

# Requirements for a Centre Document for School-based collaborative provision

## 1. Introduction

- 1.1 This supplement sets out the information that should be included in a Centre Document, which is aligned to the criteria for institutional approval (see Quality Handbook Supplement (QHS) SB1).
- 1.2 For collaborations with a non-degree awarding body, example 1 should be used. For collaborations with a degree awarding body, example 2 should be used.

## 2. Example 1: collaborations with non-degree awarding bodies

- 2.1 The Centre Document includes contextual information about the institution as follows:
  - a. Brief description of the partner and its role in the community, including evidence of a shared educational philosophy with NTU.
  - b. The context that the partner is working in, for example any local legal requirements or government educational requirements.
  - c. Nature of the student body and range of courses currently offered (if any).
  - d. Strategy for the delivery of higher education courses.

### Section 1: An appropriate educational infrastructure

- 2.2 Criteria 1: The partner has an appropriate forum for planning, target setting and devising implementation strategies to enhance the quality of the learning environment and for providing adequate learning resources for the delivery of courses.
  - Details of how the partner satisfies itself that it is providing an appropriate learning environment.
  - Details of mechanisms in place to support decision-making in relation to the learning environment and learning resources.

- Details of mechanisms for quality enhancement.
- 2.3 Criteria 2: The partner has an appropriate resource base to support effective delivery of the course(s).
- a. Revenue and capital support for resources, and how this is determined.
  - b. Details of the physical accommodation for teaching and learning, break out and recreational space.
  - c. Details of the library provision, including electronic resources.
  - d. Details of the computing facilities, including equipment, software and Wi-Fi.
  - e. Availability of subject specific resource requirements.
- 2.4 Criteria 3: The partner has appropriately qualified and experienced staff.
- a. Staff details, including CVs, to include management and support staff and teaching staff.
- 2.5 Criteria 4: The partner has an appropriate staff development and research policy.
- a. Staff development policy and practice within the partner (subject specific and pedagogic).
  - b. Policy for scholarly activity, professional practice and research.
  - c. Peer observation policy.

## Section 2: An effective organisational structure

- 2.6 Criteria 1: The partner has an organisational structure which is widely and clearly understood within the institution and assigns clear executive, administrative and academic responsibilities to individuals and groups, for the delivery of NTU awards.
- a. Description of the partner's organisational structures, including an organisational diagram.
  - b. Description of the administrative and academic departments, which support the course(s).
- 2.7 Criteria 2: The organisational structure is designed to support the quality management and enhancement of its provision.
- a. Quality management governance structure.
  - b. Quality management and enhancement framework, policy and procedures.
  - c. How the partner ensures business continuity to support the quality of the provision.
- 2.8 Criteria 3: The partner locates the responsibility for course design and delivery, student admission and assessment as closely as possible to the teaching team.
- a. Strategies for course design.
  - b. Strategies for course management and development.
  - c. Arrangements for student admissions.

- d. Arrangements for the accreditation of prior learning (APL / APEL).
- e. Assessment regulations.

### **Section 3: Academic Standards**

- 2.9 Criteria 1: The partner has appropriate quality management systems in place.
- a. How course and institutional performance is monitored, evaluated and externally benchmarked.
  - b. How course quality is monitored and evaluated.
  - c. Arrangements for obtaining student feedback and how this is used to inform course development.
  - d. Arrangements for the incorporation of external critical perspectives.

### **Section 4: Quality of student learning opportunities**

- 2.10 Criteria 1: The partner has appropriate systems in place to ensure teaching, learning and assessment is to a standard comparable with the University.
- a. Higher education learning and teaching strategy.
  - b. Processes for moderation of assessment.
- 2.11 Criteria 2: The partner has adequate and effective student support, both academic and pastoral.
- a. Academic support arrangements.
  - b. Pastoral care arrangements.

## **3. Example 2: collaborations with another degree awarding body**

### **Section 1: Educational standing and PSRB requirements**

- 3.1 Criteria 1: Any applicable national or local governmental requirements and standards and/or the requirements of professional, statutory and regulatory bodies (PSRBs) are being met.

### **Section 2: An appropriate educational infrastructure**

- 3.2 Criteria 1: The partner's educational ethos and aims are compatible with those of the University.
- 3.3 Criteria 2: The partner's educational infrastructure and learning resources are sufficient to support academic standards.

**Section 3: An effective organisational structure**

- 3.4 Appropriately qualified staff have been identified by the partner to deliver and manage the course.
- 3.5 The partner has an appropriate governance framework in place for maintaining academic standards and quality, with clearly defined roles and responsibilities.

**Section 4: Quality of student learning opportunities**

- 3.6 The partner has adequate and effective student support, both academic and pastoral, including English language support where applicable.

<b>Policy owner</b>
CADQ

<b>Change history</b>			
<i>Version:</i>	<i>Approval date:</i>	<i>Implementation date:</i>	<i>Nature of significant revisions:</i>
Sept 2016	30.09.16	01.10.16	Alignment to refined institutional approval criteria
Sept 2017	12.09.17	01.10.17	No major changes
Sept 2018	12.09.18	01.10.18	None
Sept 2019	11.09.19	01.10.19	None
Sept 2020	16.09.20	01.10.20	None
Sept 2021	07.09.21	01.10.21	None

<b>Equality Analysis</b>		
<i>Version:</i>	<i>EA date:</i>	<i>Completed by:</i>
Sept 2016	07.08.16	CADQ