made available for easy internal reference for colleagues across campus who may be visiting the partner. These pdfs will include information on scholarships, entry requirements, admissions arrangements and other details about the collaborative programme as necessary.

9.5 Annual review and monitoring of partnership financial incentives

Scholarships offered to partners through TNE programme agreements are recorded and monitored by the International Office and reported to the Taught Student Pricing and Scholarships Sub-Group.

An annual review of partnership programmes and scholarship offers will be undertaken by the International Office in October each year. Student number information will be shared with Faculty Heads of Marketing with a particular flag attached to underperforming partnership arrangements. A discussion involving International Office and faculty/school colleagues will then seek to identify reasons for underperformance and the scholarship package for the arrangement will be reviewed as part of the overall offer.

10. Fast Track 3+1 Model Criteria

10.1 The University does not apply any standard set of criteria to the development of collaborative arrangements, however, it is expected that all proposals will initiate from a clear academic rationale and that financial and marketing viability will be assured before the proposal progresses.

10.2 The 3+1 fast track model is unique within the University's collaborative framework. Standard undergraduate degrees in China are four years' long, and the +1 element in this case provides students with accelerated entry to a Master's degree at Leeds, which replaces the final year of the Chinese programme. In effect, students register at Leeds without the normal pre-requisites required for postgraduate admission. On completion of the programme, students are awarded both a Master's degree from Leeds and an undergraduate degree from their original institution.

10.3 The 3+1 model is unusual and presents particular risks, and as such the University applies restrictions on its use. Fast track entry may impact on the institution's longer-term reputational standing, as well as other schools/faculties who have, or hope to develop, arrangements with the partner. On the basis of this, if the 3+1 model is being proposed, the following criteria (agreed at the Collaborations and Partnerships Committee, 22 November 2018) must apply:

- The partner must be a Project 985 or 211 university AND
- The subject is rated as A+, A or A- in the Chinese National Discipline Evaluation Results (last published December 2017). NB. The Collaborations and Partnerships Committee will review the 3+1 model criteria following each CNDER exercise.

10.4 It would be expected, in any case where a 3+1 proposal is initiated, that endorsement and guidance would be sought from the International Office before any paperwork is completed.

11. Renewing and Amending Collaborative Agreements

Renewing an existing agreement

11.1 Schools will be informed by the International Office or Quality Assurance Team prior to the expiry of an existing contract. Contract expiry dates will be monitored via the international partnerships database or the internal collaborative database owned by QAT. In most cases, the duration of the agreement stated in the contract will be 5 years. This applies to all categories of collaborative provision.

11.2 For low risk models, the decision to renew an agreement should be taken at school-level via the School Taught Student Education Committee with input from the International Office and Quality Assurance Team.

11.3 For high risk models, the decision to renew should be taken first by the School Taught Student Education Committee before referral to the Collaborative Programme Approval Group. Prior to this, the arrangement will be subject to a periodic review[2], undertaken by the Quality Assurance Team. The intention of the review is to ensure the efficacy and robustness of the collaboration, and to endorse the school's decision to renew. Outcomes from the review should be addressed in the rationale presented in the renewal proposal form.

11.4 In both cases, schools will be required, with colleagues in the International Office, to complete a renewal form, which will require information relating to student recruitment. The decision to continue with the agreement should be taken with reference to strategic priorities, financial merit and market prosperity. If the link has performed below expectations but the school wishes to renew, an action plan should be appended to the form, outlining how recruitment performance will be improved.

11.5 Where due diligence has been carried out by Leeds on the partner within the last 3 years, it can be waived for a renewal as long as this was undertaken for a model in the same or a higher risk category. If due diligence for higher risk models needs to be carried out as part of the renewal, this should be done in advance of completing the renewal form.

11.6 Where an agreement has lapsed, the Chair of the Collaborations and Partnerships Committee and the Quality Assurance Team will consider, on a case-by-case basis, the process for renewing or reapproving the agreement. The decision will be impacted by the length of time the agreement has been inactive and any other arrangements the University has with the partner.

11.7 The renewal process may also represent an opportunity to extend an agreement, for example, to include additional programmes (for low risk arrangements).

11.8 When an agreement has been approved for renewal, an updated contract will be drafted by the International Office and must be signed by the approved signatories.

Amending an existing agreement

[2] Further information about the periodic review process is available here.

11.9 Decisions to make minor amendments to arrangements which do not change the nature of the collaboration can be taken through the School Taught Student Education Committee and actioned at any time during the term of the legal agreement. Examples of minor amendments to a collaborative arrangement would be similar to those employed for non-collaborative provision, and would in most cases not be specific to the arrangement and therefore approved under normal STSEC procedures (for example, module withdrawals).

11.10 Scholarships, entry requirements and expected student numbers also constitute minor amendments, but should be done in consultation with the International Office. Potential impacts in terms of recruitment and resources should be considered. Changes to the contract will be drafted and shared with the partner by the International Office.

11.11 Changes to an agreement which represent a new proposal (e.g. adding another joint programme) should go through the full approval process.

Extending collaboration with an existing partner

11.12 Where Schools wish to extend a collaboration with an existing partner to include an additional agreement of a new type (e.g. the existing arrangement is an articulation but both parties want to develop a dual degree), the proposal for the new model of collaboration would need to go through the full approval process for the relevant model.

11.13 Where the proposal is to extend the existing model of collaboration (e.g. an articulation) to include another school or faculty at Leeds, the proposal would need to go through the full approval process for the school/faculty joining the agreement.

11.14 Where partner universities operate across multiple campuses, there may be a wish to extend the agreement to include students from different locations studying in the same programme. This does not represent a new agreement and is treated as an extension to the existing arrangement by adding new progression routes. This can be approved by STSEC as a minor amendment. Changes to the contract will be drafted and shared with the partner by the International Office.

12. Guidance on Reviewing Collaborative Arrangements

12.1 It is both a requirement and an expectation that all University units that offer taught provision undertake regular reviews of their portfolio, at school or faculty level. This stipulation also applies to programmes taught, assessed or administered in partnership with an external organisation.

12.2 In addition to University policy, it is usually stipulated in the legal agreement governing a collaborative partnership that the arrangement should be reviewed regularly. This clause is generally more explicit in the case of advanced arrangements.

12.3 The process for review reflects the level of risk that the arrangement presents. The University categorises progression (entry and articulation) arrangements as low-risk. Any partnership that falls into a higher category is considered high-risk as it involves a greater degree of integration and co-ordination between the two institutions.

12.4 High-risk arrangements are also subject to a periodic (usually every 5 years) review six months before the legal agreement is due to expire. The Quality Assurance Team will contact the parent school/faculty to organise the review, the conduct of which mirrors the principles of the Student Academic Experience Review (SAER) process for internal provision, but is less extensive. The intention of the External Collaborative Review (ECR) is to holistically consider the collaborative arrangement, and its management, viability and operational effectiveness, with a view to endorsing the renewal of the legal agreement. Following the review, the Quality Assurance Team construct an evaluative report that schools/faculties (and the partner organisation where relevant) will be required to respond to in the form of an action plan.

12.5 All types of collaborative arrangements should be internally reviewed as follows:

- ***Progression (entry and articulation) arrangements**:*
  Progression arrangements involve entry onto existing Leeds programmes, therefore, they do not need to be reviewed individually or separately, and they may be discussed at Annual School Review meetings. However, schools/faculties should record intake numbers for each arrangement, as this information will be required when the agreement is due for renewal. It should be noted that, as part of their role, Link Tutor(s) are required to monitor any issues that arise from progression arrangement(s), and where appropriate, seek to address these through existing mechanisms (e.g. school committee structures, programme review processes).

- ***Off-Campus, Joint Delivery and Advanced arrangements**:*
  In addition to the External Collaborative Review referenced above, schools/faculties must complete a review of medium and higher-risk arrangements through existing annual programme review processes (the template form includes an annex for collaborative provision). Programme review outcomes will be discussed at Annual School Review meetings.

12.6 If, as a result of the review process for any category of arrangement, amendments to the legal agreement are required, this should be undertaken in liaison with the International Office and the Quality Assurance Team. If the amendments are very minor and do not affect the arrangement in any significant or material way, it may be unnecessary to update the legal agreement before it reaches the point of renewal.

13. Guidance on Withdrawing Collaborative Arrangements

13.1 As with internal provision, there will be occasions when it is necessary or appropriate to end a collaborative agreement with an external partner. This may be a result or a combination of (amongst other factors), change in strategic direction, low or unreliable recruitment, portfolio change or consolidation, resource challenges, breach of the legal agreement or changes in the political or legal environment in a particular jurisdiction. A withdrawal may also be enacted at the partner's behest.

13.2 Ideally the decision to end a collaboration will be reached and mutually agreed by both partners, although it is recognised that this isn't always the case. Whoever initiates the withdrawal, planning should be undertaken in conjunction with the relevant teams including Admissions, the International Office, Quality Assurance Team and marketing and finance colleagues, so that the implications of the proposal are fully assessed. It is recommended that the International Office and the Quality Assurance Team are contacted at the earliest stage to ensure the exit process can be initiated smoothly and any reputational risk and impact in the market is minimised. It is important that withdrawal communication is properly managed to avoid any negative impact on arrangements other faculties may have with the partner or potential future links with other partners in the market.

13.3 The withdrawal of a collaborative arrangement carries greater significance compared to standard provision owing to its legal governance. To ensure that all relevant parties are consulted and that the withdrawal process accords with the legal agreement and, where relevant, the student protection plan submitted to the Office for Students, schools must complete a collaborative arrangement withdrawal form.

13.4 In the case of advanced arrangements, the standard programme withdrawal form and a withdrawal action plan should also be completed.

13.5 It should be noted that in all cases, termination of the legal agreement – and, by definition, the arrangement itself – is only official when a formal withdrawal letter is sent to the partner. This letter must be drafted by the University Legal Team in consultation with the Quality Assurance Team and International Office.

13.6 The process for approving the withdrawal of a collaborative arrangement varies according to the risk category of the provision:

- ***Progression (entry and articulation) arrangements**:*
  School/faculties must complete the template collaborative arrangement withdrawal form. The withdrawal will be approved by the School Taught Student Education Committee and reported to the Collaborations and Partnerships Committee. Following STSEC approval, the school/faculty will liaise with the Quality Assurance Team and International Office (in the case of an international partnership) in preparing the official withdrawal letter.
- ***Off-Campus, Joint Delivery and Advanced arrangements**:*
  *Schools/faculties must complete: **(1)** the standard programme withdrawal form; **(2)** the template collaborative arrangement withdrawal form, and **(3)** the withdrawal action plan. The withdrawal will be approved by the School Taught Student Education Committee and the Collaborative Programme Approval Group (the*

programme withdrawal form should also be sent to the Faculty Programme Approval Group). Once approved, the school/faculty should liaise with the Quality Assurance Team and International Office (in the case of an international partnership) in preparing the official withdrawal letter to the partner. The withdrawal will be reported to the Collaborations and Partnerships Committee.

13.7 Schools/faculties should be aware that the termination of all collaborative arrangements is subject to a notice period, the exact duration of which will be specified in the legal agreement.

13.8 It is expected that the School/Faculty, either directly or via the International Office, will engage with the partner promptly and regularly throughout the withdrawal process to ensure there is a mutual understanding of the responsibilities each side must meet and to manage reputational impact.

13.9 It should further be noted that obligations and responsibilities to the students (current or expectant) entering the University through the partnership agreement must continue to be met until the last remaining student(s) have completed the programme. Schools/faculties should therefore be aware that the exit timeframe for a collaborative arrangement may be longer than for internal provision.

Annex A: Syllabus Matching Template

Syllabus Matching A: Module/Course Unit Mapping

This table must be completed for ***each*** *programme at Leeds participating in the articulation*

Module/course unit at partner institution *Include full title, code and type (Compulsory, Optional) if known*	**Module at Leeds** *Include full module title, code and type (Compulsory, Optional)*	**Brief rationale for match** *Briefly explain how the modules relate in terms of content, learning outcomes and other measures (e.g. assessment methods)*

Syllabus Matching B: Skills Mapping

This table must be completed for ***each*** *programme at Leeds participating in the articulation*

Relevant skills, competencies and knowledge gained through provision at partner institution *e.g. knowledge of particular concepts or theories, engagement with assessment methods, programme learning outcomes or equivalent*	**Relevant skills, competencies and knowledge achieved through Leeds provision** *Explain how the skills, competencies and knowledge gained through prior learning meet the requirements for progression to Leeds (include reference to programme learning outcomes wherever possible)*	**Examples of modules/course units** *Briefly include examples of modules/course units from the partner institution that allow the skills, competencies and knowledge to be demonstrated*

Annex B: Link Tutor Role Description

In cases where the entire programme is delivered collaboratively, the Collaborative Link Tutor will often be combined with that of the Programme Leader, and the descriptor and workload allowance should be amended accordingly. The Collaborative Link Tutor descriptor, agreed with the Head of School, is required to be submitted as part of collaborative programme approval and review processes.

Role Summary

Working with the Programme Leader and the Director of Student Education you will be responsible for leading on the delivery and development of the collaborative programme and for the high quality academic experience of the students on that programme.

You will be responsible for ensuring effective liaison between the collaborative partner and the University, and will be a member of the School Taught Student Education Committee or relevant sub-committee. You will contribute to the development of the collaborative programme and the enhancement of the student academic experience.

Main responsibilities

Partner liaison and programme development

- Act as the named academic contact for oversight of the arrangements, liaising with key contacts in the University and with contacts in the partner institution.
- Lead in coordinating and hosting visits to the University of Leeds by staff from the partner institution.
- Lead in the review and enhancement of the collaborative arrangement, to ensure that the curriculum is developed and evolved in the light of quality assurance processes, and corresponds with developments and enhancements within the University.

Quality Assurance and student experience

- Monitor the recruitment, admission, progress and degree outcomes of students, and provide leadership to ensure that any issues arising from such monitoring are addressed.
- Lead in the production of an annual academic review report in accordance with the terms of the legal agreement (and to include details of curriculum changes, marketing and recruitment, student admissions/ progression/ classification, student evaluation and satisfaction).
- Working collaboratively with colleagues in Marketing and the Student Education Service, ensure the currency and accuracy of all published information, including publicity materials for prospective students.
- Ensure that any curriculum changes, or changes to the management of the arrangement, are approved by the relevant committee/s and reflected in any necessary changes to the legal agreement.
- Report to the School Taught Student Education Committee, or relevant sub-committee, at least annually and at other times as required.
- Provide leadership to ensure that student support arrangements, including induction and personal tutoring, are effective for meeting the needs of students studying under the arrangement.

Development

On appointment, your development needs to support you in undertaking the role effectively will be considered with the appointing manager and an appropriate plan will be drawn up.

You will seek regular feedback on your performance to enable your continuous professional development and personal effectiveness in the role and will support the development of others.

The Collaborative Programme Lead role is recognised in the workload model with an allowance of (xxxx).

Annex C: Financial Statement Template for Off-Campus, Joint Delivery and Advanced Arrangements

*The table should be completed by the Faculty Finance Manager and endorsed by the Faculty Executive Dean (see 2.1). If any additional information is required, please copy it into this document or include it as an attachment. Low case and high case scenarios refer to the agreed minimum and maximum student intake numbers **per cohort**.*

	Low Case Scenario					**High Case Scenario**				
	Year 1 (e.g. 19/20)	Year 2	Year 3	Year 4	Year 5	Year 1 (e.g. 19/20)	Year 2	Year 3	Year 4	Year 5
STUDENT INTAKE PER COHORT										
INCOME										
Proposed fee per student										
Total fee income										
Other sources of income (please include details)										
Insert additional lines as necessary										
TOTAL INCOME										
EXPENDITURE										
Direct Expenditure										
Staff Costs										
Non-Staff Costs (please include details)										
Insert additional lines as necessary										
Indirect Expenditure (please list categories below)										
Insert additional lines as necessary										
TOTAL EXPENDITURE										
PROJECTED SURPLUS										

Annex D: Risk Assessment Management Plan Template for Off-Campus, Joint Delivery and Advanced Arrangements

Type of Collaboration (e.g. Flying Faculty, Dual Award, Joint Award) BETWEEN Faculty/School of XXXX AND XXXX

The assessment should include all identified risks associated with the academic, financial, legal, administrative, cultural and logistical remit of the collaboration.

Description of Risk	Approach to Management/Mitigation	Risk level (low/medium/high)
e.g. Failure to recruit enough students to sustain the partnership	*Detailed market research was undertaken at the outset of discussions and has concluded there is a strong and sustainable recruitment market. The institutions have agreed an established strategy to promote the partnership to potential students that will include the production of detailed, attractive marketing material and regular visits by Leeds staff to the partner institution.*	*Low*