

Section 10A



Nottingham Trent
University

Quality Handbook

Part C: Assuring and Enhancing Quality

Section 10A: Partnerships - Requirements

Section 10A

Contents

1. Categories of Partnership	2
2. Academic Approval	3
3. Admissions	4
4. Monitoring, Review And Reporting	4
5. Changes to Partnership Arrangements.....	5
6. Academic Appeals, Academic Irregularity and Student Complaints	5

Section 10A

1. Categories of Partnership

The University has clear definitions for each category of partnership.

1.1 The University defines each category of partnership as follows:

Category	Definition
Distance delivery	<p>An existing or new University course which is wholly delivered by University staff, at either the partner or another organisation's premises.</p> <p>A proportion of the delivery may take place at the University, however the majority of teaching is off site. This includes research degrees delivered and supervised at a distance.</p>
Articulation	<p>An articulation arrangement facilitates entry for students from another institution into a University course beyond the start of that course. For example, a 2 + 1 arrangement whereby a student completes two years at another institution, and then attends the University for one year and receives an NTU award.</p> <p>Advanced standing is granted to individual students OR cohorts completing a period of study on a named course at a named partner. Articulation agreements do not guarantee that a student who applies to study at NTU will be accepted onto the course (unless it is a condition of the agreement), and additional entry requirements may need to be met.</p> <p>This category is different to the procedure whereby advanced standing can be gained by individuals through Accredited Prior Learning (APL) or Accredited Prior Experiential Learning (APEL).</p>
Foundation degree progression	<p>All foundation degrees must have an articulated progression route from a named foundation degree award to a named bachelor's degree. Progression is not guaranteed. Progression should generally be to level 6, although this is also not guaranteed.</p> <p>Foundation degree progression is granted to regular cohorts of students.</p> <p>This category is different to the procedure whereby advanced standing can be gained by individuals through APL or APEL.</p>
Nottingham Trent International College progression	<p>Nottingham Trent International College (NTIC) delivers courses to prepare students for transition to courses at NTU.</p> <p>Successful completion of an NTIC course guarantees progression to an NTU course through established progression routes (subject to progression requirements being met).</p> <p>These include: Foundation Certificates progressing to the start of an undergraduate course at NTU; International Year One courses</p>

Section 10A

	progressing to level 5 at NTU; and Pre-Master's courses progressing to the start of a master's course at NTU.
Progression agreements	Progression agreements facilitate entry of students to the start of a course. Progression agreements are primarily a recruitment tool. They require business approval but do not require academic approval as standard course entry requirements need to be met. For more information on progression agreements, please speak to NTU Global for international agreements and CADQ for UK-based agreements.
Delivery under Pearson licence	Nottingham Trent University deliver, award, assess and quality assure Higher National* qualifications under the Intellectual Property Licence agreement with Pearson Education Ltd. This means NTU is granted permission to use the title and intellectual property from certain Pearson BTEC Higher National qualifications in order to provide its own Higher National qualifications. *Higher National is a registered trademark of Pearson Education Ltd.

2. Academic Approval

Academic approval takes place separately from, and only after, due diligence and business evaluation has been completed.

- 2.1 Partnership arrangements do not require separate institutional approval of the partner.
- 2.2 Partnership arrangements are subject to approval processes which are proportionate to the level of risk involved.
- 2.3 The Academic Partnerships Sub-Committee (AcaPSC) maintains oversight of the academic approval of all partnership arrangements, on behalf of the Academic Standards and Quality Committee (ASQC).
- 2.4 Progression agreements in partnership with Nottingham Trent International College (NTIC) are subject to the provisions of Quality Handbook Supplement (QHS) PS4 and are overseen by the Joint Academic Advisory Board (JAAB).
- 2.5 All courses delivered under licence with Pearson must be approved through NTU and Pearson approval mechanisms.
- 2.6 The Mansfield Standards and Quality Sub-Committee (MSQSC) maintains oversight of the completion of the regulatory requirements stipulated by Pearson licencing agreement.
- 2.7 Where a new course is being proposed as part of a partnership arrangement, approval takes place through the University's course design and approval process, as set out in Quality Handbook (QH) Section 5.
- 2.8 Approval of a partnership arrangement may result in conditions (which have to be met before delivery commences), recommendations and commendations. Approval is subject to the standard requirements being fulfilled.

Section 10A

- 2.9 A progression agreement between the University and another institution to facilitate student entry to the start of a course (other than foundation degree and NTIC progression, see above) is not subject to separate academic approval. Business evaluation of progression agreements is required and is undertaken by NTU Global.

Further information

- QHS PS1-4 outline the requirements for academic approval of each category of partnership.
- 2.10 Partnership arrangements are initially approved for a period of three years, and a review takes place before approval is renewed.
- 2.11 Following satisfactory review, arrangements are re-approved for a maximum fixed period of five years.

3. Admissions

Ultimately, all decisions on the admission of students rest with the University.

- 3.1 University Schools normally take operational responsibility for admission and recruitment to courses delivered through a partnership arrangement (including making formal offers to students) according to specified criteria. In some cases, operational responsibility may be undertaken jointly with the partner.
- 3.2 In cases of disagreement between the University and its partners, or if concerns about partner processes are revealed through monitoring or review, the University retains the right to take full operational responsibility for, and to make final decisions on admissions.

4. Monitoring, Review And Reporting

Partnership provision is subject to on-going monitoring to ensure that the course operates satisfactorily between reviews, that academic standards and quality are maintained and that enhancements are made as appropriate.

- 4.1 Partnership arrangements for taught courses are subject to the University's standard annual course monitoring and reporting processes as set out in QH Section 6.
- 4.2 Partnership arrangements for research degrees are subject to the University's research degrees monitoring and reporting processes as set out in QH Section 11.
- 4.3 Monitoring of the ongoing health and currency of a course, including those delivered through a partnership arrangement, is primarily the responsibility of the course committee.

Section 10A

**Taught courses are subject to periodic review once every three years.
Partnership arrangements are reviewed as part of this process.**

- 4.4 Partnership arrangements are not subject to separate review processes, instead they are considered as part of the periodic review of the course, as set out in QHS 6B.
- 4.5 School Academic Standards Quality Committees (SASQCs) agree a schedule for Periodic Course Reviews such that each course is reviewed every three years. Where there is a partnership arrangement, the Periodic Course Review should be aligned to, and take place prior to, the end of the approval period.
- 4.6 Periodic School Review (PSR) will assess the effectiveness of the School's management of partnership arrangements as part of the PSR framework.

Research degree partnerships are reviewed by University Research Degrees Committee (URDC) on behalf of University Research Committee (URC).

5. Changes to Partnership Arrangements

Changes to approved partnership arrangements may be proposed at any time in the academic year.

- 5.1 The University's standard processes for changes to courses apply where a change to the University course is being proposed (QHS 5B).
- 5.2 Changes to partnership arrangements are approved by SASQC, and are notified to the AcaPSC.
- 5.3 Changes to NTIC progression arrangements are approved by SASQC, and notified to the JAAB.
- 5.4 Where a change to a NTU course impacts upon a partnership arrangement, the partner must be informed at the earliest opportunity.
- 5.5 Where a partner makes a change to a course that forms part of a partnership arrangement, the University must be informed at the earliest opportunity. In such cases, SASQC should take appropriate action.

6. Academic Appeals, Academic Irregularity and Student Complaints

Section 10A

- 6.1 Students on courses that involve a partnership arrangement are registered as University students, and are therefore subject to the standard academic appeals, academic integrity and student complaints procedures as set out in QH Section 17.

Section 10A

Policy owner
CADQ

Change history			
<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	Shift of some policy to NTU QH Section 10
Sept 2017	12.09.17	01.10.17	Inclusion of progression agreements in partnership with NTIC
Sept 2018	12.09.18	01.10.18	Minor updates to NTIC progression requirements.
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	Minor updates to the definition of Articulation and Foundation degree progression categories of partnership for clarity. Definition of progression agreements also updated for clarity.
Sept 2022	22.09.22	01.10.22	None
Sept 2023	14.09.23	01.10.23	Clarification of articulation agreements and progression agreements.
Sept 2024	19.09.24	01.10.24	Delivery under Pearson licence added as a partnership. SCITT removed as a Partnership Category

Equality Impact Analysis		
<i>Version:</i>	<i>EA date:</i>	<i>Completed by:</i>
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