

**UNIVERSITY OF KENT  
CODE OF PRACTICE FOR QUALITY ASSURANCE  
OF TAUGHT COURSES OF STUDY**

**Annex O: Approval and Quality Assurance Procedures for  
Collaborative Partnerships –  
Part 1 Development of New Partnerships**

**1. Introduction**

- 1.1 This annex of the Code of Practice outlines the University's requirements for the development of new partnerships. The annex makes reference to relevant sections of the University's Regulatory Framework. Validated Institutions and Partner Colleges are also subject to the relevant procedures set out in Annex L<sup>1</sup> of the Code of Practice.
- 1.2 N.B. Where the text states 'School' this should be understood to refer to 'School' or 'Department' at the sub-divisional level, as appropriate.

**2. Policy on the Development of New Partnerships**

The University enters into partnerships that are conducive to meeting its strategic objectives and the fulfilment of its mission, particularly in the areas of widening participation and internationalisation. Partnerships, which allow for the provision of a higher education experience for a wide diversity of students, present opportunities for the University to serve as an intellectual and cultural focus for the region, for supporting national and regional economic success, and for building on existing close ties within Europe and in the wider international arena.

**3. Definitions of Collaborative Partnerships**

- 3.1. The QAA UK Quality Code Advice and Guidance section on partnerships defines a partnership as "An arrangement between two or more organisations to deliver aspects of teaching, learning, assessment and student support. It refers to collaborative arrangements involving students and/or awards which include those involving guaranteed progression and sharing of services. Partnership arrangements may apply to the delivery of whole courses of study or to elements of courses, individual modules, or self-contained components of study. Alternative sites and contexts for learning or assessment, or specialist support, resources or facilities for learning, may be provided, for example, by organisations offering work-based or placement learning opportunities, or employers supporting employees on higher education courses where the workplace is used as a learning environment. They may operate either within the UK or transnationally and include, for

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<sup>1</sup> <https://www.kent.ac.uk/teaching/qa/codes/taught/documents/copt2020-annexl-qa-collaboration.pdf>

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example, different modes of delivery such as online, validation arrangements, franchised courses, branch campuses, multiple awards, apprenticeships<sup>2</sup>.

- 3.2. Collaborative partnerships are partnerships where the achievement of learning outcomes for the module or course are dependent on the arrangements made between the organisations. The following partnerships are collaborative partnerships which the University has experience engaging in:
- 3.2.1. **Validated institutions:** an institution which has received approval from the University of Kent to offer courses devised, delivered and assessed by the validated institution but approved by the University for University of Kent credit and academic award. The University delegates a number of responsibilities to the validated institutions, including the arrangements for admissions, teaching, assessment, learning resources and other services. The students are not registered with the University of Kent. The University is responsible for the standards of awards and quality assurance of the University approved courses at the validated Institution.
- 3.2.2. **Partner colleges:** an arrangement with a local Further Education College. There are three models within the partner college typology: franchised model, validated-plus model, validated model (Appendix A: Summary of Typology of Partnerships and Related Approval Processes). For all models, the partner college offers courses devised, delivered and assessed by the partner college but approved by the University for University of Kent credit and academic award. The University is responsible for the standards of awards and quality assurance of the University approved courses at the partner college. The University delegates a number of responsibilities to partner colleges, including the arrangements for admissions, teaching, assessment, learning resources and other services.
- 3.2.3. **Dual awards:** a single or multi-partner course involving the separate certification of students by the University and the partner(s);
- 3.2.4. **Joint awards:** a joint course where a single certificate is issued bearing the insignia of the University and the partner(s).
- 3.2.5. **Articulation arrangements:** a formal agreement whereby a qualification and/or credits from a course undertaken at an approved partner institution is recognised as giving advanced standing for entry to a University of Kent course. The agreement is made for a cohort.
- 3.2.6. **Linked awards:** a course delivered through an articulation arrangement with a partner, which is granted separate certification by the University and subsequently the partner. Unlike dual awards, other than the mapping of equivalence of learning, the two awards are not integrated and the existing University award involved is not amended to suit the arrangement.

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<sup>2</sup> <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/partnerships> (last accessed August 2020)

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- 3.2.7. **Course delivery support partner:** an arrangement where a partner supports the delivery of a University of Kent course/module normally by delivering a module(s) or part of a module(s). Such support may also take the form of input from the partner into the design of the module(s) and/or the use of the partner's premises/resources.
- 3.2.8. **Standalone module delivery provider:** an arrangement where a partner, which has demonstrated adherence to the appropriate quality requirements and academic standards, delivers a module(s) in its entirety, which is not part of a course, for the award of University credit.
- 3.2.9. **Course delivery provider:** an arrangement where a partner is approved to host the delivery of a Kent devised and approved course leading to a University award and/or the award of Kent credit. The course delivery provider provides facilities and tutoring, but has limited or closely supervised engagement with assessment
- 3.2.10. **Co-supervision of research degrees:** an arrangement where students studying on research courses are given supervision by the University and a partner and the arrangement leads to dual awards i.e. candidates will receive the appropriate degree certificate from each institution.
- 3.2.11. **Joint research awards:** an arrangement where the University works in collaboration with a partner to offer students one single research award. Students complete one academic course, and will receive one degree certificate which shows the award is given jointly by the University and the partner.
- 3.3. For a full description of the types of partnerships operated by the University, see Appendix A: Summary of Typology of Partnerships and Related Approval Processes<sup>3</sup>.

#### **4. Partnership Types and Institutional Approval Requirements**

- 4.1. Collaborative partnerships require a process of institutional approval by the University.
- 4.2. In addition to the collaborative partnerships outlined above, the institutional approval element of these procedures also extends to other forms of partnerships, which, are international partnerships but not traditionally defined as collaborative partnerships. Such arrangements include:
- Non-Erasmus<sup>4</sup> European and international student exchanges

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<sup>3</sup> <https://www.kent.ac.uk/teaching/qa/codes/taught/documents/copt2020-annexo-appendixa-typology-partnerships-approval-procedures.pdf>

<sup>4</sup> The Erasmus programme is an exchange programme which allows for students to study at universities in the EU member states for set periods of time. The European Credit Transfer System means that academic credits earned while abroad count towards student's UK qualification.

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- Study Abroad
- Progression arrangements from overseas institutions (Non-Erasmus related) not involving admission with advance standing
- Formal overseas staff exchanges (Non-Erasmus)

4.3. The following partnerships are exempt from institutional approval:

- Placements – year in industry, year abroad in industry, work placements
- Erasmus work placements
- Progression arrangements from UK institutions not involving admission with advance standing
- Erasmus exchange partnership (staff and student)
- Arrangements for external research students and research courses containing an element of study with an external party (e.g. joint research initiatives involving a period of study for Kent registered students at another institution such as split PhDs or a period of PGR study away from the University)
- Unfunded research collaborations

4.4. For a full description of the approval processes for the different types of partnerships operated by the University, see Appendix A: Summary of Typology of Partnerships and Related Approval Processes<sup>5</sup>.

## **5. New Partnerships and Alignment with the University Strategic Mission**

- 5.1. The University is prepared to consider proposals for new collaborative partnerships where it can be demonstrated that such links are relevant to the University's strategic direction and policies. It is expected that, in making an institutional approval submission for outline permission to develop the partnership, Divisions will present an assessment of the strategic benefits of the proposal.
- 5.2. For both domestic and international partnerships the partnership proposal should demonstrate sufficient student numbers which will provide financial viability.
- 5.3. For domestic collaborative partnerships, normally at least two of the criteria below should be met:
- a) The partner is within the University's geographical region;
  - b) The course is in a subject area in which the University itself has mainstream activity;
  - c) The University has existing links with the partner.

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<sup>5</sup> <https://www.kent.ac.uk/teaching/qa/codes/taught/documents/copt2020-annexo-appendixa-typology-partnerships-approval-procedures.pdf>

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5.4. For international partnerships, the proposal should posit a demonstrable contribution to meeting the aims and objectives of the University's Internationalisation Strategy.

**6. General Principles in the Development and Approval of Collaborative Partnerships**

6.1. New partnerships should be subject to a two-stage approval process:

- a) initial institutional approval
- b) approval of the specific proposal (e.g. a validated course or an articulation arrangement) as per the existing approval procedures relevant to that proposal.

6.2. It should be noted that, as outlined in 6.1, institutional approval is the approval for an organisation to be a partner of the University in principle only, based on the partner's standing and strategic benefit to the University. Institutional approval does not give approval to the activity proposed with the partner. There are further processes of approval for the specific proposals.

6.3. Existing partners wishing to add an additional specific proposal (e.g. a validated partner wishing to add an additional course or an articulation partner wishing to add a new articulation route) to the existing partnership should be subject to the approval procedures relevant to the specific proposal.

6.4. Partnerships should be of strategic benefit and not present undue risk to the good standing of the University.

6.5. The University should ensure it has sufficient resources to fulfil its own obligations including having the knowledge, experience and intellectual capital to underwrite the relevant qualifications.

6.6. Partnerships should only be entered into with other organisations or bodies that possess:

- the legal standing to contract with the University;
- the capacity to deliver courses or elements thereof to appropriate academic standards;
- the administrative capacity to implement a quality assurance system consistent with the requirements of the University's Code of Practice for Quality Assurance;
- the financial standing to sustain the collaboration;
- adequate facilities, resources and infrastructure to support students as required by the nature of the partnership.

6.7. Courses delivered within collaborative partnerships should be equivalent in quality and standards to comparable awards delivered solely by the

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University, and must be compatible with any QAA or other relevant benchmark information.

- 6.8. Partners should be able to meet threshold standards in student learning, support and experiences.
- 6.9. Partnerships should be financially viable and feasible, and be fully costed and priced accordingly.
- 6.10. Partnerships should not be over-reliant on an individual member of staff, neither within the University of Kent nor at the other organisation or body.
- 6.11. Partnerships should not be discriminatory (i.e. they should be compliant with UK legislative requirements including the Equality Act 2010, Human Rights Act); nor should they be otherwise ethically undesirable.
- 6.12. Partnerships will be subject to a formal written agreement between the parties.
- 6.13. Partnerships, their courses and curricula, will be subject to the terms of the University's regulatory framework and Code of Practice for Quality Assurance except where, for the operation of courses leading to joint or dual awards the University agrees a bespoke conjoint regulatory framework with the partner provider.
- 6.14. Partnerships will be time-limited, subject to review and renewal on a regular basis.
- 6.15. The University cannot assign its responsibilities for the security of the quality and standards of its awards and academic credit to any partner provider.

## **7. Procedures for Approval**

- 7.1. Section 4 of this document details the types of new partnerships which are subject to or exempt from institutional approval. Appendix A: Summary of Typology of Partnerships and Related Approval Processes<sup>6</sup> also gives a full description of the different types of partnerships operated by the University and their approval processes.
- 7.2. Where a partnership is subject to the process of institutional approval, the approval of the partner includes the following stages:

For UK Partnerships:

- Completion of a process of risk assessments and due diligence checks by the Quality Assurance and Compliance Office (QACO);
- Recommendation for approval from QACO to the University's Academic Strategy, Planning and Performance Board;

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<sup>6</sup> <https://www.kent.ac.uk/teaching/qa/codes/taught/documents/copt2020-annexo-appendixa-typology-partnerships-approval-procedures.pdf>

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- Review of the documentation by the University's Academic Strategy, Planning and Performance Board;
- Recommendation for final approval from the University's Academic Strategy, Planning and Performance Board to Senate;
- If the partner is deemed to be of high risk, the proposal should be flagged as such by the University's Academic Strategy, Planning and Performance Board to Senate;
- Executive level sign-off of appropriate Agreement.

For International Partnerships:

- Completion of a process of risk assessments and due diligence checks by the International Partnerships Approval Panel, in consultation with QACO for oversight, advice and guidance;
- Recommendation for approval from the International Partnerships Approval Panel to the University's Academic Strategy, Planning and Performance Board;
- Review of the documentation by the University's Academic Strategy, Planning and Performance Board;
- Recommendation for final approval from the University's Academic Strategy, Planning and Performance Board to Senate;
- If the partner is deemed to be of high risk, the proposal should be flagged as such by the University's Academic Strategy, Planning and Performance Board to Senate;
- Executive level sign-off of appropriate Agreement.

## **8. Documentation for Institutional Approval**

8.1. The documentation required for completion of the institutional approval process is as follows:

a) Statement of Strategic Benefit

The proposing Division completes a Statement of Strategic Benefit as per the guidance using template Appendix B: Statement of Strategic Benefit. The Statement of Strategic Benefit must be signed by the Director of Division before it is submitted. The document is submitted to QACO for UK collaborative partners or the International Partnerships Office for international partners.

See Appendix A: Summary of Typology of Partnerships and Related Approval Processes to determine if the partnership is collaborative.

b) Due Diligence Checklist

QACO or International Partnerships Approval Panel undertakes an investigation of the potential partner as per the requirements of the Due

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Diligence Checklist, the requirements of which are set by QACO (see Appendix C: Due Diligence Checklist<sup>7</sup>).

c) Risk Assessment Document

I. Academic Risk Assessment

QACO or International Partnerships Approval Panel assesses the degree of risk involved in the potential collaboration against the criteria set out in the Academic Risk Assessment document (see Appendix Di: Academic Risk Assessment<sup>8</sup>). The Academic Risk Assessment will be used to determine if a partnership is deemed high risk.

Should a partnership score 30 or above on the risk score, the partnership will be deemed high risk. If the proposed partnership is deemed to be of high risk the University's Academic Strategy, Planning and Performance Board will highlight this exceptional degree of risk in their recommendation to Senate. The recommendation of the Academic Strategy, Planning and Performance Board may include such conditions or steps to be taken in mitigation to the risk as appropriate. Senate will consider the proposal in detail and, should it be so minded, recommend the proposal to Council for approval. Senate/Council may also impose further conditions or mitigation to the risk, as considered necessary.

Responsibility and authority for approving proposed new partnerships deemed to be of high risk rests exclusively with Council.

II. Country Risk Assessment (for international partnerships only)

The International Partnerships Office assesses the degree of risk involved in the host country for partnerships within a Country Risk Assessment document (see Appendix Dii: Country Risk Assessment<sup>9</sup>). The Country Risk Assessment must form part of every international partnership proposal submitted for institutional approval. The International Partnerships Office will gradually build up a library of Country Risk Assessments which can be used as appropriate.

Should a country score 12 or above on the risk score, the country will be deemed high risk. If the proposed country is deemed to be of high risk the University's Academic Strategy, Planning and

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<sup>7</sup> <https://www.kent.ac.uk/teaching/qa/codes/taught/documents/copt2020-annexo-appendixc-due-diligence-checklist.docx>

<sup>8</sup> <https://www.kent.ac.uk/teaching/qa/codes/taught/documents/copt2020-annexo-appendixdi-academic-risk-assessment-v2.docx>

<sup>9</sup> <https://www.kent.ac.uk/teaching/qa/codes/taught/documents/copt2020-annexo-appendixdii-country-risk-assessment.docx>



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Performance Board will highlight this exceptional degree of risk in their recommendation to the Senate. The recommendation of the Academic Strategy, Planning and Performance Board may include such conditions or steps to be taken in mitigation to the risk as appropriate. Senate will consider the proposal in detail and, should it be so minded, recommend the proposal to Council for approval. Senate/Council may also impose further conditions or mitigation to the risk, as considered necessary.

Responsibility and authority for approving proposed new countries deemed to be of high risk rests exclusively with Council.

The existing Country Risk Assessments will be reviewed on the following basis:

- As part of procedure for the approval of a new partner before formal submission of proposal for institutional approval.
- Before the signature of the related agreement should the original completion of the Country Risk Assessment have taken place more than four months beforehand.
- Following institutional approval and related agreement sign-off:
  - On an annual basis (should the risk assessment not have been reviewed within the last twelve months as part of a new partnership proposal)
  - As and when required (i.e. following major incident) – instigated by the International Partnerships Office or other relevant stakeholder in consultation with the IPO.

8.2. Both of the risk assessments must be signed by the Director of Division before they are submitted for the approval of the partnership.

8.3. When all of the preliminary approval documents above have been completed the documents will be submitted with an Executive Summary to the Academic Strategy, Planning and Performance Board. For UK partnerships, the submission will be the responsibility of QACO. For international partnerships, the submission will be the responsibility of the International Partnerships Approval Panel, in consultation with QACO.

8.4. Academic Strategy, Planning and Performance Board's decision on whether or not to approve the partner in principle and allow it to proceed to the next stage will be reported to QACO, the International Partnerships Approval Panel and to the proposing academic or School by the Secretary of Academic Strategy, Planning and Performance Board.

## **9. Risk and Due Diligence**

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- 9.1. The University distinguishes between different types of partnership and adopts a proportionate and risk-based approach to establishing different types of partnerships.
- 9.2. This approach is demonstrated in the University's use of the Academic Risk Assessment and Country Risk Assessment as an assessment of the risks involved in individual partnerships. This creates individual scores regarding the specifics of an individual partnership, which, when aggregated, can lead to the identification of individual high risk partnerships and subsequently to a careful consideration of these types of partnerships by the Academic Strategy, Planning and Performance Board, and, if necessary, Senate and Council (see Section 8.1c).
- 9.3. The University has also determined that different models of partnerships have low, medium or high risk levels at the approval stage, and that this is largely dependent upon the extent of the partner's contribution to the academic award. This is therefore tightly linked to the type of partnership engaged in:

Low Risk Types of Partnerships	Medium Risk Types of Partnerships	High Risk Types of Partnerships
Articulation arrangements	Co-supervision of research degrees	Validated institutions
Linked awards	Joint research awards	Partner colleges
Student exchanges	Course delivery support partner	Joint awards
Study Abroad		Dual awards
Progression Arrangements		Course delivery provider
		Standalone module delivery provider

- 9.4. On this basis, those types of partnerships identified as low or medium risk can be subject to a lighter touch due diligence, whereas those identified as high risk are subject to a more robust level of due diligence. Working in this way permits an agile response to developing low-risk partnerships.
- 9.5. The process of due diligence is managed by QACO, in close liaison with the International Partnerships Approval Panel as relevant to the proposal, and in consultation with the proposing Division. The full Due Diligence enquiries for each type and/or location of partnership can be found in Appendix C: Due

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Diligence Checklist<sup>10</sup>, but they can be as summarised as follows for low, medium and high risk partnerships (as noted in the table in 9.3):

	<b>Low Risk</b>	<b>Medium Risk</b>	<b>High Risk</b>
Background and History of partner	✓	✓	✓
Copy of Mission statement/ Strategic Plan	✓	✓	✓
Copy of Prospectus (education provider only).	✓	✓	✓
Legal Status	✓	✓	✓
The location of the partner for Data Protection purposes	✓	✓	✓
Examination of Accounts			✓
Copy of partner insurance cover – Public Liability (only where students studying at partner’s premises)	✓	✓	✓
Copy of partner insurance cover –Professional Indemnity		✓	✓
Accreditation or recognised status of the proposed partner	✓	✓	✓
Confirm if the award(s) given will be recognised in the country they are delivered in. (international only)			✓
Confirm the information that will be required on the award certificate. (international only)			✓
Description of the quality assurance arrangements in place at the partner.	✓	✓	✓
Copy of partner’s anti-bribery	✓	✓	✓

<sup>10</sup> <https://www.kent.ac.uk/teaching/qa/codes/taught/documents/copt2020-annexo-appendixc-due-diligence-checklist.docx>

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policy or similar.			
Copy of partner's Equality and Diversity policy or similar.	✓	✓	✓
A statement from the partner regarding slavery and human trafficking	✓	✓	✓
Named academic and administrative contact for partner.	✓	✓	✓
Online search for negative reputational results.	✓	✓	✓
Online search for details of any business/ethical interests/links the partner has.	✓	✓	✓
Online search for details of current/past collaborations with UK HEIs	✓	✓	✓
References from current/past UK HEI partners			✓
Copy of partner's institutional regulations/procedures relevant to collaboration		✓	✓
Confirm that the partner has appropriate administrative posts to deal with admissions/registration/student records.		✓	✓
Details of the student representative and evaluation policies in place at the partner.			✓
Copy of the partner's student complaints procedure.			✓
CVs of proposed teaching staff		✓	✓
Confirm that the partner owns the premises they intend to deliver from.		✓ except public universities	✓ except public universities
<u>Additional Questions</u>			

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Only where students undertaking a Kent award will study at a partner's premises:			
Confirm the partner has adequate physical and learning resources.	✓	✓	✓
Details of the student support services in place at the partner.	✓	✓	✓
Copy of partner's Health and Safety Policy or equivalent.	✓	✓	✓
Only UK partners:			
Confirm the Data Protection Registration Number of the partner	✓	✓	✓
Confirm whether the partner holds a Home Office Tier 4 Licence.	✓	✓	✓
A copy of the partner's PREVENT policy or similar.	✓	✓	✓
Only where the collaboration involves a Dual/Joint Award:			
Confirm that the partner has the authority/legal right to grant joint/dual awards.	✓	✓	✓
Only international partners:			
Evidence of the standing of the partner based on advice from the British Council, NARIC etc.	✓	✓	✓
Details of the Higher Education structures within the jurisdiction where the partner operates.	✓	✓	✓
Details of the political, ethical and cultural context under which the partner operates.	✓	✓	✓
Details of any required accreditation/recognition/government approval for the partner or the University to deliver the proposed activity within the jurisdiction.		✓	✓

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Details of any statutory financial obligations			✓
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**10. Post-Institutional Approval**

- 10.1. The proposal for the specific collaborative proposal will also be allowed to proceed for approval as per the relevant procedures (see Appendix A: Summary of Typology of Partnerships and Related Approval Processes and Sections 16-23 of this document).
- 10.2. Where a new partner will be teaching or contributing to a new Kent course the institutional approval documents (Due Diligence Checklist and Risk Assessments) relating to a new partner will also be provided by QACO directly to the relevant Division to include in the approval documentation for the specific collaborative course.

**11. Memoranda of Understanding/Letter of Intent**

- 11.1. Following the receipt of institutional approval for non-collaborative international partnerships to proceed, the International Partnerships Office will take forward the arrangements for securing the appropriate Agreement for new international or European student exchanges or Memoranda of Understanding.
- 11.2. Agreement on behalf of the University or any of its Divisions to enter into a partnership may only be undertaken by the Vice Chancellor or their nominee (normally a member of the Executive Group). The full details of the authorised signatories within the University for the various types of partnership agreements are set out in the Authorised Signatories of Agreements Policy (see Appendix E: Authorised Signatories Policy<sup>11</sup>).
- 11.3. No partnership may commence prior to the signing by all parties of an appropriate formal written agreement.
- 11.4. The development and provision of appropriate forms of partnership agreement remain the responsibility of the Director of Governance and Assurance (Secretary to Council). Normally, only those agreements (including Memoranda of Understanding) or other relevant legal contracts recognised by the Director of Governance and Assurance (Secretary to Council) or the standard legal agreement templates provided by QACO will be recognised as authorised by the University.
- 11.5. If the proposing Division believes that, prior to the completion of the institutional approval stage, it would be appropriate to provide some assurance of the University's intent with regard to developing the partnership, the academic or School may request to send a letter of

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<sup>11</sup> <https://www.kent.ac.uk/teaching/qa/codes/taught/documents/copt2020-annexo-appendix-authorised-signatories-agreements-policy.pdf>

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intent (see Appendix F: Letter of Intent Template<sup>12</sup>) to their counterpart, outlining the intention of Kent to further investigate the potential collaboration.

- 11.6. Memoranda of Understanding may be signed following the completion of the institutional approval process only.
- 11.7. Other than the preliminary Memoranda of Understanding, however, no other agreement will be entered into without the proposal first satisfying the relevant specific proposal approval procedures in full (e.g. completion of the approval procedure for a validated course or an articulation arrangement).
- 11.8. Copies of signed international student exchanges or memoranda of understanding will be held by International Partnerships Office.
- 11.9. A report noting the memoranda signed will be circulated on a termly basis to the Education and Academic Standards Committee (EASC) and the Academic Strategy, Planning and Performance Board.

## **12. Specific Collaborative Proposal Approval**

The approval procedures for specific collaborative proposals vary. Schools will be guided through the processes of approval by QACO. Appendix A: Summary of Typology of Partnerships and Related Approval Processes<sup>13</sup> also summarises the approval processes for collaborative partnerships and other partnerships within the University.

## **13. Approval of Collaborative Partnerships with Collaborative Courses/Modules**

Many collaborative proposals include the proposal for a collaborative course/module. The approval of collaborative courses/modules leading to University credit/awards will be subject to the procedures specified in the relevant annex of the University's Code of Practice.

## **14. Variation to the Module Specification Template**

- 14.1. Modules may be approved in an alternative format than the template provided as part of Annex B<sup>14</sup> of the Code of Practice where such modules:
  - form part of course leading to a joint award; or

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<sup>12</sup> <https://www.kent.ac.uk/teaching/qa/codes/taught/documents/copt2020-annexo-appendixf-letter-of-%20intent.docx>

<sup>13</sup> <https://www.kent.ac.uk/teaching/qa/codes/taught/documents/copt2020-annexo-appendixa-typology-partnerships-approval-procedures.pdf>

<sup>14</sup> <https://www.kent.ac.uk/teaching/qa/codes/taught/documents/copt2020-annexb-mod-spec-cover-sheet-template-guidance.docx>

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- where devised and delivered by a partner institution as part of a course leading to a dual award.

14.2. Such alternative templates for modules will normally be expected to be consistent with the key requirements of the University's template.

**15. Courses Taught and/or Assessed in a Language other than English<sup>15</sup>**

15.1. The language of instruction and/or assessment, where it is not English, must be specified in the approved Course Specification. When entering into this type of arrangement careful consideration should be given to potential costs and risks to the University, the proposed partner and its students.

15.2. Where courses are taught and/or assessed in a language other than English the University must assure itself that the quality of the course and the learning experience is comparable to courses taught/assessed in English.

15.3. Where courses leading to University of Kent awards are taught and/or assessed in a language other than English the following expectations must be observed:

- if the course is delivered through a collaborative partnership the Memorandum of Agreement must include details of the institution's own quality management system which will assure compliance with the University's regulations, policies and procedures;
- students must possess and demonstrate appropriate language skills on entry to the course, and possibly on a continuing basis, if more than one language is used for delivery, or if the language of delivery is different from the language of assessment;
- Students should be neither advantaged nor disadvantaged by the use of translation of assessed work;
- Students should have access to mock examination papers and model answers in the language of assessment;
- Students should have access to feedback on their written work in the language of instruction and/or assessment;
- Students should have access to personal academic support and advice in the language of instruction and/or assessment;
- There should be a continuing availability of internal examiners and moderators who are able to work within the relevant language(s) concerned and are fully trained to perform their role effectively. Internal examiners for postgraduate research candidates should not normally have supervised the candidate during their registration period;

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<sup>15</sup> Except for such courses relating to the study of a foreign language



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- There should be sufficient availability of external examiners who are both fluent in the language(s) of assessment concerned and fully trained to perform their role effectively, in the context of the UK academic infrastructure, to support the continuing course;
- Board of Examiners meetings must be conducted in accordance with Annex J<sup>16</sup>: *Meetings of Boards of Examiners*;
- The progression and examination of postgraduate research students must be conducted in accordance with Annex K<sup>17</sup>: *Progression and Examination* of the University's Code of Practice for the Quality Assurance of Research Courses of Study;
- Academic and administrative staff at the partner must have sufficiently high levels of English proficiency if they are to liaise effectively with the awarding institution;
- The Certificate and/or transcript (normally both)<sup>18</sup> must record (a) the principal language of instruction, and (b) the language of assessment (where either are not English)<sup>19</sup>.

**16. Approval of Courses and Modules delivered by Validated Institutions and Partner Colleges**

16.1. The approval procedures of taught courses and modules delivered by validated institutions and partner colleges is detailed in Annex L<sup>20</sup>: *Quality Assurance Procedures for Courses at Validated Institutions and Partner Colleges Leading to University Awards*.

16.2. The approval procedures of research courses delivered by validated institutions is detailed in Annex B<sup>21</sup>: *Approval and Withdrawal of Research Courses*.

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<sup>16</sup> <https://www.kent.ac.uk/teaching/qa/codes/taught/documents/copt2020-annexJ-boards-of-examiners.pdf>

<sup>17</sup> <https://www.kent.ac.uk/teaching/qa/codes/research/documents/copr2020-annexk-external-internal-examiners-v2.pdf>

<sup>18</sup> Where this information is recorded on the transcript only, the certificate should refer to the existence of the transcript

<sup>19</sup> Except for awards for courses or their elements relating to the study of a foreign language where the principal language of assessment is also the language of study.

<sup>20</sup> <https://www.kent.ac.uk/teaching/qa/codes/taught/documents/copt2020-annexl-qa-collaboration.pdf>

<sup>21</sup> <https://www.kent.ac.uk/teaching/qa/codes/taught/documents/copt2020-annexb-modules-v2.pdf>

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**17. Approval of Courses and Modules leading to Dual or Joint Awards**

17.1. The approval procedures of courses delivered by dual/joint award partners is detailed in Annex C<sup>22</sup>: *Approval and Withdrawal of Taught Courses of Study*.

17.2. The approval procedures of modules delivered by dual/joint award partners is detailed in Annex B<sup>23</sup>: *Approval and Withdrawal of Modules*.

**18. Approval of Courses/Modules delivered with Course Delivery Support Partners**

18.1. Course delivery support partners are partners who support the delivery of a University of Kent course/module normally by delivering a module(s) or part of a module(s). Such support may also take the form of input from the partner into the design of the module(s) and/or the use of the partner's premises/resources.

18.2. Module(s) delivered by course delivery support partners may be devised by the University or jointly. All such modules must be approved by the relevant Division at Kent as per the requirements of Annex B: *Approval and Withdrawal of Modules*.

18.3. In approving a partner to contribute to a University of Kent award, the Division must be satisfied of the following factors:

- i. that the tutors provided by the partner are appropriately qualified for the delivery of the module (s);
- ii. that the partner (particularly if delivering at their own premises) can provide an infrastructure of support for student learning such as will facilitate the achievement of the intended learning outcomes;
- iii. that appropriate liaison can be undertaken by a cognate School in the Division, which will be nominated to act in this capacity. Such liaison will involve providing a member of staff to undertake such responsibilities as:
  - Acting as a source of advice on learning and teaching matters;
  - Receiving agendas and minutes of relevant partner team meetings relating to the delivery of the module(s);
  - Ensure that the relevant Board of Studies within the Division has effective oversight of quality assurance procedures such as external examining (where relevant) and annual monitoring;

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<sup>22</sup> <https://www.kent.ac.uk/teaching/qa/codes/taught/documents/copt2020-annexc-approval-withdrawal-courses-v2.pdf>

<sup>23</sup> <https://www.kent.ac.uk/teaching/qa/codes/taught/documents/copt2020-annexb-modules-v2.pdf>

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- Ensure that information given to students by the partner is consistent with University policies and procedures (e.g. appeals and complaints);
- Establish a schedule of regular meetings with relevant staff at the partner in order to ensure effective oversight of the provision.

18.4. In approving a partner to contribute to a Kent award, the Division must determine if the cognate school should undertake moderation of assessment completed on the module or whether this may be remitted to markers at the partner, as per the requirements for moderation set out in the Credit Framework.

18.5. Proposals for the approval of courses with a contribution by a partner will be subject to the procedures in *Annex C: Approval and Withdrawal of Taught Courses* with the additional mechanism that the relevant Divisional Committee (i.e. Education and Student Experience Committee/Graduate Studies and Student Experience Committee) will, if the contribution from the partner constitutes 50% or more of a stage of the course, determine if it might approve the course on the basis of the submitted paperwork or whether it requires further evidence before reaching its decision. Such evidence may take the form of further documentation to be provided by the partner or may involve a requirement for a Division panel visit (where considered necessary) to the place of delivery in order to assist in its assessment of the capacity of the partner to offer and assure a learning experience of an appropriate quality as would enable its students to achieve the intended learning outcomes. See section 21 for the full details of a panel visit.

18.6. Should such a panel be necessary, following the visit a report setting out the recommendations of the panel will be drafted and submitted to the Chair of the panel for approval. The report will recommend approval (or not) of the course(s)/module(s) and the delivery support provided by the partner and will set down any conditions of approval which may first need to be met and will specify deadlines for doing so. The partner will be asked to respond to the report and comment on how any conditions of approval will be met. The approved report and the partner's response will be considered by the appropriate Divisional committee (i.e. Education and Student Experience Committee/Graduate Studies and Student Experience Committee).

## **19. Approval of Modules delivered by Standalone Module Delivery Providers**

19.1. Standalone module delivery providers are partners who have demonstrated adherence to the appropriate quality requirements and academic standards, to deliver a module(s) in its entirety, which is not part of a course, for the award of University credit.

19.2. Standalone module(s) delivered by partners may be devised by the University, by the partner or, where agreed, by a third party. All such modules

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must be approved by the relevant cognate Division at Kent as per the requirements of Annex B of the Code of Practice for the Quality Assurance of Taught Courses of Study.

19.3. In approving partner organisations to offer modules for University credit, the Division must be satisfied of the following factors:

- i. that the tutors provided by the partner are appropriately qualified for the delivery of the module (s);
- ii. that the partner can provide an infrastructure of support for student learning such as will facilitate the achievement of the intended learning outcomes;
- iii. that the partner can adequately quality assure the modules they offer for University credit, as per the requirements of the Code of Practice for Taught Courses;
- iv. that appropriate liaison can be undertaken by a cognate School which will be nominated to act in this capacity. Such liaison will involve providing a member of staff to undertake such responsibilities as:
  - Acting as a source of advice on learning and teaching matters (e.g. assessment strategies and course resource requirements);
  - Acting as Chair of any Board of Examiners appointed to award credit for modules approved under this procedure;
  - Receiving agendas and minutes of relevant partner team meetings relating to the delivery of the modules;
  - Ensuring completion of the annual module monitoring process by the partner;
  - Ensuring that the relevant Board of Studies has effective oversight of quality assurance procedures such as external examining (where relevant) and annual monitoring
  - Ensure that information given to students by the partner is consistent with University policies and procedures (e.g. appeals and complaints);
  - Establish a schedule of regular meetings with relevant staff at the partner in order to ensure effective oversight of the provision.

19.4. Partner organisations may not be approved to offer entire stages of courses of study for University credit via this approval procedure. Such proposals must proceed via the arrangements for validation.

19.5. In approving the delivery of modules for University credit, the Division must determine if the cognate school should undertake moderation of assessment completed on the module or whether this may be remitted to markers at the partner, as per the requirements for moderation set out in the Credit Framework.

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- 19.6. Proposals for the approval of standalone modules for delivery by a partner will be subject to the procedures in Annex B: *Approval and Withdrawal of Modules* with the additional mechanism that the relevant Divisional Committee (i.e. Education and Student Experience Committee/Graduate Studies and Student Experience Committee) will require a panel visit to the place of delivery in order to assist in its assessment of the capacity of the partner to offer and assure a learning experience of an appropriate quality as would enable its students to achieve the intended learning outcomes. See section 21 for the full details of a panel visit.
- 19.7. Following the visit a report setting out the recommendations of the panel will be drafted and submitted to the Chair of the panel for approval. The report will recommend approval (or not) of the module(s) and their delivery and will set down any conditions of approval which will first need to be met and will specify deadlines for doing so. The partner will be asked to respond to the report and comment on how any conditions of approval will be met. The approved report and the partner's response will be considered by the appropriate Divisional committee.

**20. Approval of Courses delivered by Course Delivery Providers**

- 20.1. Course delivery providers are partners who are approved to host the delivery of a Kent devised and approved course leading to a University award and/or the award of Kent credit. The course delivery provider provides facilities and tutoring, but has limited or closely supervised engagement with assessment
- 20.2. Course delivery providers are subject to the visit of a University panel in order to assess and report to the University on their likely capacity to provide delivery of the course in question. A member of the University will chair the visit.
- 20.3. During the visit a series of meetings with key personnel from the proposed course delivery provider will be held. The University will wish to satisfy itself about the fitness of the course delivery provider's tutors to deliver the learning materials and the suitability and appropriateness of the learning environment, including learning resources. See section 21 for the full details of a panel visit.
- 20.4. Following the visit a report setting out the recommendations of the University team will be drafted and submitted to the Chair of the panel for approval. The University Chair holds ultimate authority on determining the contents of the report. Course delivery providers will be given an opportunity to comment on the report for factual accuracy before the report is submitted to the relevant University committees.
- 20.5. The report will recommend approval (or not) of the proposed new course delivery provider and will set down any conditions of approval which will first need to be met and will specify deadlines for doing so.

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- 20.6. The course delivery provider will be asked to respond to the report and comment on how any conditions of approval will be met. The approved report and the response of the course delivery provider will be considered by the appropriate Board of Studies, Divisional committee (i.e. Education and Student Experience Committee/Graduate Studies and Student Experience Committee) and University level committee, Education and Academic Standards Committee on behalf of the Education and Student Experience Board, with the latter committees holding delegated powers of approval from Senate.
- 20.7. Following this approval process for the partner, any new courses/modules will be approved in accordance with the Code of Practice. The approval procedures of courses delivered by course delivery providers are detailed in Annex C<sup>24</sup>: *Approval and Withdrawal of Taught Courses of Study*. The approval procedures of modules delivered by course delivery providers are detailed in Annex B<sup>25</sup>: *Approval and Withdrawal of Modules*.

## **21. Panel Visit**

21.1. Such panel visits will normally consist of:

- a) a member of the Divisional Education and Student Experience Committee/ Graduate Studies and Student Experience Committee, usually the Divisional Director of Education and UG Student Experience/Divisional Director of Graduate Studies and PG Student Experience appointed as Chair,
- b) a member of the cognate School,
- c) and a member of the Quality Assurance and Compliance Office.

21.2. The panel will normally convene over one day, although, the length of the visit may be determined by the size, location(s) and complexity of the proposed partner and course(s) and module(s).

21.3. The Terms of Reference for the Panel will be:

- a) for panel visits where new module(s) will be delivered or supported by partners as part of a Kent course/module (course delivery support providers) or where modules will be delivered as standalone modules by partners for Kent credit (standalone module delivery providers):
  - to evaluate whether the module(s) are set at the required academic level, and where appropriate, consistent with the relevant subject benchmarks;

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<sup>24</sup> <https://www.kent.ac.uk/teaching/qa/codes/taught/documents/copt2020-annexc-approval-withdrawal-courses-v2.pdf>

<sup>25</sup> <https://www.kent.ac.uk/teaching/qa/codes/taught/documents/copt2020-annexb-modules-v2.pdf>

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- to ascertain whether the module(s) assessment allows learning outcomes to be appropriately tested;
- b) for all panel visits:
- to identify whether the module specification(s)/ course specification(s) can be delivered, learning outcomes achieved and quality and standards maintained;
  - to evaluate whether teaching staff at the partner are adequately skilled and receive sufficient training and development to support the delivery of the module(s)/course(s);
  - to investigate whether the proposed partner has the appropriate resources, facilities and environment to deliver the module(s)/course(s) and undertake its responsibilities as set out in the University's Code of Practice and Credit Framework;
  - to consider (where necessary) the implications on the University's licensing agreements for software and learning resources accessed off-campus or from another country;
  - to make recommendations on the proposal specifying any conditions required for the proposal to proceed.

21.4. The event programme will be confirmed between the Head of the partner organisation (or nominee) and the Chair. Unless a variation to the standard programme has been negotiated and agreed between the Chair of the Panel and the partner organisation, the panel event schedule should incorporate the following sections:

- Welcome by the Head of the partner organisation
- Private meeting of the panel
- Meeting with the management team
- Tour of the facilities
- Confidential meeting with the teaching team
- Meeting with a representative sample of support staff (admissions, student welfare, library and computing staff, etc. – generally those involved with students and where these matters are not dealt with directly by staff from the University)
- Confidential meeting with a representative sample of (existing) students
- Private meeting of the panel
- Feedback to staff at the partner - Final meeting with senior staff and other participants to feedback on the visit and the panel's views regarding recommendation of approval (or not), and any conditions that may first need to be met.

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21.5. The documentation for the panel should include the following list. At least two weeks prior to the panel event, the Head of the partner organisation or their nominee should send copies of the following documentation in liaison with the cognate School to the designated member of QACO, who will circulate the materials to the panel:

- The proposed programme for the visit – this should be in line with the above
- The institutional approval documentation
- Rationale for the proposal (i.e. for entering into the proposed collaboration and delivery of course(s)/module(s) by the partner).
- Course specification(s)/module specification(s) (to be supported/taught/assessed by the proposed partner)
- Staff management structure and CVs of all staff who are to teach on the course(s)/module(s).
- Statement of available physical resources (in relation to the delivery of the course(s)/module(s)) – a brief statement from the partner on physical resources related to the teaching of the course(s)/module(s).
- Self-assessment of the infrastructure of support for student learning and student welfare (for the course(s)/module(s))
- Requirements of Professional, Statutory and Regulatory Bodies (where applicable)
- Any draft course(s)/module(s) guides (i.e. course(s)/module(s) guides for course(s)/module(s) to be taught by the partner)/Student Handbooks.

**22. Approval of Co-supervision of Research Degrees and Joint Research Awards**

22.1. Co-supervision of research degrees and joint research award arrangements may be established with respect to existing approved research courses of study at Kent.

22.2. Co-supervision of research degrees and Joint research awards are not intended to benefit individual students. In order to develop such a new partnership arrangement, there is an expectation that a minimum of 4 students will register for the arrangement offered by the two institutions.

22.3. When considering developing a co-supervised research degree arrangement, Academic Schools are responsible for:

- a) Ensuring that the candidates are eligible to apply for co-supervised research degree registration
- b) Candidates must apply before they have enrolled at either institution or within the first 12 months of their registration period



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- c) Candidates must spend a minimum of 12 months at the each institution during the registration period. Students will normally spend a minimum of one complete academic year at each institution in order to meet this requirement.
- d) Candidates must carry out research alternately in the two institutions. Candidates are not permitted to spend 3 consecutive years at one institution and the first or final 12 months at the other institution

22.4. When considering developing a joint research award arrangement, Divisions should consider the following:

- e) The Director of Operations or their nominee should consider the financial arrangement and costs associated with the partnership to ensure the collaboration is financially viable. Where appropriate such proposals should be considered by the Finance Office.
- f) Whilst a candidate may be registered at both institutions simultaneously only one institution will be eligible to receive appropriate funding available and thus report the student in exercises such as Research Activity Survey (RAS) and Research Excellence Framework (REF).
- g) If a student has completed more than 12 months of a single research award from one institution they will not be eligible to change their registration arrangements and complete a joint award.
- h) Schools should consider the progression and upgrading rules of the proposed partner institution and ensure that the regulations are compatible with those at Kent. The Graduate and Researcher College can offer further advice on this.

22.5. For both types of arrangements, Divisions are responsible for:

- a) Checking with QACO at [gaco@kent.ac.uk](mailto:gaco@kent.ac.uk) whether the proposed partner already has institutional approval from the University, and therefore whether there is an existing Inter-institutional Agreement in place with the proposed partner.
- b) For proposed partners with institutional approval from the University and an existing Inter-institutional Agreement; a Student Contract only is required.
- c) For proposed partners without institutional approval from the University and without an Inter-institutional Agreement, the partner will need to obtain institutional approval from the University.

22.6. Following institutional approval of the proposed partner, an inter-institutional agreement must be signed by the designated representatives of the collaborating partners. The signing of the inter-institutional agreement will confirm that the University approves the partner as a suitable partner for the co-supervision of research candidates or joint research awards. Following the signing by all parties of the inter-institutional agreement, details of the proposed supervisors and the examination arrangements for the candidate in

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question must be set out in a student contract and approved by the appropriate Director of Division (or their nominee) and the Dean of the Graduate and Researcher College. As part of signing the student contract, the partner provides the CV of the proposed supervisor for approval by the University.

22.7. QACO is responsible for the negotiation, finalising and obtaining signatures of the Inter-institutional Agreement. The Graduate and Researcher College is responsible for the negotiation, finalising and obtaining signatures of the Student Contract.

22.8. Prior to the commencement of any period of co-supervision or joint research award by any partner, the consent of the candidate concerned to the arrangements must be confirmed by the signing of a Student Contract.

22.9. Once the Student Contract has been signed the Division is responsible for:

- Marking the students' records to indicate that the students are jointly registered research degree students - the flag must be inserted when the student commences studies at the other institution and must be removed when the student returns to the University of Kent.
- Liaising with the student regarding enrolment.

22.10. Once the Student Contracts are approved, the Graduate and Researcher College will notify the following departments via email in order that the necessary administrative duties surrounding the student registration can be carried out:

- Central Student Administration Office - [csao@kent.ac.uk](mailto:csao@kent.ac.uk)
- Income Office - [IncomeOffice@kent.ac.uk](mailto:IncomeOffice@kent.ac.uk)
- Director of Division
- Director of Operations

22.11. This email will include the following details and a copy of the signed student contract should be attached:

- Name of student
- Student ID number
- Dates student will be at Kent (and therefore tuition fees payable)
- Dates student will be at the partner university (and therefore no fees payable to Kent)

**23. Approval of Articulation Arrangements and Linked Award Arrangements**

23.1. The approval of an articulation arrangement and linked award arrangement requires an assessment to be made of the equivalence of the learning

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undertaken at the partner with that required by a stage or stages of an appropriate course at the University, with the aim of securing direct entry with advanced standing for an agreed cohort or cohorts of students from the partner institution to a specified Kent course.

- 23.2. This assessment is made via the completion of an RPL protocol. The RPL protocol is based on a mapping of the equivalence, in terms of level, volume and relevance, of learning outcomes arising from modules considered cognate between appropriate courses at each party. The RPL assessment must be undertaken by an appropriate member of academic staff in the subject area at the University. Such assessments must comply with the limits on the amount of credit that might be awarded via RPL as set out in Annex 3<sup>26</sup> of the Credit Framework.
- 23.3. Articulation arrangements and linked award arrangements must conform to the requirements of Annex R<sup>27</sup>: *Recognition of the Prior Learning* of the Code of Practice for the Quality Assurance of Taught Courses. The School undertaking the RPL protocol will be responsible for ensuring that it conforms to the requirements of Annex R.
- 23.4. It is important to note that a University of Kent award cannot be given for an arrangement where the last stages of the award are delivered by a partner institution.
- 23.5. Any RPL protocol must be ratified by the appropriate Divisional Director of Education and Student Experience/Graduate Studies and Student Experience prior to the admission of any cohort of student to a University course by this means.

**24. Engagement with Professional Statutory and Regulatory Bodies (PSRBs)**

- 24.1. The University has in place procedures for establishing and monitoring engagement with PSRBs which is set out in Annex S<sup>28</sup> of the Code of Practice for Taught Courses. Schools should ensure that collaborative courses of study which seek to, or have, PSRB accreditation follow this guidance.
- 24.2. Courses of a collaborative nature which have PSRB accreditation shall be included on the annual register compiled by the University. The relevant School should include the dates of previous and next engagement and the nature of the engagement.

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<sup>26</sup> <https://www.kent.ac.uk/teaching/qa/credit-framework/documents/cf2020-annex3-credit-transfer.pdf>

<sup>27</sup> <https://www.kent.ac.uk/teaching/qa/codes/taught/documents/copt2020-annexr-rpl-v2.pdf>

<sup>28</sup> <https://www.kent.ac.uk/teaching/qa/codes/taught/documents/copt2020-annexs-psrbs-v2.pdf>

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- 24.3. The University shall be responsible for informing any PSRB, which has approved or recognised a course of a collaborative nature, of any changes to the curriculum or of the capacity of the partner to provide the course.
- 24.4. The University shall be responsible for informing students of the PSRB recognition status of the course or award on which they are registered.
- 24.5. Where relevant, partners will be asked to submit data to the University to inform the University's Degree Outcomes Statement.

**25. Memoranda of Agreement**

- 25.1. Following institutional approval for a UK or international collaborative partnership to proceed, QACO will take the lead in liaising with the School and partner with respect to developing the appropriate form of Memorandum of Agreement for the partnership.
- 25.2. Once the relevant specific proposal approval procedures have been satisfied in full, the Memorandum of Agreement will be finalised and signed.
- 25.3. No collaborative partnership may commence prior to the signing by all parties of an appropriate formal written agreement.
- 25.4. Agreement on behalf of the University or any of its academics/Schools to enter into a collaborative partnership may only be undertaken by the Vice Chancellor or their nominee (normally a member of the Executive Group). The full details of the authorised signatories within the University for the various types of partnership agreements are set out in the Authorised Signatories of Agreements Policy (see Appendix E: Authorised Signatories Policy).
- 25.5. The development and provision of appropriate forms of partnership agreement remain the responsibility of the Director of Governance and Assurance (Secretary to Council). Normally, only those agreements (including Memoranda of Understanding) or other relevant legal contracts recognised by the Director of Governance and Assurance (Secretary to Council) or the standard legal agreement templates provided by QACO will be recognised as authorised by the University.
- 25.6. The University prefers to enter into legal Agreements which are governed by and construed in accordance with the laws of England and the jurisdiction of the English Courts. Exceptions to this will require approval of the Director of Governance and Assurance.
- 25.7. The Memorandum of Agreement will outline the rights and responsibilities of the partners and will detail all other such matters as are considered appropriate for the effective management of the collaborative partnership in question.

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- 25.8. The nature of the formal agreement will differ depending on the type of collaboration. QACO can advise how an agreement should be tailored to fit the specific arrangement.
- 25.9. As stated in the Memorandum of Agreement, partner institutions must not, without the prior written agreement of the University, enter into a relationship with any third party for the delivery or assessment of any course leading to a University award or any module leading to the award of Kent credit.
- 25.10. Copies of signed Memoranda of Agreement will be retained by QACO.
- 25.11. A report noting the Memoranda signed will be circulated on a termly basis to the Education and Academic Studies Committee and the Academic Strategy, Planning and Performance Board.

**26. Register of Collaborative Partnerships**

- 26.1. Following final approval of the specific collaborative proposal and the signing of the formal agreement, the new collaborative partner will be added to the University's Register of Collaborative Partnerships, as appropriate to the nature of the provision.