

**Collaborative Provision
Framework**

Quality Office

Goldsmiths, University of London Collaborative Provision Framework

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1. Introduction

The purpose of this document is to:

- ❑ provide information about the College's approval and management framework for collaborative provision and flexible and distributed learning (FDL) arrangements
- ❑ provide step by step advice for staff who wish to develop collaborative provision or FDL arrangements
- ❑ provide guidance to staff about the College's requirements for the ongoing management of collaborative provision and FDL arrangements.

This framework draws on and is consistent with the QAA Code of Practice, Section 2 *Collaborative Provision and Flexible and Distance Learning (including e-learning)* amplified version October 2010.

The Quality Office is always interested to receive feedback from users of this document.

2. Goldsmiths' strategy for collaborative provision

The College currently has only a small portfolio of collaborative arrangements, but it is intended to expand this portfolio as part of a broader strategic drive towards the development of new partnerships. Proposals for collaborative provision or FDL arrangements will be considered on a case-by-case basis, adopting appropriate models in response to the changing needs of students and the international context.

This initiative has been motivated by a number of overarching aims:

- ❑ to enhance the College's international standing and profile
- ❑ to facilitate access and progression routes to Goldsmiths and to higher education in general
- ❑ to expand opportunities for postgraduate study at both Masters and doctoral levels
- ❑ to enhance the student learning experience by sharing good practice and by enriching the curriculum with global perspectives
- ❑ to encourage research and business links, in line with the College's reputation as a research-intensive institution
- ❑ to enhance staff development both at Goldsmiths and at partner institutions
- ❑ to support diverse income streams for the College

In taking forward its strategy for collaborative provision; Goldsmiths will be guided by four clear principles:

- ❑ The College will only enter into collaborative or FDL arrangements where they accord with its long-term strategic plans, bringing clear benefits to all those involved and supporting its reputation for academic excellence
- ❑ The College will only collaborate with organisations that are reputationally and financially sound and that have an appropriate academic standing
- ❑ The academic standards of awards involving collaborative provision must be equivalent to those of comparable awards delivered by the College, and compatible with any QAA or other relevant benchmarks
- ❑ The quality of the learning opportunities, support and educational experience on collaborative programmes should be such as to enable students to achieve the appropriate academic standards

The College will make a careful assessment of the benefits and risks associated with each proposed collaboration, the uppermost consideration always being to safeguard the standard of its awards.

Our choice of partners will above all be guided by compatibility with the mission of Goldsmiths, and an understanding of the mutual benefit and development potential of collaboration. Partners may match our own disciplines directly, or they may provide complementary expertise – for example from science, technology or medicine. In forging further international alliances we seek to build on existing connections to establish networks of world-class partners in areas of research excellence; at the same time, we propose to cultivate a select number of geographical areas where we already have strong relationships.

3. Definition of collaborative provision

Section 2 of the Quality Assurance Agency's Code of Practice on *Collaborative Provision and Flexible and Distributed learning (including e learning)* amplified version October 2010 defines collaborative provision as follows:

- ❑ **Collaborative provision** denotes educational provision leading to an award, or to specific credit toward an award, of an awarding institution delivered and/or supported and/or assessed through an arrangement with a partner organisation.

The term collaborative provision thus covers a range of relationships between institutions.

4. Types of collaborative provision

There are various types of collaborative provision. These include:

- ❑ **Validated award**
A collaborative arrangement under which the programme has been designed by an approved partner institution and is delivered at that institution but has been judged by the College to be of the appropriate standard and quality to lead to a Goldsmiths' award. The PG Diploma in Art Psychotherapy delivered at ITP Bern, Switzerland and which is validated by Goldsmiths is an example of this type of arrangement.
- ❑ **Partner supported delivery**
A collaborative arrangement under which a Goldsmiths' programme is delivered with some support from an approved partner institution. Partner supported delivery arrangements are likely to vary in the nature and level of support required and each proposal must be discussed in detail at an early stage.
- ❑ **Franchise**
A collaborative arrangement under which an approved partner institution is authorised/licensed to deliver a Goldsmiths' programme or course. Serial franchising is not permitted.
- ❑ **Joint award**
A collaborative arrangement under which two or more awarding institutions together design and deliver a programme leading to a single award made jointly by both, or all, participants. The joint BEng/MEng in Design and Innovation delivered jointly by

Goldsmiths and Queen Mary, University of London is an example of this type of arrangement.

❑ **Dual award**

A collaborative arrangement under which two institutions together provide a programme leading to separate awards being granted by both of them. This also covers *cotutelle* arrangements for postgraduate research students. Goldsmiths currently has one *cotutelle* arrangement (dual award of doctorate) with the University of Luxembourg.

❑ **Articulation arrangement**

A collaborative arrangement under which a qualification or credits awarded by an approved partner institution are recognised by the College as granting direct entry to an advanced point in a College programme. Articulation arrangements should not be confused with individual applications for advanced standing or with admissions arrangements to the beginning of programmes (see footnote below).¹ Rather, an articulation arrangement is a formalised general arrangement for advanced standing between the College and an approved partner institution.

5. Definition of Flexible and Distributed Learning

Section 2 of the Quality Assurance Agency's Code of Practice on *Collaborative Provision and Flexible and Distributed learning (including e learning)* amplified version October 2010 defines flexible and distributed learning (FDL) as follows:

- ❑ Flexible and distributed learning (FDL) denotes educational provision leading to an award, or to specific credit toward an award, of an awarding institution delivered and/or supported and/or assessed through means which generally do not require the student to attend particular classes or events at particular times and particular locations'.

According to Section 2 of the Code of Practice, the term FDL 'is used to characterise approaches to teaching, learning and assessment that:

- ❑ do not require a student's place of study to be physically located within the institution (the awarding institution) whose academic award is being sought through successful completion of the programme of study;
- ❑ do not assume that a student's programme of study is necessarily delivered directly by the awarding institution;
- ❑ do not assume that a student is necessarily directly supported by staff of the awarding institution;
- ❑ do not assume that a student is routinely working with other students; and

¹ This framework does not cover recruitment arrangements which allow entry to the start of a programme. Nor does it cover individual applications for advanced standing which are considered via the College's AP(E)L process. Student exchange agreements are covered by the College's procedures for managing placements. Short courses are covered by the College's short course framework. Awards of the University of London External System also have their own procedures.

- do not necessarily require assessment of a student's achievement to take place at the location of the awarding institution'.

The term flexible and distributed learning therefore covers a wide spectrum of possible arrangements.

6. Approval Process and Time Frame

Collaborative provision or FDL proposals can originate from various sources: senior management, departments, individuals or prospective partner institutions. In all cases, the college approval process should be followed.

Anyone considering developing a collaborative provision or FDL proposal should contact the Pro-Warden (Academic Development) and the Head of Quality and Standards as early as possible for guidance. Individuals who have an idea for a new collaborative provision or FDL venture must have the support of their department before approaching the Pro-Warden (Academic Development) and Head of Quality and Standards.

The approval of new collaborative provision and FDL arrangements is a lengthy process and eighteen months should be allowed for new developments to go through all of the necessary Goldsmiths' committees. Anyone discussing potential collaborations with a partner institution should also ensure that the prospective partner is aware of the time frame.

It may be possible for approval to be obtained if the process is begun just twelve months in advance, providing that the proposer meets all the relevant committee dates and that delays in the process do not occur. If a twelve month approval time frame is sought, the proposer must ensure that the relevant paperwork for the outline approval stage (see below) is submitted to the College Senior Management Team for their very first meeting of the academic year so that the proposal can then be considered by the first Academic Development Committee of the academic year (see committee calendar on the College website). If this initial deadline is not met, the proposal will not be able to make it through all of the necessary committees within one academic year.

Agreements must not be entered into or signed by individuals/ departments. These will be prepared by the Registrar and Secretary's Office once the partnership has received formal approval via the college approval processes detailed below.

Before engaging in the formal approval process, meetings should take place between the prospective partner institution and the College to explore the institution's capacity to support the proposed collaborative arrangement. These would normally include a visit to the institution. The College will provide an application form to the institution for this purpose. The institution will also need to supply relevant supporting information as required by the College.

The cost of the visit would be borne by the applicant institution.

Following the initial meetings with/ visit to the prospective partner institution, the College will make the decision about whether or not to take the proposal forward to the formal approval process.

7. Approval process – UG and PG taught programmes

The approval process at Goldsmiths is as follows:

- Outline approval
- Institutional approval
- Programme approval

8. Outline Approval

An outline institutional approval template which includes a business plan (Annex 1) and an institutional risk assessment template (Annex 2) should be completed following discussions with the Pro-Warden (Academic Development) and the Head of Quality and Standards. Staff should consult the Finance Office for assistance in preparing business plans.

In addition to providing information about the proposed partner institution, these documents will also identify any proposed programme/s, potential student numbers etc. so that a *prima facie* case for the programme can also be determined. A statement of support for the proposal should also be prepared by the originating department.

Where relevant, discussions with PSRBs should also take place at this stage to gauge if they are willing/able to support the proposed development.

These three documents should be submitted to College Senior Management for initial consideration and to reach a preliminary view on the outline proposal before significant time is invested by committees in more detailed work. Financial considerations will be considered by Finance and Resource Committee or Council, depending on whether the contract falls within the limits of authority of Finance and Resources Committee. Academic Development Committee will consider whether the proposal has potential merit, is in line with the College strategy and does not engage the College in unnecessary risk.

Once approved by Academic Development Committee, the proposal may proceed to the full approval process, beginning with institutional approval.

9. Institutional Approval

The purpose of institutional approval is to enable the College to assure itself, through due diligence, about the standing of the proposed partner institution and its ability to fulfil its role in any collaborative partnership. The approval process also allows the College to consider the educational objectives of the proposed partner and to ensure that these are compatible with those of the College. For all types of collaborative provision, a sound business case based upon a comprehensive costing of activities and realistic revenue projection must be demonstrated.

Goldsmiths also has a formal responsibility to ensure that the academic standards of awards delivered by FDL arrangements are appropriately managed and that the learning experience offered through an FDL arrangement is sufficient to enable the student to achieve the required standard.

Approval of the institution precedes programme approval. However, the College will wish to consider potential programme developments before proceeding to full institutional approval in order to ensure that the partnership would be viable.

9.1 Criteria for Institutional Approval

It is recognised that prospective partner institutions will differ in terms of their mission, structures and facilities and the College does not wish to impose one size fits all model.

However, all institutions wishing to enter into a collaborative arrangement with the College must be able to demonstrate that they fulfil the following criteria.

- 9.1.1 High academic standing and compatibility of institutional missions and objectives
- 9.1.2 Financial stability and ability to contract legally with the College
- 9.1.3 Institutional governance structures which protect the independence of academic decision making
- 9.1.4 Where applicable, a satisfactory record of partnership with another validating university
- 9.1.5 Experience of delivering programmes at the proposed level, or evidence that the institution is capable of delivering programmes at the proposed level
- 9.1.6 An appropriate environment and ethos for the delivery of higher education
- 9.1.7 Appropriate Resources. To include teaching rooms or other specialist teaching spaces as required by the programmes, library, IT and media facilities
- 9.1.8 Appropriately qualified teaching staff. To include, *inter alia*, arrangements for appointment, induction and ongoing staff development.
- 9.1.9 Appropriate administrative support for the programmes and for quality assurance
- 9.1.10 Appropriate Pastoral support and guidance. To include, *inter alia*, personal tutoring, careers service, support for students with disabilities, equality and diversity policies.
- 9.1.11 Robust quality assurance and quality enhancement which demonstrates familiarity with the requirements of UK higher education, in particular, the QAA Academic Infrastructure and ongoing enhancement activities.

9.2 Due diligence

Once outline approval has been granted, the College's Quality Office will carry out a due diligence investigation and invite the prospective partner to prepare a self-evaluation document for the institutional approval meeting and also to submit the documentation below which forms the institutional profile.

The template for the institutional approval SED can be found in Annex 3. The SED should refer to relevant supporting documentation. The SED and institutional profile should be submitted to the Quality Office at Goldsmiths six weeks prior to the institutional approval meeting.

Six paper copies of the SED should be submitted. The supporting documentation should be made available for panel members on six memory sticks. One copy of the full institutional profile is required.

The exact requirements for the profile document will vary according to the individual circumstances of the institution concerned and on the nature and extent of the proposed link. The College will therefore exercise an element of discretion in this area.

The profile will normally include the following information:

- ❑ evidence of the legal status of the institution and confirmation that it can contract legally with the College
- ❑ mission statement
- ❑ strategic plan
- ❑ annual report
- ❑ the institution's prospectus and other relevant publicity material
- ❑ institutional structure (including an organisation chart) and governance
- ❑ quality assurance policies
- ❑ student support policies
- ❑ teaching and learning strategy
- ❑ staff recruitment and staff development policy
- ❑ cvs of staff who would be teaching on collaborative programmes
- ❑ equal opportunities policy
- ❑ administrative staffing structure
- ❑ admissions, examinations and student records procedures
- ❑ evidence of the institution's awareness of the requirements of UK higher education
- ❑ reports from funding or external validating or quality bodies (where relevant)
- ❑ sources of income
- ❑ three years of audited accounts
- ❑ current budget statement
- ❑ where appropriate, bankers' references
- ❑ details of professional indemnity insurance cover

It is recognised that asking potential partner institutions to share such information is highly sensitive. The College will not, therefore, ask prospective partner institutions to share information and documentation with it that it would not, in turn, be prepared to share with the prospective partner institution.

For proposed overseas partner institutions, the Quality Office will consult government offices and agencies in the country concerned and UK bodies such as the British Council. The College will also request reports from the relevant country's own higher education quality assurance agency (where one exists). The College will also ensure that it takes advice on the country's legal framework governing higher education activities, on the financial and cultural environment and on the country's health and safety laws, data protection public access to information and employment legislation. Where required, the College will take account of the economic and political stability of the areas involved. When necessary, the College will also take advice from UK law firms with expertise in collaborative provision.

Where the proposed partner institution has previously worked with another validating university, the College's Quality Office will contact the former validating university for information on their experience of the partnership.

9.3 Consideration of due diligence documentation

Once the institutional profile has been received by the Quality Office it will be scrutinised as follows.

- ❑ The Finance Office will consider the financial information and prepare a brief report.
- ❑ The Registrar and Secretary will examine the legal and insurance standing of the proposed institution and prepare a brief report.
- ❑ The Head of Corporate Governance and Information Management will consider data security and processing issues and prepare a brief report.

9.4 Panel visit to the prospective partner institution

In conjunction with the due diligence process, the College will also organise a panel visit to the proposed partner institution.

Prior to this visit, an appropriate member of College staff will visit the institution to examine *inter alia* the IT and administrative infrastructure including admissions procedures, examination arrangements and student records systems. The Quality Office will provide a checklist for these visits.

Panel composition and size for institutional approval visits will vary according to the nature and extent of the proposed collaboration. A panel involving Pro-Warden and appropriate members from both within the College and from other HEIs will, for example, be appropriate for larger scale collaborations, whereas a one person site visit might be appropriate for a collaborative PhD arrangement. The Quality Office will advise on suitable panel composition for each case. The Head of Quality and Standards will be secretary to the panel.

Where the proposed partner institution already works with the College as part of the University of London External System, a reduced panel might be appropriate. In these cases, panel size and composition will be determined by the level of scrutiny that the institution has already undergone to be approved as an institution to deliver University of London External System programmes.

The visit will include:

- ❑ Meetings with senior management and a wide range of the institution's academic and administrative staff
- ❑ Scrutiny of the facilities (teaching rooms, library, IT resources, student support and other facilities)
- ❑ Discussion of proposed collaborative programmes/franchise or articulation arrangements
- ❑ A meeting with teaching staff who would be involved in proposed collaborative programmes
- ❑ A meeting with students at the institution to examine their experience of studying at the institution.
- ❑ Discussion of quality assurance arrangements (to include student representation and feedback)
- ❑ Discussion of the governance structure
- ❑ Discussion of arrangements for assessments
- ❑ Discussion of admissions arrangements
- ❑ Discussion of staffing arrangements and staff development.

- Marketing arrangements for any proposed programmes
- Discussion of a draft memorandum of agreement

Where an existing programme is to be delivered by an FDL arrangement, the proposed partner institution's capacity to support effectively the proposed arrangement and mode of delivery, will be scrutinised as part of institutional approval.

Following the visit, the Head of Quality and Standards will prepare a report for the College.

9.5 Consideration of reports

The report from the panel or site visit and the brief reports from College Officers responsible for scrutinising institutional documentation will be considered by Academic Development Committee and Learning and Teaching Quality Committee. Each committee will consider those areas of the documentation that correspond to its remit and will make a recommendation to Academic Board. New collaborative provision arrangements will also be reported to Council.

The recommendation may/may not contain conditions that need to be met before the partnership can become active or recommendations for the partner to consider. Each committee that has set conditions will ensure that they are met within the appropriate time frame and will make a recommendation to Academic Board concerning approval, unless Academic Board has delegated authority to approve the fulfilment of the conditions concerned.

The maximum period of approval is 5 years. The approved partner institution will be subject to institutional review before the end of the period of approval.

The admissions policy of any new partner institution will also be formally approved by Learning and Teaching Quality Committee and Academic Board.

10. Memorandum of agreement

Following institutional approval, the memorandum of agreement will be finalised by the Registrar and Secretary's Office. The College will take legal advice on the content of agreements. The agreement will set out the duties and responsibilities of all parties.

The list of approved programmes will figure in a schedule appended to the agreement.

A financial schedule will set out the costs and fees relating to the programme.

The agreement may have formal annexes which are to be updated and amended in accordance with agreed procedures. These may include the approved student handbook, the academic regulations and the programme administration handbook.

Arrangements for marketing, recruitment and admissions, student registrations, withdrawals, confirmation of student status, responsibility for handbook production, student induction, fee arrangements, notification of results, production of certificates and transcripts and graduation ceremonies will be agreed in negotiations between both institutions and will be specified in the memorandum of agreement. Precise operational arrangements for these areas will be detailed in the administration handbook (see 15.2 below).

The signed College copy of the agreement will be held by the Registrar and Secretary's Office. The Warden will sign all agreements.

11. Use of the Goldsmiths' logo and publicity

The Goldsmiths' logo is a registered trademark with restricted use.

Use of the Goldsmiths' logo by third parties will be sanctioned on a case by case basis depending on the nature of the partnership. Details will be included in the memorandum of agreement.

All publicity material (both print and web based) must be approved by the College prior to publication.

Programmes must be advertised as 'subject to validation' until all of the conditions have been addressed to the satisfaction of the panel and approved by LTQC. Goldsmiths will send an approval letter for each programme once this process has been completed.

Where a programme has been given recommendations, but no conditions, at the validation meeting, Goldsmiths will send the approval letter, once the panel's decision has been endorsed by LTQC. The need to advertise the programme as 'subject to validation' will cease once the approval letter has been issued.

12. Validation fees

Details of validation fees will be provided to applicant institutions during discussions about any potential collaborative activity.

13. Programme Approval

Initial contacts between the College and a prospective partner institution may have originated through discussions about potential programme or curriculum developments. These may continue throughout the institutional approval process but cannot, however, be formalised until the institution itself has been approved.

13.1 Types of Programme

13.1.1 Validated Programmes

Once the College has approved the partner institution, the programme proposal can be formally considered. The partner institution will prepare a programme proposal for this purpose (see 13.3 for the content of submissions)

A validation meeting will then be organised to consider the proposed programme. This will be organised by the Quality Office.

The validation panel will normally be made up of four members and will include representatives from the College and other HEIs. Members of professional and statutory regulatory bodies may be panel members when appropriate. A member of the Quality Office will act as secretary to the panel and write a report of the meeting.

13.1.2 Joint Degree Programmes

For joint degree programmes, it would be more efficient if a single approval event could be organised with the partner institution, leading to validation by all involved. The panel would be appointed jointly by both institutions and would include a member of staff from

each institution external to the proposed subject area. One of these members would chair the event. The other two panel members would be external subject specialists.

13.1.3 FDL Programmes

Proposals for new flexible and distance learning (FDL) programmes will be considered in the same way as all other Goldsmiths' programmes by Programme Scrutiny Sub Committee (PSSC). PSSC will pay particular attention to the proposed mode of delivery of the programme and the Goldsmiths' department's capacity to support such an arrangement. PSSC will also ensure that the proposal follows the guidance in Section 2 of the QAA Code of Practice on *Collaborative provision and flexible and distributed learning (including e-learning) - Amplified version (2010)*. One of the external reader's reports will be from an expert in FDL modes of delivery.

Where an existing programme is to be delivered by an FDL arrangement, the proposed partner institution's capacity to support effectively the proposed arrangement and mode of delivery, will be scrutinised as part of institutional approval. Programme Scrutiny Sub-Committee will examine the Goldsmiths' department's capacity to support the proposed mode of delivery. The Goldsmiths department will submit a brief report to PSSC detailing the mode of delivery and how this will be supported by the department and College, including any technical requirements. The report will include a statement of support from the Director of IT Services at Goldsmiths if central College IT services are involved. The department will submit the report to an external expert in FDL delivery for comment prior to asking PSSC to approve the mode of delivery. Both the report and the comments from the external expert will be submitted to PSSC.

13.2 Validation of programmes in languages other than English.

Where a programme is to be delivered in a language other than English, the College will assure itself at the outset that there is a sufficient pool of academics having both the linguistic and subject specialist expertise to be either external examiners for the programme or to take part in subsequent revalidations.

Unless otherwise agreed, partner institutions delivering programmes in languages other than English will be required to provide the College with translations of:

- ❑ publicity material (including web based material) on an annual basis
- ❑ student handbooks on an annual basis
- ❑ samples of student work for internal moderation by the College (see 21.2 below)
- ❑ other documentation if required by the College.

The College will arrange for verification of translated materials.

The award certificate will indicate the language in which the programme has been delivered and assessed.

13.3 Documentation required for validation

- ❑ Programme overview document providing the context and rationale for the proposal, details about resources supporting the programme and an indication of potential demand for the programme. A template for the programme overview document can be found at Annex 4.
- ❑ Programme specification and curriculum map (see Annex 5 for guidance on programme specifications and curriculum maps)

- ❑ Draft student handbook (see Annex 6 for guidance on the content of student handbooks)
- ❑ All course/module outlines
- ❑ Brief cvs of all staff teaching on the programme
- ❑ Committee minutes confirming approval by the partner institution's Academic Board (or equivalent).

13.4 Consideration of the report

The report from the panel visit and the programme specification will be considered by a meeting of Programme Scrutiny Sub-Committee which will make recommendations to approve new collaborative programmes to Learning and Teaching Quality Committee.. Titles of new collaborative programmes will be included in the annual list of new programmes reported to Academic Board.

The maximum period of approval is 5 years. Approval may be subject to conditions which must be met before delivery of the programme commences and/or recommendations which must be followed up in annual programme reviews.

Programmes must be advertised as 'subject to validation' until all of the conditions have been addressed to the satisfaction of the panel and approved by LTQC. Goldsmiths will send an approval letter for each programme once this process has been completed.

Where a programme has been given recommendations, but no conditions, at the validation meeting, Goldsmiths will send the approval letter, once the panel's decision has been endorsed by LTQC. The need to advertise the programme as 'subject to validation' will cease once the approval letter has been issued.

Revalidation must take place prior to the end of the approval period.

In the event of non-approval, the College will provide feedback to the partner institution on the steps that need to be taken before the programme can be reconsidered.

14. Articulation Arrangements

Articulation arrangements do not require approval of a partner institution's programme. In conjunction with the institutional approval process, the relevant Goldsmiths' department will carry out a mapping exercise comparing the Learning Outcomes and curriculum of the prospective partner institution's programme against the Goldsmiths' modules for which exemption is being proposed.

The External Examiner will also be consulted and must endorse any such proposals.

The outcome of the department's mapping exercise together with the External Examiner's endorsement will be presented for consideration to Programme Scrutiny Sub-Committee for recommendation to Learning and Teaching Quality Committee and Academic Board. The programmes/modules for which advanced standing is being sought must be clearly specified.

A mapping exercise will be carried out each time changes are made to the curriculum either at Goldsmiths or in the partner institution and the results considered by Programme Scrutiny Sub-Committee.

15. Approval of collaborative PhD programmes

Individuals wishing to set up collaborative or FDL PhD arrangements should speak to the Dean of the Graduate School and the Head of Quality and Standards. Such discussions should have the support of the Pro-Warden (Academic Development).

The College will also conduct appropriate due diligence of partner institutions wishing to engage in collaborative or FDL PhD arrangements. This will be managed by the Head of the Graduate School Office in consultation with the Head of Quality and Standards.

Institutional approval reports will be considered by the Graduate School Board which will make a recommendation to Academic Development Committee and Learning and Teaching Quality Committee. Each committee will consider those areas of the documentation that correspond to its remit and will make a recommendation to Academic Board.

Once the partner institution has been approved, the individual research proposals will be considered by the departmental postgraduate research committee.

One off arrangements for distance-learning, split-site and cotutelle PhDs for individual students are governed by the procedures set out in the Goldsmiths Framework for the approval and management of distance learning, split-site and cotutelle PhDs.

16. Termination of the agreement

The College or partner institution may ask to terminate the agreement. This request may be made either at the end of the period stated in the agreement or by giving the appropriate notice period stipulated in the agreement.

Termination will be noted by Academic Development Committee and Teaching Quality Committee and will be reported to Academic Board and Council.

In the event of termination, both the College and the partner institution will consider the position of students studying on the validated programme/s with a view to enabling them to complete the programme or to transfer to another institution to complete their studies.

In the event of termination, student records will be transferred to Goldsmiths for after care purposes.

17. Amendments to programmes or courses

Proposed amendments to courses or taught programmes must be submitted on the relevant course or programme amendment form which can be obtained from the Quality Assurance Manager. The Quality Assurance Manager will advise on the detail to be included on the forms.

Amendments should first of all be considered by the relevant departmental teaching and learning committees and departmental boards (for validated and joint programmes).

For validated provision, proposed amendments must also have been approved by the partner institution's Academic Board (or equivalent) and by the External Examiner.

Once approved, the completed form must be submitted to the Quality Assurance Manager for consideration and approval by Programme Scrutiny Sub-Committee. Amendments will also be reported to LTQC.

Amendments to PhD programmes should be considered by Graduate School Board and reported to Learning and Teaching Quality Committee.

18. Storage of Institutional approval and programme documentation

The Quality Office will be responsible for keeping day to day records of all relevant documentation and correspondence relating to the partnership.

The College's signed copy of the memorandum of agreement will be held by the Registrar and Secretary's Office.

The Quality Office will retain the archive of institutional approval/review and programme re/validation submissions.

The Quality Office will keep standard documentation for all partnerships which will include the following information:

- ❑ a copy of the signed memorandum of agreement
- ❑ standard information on the partnership including designated contacts, institutional address, programme details, approval and review information etc. A database will be set up for this purpose.
- ❑ annual monitoring, institutional and periodic review reports, committee minutes of where these were discussed within the College and documented confirmation of any action taken as a result
- ❑ external examiner reports, responses and details of where these were discussed and issues followed up, including committee minutes.
- ❑ details of any amendments to programmes and courses, including committee minutes of where these were approved
- ❑ minutes of any committees where issues relating to the partnership were discussed.

19. Administration

19.1 Day to day administration

19.1.1 Taught programmes

Day to day management and communication is the responsibility of the College Liaison. There will also be an Academic Link Tutor for each programme/cluster of programmes. See the Administration handbook in Annex 8 for details.

Each partner institution must also have a designated institutional contact.

For joint degrees, there will also be a Programme Management Committee made up of staff from both institutions which will have oversight of both parts of the programme.

Day to day management of the partnership will come under the direction of the Quality Office. Programme level issues will come under the direction of the relevant departmental Learning and Teaching Committee and Departmental Academic Board.

The Academic Link Tutor will be primary point of contact for programme related issues. The Head of Quality and Standards or Collaborative Provision Manager will be consulted on issues as and when required and departmental minutes where the partnership is discussed will be copied to the Quality Office.

The programme will be subject to college annual monitoring and periodic review requirements and to college procedures for amendments to programmes or courses.

The partner institution will be subject to institutional review.

19.1.2 PhD programmes

The day to day management of PhD programmes and *cotutelles* is the responsibility of the Graduate School.

Each PhD student will have two designated Goldsmiths' supervisors. The administrative contact for each programme will be the Head of the Graduate School Office.

19.2 Administration handbook

For each partnership, an agreed administration handbook which is an operational manual for the management of the programme should be created (see Annex 8 for the administration handbook template).

This will be finalised through discussions between the College and the partner institution. The creation of such a handbook ensures that the programme is administered effectively and helps to avoid misunderstandings between the two institutions. The handbook will expand on duties and responsibilities included in the memorandum of agreement.

The document will be modified according to the requirements of the individual partnership.

The following is a list of the areas covered by the administration handbook:

- Marketing
- Recruitment
- Admissions
- Teaching staff
- Learning and Teaching resources
- Registration and Enrolment
- Fees
- Administrative responsibilities, including programme regulations and committee meetings
- Changes to programmes
- Student records
- Assessment
- External examiners
- Examination boards
- Awards
- Graduation
- Quality Assurance
- Academic complaints, appeals and discipline
- Student support

20. External Examiners

20.1 Nomination

An external examiner is appointed by the College for each programme using the College's standard nomination and approval procedures.

There may be more than one external examiner for certain programmes depending on the range of subject areas. The number of external examiners per programme will be agreed at programme approval.

For programmes not delivered in English the External Examiner must be fully competent to operate professionally in both English and the working language of the programme and have experience of UK higher education.

Where the same programme or closely related programmes are delivered by both Goldsmiths and the partner institution, the same external examiner will be appointed to both programmes to enable the College to assure itself of the comparability of standards.

The College maintains a record of current External Examiners (including those involved in collaborative provision) and their period of office in order to ensure that retiring External Examiners can be replaced in a timely manner.

20.2 Induction

Following the approval of the appointment, the College sends External Examiners a pack of information, which includes a letter of appointment, the *Guidelines for External and Intercollegiate Examiners*, general and specific regulations relating to the programme(s) of study they are examining, together with the relevant scheme of marking and the annual report form. Newly appointed examiners are sent the most recent copy of the outgoing External Examiner's report.

An induction event for all new external examiners involved in collaborative programmes will be held at the College in the autumn term.

The relevant Goldsmiths' department will provide an additional briefing on the programme being examined and on the nature of the collaborative arrangement. This will include the programme and student handbooks and examples of previous examination papers.

20.3 Approval of assessment instruments

External Examiners shall be asked to give advice on all modes of assessment that count towards an award, specifically including approval of the form and content of examination papers, to ensure that all students are assessed fairly in relation to the syllabus and assessment regulations.

20.4 External Examiner reports

External Examiners are asked to make an oral report to the Board of Examiners, followed by an annual written report. The report requests comments under a number of headings, including the balance and content of the programme, the examination process and procedural and administrative matters.

Reports are received and read initially in the Quality Office and, if a report is considered too brief or unclear, the Quality Assurance Manager will write to the External Examiner requesting a fuller report. If the report raises issues of a serious nature it is referred to the Pro-Warden (Students and Learning Development) and to the Quality Assurance Manager to ensure that these are addressed as a matter of urgency. Reports are then sent to the appropriate Head of Department for consideration by the Department.

Departments are required to make a formal response to each External Examiner's report. Responses are then returned to the Quality Assurance Manager's Office where they are read in conjunction with the reports and sent to the External Examiners.

Within Departments, issues raised in External Examiners' reports are considered in Departmental Boards and Learning and Teaching Committees, as well as part of Annual Programme Review. Departments will ensure that discussions of any issues relating to the external examining of collaborative provision, including actions taken and outcomes are appropriately minuted and tracked.

The Quality Assurance Manager's Office produces an annual digest of all external examiner reports for consideration by Standards Scrutiny Sub-Committee. This includes a separate section which considers reports from external examiners on collaborative provision programmes.

21. Assessment

The attention of partner institutions should be drawn to Section 6 of the QAA Code of Practice on the Assessment of Students (2000) to ensure that they are aware of Goldsmiths' requirements as the awarding institution.

21.1 Assessment regulations.

Assessment regulations shall normally be the standard College assessment regulations.

Where this is not appropriate, the assessment regulations will be approved as part of the programme approval process by the Academic Board. The Head of Assessments shall be consulted and approve all such programme regulations prior to their submission to Academic Board.

In all cases, variants on College assessment regulations must be compatible with those of the College and be designed to ensure that standards are equivalent across both Goldsmiths' programmes and collaborative provision.

21.2 Marking and Moderation

For validated provision, assessments should be first and second marked by the partner institution in line with the assessment regulations. Assessments should also be sample moderated by staff from the relevant department at Goldsmiths prior to sending them to the external examiner. The sample size should be around 10% of the total number of assessments (or a minimum of 10 scripts) and include firsts (or distinctions), fails and borderlines.

For work in languages other than English, professional translation will be arranged by the partner institution in cases where there is no one at the College able to moderate work in the foreign language. Sample verification of the translations will be arranged by the College.

For partner-supported delivery and joint awards, assessments will be first and second marked by the relevant Goldsmiths department prior to sending them to the external examiner.

Partner supported delivery of PhD programme and *cotutelles* will be subject to Goldsmiths postgraduate research arrangements for marking and upgrading.

21.3 Boards of Examiners

Where a collaborative partnership involves delivery of a Goldsmiths' award, the Board of Examiners is a Goldsmiths' committee and, as such, must be chaired by a member of the College.

For validated provision, the Board of Examiners may be scheduled at the partner institution, providing that it follows Goldsmiths' guidelines for the conduct of assessment boards, that there is appropriate representation of staff from the relevant department at Goldsmiths and that a member of staff from Goldsmiths who is trained in procedures for Boards of Examiners is in attendance. The Quality Office shall be responsible for ensuring that the partner institution is fully aware of Goldsmiths' requirements governing the conduct of assessment boards.

For partner supported delivery of taught programmes, results will be considered at a Goldsmiths Board of Examiners.

Board of Examiner arrangements for joint programmes will be agreed at programme approval stage. Arrangements must be compatible with those of the College and be designed to ensure that standards are equivalent across both the Goldsmiths' programme and collaborative provision.

22. Quality Assurance

22.1 Annual Programme Review

Annual programme review is a key process which provides the College with a yearly overview of individual collaborative provision arrangements.

An annual programme review report must be submitted for each taught programme, including franchised programmes, to the Quality Office by the specified deadline each year.

For individually franchised courses, a report should also be submitted.

For validated provision, the partner institution prepares the report. This must be approved by the institution's own quality assurance processes prior to submission to the College.

For joint programmes, the report is prepared by the Programme Management Committee. If possible, one joint annual programme review report should be prepared for consideration by both institutions.

For partner supported delivery of Goldsmiths' taught programmes or programmes delivered by an FDL arrangement, the relevant Goldsmiths' department prepares the report.

Annual progress of PhD students is monitored via the Graduate School Board.

22.1.2 Content of annual programme review reports

Reports should be evaluative and self-critical. They should include reflection upon:

- ❑ Student feedback data
- ❑ Course/course evaluation summaries
- ❑ External examiners' reports (these should be submitted together with the institution's/department's response)
- ❑ Data on student recruitment, progression and completion
- ❑ Learning and teaching developments/enhancements
- ❑ Any new features of the programme; teaching and assessment methods, or plans for their introduction
- ❑ Revisions to the programme specification.
- ❑ Student support arrangements

The annual programme review process is also a useful opportunity to discuss potential amendments, review inter-institutional communication and administration processes to ensure that best practice is maintained.

22.1.3 Consideration of annual programme review reports

Annual programme review reports are submitted to the relevant Departmental Teaching and Learning Committee for consideration. Discussion of the reports should be minuted and any items requiring action noted. The minutes should be sent to the Quality Office for consideration alongside the annual programme review report.

Annual programme review reports relating to collaborative provision will not form part of the Quality Office digest of issues from annual monitoring reports but will be reported on individually by the Quality Office. The digest and individual reports will then be considered Learning and Teaching Quality Committee.

The Collaborative Provision Manager will be responsible for giving feedback to the partner institution on any action required by the Committee. The Goldsmiths' Academic Link Tutor will be involved.

Learning and Teaching Quality Committee will ensure that any issues arising from the annual reports are followed up.

Annual progress of PhD students is monitored via the Graduate School Board. Discussions should be minuted and any items requiring action noted.

22.2 Annual Admissions Report

Partner institutions must submit an annual admissions report relating to any approved programmes using the template supplied for this purpose by Goldsmiths. This will be considered by the Quality Office alongside the annual programme review report.

22.3 Annual Assessment report

Partner institutions must submit an annual assessment report relating to any approved programmes using the template supplied for this purpose by Goldsmiths. The report will be considered by Standards Scrutiny Sub Committee at the same time as the Goldsmiths' annual assessment report.

22.4 Institutional review

Institutional reviews will take place at intervals not normally exceeding five years. The timing will be determined by the number of years awarded at institutional approval/ the last institutional review. Institutions may be subject to Interim Institutional Review where Goldsmiths reasonably feels that circumstances require such a review. Institutional approval/review panels may also stipulate that an Interim Review should take place to examine specific issues.

The institutional review process allows the College to evaluate the effectiveness of the partnership and to assess whether the collaboration remains consistent with the strategies of both institutions. The review process also allows the College to assure itself that the partner institution continues to meet the criteria for partnership, and to negotiate the renewal of the agreement.

The criteria for institutional re-approval will be broadly the same as for institutional approval. The College will therefore gather evidence in the same way as for institutional approval. The reports from College Officers relating to finance and legal and insurance matters will be included in the documentation made available to the institutional review panel. The College will also review the data security and processing arrangements in place to ensure that they remain appropriate.

In addition, the partner institution will produce a critical self-evaluation document which should seek to evaluate the success and benefits of the partnership over the period of approval. The document should focus in particular on the evolution of academic policies and procedures - including quality assurance - governance structures, facilities and resources, and staffing.

The content of institutional self-evaluations may vary according to the nature of the partnership. Advice on the precise content of individual self-evaluations will be given by the Head of Quality and Standards

The review process involves a panel visit to the partner institution. For partners delivering/supporting just one taught programme, it may be appropriate to run the institutional review and periodic programme review events concurrently at the partner institution. The resulting report, should, however, clearly focus on both the review of the institution and the review of the programme.

Discussions about institutional review and periodic programme review should commence at least one year before the planned event.

The review will be organised by the Quality Office.

22.5 Periodic programme review

Taught programmes are subject to periodic programme review and revalidation at least every five years. The timing will depend on the length of the approval period awarded at re/validation. The review will take place before the contract is renewed and the outcome of the review will be taken into consideration. Programmes may be subject to an Interim Review where Goldsmiths reasonably feels that circumstances require such a review.

The periodic programme review process is an opportunity to evaluate the effectiveness of the programme in delivering its aims over the period of validation. The review allows the College to assure itself that the programme has enabled students to meet the intended learning outcomes, remains current and is appropriately resourced and managed. The process also allows staff to propose major changes to the programme.

The documentation required for periodic programme review can be found in Annex 6.

The review process will involve a panel visit to the partner institution. For partners delivering/supporting just one taught programme, it may be appropriate to run the institutional review and periodic programme review events concurrently at the partner institution.

Discussions about institutional review and periodic programme review should commence at least one year before the planned event.

The review will be organised by the Quality Office.

22.6 Consideration of institutional and periodic programme review reports

Institutional review reports will be considered by Academic Development Committee and Learning and Teaching Quality Committee.

Periodic programme review reports will be considered by Learning and Teaching Quality Committee. Where a programme has been subject to amendment, the amendments will first of all be considered by Programme Scrutiny Sub Committee.

The Quality Office will be responsible for giving feedback to the institution on any action required.

Learning and Teaching Quality Committee will check that any action required has been carried out

22.7 Programme Withdrawal

A variety of factors may lead to this decision e.g. poor recruitment or staff changes. If a partner institution is considering withdrawing a programme of study they should discuss this with the Collaborative Provision Manager at Goldsmiths. Discussions should focus on the measures to be put in place to manage the withdrawal of the programme. These should relate both to applicants and current students. In the case of the former, consideration should be given to whether alternatives might be offered, whilst for the latter consideration should be given to ensuring that the quality of the student experience on the programme will be maintained.

These measures should be submitted for consideration to Programme Scrutiny Sub-Committee using the College's programme withdrawal template.

22.8 External reviews

Collaborative provision at the College is subject to periodic external audit by the Quality Assurance Agency. Partner institutions may be required to co-operate with the College during this activity.

Annexes

Annex 1 Outline institutional approval template

Annex 2 Institutional risk assessment template

Annex 3 Template for Self-Evaluation Document

Annex 4 Template for programme overview document (programme approvals)

Annex 5 Guidance on programme specifications and curriculum maps

Annex 6 Guidance on the content of student handbooks

Annex 7 Documentation required for periodic programme review

Annex 8 Administration handbook template

Annex 1

Outline institutional approval template

Departmental information	
Department making the proposal	
Contact person within the department	
Contact person's email address	
Contact person's extension number	
Proposed partner information	
Name of proposed partner institution	
Address of proposed partner institution	
Website address	
Contact person within the proposed partner institution	
Contact person's role within the institution	
Brief description of the institution (E.g. public/private, does it own its own premises, types of programmes offered, number of students)	
What is the proposed partner's objective in seeking to enter into a	

collaborative provision arrangement with the College?	
Nature of the proposed collaboration	
Type of collaboration proposed (see definitions in section 4 of this document)	
Type of programme proposed (E.g. honours degree, foundation degree, Postgraduate Certificate etc.)	
Title of proposed programme and/or subject area/s	
Estimate of student numbers per entry cohort. (Indicate whether full or part time)	
Rationale for the collaboration (E.g. how does this fit in with the College's strategy for collaborative provision and the proposing department's strategy, what are the likely benefits to the College/department of the partnership?)	
Business Case	
Details of discussions held to date with the proposed partner (e.g. have discussions taken place with just one individual at the institution? Has the College visited the proposed partner institution?)	

Annex 2

Institutional risk assessment template

Key

1 = low risk

2 = medium risk

3 = high risk

Name of proposed partner institution: _____

Goldsmiths department and contact person making the proposal:

Area	Potential Risk	Risk Factor	Risk factor for this proposal
Partner institution	In receipt of public funding and experienced at delivering programmes at UG and PG level	1	
	In receipt of public funding and experienced at delivering programmes at UG level	2	
	Private institution	3	
Location	UK	1	
	European Economic Area	2	
	Other	3	
Resources	Large institution, well resourced	1	
	Small institution, well resourced	2	
	Large or small institution, with limited resources	3	
Partner's standing	Very good QAA audit/PSRB or other audit outcomes or N/A	1	
	Satisfactory audit outcomes	2	
	Poor audit outcomes	3	
Experience of collaborative provision with other UK institutions	Extensive	1	
	Limited	2	
	None	3	

Experience of collaborative provision arrangements (Goldsmiths department)	Extensive	1	
	Limited	2	
	None	3	
Experience of delivering programmes at the proposed level	Extensive	1	
	Limited	2	
	None	3	
Language of proposed programme	English	1	
	Other	3	
Staff base to support proposed programme development	Solid team of appropriately qualified staff	1	
	Some appropriately qualified staff	2	
	Limited numbers of appropriately qualified staff	3	
Staff base to support proposed programme development (Goldsmiths department)	Solid team of appropriately qualified staff	1	
	Some appropriately qualified staff	2	
	Limited numbers of appropriately qualified staff	3	

Annex 3

Template for Self-Evaluation Document (SED)

The self-evaluation document (SED) will normally include the following information and should refer to relevant supporting documentation. Where possible, the SED should be submitted in paper format (6 copies) and the supporting documentation on a memory stick (6 memory sticks).

The document should refer to existing strategic and managerial processes in place at institutional level which would provide the framework in which the proposed collaborative provision arrangement would operate.

The self-evaluation document and all supporting documentation must be submitted to the Quality Office at Goldsmiths at least six weeks before the institutional approval meeting.

1. Introduction to the Institution

To include:

- history of the institution (date established etc)
- ownership
- legal status
- sources of income
- position of the institution with the particular national context (where applicable)
- type of institution
- size of institution
- student body (numbers and profile)
- any existing validation arrangements
- a supporting statement confirming why the institution wants to enter into a collaborative provision arrangement with Goldsmiths.

2. Institutional mission, higher education strategy and educational objectives

To include:

- mission statement
- strategic and operational plan
- higher education strategy and objectives.

3. Governance Structure

To include:

- organisation chart
- terms of reference and membership of key committees
- student and staff representation on committees.

4. Programmes and programme management

To include:

- number of programmes (specify which programmes are to be put forward for validation)
- level of programmes
- number of students on each programme
- programme titles
- programme development and review processes.

5. Teaching, Learning and Assessment

To include:

- the institutional Learning and Teaching Strategy
- other relevant policies (e.g. assessment, feedback etc).

6. Quality Assurance and Enhancement

To include:

- ❑ details about existing quality assurance arrangements, policies and processes
- ❑ details of any external influences which impact on provision (e.g. professional and statutory regulatory bodies [PSRBs], governmental requirements etc.
- ❑ outcomes of any external audits
- ❑ mechanisms for obtaining and acting upon student feedback
- ❑ quality enhancement within the institution
- ❑ evidence of familiarity with the requirements of UK higher education.

7. Resources

To include:

- ❑ details about the campus (teaching accommodation, library, IT and other resources)
- ❑ support services for students (e.g. personal tutors, counselling, advice services, support for students with disabilities etc)
- ❑ staffing (numbers and percentages of FT/PT/hourly staff)
- ❑ cvs of staff who would be teaching on validated programmes
- ❑ staff recruitment and staff development policies
- ❑ staff appraisal policy.

8. Equal opportunities

To include:

- ❑ equality and diversity policies.

9. Research

To include:

- ❑ the institutional research strategy
- ❑ details about research activities of staff who would be teaching on validated programmes.

Annex 4

Template for programme overview document (programme approvals)

The programme overview document provides the background to the programme and is the key guide for programme approval panels. It should refer, where appropriate, to relevant supporting documentation.

1. Programme Title
2. Language in which the programme will be taught and assessed
3. Location where the programme will be taught
4. Name of Programme Leader and contact details
5. Rationale, aims and learning outcomes of the programme
6. Mode/s and pattern/s of study
7. Programme structure (including credits, alignment with the FHEQ, subject benchmark statements - where applicable – or other QAA reference points, e.g. Master's degree characteristics)
8. Curriculum (including currency and how assured)
9. External input into the design of the programme
10. Admissions procedures and entry qualifications (including English language requirements)
11. Teaching, Learning and Assessment methods
12. Student numbers/recruitment patterns if programme already exists
13. Any previous history of running the programme. If previously validated, include details of validation arrangement (including most recent revalidation date), analysis of student results, external examining arrangements and feedback from external examiners
14. Staffing (including staff development and research)
15. Resources (including library, IT and other resources)
16. Support for learners on the programme
17. Programme management, quality assurance arrangements (including student feedback mechanisms) and quality enhancement
18. Details of any professional body accreditation.

Supporting documentation required for programme approval

The following should be appended as a minimum to the programme overview document. Institutions should supply additional supporting documentation where relevant.

- ❑ Programme specification
- ❑ Programme/student handbook (to include regulations and complaints and appeals procedures)
- ❑ All course/module outlines (if not included in programme/student handbook)
- ❑ Brief cvs of staff teaching on the programme
- ❑ Publicity for the programme
- ❑ Committee minutes confirming approval by the institution's Academic Board (or equivalent).

Annex 5

Guidance on Programme Specifications and Curriculum maps

- 1 This guidance is designed to help staff producing programme specifications. You should also refer to the guidance from the QAA and the more specialist information available from benchmarking exercises, subject associations and learning and teaching centres. The key document '*Guidelines for preparing programme specifications*' containing information on how to develop programmes specifications can be found on the QAA web site at the following URL:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/guidelines06.pdf>

You will also need to consult the Framework for Higher Education Qualifications at:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>

- 2 The specifications will also form an essential basis for future audits of the College's learning and teaching provision that have currently replaced the old system of departmental audits by enabling us to demonstrate that we using the best means at our disposal to deliver and to assess the achievement of the stated learning outcomes. A clear and detailed programme specification is not only valuable for students, but for all involved in the teaching of the programme.
- 3 Each document will describe a specific programme, but there will also be key documents that you should check against your draft specifications to ensure coherence. These might include your institution's strategy, Learning and Teaching Strategy and any guidance provided to students in handbooks.
- 4 The most important thing to keep in mind all through the process is to only specify outcomes that you can deliver (and that can be demonstrated). A related important point is to make sure that the assessment methods chosen and the marking criteria you apply, relate to your outcomes, so it is possible to measure how well the learner has achieved the outcomes. Bear in mind though that assessment methods in this case relate to the programme as a whole and that a mix of assessment methods may well itself be a desirable feature of a programme.
- 5 The QAA lists its suggestions for what information 'should normally be included in a programme specification' on page 5 of its paper and they are repeated below in the order in which we want them to appear in your programme specification. The College has adopted this list as the model to work to.

Content of Programme Specification

A Programme title

B Name of the final award (If different)

C Level of the award-see table below and refer to the qualifications framework document at the following URL:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>

Level 4	Certificates of Higher Education
Level 5	Foundation degrees, Diplomas of Higher Education
Level 6	Bachelors degrees with Honours, Graduate Certificates and Graduates Diplomas
Level 7	Masters degrees, Postgraduate Certificates and Postgraduate Diplomas
Level 8	Doctoral degrees

D Details of accreditation by a professional/statutory body (if appropriate)

E JACS code (if appropriate)

F Originating institution and department(s)

G Relevant subject benchmark statements and other external and internal reference points used to inform programme outcomes

H Author of (and please indicate role e.g. Programme Co-ordinator or Chair of Learning and Teaching Committee) and date at which the programme specification was written or last revised

Introductory data (A-H)

- 6 We suggest that this data is presented in a concise a manner as possible, preferably in 'Ariel font point 11'. Include, the programme title, the name of the award, the level of the award, any appropriate accreditation by a professional body, the UCAS code (if appropriate), the originating institution and department, relevant subject benchmark statements and other external and internal reference points used to inform the programme outcomes, the author(s) of the specification and their role.

Aims of the Programme (I)

- 7 The QAA document is worthwhile reading for this. Clearly, this section introduces the student to the overall aims of the programme in the context of the need for students to develop subject-based knowledge and understandings, and skills, and transferable skills. Making the general link between the programme and future study and employment is appropriate here, (as well as in the learning outcomes section), as are general references to subject benchmarking statements, or other internal or external reference points. Remind yourself of the QAA programme descriptors for your level of programme to make clear that we are very aware of the difference between undergraduate and postgraduate levels of work and between different levels on undergraduate programmes.

Criteria for Admission to the Programme (J)

- 8 This is clear from criteria agreed at the programme approval.

**Programme Outcomes knowledge and understanding; skills & other attributes (K)
Learning/Teaching Methods and Strategies to enable outcomes to be achieved (L)
Assessment Methods and Strategies to enable outcomes to be demonstrated (M)**

- 9 Clearly, the programme outcomes should reflect those of the constituent courses, but, in the words of the QAA, a programme specification should “relate to the learning attributes developed by a programme as a whole which, in general, should be more than the sum of its parts.” (The College does however also require all courses to be described in a standard format indicating the learning outcomes, the learning and teaching methods and assessment methods employed. These course descriptions should be in existence for courses already approved. Where they do not exist for current courses or new courses are being proposed, departments should complete a course approval/amendment form).
- 10 There are four main groupings of outcomes, Knowledge and Understanding, Cognitive/Thinking Skills, Practical Subject Skills and Transferable Skills and, as a minimum, departments are required to follow each list of outcomes with sections on Learning/Teaching Methods and Strategies, and Assessment Methods and Strategies, in which the logic of the choice of learning and assessment method(s) is made clear. Transferable skills are intellectual, organisational and communications skills that can be applied to life scenarios beyond the subject-based context. You should refer also to your subject benchmarking statements where appropriate.
- 11 Please make sure that the learning outcomes are suitable for the level of study of the programme. For example, although Masters students frequently need to be introduced to areas of knowledge and skills, it is expected that they will apply them at a higher level than the Honours degree. Thus, the application of the knowledge/skills used should be highlighted in the outcomes, rather than the nature of the introductory learning itself.
- 12 It is important to employ an appropriately diverse set of learning and assessment methods across a programme to enable students to practise their learning and demonstrate their achievement of the outcomes.
- 13 Do make sure that the teaching and assessment methods chosen do enable the student to learn and practise and then demonstrate the outcomes specified. In recent literature on learning and teaching this process is referred to as ‘constructive alignment’. This process may well encourage us to review our current practices in terms of teaching and assessment
- 14 Try to highlight realistically positive features of the learning methods being used in the programme. The availability of small group work and tutorial guidance and any other method of ensuring the learner has feedback on her/his understanding or skill achievement is to be encouraged. But try also to think of the virtues for lectures and other more traditional modes of teaching that you use!

Programme Structure and requirements - levels, courses, credits and awards (N)

- 15 Formally list the courses and assessment requirements of the programme, making sure that they conform to the details agreed when the programme was approved by the College. Please include course codes where known. Include any progression requirements, and any specific information relevant to the classification of the award. Information contained in this part of the specification will provide the basis for Programme Regulations, which will be drawn up by the Quality Assurance Manager. For detailed guidance please refer to Section 6.

Particular Support for Learning (College requirement) (O)

- 16 All specifications should contain the following statement: "Goldsmiths is committed to making any reasonable adjustment which allows, as far as possible, for equality of opportunity and access, and to ensuring that students are not substantially disadvantaged because of specific learning difficulties or disability." The College is committed to maintaining and enhancing quality and standards of learning, teaching, assessment and support mechanisms by anticipating and meeting the needs of an increasingly diverse student population at both undergraduate and postgraduate levels, thereby seeking to ensure equality of opportunity. You should therefore include any support for learning and teaching employed by the department over and above that detailed in your learning and teaching strategies earlier in the programme specification. You might wish to refer to personal tutoring arrangements or to any other mechanisms you have in place. You may wish to indicate whether the department employs technology in the delivery of learning materials and how it supports students in the use of computing and information technology. You should specifically mention how the department meets the needs of students with SLDD (specific learning difficulties and/or disabilities)

Methods for evaluating and improving the quality and standards of learning (P)

- 17 Include the relevant procedures for programme monitoring and course evaluation but you should also include any further departmental practices as well.

Indicators of Quality, including employment prospects of graduates (Q)

- 18 It would be appropriate here for your specification to be specific about the achievement of graduates from the programme. (any internal/external recognition of achievement by graduates from the programme). Some departments are able here to cite successful entries to national/international festivals and competitions.
- 19 However, all departments must give here an indication of the range of career paths chosen by past graduates, together with some indication of their success in finding employment.

Application of Grading Criteria (College requirement) (R)

- 20 This section is included at the end of the specification to enable staff to more easily exclude this very detailed information in entries to the Prospectus or other means of advertising. The College has produced Generic Grading Criteria for all undergraduate and taught postgraduate provision and you should use this as the starting point for this section. Include here the detailed guidelines for the application of the overall programme grading criteria indicating the characteristics of the level of achievement of the learner in relation to each marking grade.
- 21 There may be one or more set of criteria depending on the range of the programme and the different types of submission, for example, essay, thesis, practical work, seen and unseen examination etc.

Curriculum map

Curriculum maps show how learning outcomes are delivered across the programme curriculum. The table below is an example.

MA Brand Development curriculum map

Learning Outcome	MC71110 A	MC71111 A	MC71112 A	Options
A1. Understanding of the history of branding, and the social, cultural and political factors influencing its development.	•	•	•	
A2. Understanding of theoretical models developed to explain significance of branding; ability to evaluate these critically and creatively.	•	•	•	
A3. Awareness of key debates within brand development, from perspective of both professionals and academics.	•	•	•	
A4. Ability to evaluate these debates critically, using appropriate evidence and reasoning.	•	•	•	
A5. Understanding of related areas of study in communications or sociology; ability to understand how these relate to the development of branding.				•
B1. A high degree of critical reasoning and significant independence of thought.	•	•	•	•
B2. Ability to develop and structure complex arguments, and to communicate these with clarity in written and verbal form.	•	•	•	•
C1. Understanding of intellectual and practical concerns that underpin research on brands; ability to contribute to this research through use of appropriate skills and resources.	•	•	•	
C2. Ability to apply knowledge acquired across programme to new examples and practical projects.			•	•
D1. Capacity to undertake independent research in one or more areas covered by the programme to a high standard.	•	•	•	•
D2. Ability to initiate new projects		•	•	

and take responsibility for seeing these through to completion.

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Annex 6

Guidance on the content of student handbooks

The Student or Programme Handbook should contain all the information a student will need to participate on the programme.

The document should give students a clear indication of the nature and structure of the programme they have started.

Title page showing:

- Name of Institution College
- Name of Partner
- Location
- Programme Title
- Language of Instruction and Assessment
- Full list of Award(s) (including possible exit awards)
- Mode/Pattern of study possible
- Credit rating
- Any Professional bodies involved in the accreditation/approval of the programme(s)

Introduction

It is useful to begin the handbook with an introduction outlining the purpose of the handbook and giving contact information at the College as well as contact details for staff teaching on the programme. It should also include contact details for readers to suggest improvements or point out errors or omissions.

Programme Structure

List of courses and their status (including for intermediate exit awards)

Diagram showing timetable for delivery of courses and their inter-relationships (for all modes of delivery)

A curriculum map showing in which courses the programme learning outcomes, including transferable skills, are addressed

Complete set of course descriptions, to include the following:

- Course Number and Title
- Course Leader
- Learning Outcomes
- Brief Course Description
- Context – e.g. how this course fits into the degree or relates to other courses
- Relationship to Other Courses
- Pre-requisites: say what these are if there are any
- Co-requisites: say what these are if there are any
- Level and Status
- Content
- Mode of delivery (lecture, seminar, presentation or other)
- Assessment (Coursework %, Examination %)
- Indicative reading

Validation History

This course was first approved in [date]

Revised [date] *Etc.*

Teaching and learning

Types of teaching and learning methods that will be used.

Courses being delivered mostly or completely by distance or e-learning indicating what support materials will be provided and the platform for access if e-learning.

Assessment

- ❑ Description of the range of assessment tasks across the courses
- ❑ Guidance on referencing and plagiarism
- ❑ Processes for submitting and collecting assessed work
- ❑ How to apply for an extension
- ❑ Penalties for late submission
- ❑ Assessment criteria.
- ❑ How students obtain feedback on assignments
- ❑ Schedule of assessment points over the academic year

Staffing

Details of current staff (academic and support) involved in the programme

Student support systems

- Induction process for new students
- Accessing staff – office hours, use of email, etc.
- PDP policy
- Personal tutors & other academic/professional support,
- Learning support
- Information about Partner student support resources (and Goldsmiths resources if available to students on the programme)
- Other Partner resources, e.g. admin offices, accommodation support, sports facilities, etc.
- Counselling or other advice services
- Careers office
- Anything else the Partner thinks is relevant for students

Additional programme requirements

E.g. professional/statutory practice, work-based or placement learning.

Diversity issues

Accessibility of the programme(s) to students with disabilities etc.

Additional programme-related costs

E.g. language tuition, field work which may be incurred by students

Assessment Regulations

Appeals and complaints procedures

Disciplinary procedures

The following information can be provided as part of the course specific student/programme handbook or as a separate generic 'Student Handbook'.

The Student voice

Process for obtaining student feedback (e.g. course and programme evaluation process, programme committee representation)

Learning Resources

Information about partner's library & IT facilities, clear information about access to Goldsmiths resources (or not) as appropriate.

Any additional resources.

Anything else relevant for students such as campus maps etc.

Annex 7

Documentation required for periodic programme review/programme revalidation

The Self-Evaluation Document (SED)

The Self-Evaluation Document should cover the areas listed below, although the headings are for guidance and are not prescriptive. Examples of how the institution/programme has made enhancements in response to feedback from students and External Examiners, or employers and graduates should be included in the evaluation, as well as evidence demonstrating the institution's strategic approach to learning and teaching.

Introduction

- Setting the context of the institution

Educational aims

- A statement of the overall aims of the programme or programmes included in the review and how these relate to the aims of the institution.

Learning outcomes and programme structure

- An evaluation of the intended learning outcomes and structure of the programme or programmes (reference may be made to their relationship with subject benchmark statements or requirements of relevant professional, statutory or regulatory bodies); how recently they have been reviewed/ amended.

Teaching and assessment

- An evaluation of the teaching and assessment strategies and how they support students to achieve the intended learning outcomes.

Quality of learning opportunities

- *Teaching and learning* - evaluation of the learning opportunities provided to students to enable them to achieve the intended learning outcomes.
- *Institutional review mechanisms* - internal arrangements in the institution for reviewing its provision and evaluating the effectiveness of its approach to learning and teaching;
- *Student admission, progression and completion* - evaluation of the ways in which students' progression through the programme(s) is supported and monitored, from intake to completion;
- *Learning resources* - evaluation of effectiveness of the deployment of the resources, human and material, that support the learning of students, and of the effectiveness of their linkage to the intended learning outcomes of the programme(s).
- *Improvements/enhancements* - to the learning and teaching on the programmes/provision over this period, e.g. new teaching and assessment methods, staff development.

Academic standards

- Commentary on the achievements of students, any trends in examination results, the comments of External Examiners on comparability of standards, on any actions taken as a result.

Graduate satisfaction/employability

- Commentary on feedback from former students and on their career destinations, whether employment or further study, as appropriate.
- Commentary on how employability and career development are considered in programme design and delivery.

Evidence Base

The SED should include evidence from and make reference to the following:

- ❑ Programme Specifications
- ❑ Annual Programme Reviews
- ❑ External Examiners' reports
- ❑ Student recruitment, progression and completion data
- ❑ Reports (if any) from accrediting or other bodies
- ❑ Feedback from former students and their employers; First Destination data
- ❑ Comparability with other HEIs/external benchmarks
- ❑ Internal policy documents, as appropriate
- ❑ SWOT analysis of programme(s)/department (optional)

Where possible, evidence for key points should be included within the main text of the SED or as notes.

The following documents should be appended as a minimum:

- ❑ Programme Specifications for programmes under review
- ❑ Annual Programme Reviews for the last 3 years for the programme under review
- ❑ External Examiners reports for the last 3 years
- ❑ Student handbooks
- ❑ The administration handbook
- ❑ Prospectuses
- ❑ Departmental Strategic Plan
- ❑ Record of staff development
- ❑ Learning, Teaching and Assessment Strategy and Action Plan

Annex 8

Administration handbook template

The cover of the administration handbook should include the following information:

Goldsmiths, University of London

Administration handbook to the Memorandum of Agreement between Goldsmiths, University of London and (*name of partner institution*) for

(list the type of collaborative arrangement)

(list the names of the programme/s including any exit awards)

This administration handbook has been developed following discussions between relevant staff at Goldsmiths and (*name of partner institution*).

The manual should be reviewed annually by the Goldsmiths' Collaborative Provision Manager and the Institutional Liaison and updated as required in order to incorporate any changes to procedures.

Version number:

Effective from date:

Table of Contents

1. The Function of the Administration Handbook
2. Glossary of Terms
3. Liaison between Goldsmiths and (*the partner institution*)
4. Annual Planning and Scheduling of Activities
5. Programme Structure and Mode of Delivery
6. Marketing, Advertising and Promotion
7. Recruitment, Admissions and Student Records
8. Registration and Enrolment
9. Teaching and Administrative Staff
10. Resources
11. Equality and Diversity and Student Support
12. Student handbooks
13. Quality Assurance
14. Academic complaints appeals and discipline
15. Certificates, Transcripts and Graduation Ceremonies

Appendices

- A) Role and responsibilities of the College Liaison
- B) Role and responsibilities of the Institutional Liaison
- C) Role and responsibilities of the Goldsmiths' Academic Link Tutor
- D) Role and responsibilities of the Goldsmiths' Academic Coordinator

1. The Function of the Administration Handbook

- 1.1 The function of this administration handbook is to set out the respective roles and responsibilities of Goldsmiths, University of London (Goldsmiths) and the partner institution for the effective delivery of the programme/s approved by Goldsmiths, University of London to be delivered in *(location)* by *(partner institution)*.
- 1.2 The Administration Handbook is not an exhaustive statement of the rules and regulations governing the arrangement and should be read in conjunction with:
- ❑ the Memorandum of Agreement, including the appended Financial Agreement;
 - ❑ the Goldsmiths' Collaborative Provision Framework which details the College's processes for the approval and ongoing monitoring of collaborative provision arrangements, and which may be amended from time to time:
<http://www.gold.ac.uk/quality/provision/>
 - ❑ the programme handbooks
 - ❑ the assessment and programme regulations
 - ❑ other specific regulations (as required)
- 1.3 The documents shall be applied in the following order to resolve any conflict: the Memorandum of Agreement, any provisions in the Schedules to the Agreement, any provisions of the Administration Handbook, any provisions of the Collaborative Provision Framework, any of Goldsmiths' policies and procedures which are applicable to the arrangements under the Agreement.
- 1.4 This handbook is consistent with the Quality Assurance Agency's Code of Practice for the assurance of academic quality and standards in higher education, Section 2 - *Collaborative provision and flexible and distributed learning (including e-learning)* - amplified version (2010).

2. Glossary of Terms

Academic Board - means the principal committee which is responsible for all academic matters either at Goldsmiths or at the partner institution

Academic Coordinator - means the academic at Goldsmiths who is responsible for providing academic leadership for and oversight of Goldsmiths' collaborative provision relationships

Academic Link Tutor - means the academic at Goldsmiths who is responsible for subject level liaison with the partner institution

Administration Handbook - means this document together with any amendments duly made by agreement between Goldsmiths and the partner institution.

Annual Programme Review Report - means the document produced by the partner institution recording the outcome of the Annual Review of each programme

Annual Review - means the annual meeting at which the review of the programme/s, consideration of external examiner reports and review of the effectiveness of communications between Goldsmiths and the partner institution is carried out.

Collaborative Provision Framework – means the Goldsmiths' framework of procedures and processes governing the management of collaborative provision.
<http://www.gold.ac.uk/quality/provision/>

College Liaison - means the person at Goldsmiths who is responsible for the relationship with the partner institution. This is normally the Goldsmiths' Collaborative Provision Manager.

Board of Examiners - means the committee which is appointed on behalf of Academic Board to record and verify marks awarded for each student being assessed, and to recommend candidates for the award of degrees to the Academic Board. Depending on the nature of the collaborative relationship, the Board of Examiners might be a Goldsmiths' Board of Examiners or a Board of Examiners run by the partner institution.

External Examiner - means the person/s appointed by Goldsmiths to carry out duties as required by Goldsmiths' Regulations and in respect of a particular Board of Examiners relevant to a programme.

Goldsmiths' Moderator - means the academic at Goldsmiths who carries out the moderation of assessed work following first and second marking by the partner institution. This person will normally be the Academic Link Tutor.

Institutional Liaison - means the person at the partner institution who is responsible for the relationship with Goldsmiths.

Institutional Review - means the review by Goldsmiths of the partner institution's continuing capacity to support the relationship. This is normally carried out in the year preceding the specified end date of the Memorandum of Agreement.

Learning and Teaching Quality Committee - means the Goldsmiths' committee established by and reporting to the Academic Board to ensure the quality and standard of all programmes of study leading to a College award.
<http://www.gold.ac.uk/committees/tor/ab-side/ltqc/>

Periodic Programme Review/Programme Revalidation - means the review by Goldsmiths of the programme in accordance with the periodic review procedures outlined in the College's Quality Handbook. <http://www.gold.ac.uk/quality/handbook/>. Programmes will be considered individually for the purposes of programme revalidation. This is normally carried out in the year preceding the specified end date of the programme's period of approval.

Programme - means the programme of study which has been formally approved by Goldsmiths as leading to a Goldsmiths' award.

Programme Leader - means the person appointed to manage a programme.

Programme Regulations - means those regulations approved by Goldsmiths as governing a programme and currently in force. These are approved at programme approval stage.

Quality Handbook - means Goldsmiths' document which governs processes relating to quality and standards. <http://www.gold.ac.uk/quality/handbook/>

Quality Assurance - means the processes for establishing, monitoring and upholding the standards set by Goldsmiths for students to be granted one of its awards

Quality Assurance Agency (QAA) - means the UK company registered under the name THE QUALITY ASSURANCE AGENCY FOR HIGHER EDUCATION with company registration number 03344784 and also registered as a UK charity which is responsible to the UK Government's Higher Education Funding Council for England (HEFCE) for monitoring and assessing quality in the UK higher education sector
<http://www.qaa.ac.uk/>

Student Handbook – means the document issued to students by the partner institution which includes details about the content of the programme and its regulations and which has been approved by Goldsmiths as part of its programme validation process.

Transcript - means the record issued formally by the partner institution and verified by Goldsmiths as evidence of a student's academic achievement. The transcript indicates courses taken together with marks and credits awarded. Goldsmiths will provide the partner institution with a template for this purpose.

3. Liaison between Goldsmiths and partner institution

3.1 Goldsmiths' contacts and roles

3.1.1 Strategic Management

3.1.2 The Academic Coordinator, *(add name)*, is responsible for the strategic aspects of the institutional relationship for Goldsmiths.

3.1.3 A full checklist of the roles and responsibilities of the Academic Coordinator is given at Appendix D. *(This list should be tailored as appropriate to the individual collaborative arrangement.)*

3.2 Functional Management

3.2.1 The Head of Quality and Standards has overall responsibility for and oversight of the quality assurance aspects of Goldsmiths' collaborative provision arrangements.

3.2.2 The Collaborative Provision Manager will be College Liaison and is responsible for the day to day management of the arrangement in particular:

- ❑ co-ordinating relations between Goldsmiths and *(partner institution)* and consulting regularly with *(add name of person from partner institution)* on the day to day management of the programme(s) and other functional aspects of the relationship.
- ❑ ensuring that the provisions of the collaborative arrangement are in full conformity with Goldsmiths' requirements with particular regard to Quality Assurance and the QAA Code of Practice
- ❑ ensuring that any proposed changes to the content, delivery or assessment of the programme/s are subject to Goldsmiths' quality assurance procedures.

3.2.3 A full checklist of the roles and responsibilities of the College Liaison is given at Appendix A. *(This list should be tailored as appropriate to the individual collaborative arrangement.)*

3.3 Partner institution contacts and roles

3.3.1 Strategic Management

3.3.2 *(Add name of person at partner institution)* is responsible for the strategic aspects of the institutional relationship with Goldsmiths, University of London.

3.4 Functional Management

3.4.1 *(Add name of person at partner institution)* acts as Institutional Liaison and is responsible for the day to day management of the collaborative provision arrangement at the partner institution, in particular:

- ❑ liaising with the Goldsmiths Collaborative Provision Manager on the day to day management of the programme(s) and other functional aspects of the relationship
- ❑ ensuring that the partner institution delivers the programmes in accordance with the approved programme specification and agreed quality assurance arrangements

- contacting the Goldsmiths' Collaborative Provision Manager to discuss any proposed changes to the content, delivery or assessment of the programme/s

3.4.2 A full checklist of the roles and responsibilities of the Institutional Liaison is given at Appendix B. *(This list should be tailored as appropriate to the individual collaborative arrangement.)*

4. Annual planning and scheduling of activities.

- 4.1 At least two weeks before the start of each semester during which the programme/s is taught, the partner institution shall prepare a timetable for the Courses being offered and a schedule for the delivery and submission of the assignments and examinations relevant to those Courses and shall issue these items without delay to students recruited to the relevant programme and to the College Liaison.
- 4.2 Before the start of each academic year and after consulting the College Liaison, (*the partner institution*) shall prepare a list of the dates of all Board of Examiner and other Committee meetings to be held in that Academic Year and shall send this to the College Liaison. Where a large number of programmes are to be considered, (*the partner institution*) shall endeavour to group meetings of Boards of Examiners in order to facilitate attendance by Goldsmiths' staff.
- 4.3 The College Liaison will normally attend a selection of meetings of the partner institution's Academic Board (or equivalent). The College Liaison will also attend a sample of other committees, more so in the early stages of any new collaborative relationship. The meetings to be attended will be agreed in discussions between the College Liaison and the Institutional Liaison prior to the start of each academic year
- 4.4 (*The partner institution*) shall take an accurate note of and prepare the formal minutes of all committee meetings relevant to the relationship. The College Liaison will receive the minutes of committees relevant to the relationship.
- 4.5 The College Liaison shall send to the Institutional Liaison the minutes of Goldsmiths' committees that are of relevance to the relationship.
- 4.6 In the spring March/April of each calendar year, the Institutional Liaison will notify the College Liaison of any new programmes to be validated during the following academic year or of any major proposed changes to validated programmes that will need to be considered. Minor changes to programmes would be notified in June for an August start.
- 4.7 Before the end of each academic year, the College Liaison shall identify, in consultation with the Institutional Liaison what changes, if any, need to be made to the Administration Handbook with regard to experience of delivering the programme/s, to the outcome of Annual Programme Review and to any changes in Goldsmiths' policy and after consideration of comments from any External Examiner, the relevant Goldsmiths' student administration offices etc.
- 4.8 The Administration Handbook shall be changed only with the written agreement of both the College and (*the partner institution*) and once the agreed changes have been made the version number and effective from date will be updated.

5. Programme Structure and Mode of Delivery

5.1 Programmes covered by the agreement

5.1.1 The following programmes have been approved for delivery as part of this collaborative arrangement and are covered by this administration handbook.

(list programmes here)

5.2 Location, resources and mode of delivery

5.2.1 The programmes will be delivered at:

(add location)

5.2.2 *(The partner institution)* must not deliver the programme/s at any other premises without the prior consent of Goldsmiths, either as additional to or in substitution for those at the above address.

5.2.3 In relation to each approved programme, *(The partner institution)* shall be responsible for learning resources, facilities and support for students and staff in terms of books, journals and other information sources and services, access to computers, computer software and information technology services.

5.2.4 Goldsmiths may assist the continuing development of *(The partner institution's)* learning resources through the provision of advice and practical co-operation where appropriate.

5.2.5 In relation to the approved programmes, *(The partner institution)* shall be responsible for providing all teaching accommodation for students in terms of lecture halls, laboratories, seminar rooms, tutorial rooms, reading rooms and all other teaching accommodation requirements. This responsibility shall include short and long term maintenance, insurance and security for such accommodation.

5.2.6 *(The partner institution)* will be responsible for providing all student services for students in relation to the approved programmes

5.2.7 The programmes are offered in full-time mode.

5.2.8 All programmes will be taught and assessed entirely in English.

5.3 Programme management

5.3.1 *(The partner institution)* shall appoint a Programme Leader who will be responsible for the day-to-day management and co-ordination of each programme.

5.3.2 *(The partner institution)* will be responsible for the teaching of each Approved Programme.

5.3.3 *(The partner institution)* shall be responsible for day-to-day management of the students' learning experience.

5.3.4 Goldsmiths shall be responsible for monitoring the quality of the students' learning experience.

5.4 Programme Structure

5.4 Programme Structure

- 5.4.1 The approved structure of each programme is detailed in the definitive programme documents. The latter include:
- the programme specification
 - the programme handbook
 - all module outlines
- 5.4.2 (*The partner institution*) is responsible for ensuring that the programme specification is properly maintained and updated. The Institutional Liaison will submit to the Goldsmiths' Liaison updated programme specifications together with the Annual Programme Review Reports each year.
- 5.4.3 Goldsmiths and (*the partner institution*) should ensure that they keep copies of these documents for each programme. Version control is vital and an archive of out of date versions should be maintained for a period of 7 years.
- 5.4.4 (*The partner institution*) and Goldsmiths shall retain a complete set of the approved regulations relevant to any student's enrolment by on the programme/s until such time as all rights of appeal by that student in relation to the programme/s have expired.
- 5.4.5 No programme or course may be delivered before it has been approved by Goldsmiths.
- 5.4.6 This process must be completed by the April prior to the start of the next academic year to allow for consideration and approval by the relevant Goldsmiths' committees.
- 5.4.7 The process for new programme approvals and amendments is detailed in the Goldsmiths' Collaborative Provision Framework.
<http://www.gold.ac.uk/quality/provision/>

6. Marketing, advertising and promotion

- 6.1 *(The partner institution)* must send any proposed promotional material relating to the programme/s to the College Liaison prior to its publication, circulation or being made available and no such material shall be used without first being approved in writing by the College Liaison.
- 6.2 Neither *(the partner institution)* nor Goldsmiths shall use the name of or identify the other externally without the other's prior consent unless provided otherwise in the Memorandum of Agreement.
- 6.3 The Goldsmiths' logo is a registered trademark with restricted use.
- 6.4 Use of the Goldsmiths' logo by third parties will be sanctioned on a case by case basis depending on the nature of the partnership. Details will be included in the Memorandum of Agreement.
- 6.5 Neither *(the partner institution)* nor Goldsmiths shall misrepresent the collaborative relationship to students (and their families) interested in or enrolled on the programme(s).
- 6.6 Goldsmiths will supply a form of words that *(the partner institution)* should use to explain the nature of the relationship and also clarify the nature of the relationship between Goldsmiths and the University of London.
- 6.7 *The partner institution* shall be responsible for preparing entries in general publications and for advertising each approved programme.
- 6.8 *(The partner institution)* shall be responsible for all the costs of any advertising and promotional materials and activities in respect of the programme/s and shall market and promote the programme/s as approved at its own expense.

7. Recruitment, Admissions and Student Records

- 7.1 The recruitment of prospective students to the programme/s is the responsibility of *(the partner institution)*.
- 7.2 *(The partner institution)* shall ensure that students recruited for admission to the programme/s meet the entry requirements set out in the admissions regulations approved as part of the institutional approval process.
- 7.3 *(The partner institution)* shall explain clearly to applicants before admission that students admitted to the programme/s have registered status at Goldsmiths for award purposes only. Students are not entitled to use Goldsmiths' facilities.
- 7.4 *(The partner institution)* shall record and maintain application details of students who have applied to the institution in relation to each programme, and shall maintain admissions statistics as required by Goldsmiths. Goldsmiths shall have the right to receive a copy of this data on reasonable written request.
- 7.5 *(The partner institution)* must make clear to students that registration with Goldsmiths is a precondition to the Board of Examiners' consideration of making an award to any student, irrespective of the students enrolment with *(the partner institution)*.
- 7.6 The partner institution will also give students a data fair processing notice confirming how the partner institution will handle the data and which data will be communicated to Goldsmiths. The precise wording of this notice will be agreed by Goldsmiths in discussion with *(the partner institution)*.
- 7.7 The admissions procedure for the programme/s is as follows:
(add hyperlink).
- 7.8 *(The partner institution)* shall verify all awards and entry qualifications for students admitted to the programme/s and the admissions process is subject to review and audit by Goldsmiths. The partner institution will submit an annual admissions report to the College Liaison following completion of the admissions process each academic year.
- 7.9 *(The partner institution)* shall verify the identity of all students admitted onto a programme leading to a Goldsmiths' award.
- 7.10 Day-to-day Student administration of the Programme will be carried out by *(the partner institution)* staff.
- 7.11 Student records will be maintained at both *(the partner institution)* and Goldsmiths.
- 7.12 *(The partner institution)* shall create and maintain accurate records of every student enrolled by *(the partner institution)* on the validated programme/s. This shall include records of all courses taken and marks received.
- 7.13 Student records will be maintained at Goldsmiths for the purposes of producing student listings and statistical returns. *(The partner institution)* will provide Goldsmiths with amendments for the records as required.
- 7.14 *(The partner institution)* will be responsible for issuing letters to all other external bodies certifying student status. These letters will identify *(the partner institution)* as the main location of study for students.

- 7.15 On successful completion of an approved programme, Goldsmiths shall grant to the student an award certificate to which he or she is entitled.
- 7.16 (*The partner institution*) shall store and process the records in a manner and to standards approved by Goldsmiths (which standards will have regard to the requirements of the Data Protection Act 1998) and (*the partner institution*) shall comply with any initial or subsequent requirements of Goldsmiths in these respects.

8. Registration and Enrolment

- 8.1 *(The partner institution)* shall be responsible for the enrolment of students in accordance with *(the partner institution)*'s normal enrolment procedures.
- 8.2 *(The partner institution)* shall undertake the invoicing and collection of fees. Any administration of student financial support services will be the responsibility of *(the partner institution)*.
- 8.3 Once students have been unconditionally admitted to a programme/s the Institutional Liaison shall send to the College Liaison such information as is required by the College to register the student onto the Goldsmiths' student records system.
- 8.4 Goldsmiths will provide a template for the information required.
(Add information confirming the procedure for the secure transmission of student registration data).
- 8.5 Following receipt of this information Goldsmiths shall register the relevant students as students of Goldsmiths. The College Liaison shall send a list of all the students registered for a Goldsmiths' award to the Institutional Liaison as confirmation of registration.
- 8.6 The Institutional Liaison must advise the College Liaison immediately of any errors in the list.
- 8.7 The Institutional Liaison must immediately inform the College Liaison if any student is subsequently added or deleted from the list of students registered at Goldsmiths.

9. Teaching and Administrative Staff

- 9.1 The qualifications and experience of teaching staff shall be considered as part of the processes of institutional approval and programme validation.
- 9.2 The level of administrative support available to support the programmes shall also be considered as part of the processes of institutional approval and programme validation. Appropriate support arrangements should be embedded within the institutional structure and not just be dependent on any one individual.
- 9.3 *(The partner institution)* warrants that the quality and experience of staff engaged to teach the approved programmes will not differ materially from the quality and experience of the staff as detailed in *(the partner institution)*'s application for Validation.
- 9.4 *(The Institutional Liaison)* shall keep Goldsmiths informed of all staff teaching on the programme(s) and provide to the College Liaison, for information on an annual basis, the curricula vitae of all newly-appointed teaching staff.
- 9.5 *(The partner institution)* shall ensure that all teaching and administrative staff appointed undergo specific appropriate induction, training and ongoing staff development.
- 9.6 *(The partner institution)* shall establish and maintain effective measures to review and further develop the performance of staff engaged with the programme(s).
- 9.7 Goldsmiths shall by agreement provide advice to *(the partner institution)* on training and staff development relevant to the performance of these collaborative arrangements.
- 9.8 Goldsmiths shall by agreement provide staff development activities for staff at *(the partner institution)*.
- 9.9 The organisation of all staff development activities provided by Goldsmiths shall be co-ordinated by the College Liaison and the Academic Coordinator.

10. Resources

- 10.1 Goldsmiths shall specify through the processes of institutional approval and programme validation the resources which must be provided by *(the partner institution)* for the delivery of the programmes.
- 10.2 *(The partner institution)* shall be responsible for providing and maintaining at its own cost, and to the standard appropriate to the level of study of the programme, the teaching and learning resources as specified by Goldsmiths.
- 10.3 Goldsmiths shall monitor the ongoing provision of appropriate resources through the annual programme and periodic programme review processes.
- 10.4 *(The partner institution)* shall notify the College Liaison without delay of any changes to the nature, quantity or quality of teaching and learning resources provided for use of staff and students in connection with the programme(s).
- 10.5 *(The partner institution)* shall at all times provide the management and administrative structures, systems and resources sufficient to ensure both the effective delivery of the programme(s) and the efficient support of the relationship with Goldsmiths.

11 Equality and Diversity and Student Support

11.1 Goldsmiths' Commitment to Equality and Diversity

- 11.1.1 Goldsmiths, University of London values its diverse community.
- 11.1.2 One of the College's Strategic Aims is "to foster an environment committed to and supportive of diversity, the free exchange of ideas, tolerance and equal opportunities, and to work to raise aspirations and widen access to higher education in general and to the College in particular."
- 11.1.3 Goldsmiths will not discriminate on grounds of gender, gender identity, gender reassignment, marital status, religion or belief, race, colour, nationality, disability, age, sexual orientation, parental status, trade union membership, class or ethnic or national origins.
- 11.1.4 In order to maintain its diversity, Goldsmiths aims to ensure that all policies, procedures and practices do not disadvantage or exclude on grounds of disability.
- 11.1.5 Goldsmiths expects all its staff, students, suppliers, contractors and visitors to endorse this commitment and to behave accordingly.

11.2 Goldsmiths' Expectations

- 11.2.1 Goldsmiths expects partner institutions to have in place equality and diversity and student support policies and procedures that meet the requirements of the legislation in force in the country where the partner institution is located, which are compatible with those of Goldsmiths and are in line with the QAA Code of Practice Section 3 *Disabled Students* (2010).
- 11.2.2 *(The partner institution)* shall provide all students on a programme with appropriate support. *(The partner institution)* will make reasonable adjustments in order to accommodate any additional needs relating to any student/applicant's disability.
- 11.2.3 *(The partner institution)* shall ensure that no member of staff, or student receives less favourable treatment on the grounds of sex, marital status, religion or belief, race, colour, nationality, disability, age, sexual orientation, parental status, class or ethnic or national origins, or is disadvantaged by conditions or requirements which cannot be shown to be justifiable.
- 11.2.5 Information that *(the partner institution)* provides to prospective and enrolled students should be designed to provide equality of opportunity for students with a disability.
- 11.2.6 *(The partner institution)* should make every reasonable effort to ensure that their procedures are designed to enable disabled students equivalent access to the programme. These include admissions procedures, procedures which enable the institution to identify the support required by individual students, advice and support services.
- 11.2.7 *(The partner institution)* shall ensure that its teaching, learning and assessment methods used to deliver the programme are inclusive enough to enable students' individual learning needs to be met to and make reasonable adjustments.

- 11.2.8 (*The partner institution*) should ensure that it has arrangements in place to monitor the academic progress of disabled students. This will often be considered as part of the data analysis carried out as part of annual programme review.
- 11.2.9 It is recognised that overseas institutions might not be under equivalent legal duties to their UK counterparts e.g. in respect of disability – but Goldsmiths is under an obligation to all its students to make every effort to comply with relevant legislation.
- 11.2.10 (*The partner institution*) will supply a brief annual report to Goldsmiths concerning its student support arrangements using a template supplied for this purpose by Goldsmiths through the annual programme review reports submitted to Goldsmiths.
- .

12. Programme Handbooks

- 12.1 *(The partner institution)* shall prepare a Student Handbook for each programme
- 12.2 The template for student handbooks is an annex to the Goldsmiths' Collaborative Provision Framework. <http://www.gold.ac.uk/quality/provision/>
- 12.3 The draft programme handbook and the programme regulations will be considered and approved as part of the programme validation process.
- 12.4 Other regulations and procedures will be considered and approved as part of the institutional approval process.
- 12.5 The Institutional Liaison shall submit an electronic copy of all programme handbooks annually to the College Liaison.
- 12.6 Goldsmiths shall also prepare a guide for students studying on programmes delivered through collaborative provision arrangements. The College Liaison will supply sufficient copies to the Institutional Liaison at the beginning of each academic year. *(add hyperlink once drafted)*

13. Quality Assurance

13.1 Academic Standards

- 13.1.1 Goldsmiths has sole authority to prescribe the academic standards relating to any education provision which leads to one of Goldsmiths' awards.
- 13.1.2 Goldsmiths shall have ultimate responsibility for academic standards of the approved programmes and for ensuring that the standards achieved by students are consistent with the award of other equivalent Goldsmiths' programmes.
- 13.1.3 (*The partner institution*) will be responsible for the day-to-day monitoring of student achievement in relation to the academic standards of the approved programmes. Goldsmiths shall be solely responsible for the academic standards of its awards, including the academic content of the approved programmes
- 13.1.4 Goldsmiths shall oversee the maintenance of academic standards relating to the programme/s and shall provide reasonable assistance to (*the partner institution*) to allow these standards to be maintained.
- 13.1.5 The College Liaison shall provide advice on request to the Institutional Liaison on general matters of Quality Assurance and on the policies underlying the Goldsmiths' Collaborative Provision Framework and the QAA Code of Practice.
- 13.1.6 The College Liaison shall provide the Institutional Liaison with a copy of any new or revised Goldsmiths' document which might be relevant to the relationship.
- 13.1.7 Goldsmiths reserves the right to send one or more representatives to (*the partner institution*) to monitor other activities taking place under these collaborative arrangements, for example teaching observation or the inspection of records and systems.

13.2 Changes to Programmes

- 13.2.1 In the March/April of each calendar year, the Institutional Liaison shall notify the College Liaison of any new programmes to be validated during the following academic year or of any proposed major changes to validated programmes that will need to be considered. Minor changes will be notified in June following meetings of Boards of Examiners and will need to be approved for August start.
- 13.2.2 The Institutional Liaison shall without delay discuss any proposed changes to validated programmes with the College Liaison to identify if the proposed changes constitute a major or minor programme amendment. In cases where the proposed changes would impact significantly on the programme, as validated, it may be necessary to convene a full revalidation panel. The College Liaison will advise in all cases.
- 13.2.3 The process for approving changes to programmes is as detailed in the Goldsmiths' Collaborative Provision Framework. <http://www.gold.ac.uk/quality/provision/>
- 13.2.4 The External Examiners will be consulted about proposed changes to programmes. The Academic Link Tutor will also be consulted.
- 13.2.5 Changes cannot be implemented until (*the partner institution*) has received written approval from the College Liaison that the recommended changes have been approved.

13.2.6 Both (*the partner institution*) and Goldsmiths shall create and maintain a chronological record of approved changes in a way which makes clear what was applicable at any given time during the currency of the contract.

13.3 Assessment

13.3.1 Goldsmiths will retain oversight of the assessment, examination and academic progression of students.

13.3.2 (*The partner institution*) will be responsible for the day-to-day management of the assessment and examination of Students

13.3.3 All assessments and examinations will be conducted at (*the partner institution*).

13.3.4 The examination papers will be printed by (*the partner institution*) and (*the partner institution*) will be responsible for their safe and confidential keeping until required for the relevant examination. (*The partner institution*) will be responsible for supplying/providing appropriate examination stationery.

13.3.5 (*The partner institution*) staff will mark the examination scripts and/or coursework assignments.

13.3.6 Except where otherwise stated in the Memorandum of Agreement, all assessment regulations of the approved programmes will be as described in (*the partner institution*)'s approved assessment regulations.

13.3.7 (*The partner institution*) shall ensure that the assessment arrangements are implemented in accordance with the regulations and procedures as approved by Goldsmiths as part of the institutional approval process.

13.3.8 The College Liaison will supply any ongoing Quality Assurance advice from Goldsmiths relating to assessment arrangements as and when required.

13.3.9 The Institutional Liaison shall submit to the College Liaison a copy of the timetable for any examination or resit examination at the start of the academic year.

13.3.10 The Institutional Liaison shall send securely to the College Liaison a sample of marked coursework and examination scripts for each Course whose results are to be considered by that Board of Examiners at least 2 weeks before the date of the Board of Examiners meeting. The sample shall be the same as that to be sent to the External Examiner. The Goldsmiths Academic Link Tutor shall moderate the sample and produce a report in time for the Programme Assessment Committee meetings.

13.3.11 The Programme Leaders shall send the sample to the external examiners and include with the sample. Sample from across the range and include all fails, firsts and borderlines.

a) the report from (*the partner institution*)'s first and second markers

b) a list of all students who took the assessment together with their mark/s. This list should clearly identify those students whose assessment is included in the sample.

13.3.12 The College Liaison shall:

- a) organise moderation of the sample at Goldsmiths in accordance with the requirements detailed in the Goldsmiths' Collaborative Provision Framework:
- b) forward the report from Goldsmiths' staff undertaking the moderation to the Institutional Liaison and, where there is any material difference in the marking, discuss with the Institutional Liaison and Goldsmiths' Moderator a means of resolving the difference.

13.3.13 In the case of outstanding unresolved difference, this should be discussed at the Programme Assessment Committee and referred to the Board of Examiners for resolution.

13.4 Academic Conduct

13.4.1 The (*partner institution*) shall ensure that any academic misconduct is dealt with in accordance with the regulations and procedures approved by Goldsmiths as part of the institutional approval process. (*add hyperlink*)

13.5 External Examiners

13.5.1 Goldsmiths shall appoint one or more External Examiners for each programme as agreed at the programme approval event, following Goldsmiths' standard procedures detailed in the Goldsmiths' Collaborative Provision Framework.

13.5.2 The College Liaison shall notify the Institutional Liaison when an external examiner's nomination has been approved.

13.5.3 The Institutional Liaison shall, at the start of each academic year, confirm to the College Liaison the date of the relevant Board of Examiners meeting/s to be held in that academic year and also the dates of any exhibitions or performances that the external examiner shall be required to attend.

13.5.4 The Institutional Liaison shall, at the start of each academic year, confirm to the External Examiners the date of Board of Examiners meetings, the dates of any exhibitions or performances that the External Examiner shall be required to attend.

13.5.5 The College Liaison will communicate this information to Goldsmiths' Academic Link Tutors who will be involved in internal moderation and also to the Goldsmiths' Assessments Office.

13.5.6 The Programme Leader shall send to the External Examiner a sample of the assessment results at least two weeks before the Board of Examiners meeting at which the assessed work is to be considered.

13.5.7 The Programme Leader shall send the same sample of assessed work as sent to External Examiners to the College Liaison for moderation by the Goldsmiths' Academic Link Tutors. The Academic Link Tutors shall ensure that moderation is carried out and a report produced within the time frame specified before the meeting of the Board of Examiners.

13.5.8 All External Examiners shall normally be in attendance at Boards of Examiners. In addition, External Examiners shall normally attend final exhibitions or performances of

student work as required by the particular programme. Where this is not possible, the partner institution will supply the external examiners with recordings of the relevant performances.

13.5.9 The College Liaison will send the Goldsmiths external examiner report form to the External Examiner for completion.

13.5.10 The College Liaison shall ensure there is a written response on behalf of Goldsmiths to any issue raised and that the response is sent to the External Examiner. The response will be produced in liaison with the partner institution and will be sent by the Goldsmiths Academic Coordinator.

13.5.11 (*The partner institution*) will include consideration of the report and the response and any resulting action plan in its annual programme review report to Goldsmiths.

13.5.12 Goldsmiths shall be responsible for the payment of a fee to each External Examiner for the participation and conduct of the External Examiner in the procedures described in this Administration Handbook and as required by Goldsmiths.

13.6 Board of Examiners

13.6.1 The Composition of the Board of Examiners shall be as specified in the (*partner institution*)'s assessment regulations approved as part of the institutional approval process. (*add hyperlink*)

13.6.2 The relevant Goldsmiths' Academic Link Tutor/s will be a member/s of the Board of Examiners. The Goldsmiths' Collaborative Provision Manager or the Head of Quality and Standards will be in attendance at all Board of Examiner meetings. The Goldsmiths Academic Coordinator will be the senior Goldsmiths' Goldsmiths' academic representative at Boards of Examiners. Where the partner institution is new to higher education or relatively inexperienced, the Goldsmiths' Academic Coordinator will chair the Board

13.6.3 Assessment results shall normally be considered by a Board of Examiners meeting in the term or semester following that to which the assessments under consideration relate.

13.6.4 The dates of Board of Examiners' meetings will be agreed by Goldsmiths and (*the partner institution*).

13.6.5 (*The partner institution*) shall ensure that the External Examiner/s have the opportunity to discuss the assessments with Programme Leaders or staff delivering the programme/s prior to any meeting of the Board of Examiners,

13.6.6 (*The partner institution*) shall arrange and provide the administration for all Board of Examiner meetings. This shall include providing mark sheets for all students undertaking the programme/s including recommendations for progression and award.

13.6.7 The partner institution shall minute all Board of Examiners meetings and ensure that an Award Confirmation & Student Progression list, signed by the External Examiner/s and the Chair of the meeting is produced for each meeting.

13.6.8 The Board of Examiners will make recommendations to (*the partner institution's*) Academic Board (or equivalent) which will make recommendations to Goldsmiths regarding progression of and awards to students

13.6.9 Goldsmiths shall make an award only to a student entered on an Award Confirmation & Student Progression list complying with the requirements of Goldsmiths' External Examining Policy which includes the signing of the Award Confirmation & Student Progression list by the Chair of the Board of Examiners and at least one External Examiner including the Senior External Examiner where one is so designated.

13.6.10 (*The partner institution*) shall submit an annual assessments report to Goldsmiths following the template supplied by Goldsmiths for this purpose.

13.7 Annual Review meeting

13.7.1 (*The partner institution*) shall hold a meeting each year to address matters arising from the collaborative arrangements for the programme(s). The College Liaison (and for the first year of any new arrangement, Head of Quality and Standards) shall attend this meeting.

13.8 Annual Programme Review

13.8.1 The Institutional Liaison will send annual programme review (APR) reports for all programmes which form part of this collaborative arrangement to the College Liaison using the template supplied by Goldsmiths for this purpose and by the published deadline each year.

13.8.2 The APR reports will be considered by Goldsmiths as part of its annual programme review process and feedback will be given to (*the partner institution*).

13.9 Institutional Review

13.9.1 Institutional review will take place at intervals not normally exceeding five years. The timing will be determined by the number of years awarded at institutional approval/ the last institutional review. The review may be brought forward if any causes for concern have come to light in the intervening period, for example, through annual programme review reports.

13.9.2 The College Liaison will begin discussions about the institutional review process with the Institutional Liaison 18 months before the end of the contract.

13.9.3 The process of institutional review is described in Goldsmiths' Collaborative Provision Framework. <http://www.gold.ac.uk/quality/provision/>

13.10 Periodic Programme Review

13.10.1 Taught programmes are subject to periodic programme review and revalidation at least every five years. The timing will depend on the length of the approval period awarded at re/validation. Programmes will be considered individually for the purposes of programme revalidation.

13.10.2 The College Liaison will begin discussions about the periodic programme review process with the Institutional Liaison 18 months before the end of the period of approval.

13.10.3 The Periodic Programme Review will be carried out in accordance with the procedures set out in Goldsmiths' Collaborative Provision Framework.

14 Academic complaints, appeals and discipline

- 14.1. *(The partner institution)* is responsible for providing at enrolment, details of the procedures by which students may pursue complaints and appeals through *(the partner institution)* and Goldsmiths. The agreed *(the partner institution)* Student Complaints Procedures shall be stipulated in *(the partner institution)*'s Academic Regulations. The programme handbook issued to all students upon enrolment shall direct students to the location of these procedures.
- 14.2 Student complaints in relation to academic matters
- 14.2.1 Upon completion of all stages of *(the partner institution)*'s Student Complaints Procedures, if the final decision regarding a complaint in relation to academic matters fails to satisfy the student, he or she may, within a period of 14 calendar days following notification of the decision submit an appeal to the Goldsmiths' Complaints and Appeals Manager, for consideration by the Goldsmiths' Pro-Warden appointed by the Goldsmiths' Warden for this role.
- 14.2.2 The student will be advised of their right of further appeal to Goldsmiths, and the basis on which such an appeal can be made at the point that the final decision at *(the partner institution)* is communicated to the student by the Head of *(the partner institution)*.
- 14.2.3 Upon receipt of the appeal at Goldsmiths, the responsible Pro-Warden will consider whether the complaint was conducted in accordance with *(the partner institution)*'s Student Complaints Procedures and whether the final decision was reasonable and in accordance with the facts of the case.
- 14.2.4 The Pro-Warden may, at his or her discretion, establish a Complaints Committee to be chaired by a member of Goldsmiths' Academic Board and comprising a Pro-Warden and another member of the academic staff appointed by the Warden, and a disinterested student appointed by the President of the Students' Union.
- 14.2.5 The decision of the responsible Pro-Warden or of the Complaints Committee shall be final.
- 14.2.6 There is no further procedure internal to Goldsmiths for a complaint to be pursued. A student will automatically be issued with a 'Completion of Procedure' letter which will confirm that internal procedures have been exhausted; list the issues involved and dealt with, and the outcome; and informing the student of his or her right to approach the Office of the Independent Adjudicator (OIA), an independent agency established to consider complaints from students.
- 14.2.7 The OIA will only consider a complaint once the internal procedures of both *(the partner institution)* and Goldsmiths have been exhausted. In order to submit a complaint to the OIA a student must submit the 'Completion of Procedures' letter, which shall contain the contact details of the OIA.
- 14.3 Student appeals in relation to academic matters
- 14.3.1 Upon completion of all stages of *(the partner institution)*'s appeals process, the student will be informed in writing of the decision of *(the partner institution)*. At this point, *(the partner institution)* will also advise the student of their right of further appeal to Goldsmiths, and the basis on which such an appeal can be made.
- 14.3.2 If dissatisfied with the decision of *(the partner institution)*, the student may, within 14 calendar days following notification of that decision, submit an appeal to the Goldsmiths'

Complaints and Appeals Manager for consideration by the Goldsmiths' Pro-Warden appointed by the Warden to oversee appeals.

- 14.3.3 The responsible Pro-Warden will consider whether the appeal was conducted in accordance with (*the partner institution*) appeals procedures and whether the final decision was reasonable and in accordance with the facts of the case. The decision of the Pro-Warden shall be final.
- 14.3.4 If a student has appealed unsuccessfully and is dissatisfied with the outcome, he or she may appeal to the Office of the Independent Adjudicator (OIA). The OIA will only consider a petition once the internal procedures of (*the partner institution*) and Goldsmiths have been exhausted. In order to submit an appeal to the Office of the Independent Adjudicator a student must obtain a letter of completion of procedures from the Goldsmiths' Complaints and Appeals Manager.
- 14.4 Student appeals in relation to academic disciplinary procedures
- 14.4.1 Students shall, on completion of all of (*the partner institution*)'s procedures, have the right to refer a decision of (*the partner institution*) concerning disciplinary procedures in relation to academic matters to Goldsmiths.
- 14.4.2 Upon completion of all stages of (*the partner institution*) appeals process, the student will be informed in writing of the decision of (*the partner institution*) and the reason for that decision no later than five working days after the hearing. The student will be advised of their right of further appeal to Goldsmiths, and the basis on which such an appeal can be made.
- 14.4.3 If dissatisfied with the outcome of the (*the partner institution*), the student may, within 14 calendar days following notification of that decision, submit an appeal to the Goldsmiths' Complaints and Appeals Manager for consideration by the Goldsmiths' Pro-Warden appointed by the Warden to oversee appeals.
- 14.4.5 Upon receipt of an appeal at Goldsmiths in relation to academic disciplinary procedures, sections 13.9, 13.10 and 13.11 of Goldsmiths' General Regulations shall apply. The current version of the General Regulations is published at:
<http://www.gold.ac.uk/regulations/general-regulations/current/>.

15. Certificates, Transcripts and Graduation Ceremonies

15.1 Certificates

15.1.1 Goldsmiths shall be solely responsible for producing Goldsmiths' Certificates.

15.1.2 The form, style and content of the award document is a matter for Goldsmiths' discretion but shall include:

- ❑ Goldsmiths' name and seal;
- ❑ the student's full name as it appears on their birth certificate or passport;
- ❑ the facsimile signature of Goldsmiths' Warden;
- ❑ the title and classification (if appropriate) of the award;
- ❑ the date the award was conferred;
- ❑ subject to any overriding statutory or other legal provision in any relevant jurisdiction, the certificate and/or the transcript should record the name and location of any partner institution engaged in delivery of the programme of study;

15.2 Transcripts

15.2.1 Transcripts shall be based on the Goldsmiths' template and the format agreed by Goldsmiths and shall include name of *(the partner institution)* (unless prohibited by any overriding statutory or other legal provision in any relevant jurisdiction).

15.2.2 *(The partner institution)* shall produce a Transcript to be sent to Goldsmiths for any student completing a programme or otherwise ceasing to be registered with Goldsmiths for the award to which the programme leads (for example for the reason of failure or voluntary withdrawal). This Transcript shall be verified by Goldsmiths before being issued to the Student. A copy of this Transcript will be held by Goldsmiths and form part of the Student Record.

15.3 Graduation

15.3.1 *(The partner institution)* shall be responsible for arranging and conducting at its own expense a graduation ceremony for all students who are granted an award.

15.3.2 Graduation regalia may be contracted exclusively and may need to be procured from a particular provider; *(the partner institution)* shall take advice on this from the College Liaison before the arrangement of any ceremony.

15.3.3 At the expense of *(the partner institution)*, Goldsmiths will, at the request of the *(the partner institution)*, arrange for appropriate Goldsmiths' staff to attend an annual awards ceremony organised by *(the partner institution)*.

APPENDICES:

- A) Role and responsibilities of the College Liaison
- B) Role and responsibilities of the Institutional Liaison
- C) Role and responsibilities of the Goldsmiths' Academic Link Tutor
- D) Role and responsibilities of the Goldsmiths' Academic Lead

Appendix A

Role and responsibilities of the College Liaison

[To be amended as appropriate for the partnership]

- ❑ Co-ordinating relations between the College and (*partner institution*) and consulting regularly with (*add name of person from partner institution*) on the day to day management of the programme/s and other functional aspects of the relationship
- ❑ Providing advice, where required, on UK quality assurance and on the requirements of the Goldsmiths Collaborative Provision Framework
- ❑ Ensuring that the provisions of the collaborative arrangement are in full conformity with the College's requirements particularly with regard to Quality Assurance and the QAA Code of Practice
- ❑ Informing (*the partner institution*) of any new or revised College regulations, policies or procedures that are of relevance to the relationship
- ❑ Ensuring that all relevant staff at the College are familiar with the contents of the latest version of the operations manual
- ❑ Co-ordinating the annual updating of the operations manual in discussion with the Institutional Liaison before the end of each academic year
- ❑ Ensuring that (*the partner institution*)'s delivery of the programme is in line with what was approved at programme validation
- ❑ Ensuring that any proposed changes to the content, delivery or assessment of the programme/s are subject to the quality assurance procedures of the College
- ❑ Ensuring that the College approves any marketing or publicity material produced by (*the partner institution*) which mentions the collaborative relationship or Goldsmiths prior to its publication
- ❑ Reading the student handbooks sent annually by (*the partner institution*) and notifying (*the partner institution*) of any omissions
- ❑ Ensuring that the list of students registered with the College is accurate and up-to-date in liaison with the Institutional Liaison and the Head of Enrolments and Records at Goldsmiths
- ❑ Managing the nomination and approval of external examiners and distribution of relevant paperwork to external examiners including the template for external examiner reports
- ❑ Organising the annual external examiners induction meeting at the College for new external examiners involved in collaborative provision arrangements
- ❑ Informing (*the partner institution*) when a new or replacement External Examiner has been approved.
- ❑ Ensuring that samples of student work from (*the partner institution*) are moderated by staff at Goldsmiths in line with the requirements of the Goldsmiths Collaborative Provision Framework.

- ❑ Co-ordinating the distribution of samples of work to External Examiners
- ❑ Forwarding External Examiners' reports to (*the partner institution*) for consideration at the Annual Review meeting. The College Liaison will identify any points that are considered to be of major significance for the Annual Review process.
- ❑ Co-ordinating an appropriate response to each External Examiners' report following the Annual Review meeting. The response will be agreed by the College Liaison and (*the partner institution*) at the Annual Review meeting.
- ❑ Writing the annual digest of external examiner reports relating to collaborative provision for consideration by the College's Learning and Teaching Quality Committee
- ❑ Attending all Boards of Examiners meetings, the Annual Review meeting and a number of Academic Board or other Quality Committee meetings each year at (*the partner institution*)
- ❑ Forwarding Award & Progression lists and copies of the minutes as appropriate to the Head of Assessments at Goldsmiths
- ❑ Verifying all transcripts produced by (*the partner institution*) and degree certificates produced by Goldsmiths against the Award List and mark sheets from Board of Examiner meetings
- ❑ Ensuring that payment is made to external examiners
- ❑ Organising a briefing meeting for all new Academic Link Tutors at the beginning of each academic year
- ❑ Organising and facilitating a forum for all College Academic Link Tutors which meets once per term at which Tutors can share experiences and best practice and discuss any issues
- ❑ Providing advice, as and when required, to Academic Link Tutors concerning their role
- ❑ Co-ordinating the activities of Academic Link Tutors following discussions with the Institutional Liaison about potential staff development activities and dates of Boards of Examiners.
- ❑ Sending the Institutional Liaison the updated annual programme review report templates for UG and PG programmes each year together with confirmation of deadlines for submission
- ❑ Reading all annual programme review reports from (*the partner institution*), providing feedback on the reports to (*the partner institution*) and contributing to the College's annual report on the Annual Programme Review report process.
- ❑ Discussing any new programme validation activity or proposed modification to programmes with the Institutional Liaison before the end of the preceding academic year and agreeing an appropriate timeframe for this
- ❑ Organising periodic programme review/programme revalidation schedules and activity in conjunction with (*the named person at the partner institution*)
- ❑ Acting as secretary to periodic programme review/programme revalidation panels and producing the report from such meetings.

- Ensuring that the partner institution is given the opportunity to comment on the factual accuracy of the report.
- Working with the Head of Quality and Standards at Goldsmiths and (*the named person at the partner institution*) to organise institutional review activities
- Discussing with the partner whether any changes need to be made to the Administration Handbook in the light of experience

Appendix B

Role and responsibilities of the Institutional Liaison

[To be amended as appropriate for the partnership]

- ❑ Co-ordinating relations between (*partner institution*) and the College and consulting regularly with the Goldsmiths Collaborative Provision Manager on the day to day management of the programme/s and other functional aspects of the relationship
- ❑ Ensuring that the provisions of the collaborative arrangement are in full conformity with the College's requirements particularly with regard to Quality Assurance and the QAA Code of Practice
- ❑ Ensuring that (*the partner institution*) implements, when required, any new or revised College regulations, policies or procedures that are of relevance to the relationship
- ❑ Ensuring that (*the partner institution*)'s delivery of the programme is in line with what was approved at programme validation
- ❑ Ensuring that all relevant staff at (the partner institution) are familiar with the contents of the latest version of the operations manual
- ❑ Notifying the Goldsmiths Collaborative Provision Manager of any new programmes to be validated or any changes to programmes that will need to be considered during the following academic year. Notification should take place prior to the end of the preceding academic year.
- ❑ Ensuring that any proposed changes to the content, delivery or assessment of the programme/s are subject to the quality assurance procedures of the College
- ❑ Sending to the Goldsmiths Collaborative Provision Manager for approval any marketing or publicity material produced by (*the partner institution*) which mentions the collaborative relationship or Goldsmiths prior to its publication
- ❑ Sending the student handbooks annually and prior to their publication to the Goldsmiths Collaborative Provision Manager
- ❑ Sending the annual schedule of Board of Examiner meetings, Academic Board and other committee meetings to the Goldsmiths Collaborative Provision manager at the beginning of each academic year
- ❑ Sending the list of students to be registered with the College to the Goldsmiths Collaborative Provision Manager using the template provided by the Goldsmiths Head of Enrolment and Records for this purpose
- ❑ Organising the Annual Review meeting which will consider, *inter alia*, the effectiveness of communications between (the partner institution) and Goldsmiths and Annual Programme Review reports including External Examiners' reports
- ❑ Notifying external examiners of the dates of Board of Examiner meetings
- ❑ Organising Board of Examiner meetings and ensuring that minutes are taken by a member of staff from (*the partner institution*)

- ❑ Ensuring that samples of student work from (*the partner institution*) are sent to the Goldsmiths Collaborative Provision Manager for moderation by staff at Goldsmiths and for distribution to the External Examiners in line with the requirements of the Goldsmiths Collaborative Provision Framework.
- ❑ Ensuring that External Examiners' reports are given due consideration as part of (*the partner institution*)'s quality assurance processes.
- ❑ Liaising with the Goldsmiths Collaborative Provision Manager to agree an appropriate response to each External Examiners' report following the Annual Review meeting.
- ❑ Attending all Boards of Examiners meetings and the Annual Review meeting
- ❑ Ensuring that the Goldsmiths Collaborative Provision Manger receives Award & Progression lists and copies of the minutes of Board of Examiner meetings
- ❑ Sending all transcripts produced by (*the partner institution*) to the Goldsmiths Collaborative Provision Manager for verification by the College
- ❑ Ensuring the submission of annual programme review reports for all programmes from (*the partner institution*) on the template supplied by the College for this purpose and by the published deadline.
- ❑ Responding to any queries from the Goldsmiths Collaborative Provision Manager about annual programme review reports
- ❑ Ensuring the submission of the annual admissions report, annual student support report and annual assessments report to the Goldsmiths Collaborative Provision Manager
- ❑ Liaising, as required, with the Goldsmiths Collaborative Provision Manager about any periodic programme review/programme revalidation activity
- ❑ Ensuring submission by (the partner institution) of any paperwork required for periodic programme review/programme revalidation activity
- ❑ Liaising, as required, with the Goldsmiths Collaborative Provision Manager to organise institutional review activities
- ❑ Ensuring submission by (the partner institution) of any paperwork required for institutional review activity
- ❑ Discussing with the Goldsmiths Collaborative Provision Manager whether any changes need to be made to the Administration Handbook in the light of experience

Appendix C

Role and responsibilities of the Goldsmiths Academic Link Tutor

- Providing subject level liaison with colleagues at *(the partner institution)*²
- Enhancing the student learning experience at *(the partner institution)* and at Goldsmiths by sharing good practice and by enriching the curriculum. As an example, this could involve lectures, workshops or seminars delivered at *(the partner institution)*, which might coincide with a Link Tutor's visit for a Board of Examiners meeting, or other event.
- Encouraging research and business links, in line with Goldsmiths' reputation as a research-intensive institution
- Enhancing staff development both at Goldsmiths and at *(the partner institution)*, leading on staff development activities as required
- Attending a briefing meeting for new Academic Link Tutors organised by the Quality Office at Goldsmiths
- Attending one meeting per term of the Academic Link Tutor forum organised by the Quality Office and at which Tutors can share experiences and best practice and discuss any issues
- Serving as a panel member on the initial validations of those programmes for which they will be the Academic Link Tutor (unless involved in providing advice at the development stage of a new programme- see below)
- Providing guidance on the development of new programmes of study to be brought forward for validation at *(the partner institution)*
- Advising on the appointment of external examiners
- Carrying out moderation of student work for those programmes at *(the partner institution)* for which they are the Academic Link Tutor
- Where appropriate, attending any final exhibition or performance
- Serving as a member of examination boards at *(the partner institution)* for those programmes for which they are the Academic Link Tutor.
- Writing an annual report on Link Tutor activities at *(the partner institution)* to feed into the APR process.
- On occasion, the Link Tutor may be asked to consider examination papers for approval.
- In total, it is expected that an Academic Link Tutor may spend up to ten days engaged in activities relating to the partnership over the course of an average academic year. This would normally include at least one visit to *(the partner institution)*.

² All activities to be co-ordinated by the Goldsmiths Collaborative Provision Manager

Appendix D

Role and responsibilities of the Goldsmiths' Academic Coordinator

- Providing academic leadership for and oversight of Goldsmiths' collaborative provision relationships
- Taking forward the broader academic development agenda
- Acting as the academic lead in the development of new collaborative partnerships
- Working alongside the Goldsmiths' Collaborative Provision Manager in relation to the academic aspects of any collaborative relationship
- Acting as primary point of contact for partner institutions for general academic queries
- Engaging in dialogue, where appropriate, with the partner institution about potential research links