# CODE OF PRACTICE ON THE UNIVERSITY'S PROCEDURES FOR MANAGING HIGHER EDUCATION PROVISION WITH OTHERS

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| 1.2 | Quality Office | 26.11.2020 | - Updated changes/names in University governance and reporting lines (committees etc.) including updated appendices<br>- Updated the Partnerships typology to include additional models and further detail following meetings with relevant divisions involved in partnerships (FSO, Study Abroad, CITE, RED etc.)<br>- Updated Process for approval and review of low-risk partnerships by PPDG, as agreed by QSSC in April 2020<br>- Updated Sections 5 & 6 plus associated appendices (Student Placements, Study Abroad & Summer School approval process)<br>- Removed ToRs for the now devolved Collaborative Partnerships Management Group – GSDB ToRs are included within Academic Governance |
| 1.3 | Academic Partnerships Team | 02/11/2022 | -Updated section 1.2 with QAA principles for partnerships<br>-Updated sections throughout with new/ updated name of UoL committees – e.g. QSSC to the Curriculum and Quality Sub-Committee, LTC to Education Committee and CLTC to College Education Committee<br>-Section 2 – deleted 'recognition letter' as definition of partnership<br>- Overseas Student Exchange/Study Abroad arrangements key features clarified |

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| | | | -Minor clarifications made for Split Site PhD arrangements/ key features<br>-Our Citizens Board added as delegated body from ExB for strategic partnership endorsement<br>All Appendices have been renumbered- numbers listed below are from the original document<br>-Appendix 1 – committee/ group names now updated and in line with expected practice<br>- Appendix 2 work flows removed as currently under review and will be updated in time for Spring 2023 along with all related templates. This is in line with the launch of the International Strategy and implementation of Phase 1<br>- Appendix 3 – Risk Assessment minor amendment to account for SAU<br>-Minor amendments to appendix 8/9 and 10 in light of team and policy changes (e.g as Global ops now Study Abroad unit)<br>-Appendix 12 to be deleted – as all legal templates to be held by appropriate service (FSO/APT/SAU) and worked upon according to legal service procedure and with advice from UoL Legal Services Advisor -Appendix 13 and 14 slightly updated with SAU details |
| 1.4 | | 11.2023 | Updates to section 5 and Appendix 8 |
| 1.5 | | 09.2024 | Updates to section 5 |

## Section 1

**Purpose**

1.1 This Code of Practice sets out the University's requirements for its management of higher education provision with others. The Code applies to all programmes of study leading to a named award of the University and to the award of credit, regardless of where and by whom they are delivered.

1.2 The purpose of this Code is to ensure that the University:

- is able to assure the quality of the academic standards and learning opportunities of awards and credit granted in its name

- has clear procedures for developing and managing arrangements for delivering learning opportunities with others which take due account of the level of risk involved

- has in place mechanisms to ensure that risks are properly assessed and reviewed on a periodic basis

- has in place appropriate governance arrangements for learning opportunities not provided by the University

- is informed by the following QAA advice and guidance for UK HEI's who work in partnership with other organisations to ensure that they provide a high-quality student experience and assure the academic standards of their awards. The guiding principles are:

  - The awarding organisation will be accountable for assuring the overall quality and academic standards of the provision, regardless of the type of partnership

  - The awarding organisation will have in place appropriate governance to authorise and oversee the development and closure of partnership arrangements and to monitor their effective operation

  - Due diligence enquiries are completed and legally binding written agreements are signed prior to the commencement of student registration - due diligence enquiries are refreshed periodically and before agreements are renewed

  - Provision delivered through partnership arrangements will be subject to quality procedures that are at least as rigorous, secure and open to scrutiny as those used for the provision delivered by the awarding organisation

  - Awarding organisations that make arrangements for the delivery of learning opportunities with others, retain the authority and responsibility for awarding certificates and records of study in relation to student achievement

  - Awarding organisations maintain accurate, up-to-date records of all partnership arrangements that are subject to a formal agreement

  - Awarding organisations monitor and evaluate their partnership arrangements to satisfy themselves that the arrangements are achieving their stated outcomes and that academic standards and quality are being maintained

**Responsibilities**

1.3 Senate, as the University's academic authority, has overriding responsibility for the management of learning opportunities for all taught provision leading to an award of the University, irrespective of where they are delivered or who provides them. Some aspects of this responsibility are delegated as follows:

- The Curriculum and Quality Sub-Committee (CQSC) reports to the Education Committee (EC) and has delegated power to oversee the development and implementation of the requirements of this Code of Practice and to approve new collaborative arrangements for delivering academic programmes

- College Education Committees (CEC) have delegated power to implement the requirements of this Code of Practice as they relate to the monitoring and review of collaborative arrangements, including student exchange

- The Global Partnerships Management Group (GPMG) manages the operation of the Code on behalf of the Curriculum and Quality Sub-Committee and has delegated authority to approve certain forms of collaboration as set out elsewhere in this code.

- The Programme Portfolio Development Group has delegated authority to approve and review certain forms of low-risk partnerships on behalf of GPMG and CQSC, as set out elsewhere in this code.

1.4     Senate maintains oversight of these activities through the following mechanisms:

- approval of this Code of Practice

- an annual analysis of the operation of this Code of Practice

- an annual report on the Register of collaborative partnership activity and collaborative arrangements

- assurances it receives through the operation of the annual collaborative review process

## Section 2

**Definitions of collaborative partnership arrangements**

2.1    For the purposes of this Code the University adopts the QAA definition of partnership arrangements which is learning opportunities leading or contributing to the award of academic credit or a qualification that are delivered, assessed or supported through an arrangement with one or more organisations other than the degree-awarding body.

2.2    The University recognises that the responsibilities for the delivery and management of arrangements will vary and therefore different types of arrangements will carry different levels of risk. The University accepts that collaborative arrangements may involve hybrid arrangements. The University's processes for the management of partnership arrangements have been designed to take account of this differentiation and provide a flexible risk-based framework without undermining the principles underpinning the assurance of academic standards. Ultimately the decision on which process is appropriate rests with the Curriculum and Quality Sub-Committee.

2.3    The table below sets out the University's typology of the different types of partnership arrangements, outlining typical features of each type of arrangement. The table is ordered by the *indicative* risk level associated with the type of arrangement, from low to high.

| Definition | Key features | Indicative risk level |
|---|---|---|
| **Support Provider** | | |
| An arrangement in which a partner organisation provides resources to support the delivery of a University campus-based programme | An arrangement in which a partner organisation provides resources to support the delivery of a University campus-based programme | Low-medium |
| **Educational Delivery Partners for Distance Learning Programmes** | | |
| An organisation contracted by the University to facilitate the delivery of distance learning provision | An organisation contracted by the University to facilitate the delivery of distance learning provision | Low-medium |
| **Progression Accord** | | |
| An arrangement whereby the University recognises all or part of another institution's programme as an appropriate entry qualification | Subject to successful completion of the partner's programme, students may apply to the designated University programme. Students will still undergo standard admissions processes. Typically set up for international programmes for recruitment purposes. The University must assure itself that the programme meets its expectations in terms of the standard of entry for its degree programmes | Low |
| **Articulation** | | |
| An arrangement whereby the University recognises all or part of another institution's programme as a means of guaranteed entry onto a University programme | Entry onto a designated University programme with advanced standing is guaranteed subject to successful completion (which may be at a designated level) of the partner's programme.<br><br>The partner institution is responsible for the recruitment and selection of students; for the registration and regulation of students for the design and delivery of the programme and for the quality of the student experience and the standards of the award or credit. | Low-medium |

| Definition | Key features | Indicative risk level |
|---|---|---|
| | Responsibilities for quality assurance processes may vary but the University is responsible for assuring itself that the programme meets its expectations in terms of the standard of entry for its degree programmes. | |
| **Module delivery** | | |
| An arrangement whereby a partner organisation contributes to a University programme by delivering one or more modules (or parts of modules) | Typically a result of the partner organisation having specialist knowledge and expertise in a required area<br>Responsibility for the programme content and quality assurance remains with the University. | Low-medium |
| **Work-based Placements** | | |
| Periods of work experience either in the UK or abroad which are part of the programme of study, including placements in industry, or those required for teaching education or health professionals | Design and delivery is approved through the programme approval process. Agreements with employers and other organisations are approved by the relevant academic department.<br>Responsibility for quality assurance remains with the University. | Low-high (depends on the nature) |
| **Overseas Student Exchange/Study Abroad arrangements** | | |
| Periods of study undertaken in an institution overseas which are part of the degree programme. | Includes 'semester' and 'year abroad' programmes, and overseas summer schools. For all programmes leading to credit, the approval process as set out in the Code of Practice for Development, Approval and Modification of taught Provision will apply. Where the Study Abroad programme is non-integrated (without credit and experiential only) oversight is maintained by CQSC via the appropriate structures. All 'semester' and 'year abroad' programmes, and overseas summer schools partnership arrangements and due diligence are overseen by GPMG. | Low-high (depends on the nature) |
| **Split-Site PhDs** | | |
| Agreements whereby research students spend a specified period of time at another institution but remain registered for a University award under the supervision of University supervisors although local supervisors may be appointed | GPMG considers partnership arrangements, including due diligence checks. Approval of Split-site PhD arrangements is given by the Postgraduate Research Sub Committee.<br>Responsibility for quality assurance remains with the University. | Medium |
| **Franchise** | | |

| Definition | Key features | Indicative risk level |
|---|---|---|
| A partner organisation is authorised to deliver the whole or part of one or more of the University's existing programmes | The University is responsible for the programme content and quality assurance Management of the delivery and resources is devolved to the partner organisation. The partner is responsible for ensuring that students have access to library and IT facilities.<br><br>The University does not permit the establishment of serial arrangements (where a partner organisation offers franchised or validated programmes of the University elsewhere or assigns to another party powers delegated to it by the University). | High |
| **Validated programme** | | |
| An arrangement where a programme developed and delivered by a non-degree awarding body has been judged (through the process of validation) to be of an appropriate standard to lead to a University award | Design, delivery and assessment of the programme is carried out by the partner organisation. The partner institution is also responsible for the recruitment and selection of students subject to them meeting standard University requirements. Students should normally be registered at the partner institution but may, in certain circumstances, be registered with the University.<br><br>The University is responsible for approving the entry standards to the programme, the design of the programme, arrangements for its delivery and assessment and mechanisms for quality assurance. The University is also responsible for ensuring that the standards of the award are equivalent to those for the same or a similar award for its own programmes. The partner is responsible for ensuring that students have access to library and IT facilities. | Medium-high |
| **Dual Award** | | |
| An arrangement in which two or more awarding institutions together provide a jointly-delivered programme leading to separate awards being granted by both, or all, of them | The two awards given are based on the completion of the same programme of study and assessed work which may be carried out at one or both institutions. Responsibility for the whole of each award is with each awarding body, irrespective of who delivers the programme of study.<br><br>The partner is responsible for providing the necessary learning resources to support the part of the programme delivered within their institution. | High |
| **Joint award** | | |
| A single award offered in the name of two or more awarding institutions. A single certificate attests successful completion, replacing the separate institutional qualifications | Students are subject to the regulations and requirements of all awarding institutions<br><br>Responsibility for quality assurance is shared amongst all awarding institutions but the University must be able to assure the quality of the whole award<br><br>The partner is responsible for providing the necessary learning resources to support the part of the programme delivered within their institution. | High |
| **Associated Institutions** | | |
| An institution which is authorised by the University to offer specified awards of the | Authorisation is granted by Senate | Very high |

| Definition | Key features | Indicative risk level |
|---|---|---|
| University through its own quality assurance and supporting institutional systems | Responsibility for the management of programmes and quality assurance rests with the associated institution, but the University retains formal oversight | |

# Section 3

## Approval of Collaborative and Partnership Arrangements

### Key Principles

3.1    The University is responsible for the academic standards of all awards made in its name therefore the following principles apply:

- The academic standards of awards delivered through collaborative arrangements must be of an equivalent standard to comparable awards offered by the University

- The academic standards of such awards must meet the requirements of the Framework for Higher Education Qualifications and relevant subject benchmarks

- The quality of student learning opportunities should enable students to achieve the appropriate academic standards

3.2    In order to fulfil these principles the University will only:

- consider entering a collaborative partnership with institutions or other providers which have the appropriate academic credentials to deliver programmes successfully, the financial standing to sustain them and the legal standing to contract to their delivery

- approve programmes taught in partner institutions which meet appropriate academic standards and offer equivalent learning opportunities

- approve arrangements which have been set out in the form of a legally binding agreement or contract which is subject to regular review

3.3    All proposed collaborative and partnership arrangements must be considered in accordance with the relevant approval process detailed below and have received formal approval prior to commencement.

3.4    The formal agreement or contract must be signed by the relevant parties before any students are admitted to the programme (see Appendix 4 for further guidance).

3.5    The approval processes are designed to be proportionate to the complexity of the arrangements and the associated risks but will generally require:

- Consideration of a risk assessment report and due diligence checks

- Consideration of the business case

- Visit to the proposed partner and consideration of learning resources, including library provision (both physical and digital) and IT facilities

- Drafting of a legal agreement with UoL legal services oversight

- Consideration of the academic case

3.6    Details of approval processes are given below with a summary provided in the Collaborative Approval Matrix in Appendix 1 for quick reference. Details for approval of Summer Schools is provided in Appendix 11 & 12.

**Risk assessment and due diligence checks**

3.7    A report on the risk assessment and due diligence checks will be produced with support from the Academic Partnerships Team  and will include consideration of the following:

For all new partnerships:

- Financial stability of the prospective partner and its ability to provide the human and material resources necessary, including library and IT facilities, for the operation of the arrangement

- The range of business and ethical interests and links of the proposed partner and whether these present any potential risks to the proposed arrangements or to the reputation of the University

- The reputation of the proposed partner, particularly in relation to the management of quality and standards

- The academic/professional capacity of the partner to deliver learning, teaching and student support at the appropriate level

- Accredited or recognised status of the prospective partner

- The suitability and capacity of the partner's staff to teach and/or assess at HE level

- Commitment to the values of the University, as expressed in the Strategic Plan and Learning Strategy

For overseas providers:

- Legal and regulatory framework, including the capacity of the prospective partner to contract with the University

- Higher Education structures of the country

- Experience and understanding of UK Higher Education

- The political, ethical and cultural context

- Reports on the proposed partners provisions by relevant quality assurance agencies

For overseas student exchange or summer school arrangements:

- The experience of the prospective partner in hosting and teaching international students from other countries

- The language of teaching and assessment (and appropriate language support facilities if teaching is not in English)

- The location and environment of the prospective partner.

For private providers:

- Ownership of the prospective partner, including all major share-holders, where applicable and its legal capacity to contract with the University

- Previous experience of collaborating with Higher Education providers, particularly in the UK

- Links or registered interests with other organisations which may pose potential risks to the arrangement

3.8     On completion of the due diligence checks and risk assessment, The Head of Academic Partnerships or Programme Portfolio Development Group will determine whether further consideration should be given to the proposal. Where a proposal for overseas exchange is approved by the Future Students Office, this will be reported to the Programme Portfolio Development Group. Where it is satisfied that it is appropriate to continue consideration the proposal will be referred to the appropriate committee for consideration of the business case. Under some circumstances, such as for low risk partnerships or the expansion of arrangements with existing partners, it is possible to conduct the risk assessment and business case consideration of a proposal in parallel.  In such cases the precise schedule of approval will be agreed between the relevant College and the Academic Partnerships Team.

**Consideration of the business case**

3.9     The business case for the proposal, which must include reference to all costs relating to provision of learning resources such as Library and IT facilities, will be considered by the relevant committee (as outlined in Appendix 1) to determine whether it is viable and in the interests of the University. The business case for any new proposal will always require approval by the relevant College Business Group (or equivalent) before consideration at University level, and before proceeding to any stage of academic approval. For higher risk partnership models as well partnerships in which the University will be entering into new strategic markets, consideration is also required by Our Citizens Board (OCB).

**Visit to the proposed partner and consideration of learning resources, including library provision**

3.10    Where the prospective partner is to be providing physical and/or digital resources in relation to the delivery of the arrangement (i.e. face-to-face teaching, laboratory facilities, virtual learning environment, learning resources provision – including library resources - or facilities for local study support) a visit to the partner will be required prior to final approval being granted. This is to ensure the facilities provided are appropriate for the type and volume of the learning to be undertaken and will enable to students to achieve the required learning outcomes.

3.11    Departments should visit the partner to assess suitability during the development stages of the proposal. Where the prospective partner will be involved in the face-to-face delivery of a University award (or a substantial amount of an award), Education Committee may request that a nominated panel carries out a visit as part of the approval process in order to assess the suitability of the resources. The visit may include meetings with staff of the prospective partner and current students.

**Credit Transfer**

3.12    Where relevant, the School/Department should assess, at this stage, the curriculum and assessment regulations of the prospective partner to ensure suitability for the purpose of credit transfer.

3.13    The grade and credit transfer process is designed to allow for a fair and transparent system of transferring credit and grades from one institution to another in order to capture the equivalent grade/academic performance within the home University grading scale

3.14 Heads of School/Department should appoint a member of academic staff to be responsible for the operation of credit and grade transfer for programmes within the School/Department.

3.15 As part of the consideration of the academic case for the establishment of student exchange agreements for integrated Study Abroad placements, academic Schools/departments, supported by the Study Abroad Unit, should ensure that the threshold academic standards, teaching and learning structures, assessment practices and quality assurance processes are sufficient to demonstrate equivalency of standards with the University of Leicester.

3.16 For each partner university, Schools/departments should design a partnership-specific methodology for credit and grade transfer, which takes into account:

- The higher education context of the country;

- Entry levels;

- Levels of study;

- Appropriate comparable credit workload;

- Grading systems;

- Statistics relating to the performance of students in the partner institution.

3.17 The Board of Examiners responsible for the programme of study will retain overall responsibility for the process of grade and credit transfer.

3.18 Before the start of the study period at the partner university, an individual programme of study should be agreed with each student and formalised within a Learning Agreement. The Learning Agreement acts as a 'credit transfer promise' and offers a guarantee to students that the credits specified within the Learning Agreement are appropriate, have been approved and will be transferred back to their University of Leicester degree. Schools/Departments should ensure that before commencement of their study overseas, students fully understand their study obligations and how the marks achieved whilst overseas will be used.

**Legal agreement**

3.19 All partnership agreements must be underpinned by an agreement which clearly sets out the responsibilities of each partner in the delivery and management of the arrangement (see Appendix 4).

3.20 Schools/Departments should initiate the drafting of an agreement, in collaboration with the Academic Partnerships Team following approval of the business case, noting that the time taken to negotiate the details of the agreement between partners can often be lengthy. Student exchange agreements will be drafted by the Study Abroad Unit (CITE).

**Consideration of the academic case - general**

3.21 The point of academic approval for a proposal will depend on the risk level. For lower risk proposals such as progression and articulation agreements the point of final approval will be the Programme Portfolio Development Group. For higher risk proposals consideration will be undertaken by a Programme Approval Panel or another body as set out in Appendix 1.

**Consideration of the academic case – approval of new University programmes**

3.22 The development and approval of new programmes with other providers leading to a University award or the award of credit follow the process set out in the Code of Practice for the Development, Approval and Modification of Taught Provision.

3.23 In addition to the standard documents for programme approval, programme teams will be required to submit a draft partnership agreement and any additional documentation specified by the Academic Partnerships Team.

3.24 The Academic Partnerships Team will ensure that the relevant approval body as set out in Appendix 1 is provided with a copy of the risk assessment report that has been approved at the appropriate level.

3.25 Programme Approval Panels will consider proposals in accordance with the standard requirements of the Code of Practice for the Development, Approval and Modification of Taught Provision but will also consider the following areas taking account of their relevance to the nature of the proposed arrangement:

- Responsibilities for marketing, recruitment and admissions and the maintenance of student records

- Responsibilities for teaching assessment and curriculum development

- Provision of learning resources and student support

- Appointment, monitoring and development of partner staff

- Equivalence or transfer of credits from partners

- Arrangements for programme management e.g. boards of study, examination boards

- Management of quality and standards e.g. external examiners, annual monitoring, student feedback arrangements

- Arrangements for students to complete the programme should the partnership agreement be terminated

- Responsibilities for handling student complaints and appeals

- Quality assurance and enhancement mechanisms

- Quality of learning opportunities, specifically whether the partner is able to offer learning opportunities equivalent to those delivered by the University

- Whether staff are appropriately qualified to deliver programmes at the specified level

3.26 Where a partner will be delivering a whole programme the Programme Approval Panel can specify a maximum student intake to the programme per cohort, based on the resource information in the business case and other information on the capacity of the school/department and the partner.

**Consideration of the academic case – progression arrangements**

3.27 For progression arrangements, consideration of the academic case will focus on assessing whether the partner's programme is of an appropriate standard as an entry qualification onto one or more of the University's programmes. This will be considered by the submission of a

brief report to the Programme Portfolio Development Group focussing on the coverage of the partner's syllabus and any pre-requisites or achievement thresholds that may be required.

**Consideration of the academic case – overseas student exchange**

3.28    Following the risk assessment processes set out in Appendix 1, College Education Committees will consider and approve the academic case for new overseas student exchange partnerships for existing current degree programmes with an integrated year abroad. PPDG will consider and approve the academic case for non-integrated years abroad.

3.29    Following the risk assessment processes set out in Appendix 1 and initial consideration by College Education Committees, Programme Approval Panels will consider and approve proposals to add an integrated study abroad variant to existing degree programmes. PPDG will consider and approve the academic case for new non-integrated years abroad.

3.30    The academic case for an overseas student exchange will be considered in accordance with the Code of Practice for the Development, Approval and Modification of Taught Provision but will also consider the equivalence or transfer of credits from partner universities.

**Approval of Arrangements for an Associated Institution or with Private Providers of Higher Education**

3.31    A decision to develop a relationship with another provider which would lead to its recognition as an Associated Institution or enable it to offer programmes leading to a University award is a strategic decision which is initiated at University level.

3.32    Initial consideration of a proposal will take place at the University Executive Board (ExB) or will be delegated to the Our Citizens Board on behalf of the ExB, which will determine whether the proposal is consistent with the University's Strategic Plan and Mission Statement and therefore worthy of further consideration.

3.33    Where a decision is taken to pursue the proposal ExB will request that the Education Committee establish a panel to manage consideration of the proposal.

3.34    The first step of the approval process will involve the commissioning by the Education Committee of due diligence checks and a risk assessment.

**Approval of Validation Arrangements, Dual and Joint Awards**

3.35    Proposals for the validation of a specified programme will normally be initiated at College or School level and where appropriate in consultation with the Future Students Office and Academic Partnerships Team, following preliminary discussion with potential partners.

3.36    Initial consideration of the proposal should take place at School or College level to determine whether it is an initiative with which the School/College wishes to pursue.

3.37    Where a decision is made to pursue the proposal the School should further consult the Academic Partnerships Team.

3.38    The Academic Partnerships Team will advise upon due diligence checks and a risk assessment with the assistance of the relevant department and relevant University professional services as necessary.

3.39    A report on the due diligence checks and risk assessment will be presented to the CQSC and EC which will determine whether or not the proposal should proceed to further consideration.

3.40 Where a proposal is given approval to proceed a business case will be prepared for consideration by the College and Our Citizens Board.

3.41 Once the business case has been approved by College and Our Citizens Board the programme will proceed to programme approval.

**Approval of Split-Site PhD Arrangements**

3.42 The approval process for establishing split-site PhD arrangements differs according to whether the collaboration is at institutional level or for an individual student.

3.43 The formal approval process for institutional arrangements involves approval by the College or Our Citizens Board (as appropriate), EC and the Postgraduate Research Sub-Committee (PGRSC).

3.44 Arrangements for individual split-site PhD students require the approval of the Dean of the Doctoral College on behalf of PGRSC through the submission of a detailed study plan. A report on arrangements approved for this route will be made to PGRSC.

3.45 The University's policy on Split-Site PhDs and detailed requirements are given in Appendix 7.

**Approval of Articulation Agreements**

3.46 Initial discussions take place between the relevant School/Department and partner and where appropriate in consultation with the Future Students Office and Academic Partnerships Team.

3.47 The relevant School will undertake an initial risk assessment, seeking guidance and advice from the Academic Partnerships Team where appropriate, for consideration by PPDG and GPMG.

3.48 If approved the business case will be considered by the College Business Group or equivalent.

3.49 The academic case will be considered by PPDG, including modular and ILO mapping, pre-requisites and achievement thresholds that may be required. If considering direct entry to Level 6, an additional level of approval will be required which may involve a Programme Approval Panel, depending on the nature of the partnership.

3.50 An agreement is drafted and signed with a formal report made to CQSC via PPDG and GPMG.

**Approval of Recognition Partners, Educational Delivery Partners, Support Providers and Progression Accords**

3.51 Initial discussions take place between the relevant School/Department and partner, and where appropriate in consultation with the Future Students Office and Academic Partnerships Team

3.52 The School undertakes a risk assessment for consideration by GPMG and PPDG, seeking guidance and advice from the Academic Partnerships Team where appropriate

3.53 The College Business Group or equivalent considers the business case and risk assessment.

3.54 The Academic case is considered by PPDG and, if approved, an agreement is drafted and signed, with a formal report being made to CQSC and GPMG.

# Section 4

**Quality Assurance Arrangements**

**Introduction**

4.1    The relevant Head of School (or Study Abroad Unit for University-wide Student exchange agreements) is responsible for nominating a member of the University's staff to act as the Academic Partnership Manager who will be responsible for overseeing the management of the partnership arrangements. The Head of School will keep the Academic Partnerships Team informed of staffing changes to this role.

4.2    The Head of School is also responsible for ensuring that the School takes ownership for the programme and embeds it within the University's standard quality assurance and enhancement processes.

4.3    The Academic Partnership Manager is responsible for ensuring that information regarding the partnership is provided to relevant University offices and committees and for ensuring that the partner is provided with all necessary information from the University. Further details of the responsibilities of the role are given in Appendix 6.

**Monitoring and Review of Collaborative Programmes and Arrangements**

4.4    All modules and programmes offered through collaborative arrangements will be subject to monitoring and review in accordance with the University's Code of Practice on Annual and Periodic Developmental Review.

4.5    Modifications to the curriculum of programmes offered through partnership arrangements will comply with the requirements of the Code of Practice for the Development, Approval and Modification of Taught Provision.

4.6    Academic partnership arrangements will be subject to formal review in accordance with the requirements of the partnership agreement. The normal expectation is that a review will be conducted at least every five years although an interim review may take place after a shorter interval for new partners. The review will be undertaken by GPMG on behalf of CQSC and reported to EC.

4.7    At the point of the formal review the University will consider:

- Whether the rationale for the partnership remains valid and continues to complement the University's Strategic Plan and Mission

- Whether the partnership continues to have the support of the relevant academic School/College.

- Whether the partner institution continues to have an appropriate academic, financial and legal status and a satisfactory record with respect to quality assurance reviews

- Whether the programme continues to meet required academic standards and offers students appropriate learning opportunities

- Whether the partnership arrangements are continuing to operate satisfactorily

4.8    On conclusion of the review the Panel will make a formal recommendation to CQSC and GPMG on whether the partnership agreement should be renewed.

4.9   In addition to formal review of the partnership CQSC will require a brief annual report on the operation of the partnership from the relevant academic School/College to be submitted to GPMG.

4.10  Any requests for increases in the permitted number of students per cohort or mode of delivery (e.g. full-time, part-time, distance learning, campus-based etc.), as established at programme approval, will be considered by CQSC.

**Termination of Collaborative Arrangements**

4.10  The notice period and process for ending a partnership will be set out in the partnership agreement.

4.11  A partnership agreement may come to an end for various reasons but in all cases withdrawal from the agreement must be managed carefully to continue to ensure that academic standards and learning opportunities are maintained for students registered on the programme.

4.12  Where the termination of the partnership results in the closure of a University programme this must first be approved by CQSC via GPMG and reported to EC.

4.13  Where the termination of a partnership is the result of a strategic decision taken by one of the parties, recruitment to the programme will cease by the agreed date and the partnership will operate solely to allow students already registered to complete the programme.

4.14  Where termination is due to breach of contract or where serious quality assurance or other concerns are raised which cannot be resolved, the University will put in place arrangements to allow students already registered to complete their programme. Students will be notified of the partnership termination and be provided with clear information regarding the arrangements for completing their programme.

**Working with Professional and Statutory Bodies in Collaborative Provision**

4.15  Some Professional and Statutory Bodies have specific requirements relating to the accreditation of collaborative partners. Schools must establish the requirements of a particular professional body before putting forward a proposal for consideration by the University.

## Section 5

**Student Placements**

**Introduction**

Placement learning plays an essential role in broadening students' experience, developing skills within a practical context and enhancing employability skills to prepare them for the world of work. Placement learning opportunities are also highly valued by students and placement providers.

Although placement learning primarily takes place off-campus, students on placements remain registered with the University throughout the duration of their placement and must abide by University regulations and policies. This policy sets out the University's requirements to remain compliant and includes students on a study visa that to uphold our sponsor duties.

Students enrolled at an HEI overseas who are sponsored to come to the UK as part of a Study Abroad programme, are not normally permitted to undertake a placement. Outgoing Study Abroad placements fall outside the scope of this policy.

Other policies and information this should be read in conjunction with are:

- University work-related experience definition[1].
- UHSP-06c Travel Policy: Individual Students on Taught Programmes[2]

**Setting up placement activity**

5.1     Placements are periods of work experience undertaken by students as part of their programme of study, which are required in order to fulfil the learning outcomes. Placements usually fall into one of the following categories:

  a. a work placement where a student gains work experience relevant to the programme, for example a year in industry or teaching experience as part of a PGCE;

  b. research placements, for example research projects undertaken in a laboratory or equivalent;

  c. clinical placement, for example medical electives undertaken by medical students or placements undertaken by clinical psychology.

5.2     The inclusion of placements within programmes will be tested as part of the programme approval process to ensure that placements:

  a. are integrated within the curriculum;

  b. have processes in place for ensuring the scope of any projects undertaken on placement align with the learning outcomes of the programme;

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[1] https://uniofleicester.sharepoint.com/sites/staff/student-support-info/employability/SitePages/Experience.aspx
[2] https://uniofleicester.sharepoint.com/sites/staff/health-safety/SitePages/Policy-and-Procedure.aspx

     c.   have clear mechanisms in place for demonstrating and assessing the outcomes of placement learning;

     d.   are consistent with subject benchmarks;

     e.   comply with requirements of relevant PRSBs.

5.3    Any of these placements may be with a Placement Provider i.e. an organisation where the placement takes place which may be either in the UK or another country. Placements may also take place occasionally within the University.

5.4    Placements may be compulsory or an optional part of a programme but must be planned and count towards the learning outcomes. Placements may be organised by the University or, with its agreement, by a Student. They do not include part-time term or vacation work arranged by a Student which is not a planned part of the programme.

5.5    The length of a placement may vary and may take place during term time, vacations or both.

5.6    The responsibilities of the various parties involved in a placement must be clearly articulated before a Student commences the placement. Responsibilities are articulated in the appendices covering the University, Placement Provider and Placement Student.

5.7    A Student on placement remains a registered Student of the University and the University retains responsibility for ensuring the learning opportunities provided by the placement are appropriate and the Placement Provider is fully aware of its responsibilities and obligations.

5.8    Schools which offer placement learning must ensure that they have processes in place to ensure that they can meet their contractual commitments to students registered on courses with placement activity. They must ensure they have the relevant staff in place to manage the process, including Placement Tutors and Placement Supervisors.

5.9    Through the Annual Programme Review, Schools should record the intention to add new forms of placement activity to programmes and seek support from relevant areas of the University.

Study visa requirements

5.10   The University of Leicester is a Higher Education Provider with a history of compliance and as a result students studying a degree level course may include a placement provided it is:

     a.   an integral and assessed part of the course;

     b.   not more than 50% of the total length of the course, except where a UK statutory requirement exists which exceeds this limit.

5.11   Students who gain admission to a 'year in industry' or 'with industry' course will be issued with a CAS that covers the main academic course of study and the placement in line with the CAS Policy.

5.12 Post-registration a CAS may be issued to a student who is changing course to add an authorised placement to their original course of study enabling them to apply for an additional period of permission to stay from within the UK.

5.13 Schools must plan the course structure around placements to ensure that sponsored students can follow the standard structure of the course and be considered at the expected Exam Boards. They must also ensure that students are not out of active study for 60 days or more during term-time.

5.14 In the exceptional instance in which the University withdraws a course that includes an element of placement-based learning, immediate advice must be sought from the Academic Registrar who will also consider any UK Visas and Immigration (UKVI) reporting obligations.

**Student Preparation**

5.15 Schools must ensure course handbooks and webpages are current and updated to include all information covering placement activity. This should provide students with a clear understanding of the requirements and expectations for the placement activity from the programme or module.

5.16 Students must be appropriately supported to prepare to undertake a placement activity regardless of it is one that they are to be matched with or an opportunity requiring an application. This should contain:

    a. The support available to students to help undertake the placement activity;

    b. The specific details of the placement activity that is required to be undertaken in accordance with the programme of study;

    c. Dates, durations and timeframes that the placement must take place in;

    d. The support provided to students when on placement;

    e. How the placement activity will be assessed as part of the programme of study.

**Deciding to approve or reject a placement request**

5.17 Where a School's provision incorporates placements there should be at least one member of staff who is the Placement Tutor. The Placement Tutor will lead the authorisation of the placement and ensure that students receive the necessary information in advance of their placement and will ensure that contact is maintained during the placement.

5.18 Any decision to approve or reject a placement must be completed in accordance with the University's Travel Policy and Process[3].

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[3] https://uniofleicester.sharepoint.com/sites/staff/health-safety/SitePages/Travel-Safety.aspx

5.19    The Placement Provider has primary ownership of the risks arising from the placement. Other risks relating to the placement but not the work (for example travel, crime, and weather) will not relate to the Placement Provider but these factors will be considered when assessing the suitability of the placement.

5.20    As the Placement Provider has control of the Student while they are on placement, many responsibilities are their legal liability which includes injury, loss or damage that the Student may cause whilst they are under the supervision of the Placement Provider and is therefore the responsibility of the Placement Provider. Similarly any injury, loss or damage suffered by the Student while they are under the supervision of the Placement Provider is also the responsibility of the placement provider.

5.21    The Placement Providers must be carefully checked bearing in mind that the University has a responsibility towards the Student and should be able to demonstrate that appropriate steps have been taken to mitigate risk. The University retains the right to refuse a placement on the grounds of the Placement Provider not holding employers liability insurance, public liability insurance or with health and safety concerns. The appendices outlines what a Placement Authorisation process must include.

5.22    The School must carry out an assessment to check the suitability of the Placement Provider and placement role to identify any possible issues before a student takes up a placement with the Placement Provider.

5.23    A site visit may be undertaken by a member of University staff to the Placement Provider before the first student undertakes a placement if this is considered necessary. This visit should include a risk assessment.

5.24    A Placement Provider must provide a line manager/supervisor/mentor who should ensure that students are made aware of all requirements, including those pertaining to health and safety when on placement.

5.25    Any additional costs associated with placements should be clearly published to ensure that the Student and prospective students are aware of them prior to committing to the programme.

5.26    Schools should ensure that, where required, any statutory checks, for example by the Disclosure and Barring Service (DBS), are undertaken before a student starts a placement.

5.27    The School must keep on record a copy of the student contract or agreement along with the placement role or position that they are undertaking.

Placements outside the UK

5.28    Placements outside of the UK must be checked thoroughly as every country may not have the equivalent to the UK's employers or public liability.

5.29 The following additional considerations apply where a Student undertakes a placement in another country:

    a. The Placement Provider must hold equivalent employers' liability and public liability insurance.

        i. If the Placement Provider cannot provide confirmation that there is equivalent insurances in place, this gap in cover should be explained to the student. Where the School or University deems it appropriate, the Student will be asked to sign an Insurance Declaration Form to acknowledge that the Placement Provider does not have the appropriate insurance in place but is willing to undertake the placement.

        ii. The student's personal accident policy should provide some fixed benefit in the event of death or permanent disablement arising from an accident at work, but without an employer's insurance policy or scheme to protect them the student is unlikely to receive any compensation from the Placement Provider if they suffer an injury at work.

    b. Schools should satisfy themselves that the Student who is due to spend a period of work in a country where English is not the first language have sufficient oral and written competence in the language of the country to be visited to ensure that they can benefit from the experience.

    c. Where the content of the programme does not prepare a Student going overseas for the cultural, social or academic experience of a placement, Schools should provide appropriate support and information and any practical details. In addition, the Study Abroad Unit can provide support to assist a Student preparing for specific mobility programmes.

    d. All students who travel abroad on placement must be insured under the Group Personal Accident and Travel Policy arranged by the University.

    e. A Student should be made aware that they will be subject to the laws of the host country.

    f. A Student should, where possible, be given the opportunity to meet other students who have spent time abroad in previous years.

    g. A Student visiting other countries should be advised to seek appropriate advice about compulsory and recommended preventative health measures, including vaccination requirements.

5.30 Schools must notify Student Records of all students who do not secure a placement so they can be transferred to the non-industry version of the course through the standard course transfer process in a timely fashion.

5.31    Students who do not meet the academic criteria to go out on placement should be transferred to the non-industry version of the course through the standard Exam Board process.

Students on a sponsored study visa

5.32    All students on a study visa must undertake their year in industry/industrial placement in the UK. Where Student Sponsorship is issued for the purpose of UK study on a 'year in industry' or 'with industry' variant, it is on the basis to provide work experience within the UK. Exemption to undertake an overseas placement can be requested to be approved at the discretion of the Placement Tutor by raising to the Placement Assessment Review Group.*

*Points that will be considered are:
- visa status of the student;
- on basis all are on Student visa suggest we add in "confidence in ability to meet sponsorship duties";
- legitimacy of the employer and job role;
- access to equivalent paid experience in the UK.

Students may be offered the option of cancelling their Student sponsorship and visa for the 'with industry' period overseas and will have to obtain a new visa to return to study in the UK.

5.33    All Year in industry/industrial placements will usually be in-person, though hybrid placements requiring the student to attend a physical company work office for an average minimum of 2 days per week may be permitted. Placements which are entirely remote will not "normally" be permitted for Sponsored students (including where the provider is based overseas) except where considered the 'industry norm'. Exemption to undertake a fully remote placement for accessibility needs, can be requested to be approved at the discretion of the Placement Tutor by raising to the Placement Assessment Review Group.

5.34    Unpaid 'year in industry' or 'with industry' work placements are not permitted for sponsored students and a contract of employment confirming a minimum salary of at least National Minimum Wage must be provided. If it is identified, that a student is not being paid in accordance with their contract, the placements team will be notified, and the placement may be terminated. Exemption to undertake an unpaid placement can be requested to be approved at the discretion of the Placement Tutor by raising to the Placement Assessment Review Group. *

*Points that will be considered are:
- visa status of the student;
- legitimacy of the employer and job role;
- access to equivalent paid experience in the respective sector;
- Debtor's status (relating to tuition fee payment);
- Student's ability to independently fund themselves during this period.

5.35    Students enrolled on a non-industry variant of their programme of study who are searching for a 'year in industry' or 'with industry' placement may request a letter from their School confirming they are permitted to add a placement as part of their course. The letter confirms

a CAS may be issued for the student to extend their UK permission if they secure a placement authorised by the school subject to meeting the academic requirements and CAS Policy.

5.36    When Schools are assessing and authorising placements, the timing of the placement must be considered and the placement refused if the student cannot meet the requirements in point 13.

5.37    Schools must ensure that Student Immigration, Advice and Compliance is notified of students undertaking placements either by completing a central tracker or local tracker agreed in advance to be the area in which information is stored. The Medical School will email a spreadsheet with the relevant student details directly to visas@le.ac.uk in advance of the placements starting.

5.38    Students who provide fraudulent documents in relation to a placement will be reported to UKVI and Student Sponsorship will be withdrawn.

**Monitoring, tracking and support on placement activity**

5.39    The University and Schools should ensure that there are clear procedures in place for dealing with any concerns or complaints from either students or Placement Providers during the placement period. There should also be a clear policy on communicating with students during their placement.

5.40    The University and Schools should have a plan in place for dealing with a possible breakdown of the placement, including the potential consequences and the effect this may have on students' progression.

5.41    Schools must ensure that they have processes in place to mitigate the risks of placement providers being unable to deliver against contractual work-placement commitments and of placement providers withdrawing or terminating placements before the specified end date.

5.42    Schools should review the appropriateness and effectiveness of placements as part of annual and periodic developmental review and should put in place mechanisms for collecting feedback from students and Placement Providers on their experiences.

5.43    Where students are required to attend the workplace in person, they should live within a reasonable commuting distance of the Year in industry/industrial placement. Whilst on placement students must ensure that their address and contact details on MyStudentRecord are current and updated with any changes of address or phone number prior to beginning the placement. What constitutes a reasonable commuting distance will be determined at the discretion of the Placement Tutor but students attending daily are expected to be within an hour's travel. Exemption to undertake a fully remote placement for accessibility needs can be requested to be approved at the discretion of the Placement Tutor by raising to the Placement Assessment Review Group.

5.44 Requests for periods of absence of more than 5 working days must be confirmed in writing by the employer (email) and authorised by the School. Schools must maintain records of all authorised absences granted during periods of any placement.

Students on a sponsored study visa

5.45 Before starting a placement, students must provide the University with evidence of valid permission for study and work which will be attached to their student record. They must ensure that any changes to their immigration status (including any changes that take place during the duration of a placement) such as obtaining a new passport or Biometric Residence Permit (BRP) card are immediately communicated to the University.

5.46 Schools must report any changes made after a placement has started in the same way and within 5 working days of being aware of the change by updating the central tracker or local tracker agreed in advance to be the area in which information is stored and notifying Student Immigration, Advice and Compliance by emailing visas@le.ac.uk. Student Immigration, Advice and Compliance will submit the report to the UKVI within 5 working days of being aware of the change. Potential changes which must be reported include but are not limited to:

   a. Failing to start the placement;

   b. Ending the placement earlier than expected;

   c. Extending the placement so it will be longer than originally planned;

   d. Undertaking a period of remote working;

   e. Taking a break of more than 5 working days;

   f. Switching visa category;

   g. Moving into a period of maternity leave;

   h. Suspending studies temporarily;

   i. Withdrawing permanently from the course.

5.47 Where an extended absence is requested, Schools should follow the normal process and discuss a suspension of studies with the student. Schools must provide Student Immigration, Advice and Compliance with the details of the request so they can advise on any visa implications and submit the relevant reports to the UKVI.

5.48 Requests to spend a short period of time overseas remote working may be considered if authorised in writing by the employer. The student must be clear regarding their dates of travel and provide an acceptable reason or the request must be refused. Once agreed the Schools must notify Student Immigration, Advice and Compliance of the change and advise the student to provide evidence of their travel to visas@le.ac.uk.

5.49 Students must not breach the terms and conditions of their visa whilst they are in the UK, including whilst they are on placement. Whilst on placement, any additional work is subject to the usual Student visa term-time restrictions and is recommended not be more than 20 hours per week in line with Senate Regulations and visa requirements.

5.50 Students must inform their School and Student Immigration, Advice and Compliance immediately and within 5 working days, if there is any change to their placement location or duration including if they fail to start the placement. Most changes will require authorisation from the School before approval and require a notification to the UKVI. Potential changes include but are not limited to:

   a. Failing to start the placement;

   b. Ending the placement earlier than expected;

   c. Extending the placement so it will be longer than originally planned;

   d. Undertaking a period of remote working;

   e. Taking a break of more than 5 working days;

   f. Switching visa category;

   g. Moving into a period of maternity leave;

   h. Suspending studies temporarily;

   i. Withdrawing permanently from the course.

5.51 Students must continue to meet all engagement requirements whilst on placement. Students who fail to meet these obligations may have their registration terminated and sponsorship withdrawn in accordance with Senate Regulations

5.52 Students found to be in breach of their visa conditions will be reported to UKVI and Student Sponsorship will be withdrawn. Placement providers may also be reported to UKVI where we are satisfied of their involvement in the breach.

Pregnancy whilst on placement

5.53 It is possible that some students will become pregnant whilst undertaking a placement. Becoming pregnant or caring for a very young child should not prevent a student from succeeding in their studies or placement.

5.54 Students who become pregnant whilst on placement are advised to notify their employer so they can benefit from any relevant polices in place and a risk assessment can be undertaken. The employer should permit time-off for ante natal appointments and a period of leave around the birth.

5.55 Any period of maternity leave undertaken whilst on placement in line with the company's policy will not impact the student's visa provided, they return to their academic study at the expected time.

5.56    Students should notify their School so they can provide support you. The School should document a support plan with the student agreeing any reasonable adjustments to enable them to complete their placement and programme of study.

5.57    Reasonable adjustments to be considered include:

   a.   Time off around the birth;

   b.   Authorised time-off for ante-natal appointments;

   c.   Special arrangements for the placement, and consideration for timings and duration;

   d.   Flexibility with deadlines and examinations in line with Mitigating Circumstances Policy;

   e.   Any identified by a risk assessment of the placement or study environment.

5.58    The University's policy on Student Pregnancy, Maternity, Paternity and Adoption states that two weeks maternity leave must be taken after giving birth. Students who find they need a longer break must follow the normal process and request a suspension of studies.

5.59    There will be visa implications for students who do not return to their academic study as expected and submit assessments in time for the expected Board of Examiners. They are likely to be required to obtain a new visa overseas before resuming their studies or they may choose to submit remotely from their home country without sponsorship.

Suspensions of Study

5.60    Students who experience personal mitigating circumstances such as illness while they are on placement may request to suspend their studies in accordance with the provisions of Senate Regulation 2 (students following a taught programme of study).

5.61    Students in this position must contact their School immediately to discuss their situation and to consider how a temporary suspension will affect their existing placement, overall registration (including tuition fee liability) and visa status.

5.62    Schools must follow the agreed suspension procedures and ensure that students complete the relevant documentation and this is provided to Student Records. They must also make sure the central tracker or local agreed monitoring tool or system is updated.

5.63    Once the suspension is complete and the student's record has been updated SIAC will consider the UKVI reporting activity which needs to take place and submit the required UKVI reports through the SMS within 10 working days.

5.64    If the suspension is less than 60 days and the student can still follow the normal structure of the programme Student Sponsorship may be maintained and no report will be submitted the UKVI. However, if the student fails to resume their studies as expected a report will be made to withdraw Student sponsorship. The student will be instructed to leave the UK and will have to obtain a new visa from overseas before they resume study.

Permanent withdrawal

5.65    Students who opt to withdraw from their studies permanently whilst on placement must ensure that they do so in accordance with the provisions of Senate Regulation 2.

5.66    Schools must follow the agreed withdrawal procedures and ensure that students complete the relevant documentation and this is provided to Student Records. They must also make sure the central or locally agreed tracker or monitoring system and/or tool is updated.

5.67    Once the suspension is complete and the student's record has been updated SIAC will consider the UKVI reporting activity which needs to take place and submit the required UKVI reports through the SMS within 10 working days.

## Section 6

**Overseas student exchange**

6.1 Overseas student exchange is defined as a period of study undertaken by students as part of their programme of study or as part of an extra-curricular opportunity organised by the University, at a partner university with which the University has a formal agreement.

6.2 Overseas exchanges are normally either an academic study placement for one semester or an academic year or a period of study at a partner university during the summer vacation.

6.3 The inclusion of an overseas student exchange within a programme will be tested as part of the programme approval process to ensure that the student exchange programme:

- is integrated within the curriculum (in the case of integrated years abroad)

- has processes in place to ensure the scope of any projects undertaken whilst on the exchange align with the learning outcomes of the programme

- has clear mechanisms in place for demonstrating and assessing the learning outcomes

- has clear mechanisms for assessing grade equivalences and credit transfer in accordance with the University's policy on international credit transfer

- is consistent with subject benchmarks

- complies with requirements of the relevant Professional, Statutory and Regulatory Body (where appropriate)

6.4 Overseas student exchanges that form part of a programme may be compulsory or optional but must be an integral part of the programme and reflected in the intended learning outcomes.

6.5 The duration of a student exchange study placement may vary and may take place during term time, vacation or both.

6.6 Students undertaking an overseas student exchange placement remain registered students of the University of Leicester and the University of Leicester retains responsibility for ensuring that the learning opportunities provided are appropriate and the partner university is fully aware of its responsibilities.

6.7 Partner universities should be chosen with care, bearing in mind the University's responsibilities to its students and should be able to demonstrate that appropriate steps have been taken to mitigate risk.

6.8 The responsibilities of the parties involved in overseas student exchange are articulated in Appendix 9.

6.9 Where a department offers programmes which incorporate student exchange there should be a departmental student exchange co-ordinator.

6.10 The student exchange co-ordinator will work with the Study Abroad Unit (CITE) to ensure that students receive the necessary information in advance of their placement and is responsible for ensuring that contact with students is maintained during their placement.

6.11   Schools/Departments should satisfy themselves that students who are due to spend a period of study in a country where English is not the first language have an appropriate level of competence in the relevant language to ensure that they can benefit from the experience.

6.12   Students should be made aware that they will be subject to the laws of the host country.

6.13   Students should, where possible be given the opportunity to meet other students who have spent time abroad as part of their degree programme.

6.14   Schools/Departments, in conjunction with the Study Abroad Unit, will review the appropriateness of the student exchange arrangements available for students on their programmes, on a five yearly cycle. The review will include a paper-based element which can be supplemented by site visits where required. The overall review schedule will be co-ordinated by the Study Abroad Unit, with input from staff in academic departments where appropriate.

6.15   Student feedback on exchange agreements will be reviewed regularly, and may trigger an out of cycle visit to an exchange partner where necessary.

6.16   Any known additional costs or funding opportunities associated with overseas student exchange should be clearly published to ensure that students and prospective students are fully aware of them prior to committing to the programme.

6.17   Schools/Departments should ensure that there are clear procedures in place for communicating with students and for handling complaints during their period abroad.

6.18   Schools/Departments should ensure there is a policy in place for handling any breakdown of an exchange, including potential consequences on a student's progression.

6.19   The Study Abroad Unit should review the appropriateness and effectiveness of overseas student exchange opportunities in accordance with the mechanisms that should be in place for monitoring feedback from students and partner universities, complaints or any other significant issues in collaboration with Schools/Departments.

6.20   Schools/Departments should ensure that they receive a transcript of marks from the partner university for each student to enable them to calculate grade and credit equivalence as appropriate.

**Appendices**

**Collaborative approval matrix**

| Type of arrangement | Risk assessment | | Business case | | Visit to partner | | Academic case | |
|---|---|---|---|---|---|---|---|---|
| | Completed by: | Considered by: | Completed by: | Considered by: | by department | by EC/CQSC panel | Completed by: | Considered by: |
| Overseas student exchange (Study Abroad) | School/CITE | PPDG/GPMG | School/CITE | N/A | Required | N/A | School/CITE | CEC CQSC* via PAP (new degrees only) |
| Progression accord | School/FSO | PPDG/GPMG | School | College Business Group | Preferred | N/A | School | CEC PPDG |
| Support provider | School/FSO | PPDG/GPMG | School | College Business Group/OCB[3] | Required | N/A | School | CEC PPDG |
| Educational-delivery partner for DL programme | School/FSO | PPDG/GPMG | School | College Business Group/OCB[3] | Required | N/A | School | CEC PPDG |
| Articulation | School/FSO | PPDG/GPMG | School | College Business Group | Preferred | N/A | School | CEC PPDG |
| Module delivery | School/FSO | PPDG/GPMG | School | RRPB/ College Business Group [1]/OCB[3] | N/A | Required[2] | School | CEC PPDG / PAP |
| Split-Site PhDs (institutional-level) | School/FSO | PGRSC | School | RRPB/OCB | N/A | Required[2] | School | PGRSC |
| Franchise | School/APT | CQSC /GPMG | School | RRPB/OCB | N/A | Required | School/APT | CEC CQSC* via PAP |
| Validated programme | School/APT | CQSC/GPMG | School | RRPB/OCB | N/A | Required | School/APT | CEC CQSC* via PAP |
| Dual or joint awards | School/APT | CQSC/GPMG | School | ExB/OCB and Senate | N/A | Required | School/APT | CEC CQSC* via PAP |
| Associated institution | School/APT | CQSC/GPMG | School | ExB/OCB and Senate | N/A | Required | School/APT | CQSC* via PAP |

[1] RRPB for new programmes or College Business Group for collaborative delivery of modules on existing programme

[2] May not be required where a low risk is identified in relation to physical resources and location. Will be determined by GPMG when considering risk assessment.

[3] For partnerships where the University is entering into new strategic markets, it is also required that the Business Case be considered by OCB

Glossary

| APT | Academic Partnerships Team |
|---|---|
| EC | Education Committee |
| CEC | College Education Committee |
| CQSC | Curriculum and Quality Sub-Committee |
| PGRSC | Postgraduate Research Sub-Committee |
| PPDG | Programme Portfolio Development Group |
| RRPB | Reputation, Recruitment and Performance Board |
| GPMG | Global Partnerships Management Group |
| OCB | Our Citizens Board |
| ExB | Executive Board |

*Reports to Education Committee

**Appendix 2**

**CODE OF PRACTICE ON THE UNIVERSITY'S PROCEDURES FOR MANAGING HIGHER EDUCATION PROVISION WITH OTHERS**

**Risk assessment report for new/existing collaborative partnership**

Before completing refer to section 2 of the Code of Practice on Collaborative Provision to determine the type of arrangement that is being proposed. Advice can be sought from the Academic Partnerships Team at academicpartnerships@le.ac.uk.

This form is **not** to be used for risk assessment of proposed Summer School arrangements please contact the Study Abroad Unit for the relevant risk assessment form.
This form is **not** to be used for risk assessment of proposed *Associated Institutions* – the Academic Partnership Team in Collaboration with the Education Quality, Enhancement and Development Team will prepare a separate report for such proposals.

Please complete all relevant sections as indicted. Completed reports should be submitted to the relevant Committee as indicated in Appendix 1 by the required deadline.

**Section 1 – basic information (required)**

1.0      Proposed University Partnership Manager:   Click here to enter text.

1.1      Lead University department:   Click here to enter text.

1.2      Other Key Contacts: Click here to enter text.

1.3      Other University Schools/Departments involved (where relevant):   Click here to enter text.

1.4      Name of proposed partner institution(s) and location:   Click here to enter text.

1.5      List any existing links with the partner within the University:   Click here to enter text.

1.6      Intended date for start of the collaborative arrangement (approximate):   Click here to enter a date.

1.7      Type of collaborative arrangement:   Choose an item.

**Please go to:**
**Section 2 for Student Exchange (*for Summer School approval, please contact the Study Abroad Unit - studyabroad@leicester.ac.uk*);**
**Section 3 for Progression and Articulation;**
**Section 4 for Support providers, educational delivery partners for distance learning programmes, module delivery, dual awards, and joint award;**
**Section 5 for Franchise and Validated Programmes**

# Appendix 2

**Section 2 – Student Exchange**

2.0      Level of study:  Choose an item.

2.1      Length of proposed student exchange:  Click here to enter text.

2.2      Does the programme already include the option of student exchange?  Choose an item.
      (If yes, please go to question 2.4)

2.3      Will the credits studied during the period abroad count towards the overall degree classification?
      Choose an item.

      If no, what will be the requirement for passing the period abroad (i.e. pass all credits studied, achieve a particular credit weighted average)
      Click here to enter text.

      If yes, how will the study abroad grades be calculated into the final degree classification?
      Click here to enter text.

2.4      Is teaching at the proposed partner university in English?
      Choose an item.

      If no, what mechanisms are in place to ensure that students are able to meet the required language competency before the start of the exchange period?
      Click here to enter text.

2.5      Does the proposed partner university have experience of hosting exchange students? Please give details.
      Click here to enter text.

2.6      Does the partner university offer any of the following services for exchange students [please tick as appropriate]:
      ☐      Language preparation and tuition [of the language of the country].
      ☐      Welcome Programme / Induction
      ☐      Dedicated support service for exchange students
      ☐      University accommodation
      ☐      Student mentoring / buddy programme
      ☐      Other [give details]

## Appendix 2

2.7     Which of the following (if any), present possible safety concerns for the programme? (You may wish to consult the FCO travel advice website when completing this section, as well as the red24 website, which provides detailed travel risk assessment information. You must register to access this information. Any University employee who has taken out University travel insurance should be able to do this. It is also possible to sign up for a 'free trial'.) Please note that travel to areas where the FCO advises against all travel is prohibited and that travel to areas the FCO advises against all but essential travel is prohibited for undergraduates and only allowed for others subject to a robust travel risk assessment that has been approved by a senior manager.

☐      Travel Warning or Travel/Health Alert                                ☐      Indiscriminate and/or unpredictable outbreaks of violence
☐      High rates of violent crime: armed robbery, homicide, kidnapping,    ☐      Political/civil instability & unrest
sexual assault, carjacking, extortion                              ☐   Natural disasters (earthquakes, volcanoes, flooding, etc)
☐      Limited/unreliable infrastructure: dangerous road conditions,        ☐      High Risk Activities (SCUBA diving, zip-lining, etc.)
        ineffective/unreliable law enforcement, limited emergency or         ☐      Threat of terrorist activity/recent attacks
        medical services/facilities, irregular communication, irregular      ☐      Violence targeted at foreigners
        electricity and/or water, irregular access to airport, border, seaports ☐   Other (please detail)
☐      Health: e.g. epidemics/pandemics                                      Click here to enter text.

2.8     What health and safety measures does the host institution have in place to mitigate these risks?
        Click here to enter text.

2.9     What strategies should the University of Leicester use to mitigate these risks?
        Click here to enter text.

2.10    If any risks specific to the nature of the programme or its location have been identified in this section, please provide a justification for the programme going ahead. Please also note that a separate risk assessment will also be required:
        Click here to enter text.

## Section 3 – Progression and articulation arrangements

3.0     Name of partner's programme(s) and delivery mode (DL, campus based):
        Click here to enter text.

3.1     Level of programme and equivalence with UK qualifications, for overseas partners (e.g. level 4 – equivalent to UK 'A' level):
        Click here to enter text.

3.2     University of Leicester programme(s) that students will progress onto upon completion of the partner's programme *(please flag if any of these are not existing University programmes)*:
        Click here to enter text.

3.3     Level of entry to the University programme (e.g. year 1, direct entry to year 2):

## Appendix 2

Click here to enter text.

3.4    Specify if students will need to achieve a specific mark/grade in the partners' programme to progress to the University:
Click here to enter text.

3.5    Specify if entry to the University guaranteed, or if students will still undergo standard admissions procedures:    Choose an item.

*Please go to section 6*

**Section 4 – Support providers, educational delivery partners for distance learning programmes, module delivery, dual awards, joint award**

4.0    Name of programme:    Click here to enter text.

4.1    Level and mode:    Select level,    Select mode

4.2    New or existing University programme:    Choose an item.

4.3    Amount of programme to be delivered by partner organisation (credits):
Click here to enter text.

4.4    Level of involvement of the proposed partner organisation in the credits listed above:

Marketing                      ☐          Student recruitment      ☐          Learning resources/Library☐          Physical resources            ☐
Tutorial /personal support☐          Student administration    ☐          Teaching                    ☐          Assessment and marking  ☐

Provide further details below:
Click here to enter text.

4.5    Who will be responsible overall for the design of the curriculum, teaching and learning methods?    Choose an item.

4.6    *For joint/dual awards only-* please specify what awards will be available to the student upon completion and from which awarding body:
Click here to enter text.

*Please go to section 6*

**Section 5 – Franchise and validated programmes**

5.0    Name of programme:    Click here to enter text.

## Appendix 2

5.1     Level and mode:    Select level,       Select mode

5.2     New or existing University programme:  Choose an item.

5.3     Amount of programme to be delivered by partner organisation (credits):
        Click here to enter text.

5.4     Level of involvement of the proposed partner organisation in the credits listed above:

        Marketing                    ☐              Student recruitment        ☐        Learning/Library resources☐        Physical resources            ☐
        Tutorial /personal support☐                 Student administration      ☐        Teaching                   ☐        Assessment and marking  ☐

        Provide further details below:
        Click here to enter text.

5.5     Library resources available to support the programme (consult the University Library regarding availability of UOL resources)
        Click here to enter text.

5.6     Who will be responsible overall for the design of the curriculum, teaching and learning methods?  Choose an item.

*Please go to section 6*

# Appendix 2

## Section 6a – Risk assessment for new partner institutions

*For existing partnerships (with a new collaborative arrangement) please go to section 6b*

The table below is designed to assist with assessing the level of risk associated to the proposed partner organisation and partnership arrangements. A score is given to a series of factors and the total score gives an indication of risk from low to high.

| | Score available | Score given | Further information |
|---|---|---|---|
| **Partner's location** | | | |
| UK | **1** | | For overseas partners clarify the legal status of the partner in its own country and capacity to contract with the University. Outline any legal requirements of the country (i.e. government registrations) needed to enter into the partnership. |
| Europe | **3** | 5 | |
| Overseas other | **5** | | |
| | | | |
| **Partner's status** | | | |
| University | **1** | | For private and charitable organisations provide further detail on their ownership, funding status and legal capacity to enter into the partnership. Detail any links or registered interests with other organisations which may present risks to the University. |
| Publically funded FE College | **3** | 1 | |
| Private College / organisation | **5** | | |
| Charitable body | **5** | | |
| | | | |
| **Partner's quality assurance reputation** | | | |
| Satisfactory outcome from regulatory body, e.g. QAA | **1** | | Detail basic outcomes from relevant regulatory body (e.g. QAA) or accreditations gained. Clarify if there are no relevant regulatory bodies in operation (overseas partners). |
| No regulatory body, relevant accreditations gained | **3** | 1 | |
| No regulatory body, no relevant accreditations | **5** | | |
| Unsatisfactory outcome from regulatory body | **7** | | |
| | | | |
| **Partner's size** | | | |
| Large, well resourced | **1** | | Provide further detail on size (student and staff numbers) and resources. |
| Small, generally well-resourced | **3** | 1 | |
| Large or small, generally limited resources | **5** | | |
| | | | |
| **Partner's experience of programmes at the proposed level** *(for progression/articulation arrangements this refers to level of partner's programme)* | | | |
| Extensive experience | **1** | | Detail levels of programmes offered by the partner. For overseas partners clarify equivalence with UK HE levels. |
| Limited experience | **3** | 1 | |
| No previous experience | **5** | | |
| | | | |
| **Partner's previous experience with collaboration arrangements** *(as defined in the Code of Practice)* | | | |
| Has collaboration arrangements with UK HEIs | **1** | 1 | List names of UK HEIs (or others) and detail on nature of partnerships for current and past (3 years if possible) partnerships. Where possible focus on |
| Has collaboration arrangements with non-UK HEIs | **3** | | |

## Appendix 2

| | Score available | Score given | Further information |
|---|---|---|---|
| Has student exchange arrangements with UK HEIs only | 3 | | those most relevant to this proposed partnership (e.g. subject area, similar collaborative arrangement). |
| Research collaborations/other only | 5 | | |
| | | | |
| **Collaborative arrangement proposed** | | | |
| Student exchange, Progression accord, support provider, educational-delivery provider for DL programmes | 2 | 5 | Provide any further detail on responsibilities of the partner in the arrangement not previously covered under sections 3-5 above. For joint awards confirm the legal capacity of all institutions to jointly grant academic awards. |
| Articulation Direct Entry to Level 5, consortium, module delivery | 3 | | |
| Articulation – Direct Entry to Level 6 | 5 | | |
| Franchise, validation | 6 | | |
| Dual award, joint award | 7 | | |
| | | | |
| **Level of programme** *(not applicable to progression/articulation arrangements)* | | | |
| Level 1-3 (pre-HE) | 1 | 5 | For overseas partners, clarify equivalence with UK HE levels. |
| Level 5 (UG) | 3 | | |
| Level 6 (UG) | 5 | | |
| Level 7 (PG) | 5 | | |
| | | | |
| **Department's experience of collaborative arrangements** *(as defined in the Code of Practice)* | | | |
| Some (current or past 5 years) | 1 | 1 | Provide further detail of experience. |
| None | 3 | | |

**Total score:**  Click here to enter text.                    **Risk rating:**  Choose an item.                    *(low risk = 7-19, medium risk = 20-34, high risk = 34-47)*

### Section 6b – Risk assessment for existing partner institutions (new collaborative arrangement)

6.1    Provide a summary of the successes and challenges of the existing/previous arrangements, taking into account the following issues as appropriate[4]:
- Compliance to University regulations, quality assurance mechanisms
- Day-to day management of the arrangement(s)
- Strategic development and governance of the partnership
Click here to enter text.

6.2    Provide a summary of the capacity of the partner to enter into the new arrangement, taking into account the categories listed in the table in Section 5a above:
Click here to enter text.

---

[4] Where the new arrangement is linked to a different School/Department, an account of the partnership should be sought from the other School/Department.

**Appendix 2**

**Section 7 – additional information (not required for progression/articulation arrangements)**

7.0      Financial standing of proposed partner organisation and ability to provide resources for the proposed arrangement:
Click here to enter text.

*(For overseas (non-EU) organisations)*
7.1      Information on the social, political or economic climate of the country (as appropriate) and the higher education structure:
Click here to enter text.

*(For arrangements where the partner will be involved in teaching or assessment)*
7.2      Partners experience of teaching in English (please specify if it is the intention that any of the programme will be delivered in a language other than English):
Click here to enter text.

7.3      Confirm that CVs of any staff involved in the teaching or assessment have been received and approved by the department as appropriate. Detail staff development opportunities available to staff at the partner organisation and confirm performance monitoring systems are in place:
Click here to enter text.

**Section 8 – visits to the partner organisation (required)**

8.0      Has a visit to the partner taken place during the development phase of this arrangement?
Yes ☐        No[5] ☐

8.1      Has a visit report been conducted?
Yes[6] ☐        No ☐

8.2      If yes to 8.1 please provide brief details regarding who undertook the visit and considerations given to suitability of resources.
Click here to enter text.

**Section 9– recommendations for the Approving Body (required)**

9.0      School recommendation regarding the suitability of the proposed partner to deliver the proposed arrangements (including justification):
Click here to enter text.

9.1      Additional information:
Click here to enter text.

---

[5] For arrangements involving new University programmes a nominated panel may be required to visit the partner. Recommendations for this will be included in section 10.
[6] Please attach a copy of the full visit report to this submission.

## Appendix 2

**The Risk Assessment should have oversight from the Head of Academic Partnerships and be approved by the Head of College/Division**

**Head of Academic Partnerships review: Yes/No**

**Head of College/Division Approval**:        Click here to enter comments.
Name:

Sign: _____

Report completed by:        Click here to enter text.
Date:                        Click here to enter a date.

---

## Section 10 – Conditions of approval

**This section is for use by the approving body only.**

On the basis of the risk assessment what, if any, additional factors or processes for mitigating the risk associated with this proposal have been taken into account?
Click here to enter text.

Board Recommendations (including any recommendations for visits):
Click here to enter text.

*Approval Date*: Click here to enter a date.
*Approving Body*: Click here to enter text.

# Appendix 3

**Criteria to be considered when considering prospective partners**

Departments should be aware of the following criteria against which proposals for working with others to deliver Higher Education will be considered:

1. Potential benefit to the University

2. The overall academic standing and reputation of the partner

3. Whether the partner is one with which the University can legally contract

4. Its financial stability and its ability to provide appropriately qualified and experienced staff and other resources to run the programme, including access to its own library and IT services

5. The robustness of its quality assurance and enhancement processes at institutional or organisation level and its record in quality assurance reviews (QAA or equivalent)

6. Whether the organisation has appropriate administrative support for quality assurance

7. Whether it has experience of delivering programmes at the same level or can demonstrate potential to do so

8. Whether the partner is able to demonstrate a knowledge, understanding and commitment to the requirement of the UK Quality Code for Higher Education

9. Whether the partner has an appropriate infrastructure to support students

10. Potential implications for approval by Professional, Statutory and Regulatory Bodies (PSRBs)

In addition where proposed partners are located overseas:

11. That the prospective partner has an understanding of current practices in UK higher education

12. That the prospective partner can address differences in expectations and cultures between higher education systems to ensure that the requirements of the arrangement can be fulfilled

13. That the medium of instruction and assessment is English

# Appendix 4

**Agreements with Prospective Partners for Validation of a programme or multiple programmes**

The Academic Partnerships Team and the University's Legal Advisor can advise on the type of agreement required for partnerships. The following should be taken into account where an agreement is being drafted with a prospective partner organisation.

**Regulatory and Legal requirements**

This is particularly relevant for overseas agreements where there may be local regulatory body requirements. Any prospective partners are responsible for ensuring that they are compliant with such requirements before an agreement is approved.

**Financial Arrangements**

Full details should be incorporated, including details of fees and other payments, when these are due and how they are to be paid. Arrangements for review.

**Regulations**

Senate Regulations will normally apply unless otherwise approved as per the appropriate approval process.

**Medium of Instruction and Assessment**

This must be English.

**Programme Design and Delivery**

The partner is usually responsible for the design and delivery of the programme. This will be tested and approved through the programmes approval process.

**Learning resources**

The partner is usually responsible for providing access to library resources, IT facilities and other learning resources.  Students on validated programmes are not covered by the University's digital library and software licences.  Permission for partners to use such resources must be sought in each case.  The publisher or software provider may refuse permission or charge additional fees.

**Marketing and Publicity Materials**

The University should maintain effective control of publicity and marketing materials, including those published by partners. Agreements will specify how this control will be exercised.

**Admissions**

In partnership arrangements of this type admissions are expected to be the responsibility of the partner, providing students meet the minimum entry requirements agreed by the University.

**Registration**

Students registered on programmes delivered by other organisations but awarded by the University are not normally registered as University students. Agreements must specify the arrangements, however, including the mechanisms for reporting to the University.

**Student Progress**

The University is responsible for progression of students on collaborative provision programme and needs to maintain up to date records. It therefore needs to ensure that arrangements are in place with the partner to provide the necessary data.

**Information for Students and Student Handbooks**

The partner is responsible for providing information to its students, including a student handbook although it will be expected to conform to the guidelines issued by the University. The University needs to ensure that students are provided with accurate and comprehensive information and with respective to the partnership this should include:

- Details of the collaborative partnership, including the responsibilities of the respective parties

- Information about the status of the student with respect to the University including any entitlement (or not) to University services

- Information on complaints and appeals and the various stages of these, particularly if the University is the final stage (see below)

- The nature of the University's award and details the student should expect to see recorded on the degree certificate and transcript

**Programme Management**

To include key staff contacts, for example the Programme Director and arrangements for Boards of Study, Boards of Examiners etc.

**Access to University Resources**

Access will be dependent on the nature of the partnership but the relevant student entitlements should be stated.

**Assessment and Examinations**

For setting assessments, including examinations, marking etc. To include information on responsibility for setting assessments, including examinations, marking, moderation etc. Arrangements will vary according to the nature of the partnership

**External Examiners**

External Examiners are appointed by and report to the University. Details of how nominations may be made by the partner and considered and approved by the University.

**Quality Assurance**

Standard University procedures apply, including annual and periodic developmental review. In validation arrangements the University will assess the partner's quality assurances procedures.

**Discipline, Complaints and Appeals**

Procedures will vary according to the nature of the partnership but will normally be the partner's procedures with recourse to the University as a final stage.

**Certificates and Transcripts**

As awarding body the University is responsible for ensuring the certificates and transcripts are accurate and only awarded to student's who have successfully completed their programme and been made an award by a Board of Examiners. The University will normally retain responsibility for their production.

# Appendix 5

**Process and Criteria for the appointment of staff to teach on collaborative programmes**

1.  All staff associated with the delivery, teaching or assessment of a programme leading to an award of the University must be approved by the University before they begin teaching. Schools/Departments are responsible for approving such staff.

2.  Partner organisations are required to have a clear policy for the recruitment of staff which involves a competitive application process.

3.  A copy of the relevant application form and curriculum vitae for all staff teaching on a programme must be submitted to the relevant academic School/Department for approval.

4.  The University requires that staff involved in the teaching and assessment of programmes meet the following criteria:

    *   All staff should have a Higher Education qualification in a relevant subject at least one level above that of the programme on which they will be teaching or equivalent professional qualifications

    *   At least some staff should be able to demonstrate evidence of academic recognition through publications or a record of research and hold a doctoral qualification. For postgraduate programmes, it is expected that this will be the majority of staff

    *   Have appropriate experience of teaching and assessing at HE level

    *   Any additional appropriate experience required by the discipline

5.  Where staff do not meet the above criteria, partner organisations are required to demonstrate a commitment to staff development and training in order to bring the teaching team profile up to the required level

6.  Departments are responsible for maintaining a record of staff approved to teach on a collaborative programme.

# Appendix 6

**Academic Partnership Manager Role Description**

The Head of Department/School will nominate a member of academic staff to act as the Academic Partnership Manager. The Academic Partnership Manager will be a member of staff with experience of programme administration and an understanding of the University's quality assurance procedures. The role may be undertaken by a programme convenor.  He or she will be the main point of contact for the partner. The role will include responsibility for:

1.      Assisting the University in managing the quality and standards of the collaborative provision

2.      Providing academic advice, as required, on programme development

3.      Advising on comparability with similar programmes in the University

4.      Offering advice on University Regulations and procedures

5.      Offering advice on assessment practices, including examinations and attending Boards of Examiners, as required

6.      Advising the Head of Department/School on the suitability of staff in the partner institution to teach on the collaborative programme

7.      Serving as a member of the Board of Studies or equivalent body, and the Board of Examiners

8.      Visiting the partner as appropriate

9.      Reviewing publicity material

10.     Liaising with the partner and the University's Library and IT Services on arrangements for the provision of library and IT resources for the programme, where such provision forms part of the agreement.

11.     Feeding into the annual developmental review process and providing an annual report on the partnership to the Global Partnership Management Group

# Appendix 7

**Split-Site PhD Arrangements**

**Introduction and Definition of a Split-Site PhD**

1.   This document sets out the policy for split-site PhD arrangements at the University of Leicester. It should be read in conjunction with Senate Regulation 9

2.   The University offers flexible research degree provision through a range of modes.  A split-site PhD is defined as a PhD which leads to a University of Leicester award, and involves a student undertaking a significant part of their research in another country, typically at an overseas university or research organisation. Split –site PhDs may be suitable for both international and EU students.

3.   This policy does not cover PhD degrees which involve students undertaking field work or other specific visits away from the University as part of their research.

4.   Most split-site PhDs involve some type of collaborative arrangement where there is a formal agreement between the University and another organisation. However, it is possible for individual students to register on a split-site PhD, for example where there is existing collaboration between academic staff or where a School or Department is assured that such an arrangement is viable and appropriate for a particular student. Such cases must be approved by the Dean of the Doctoral College on behalf of the Postgraduate Research Sub Committee as detailed below.

**Approval Process**

5.   The approval process for establishing split-site PhD arrangements will differ depending on the nature of collaboration and whether it is an institutional level agreement or an individual student undertaking a PhD.

**Institutional Arrangements**

6.   Institutional arrangements will involve a number of students, usually over a period of years. A formal process to approve such arrangements will involve the Global Partnership Management Group and the Post Graduate Research Policy Committee and may involve a site visit. There will be a formal agreement with the partner institution.

7.   The following issues will be considered during the approval process:

- Standing and reputation of the proposed partner institution, including its experience of supervising research degrees

- Length and nature of links with the partner institution

- Facilities and resources available to students

- Current research degree provision and experience

- Nature of the proposed split-site arrangement, including time to be spent at the partner institution

   **Individual Student Arrangements**

8.    All individual split-site student arrangements will require the approval of the Dean of the Doctoral College through the submission of a detailed study plan. This should contain include the following information and be completed by the student and proposed supervisors and signed off by the Head of School/Department.

- The name of the partner organisation and the nature of any link between it and the department

- Name of the student

- Name of the Leicester supervisor

- Name of the associate supervisor (with copy of c.v.)

- Proposed area of research

- Details of research training needs, including how and where research training will take place

- Details of the periods the student will spend in Leicester over the period of his/her registration (these may be indicative and subject to change providing standard requirements are met)

- Arrangements for managing supervision when the student is away from the University, including frequency and approximate timing of any visits

- The nature of the work which will be carried out when the student is away from the University

- Arrangements for the APG review and annual progress reports, including details of how progress will be reviewed when the student is away from the University

- Confirmation that the viva will be held in Leicester.

**Guidelines for Split-Site PhDs**

9.    The requirements of Senate Regulation 9: Regulations Governing Research Degree Programmes apply to all Split-Site PhD students. In addition, the following guidance applies.

**Fees**

10.   Fees for students studying under an institutional agreement will be approved by the RRPB and the College Business Group (or equivalent) where appropriate. In the case of individual students the standard fee charged will be the appropriate full-time tuition fee based on the student's fee status for periods of time spent in Leicester and 50% of the fee for periods spent away from the University.

**Attendance Requirements**

11.   Requirements for attendance at the University will be determined either as part of a formal agreement with a partner institution or at the time an offer is made for individual students.

12.   The minimum period a student must spend at the University is 12 months, although this does not have to be a continuous period. The maximum period is 18 months. Students wishing to be in residence for longer periods should register as full-time campus-based students. It is advisable that the first six months of registration take place at the University where practical so that students can take advantage of induction and research training events.

**Induction and Skills Training**

13. All students should receive a formal induction and it is important that departments/schools address specific issues in relation to split-site study. Split-site PhD students must also complete the requisite research training which is a compulsory component of the probation period. Training may be provided through a range of means, including attendance at sessions at the University, through distance-learning materials or at the partner institution. The initial period of attendance at the University will normally focus on preparing the student for the research project and identifying training needs through completion of a training needs analysis or equivalent. If skills training is not provided by the University it is the department's responsibility to ensure that the quality and standard of the training is appropriate and to determine how and where it will take place.

**Research Environment and Resources**

14. Schools/Departments must ensure that the research environment in which students are working when they are away from the University is appropriate and that they have necessary resources to undertake their research effectively. This will include library facilities, IT provision, adequate work space and other specialist equipment as necessary.

**Monitoring and Review of Split-Site PhD Provision**

15. As for all research degree programmes Split-site PhD provision will be subject to annual developmental and periodic review processes. In additional any institutional level agreements should be reviewed after five years and only renewed following a successful review process.

# Appendix 8

## Roles and Responsibilities for Placements

### Responsibilities of the University

1. The University is required to:

    a. Ensure learning outcomes relevant to the placement are clearly stated in the programme specification and if appropriate associated handbooks or guides.

    b. Clearly communicate with the Student names of the member(s) of staff who is/are responsible for coordinating the placement.

    c. Provide adequate provision of preparation and support to the Student to undertake a placement.

    d. Provide clear written guidelines of the requirements and expectations of the placement if the Student wishes to source their own placement arrangements. This should include:

        i. The type of placement and the timetable for the completion of arrangements.
        ii. The required length of the placement and duration.
        iii. Any specific requirements associated with a placement outside of the UK.
        iv. The responsibilities and requirements of a Placement Provider.

    e. Ensure that the Student understands the expectations of the placement and the consequence of failure to complete it satisfactorily.

    f. Have in place a thorough placement approval process to ensure that the placement, the Student and Placement Provider meet the standards and expectations required for the experience.

    g. Ensure that the Placement Tutor in Schools has adequate time, experience and support to fulfil their responsibilities, including the assessment and authorisation of a placement.

    h. Ensure that the Placement Provider is checked with care and are able to ensure that the Student can meet the intended learning outcomes of the placement and that they can fulfil their responsibilities and requirements.

    i. Ensure that the Placement Provider has insurance cover to meet any liability they may have to the Student (public liability insurance or equivalent and employers' liability insurance or equivalent) and if appropriate to meet any claim made against the Student's work in a professional or advisory nature (professional indemnity insurance).

    j. Ensure that a risk assessment is conducted if appropriate.

    k. Ensure that the Student is appropriately prepared before they start their placement and that there is support in place during the period of the placement.

l.   Provide a named point of contact to with the Student and Placement Provider's point of contact to maintain communication for the placement duration, clearly agreeing the regularity and frequency.

m.   Specify the frequency and nature of formal contacts with the Student and Placement Provider. This may vary according to the programme of study and the type of placement.

n.   Organise appropriate procedures for re-orientation of the Student on their return to the University.

o.   Provide appropriate mechanisms to respond to any issues or concerns raised on placement by the Student or Placement Provider.

p.   Provide appropriate mechanism to obtain feedback from the Student and Placement Provider.

2.   For students on a sponsored study visa, Student Immigration, Advice and Compliance:
   a.   are responsible for ensuring all Sponsored Students going out on a 'year in industry' or 'with industry' placement are holding the correct immigration permission which permits work.
   b.   is required to report the location and duration of any Sponsored students. The report should be made no later than 10 working days of the student commencing the placement.
   c.   will undertake random checks on placements and as part of these checks may request pay slips or other documentation evidencing ongoing engagement with the placement. Failure to provide satisfactory documentation may result in the placement being terminated.
   d.   are responsible for monitoring the placement tracker and reporting the location and duration of all placements to the UKVI through the Sponsor Management System (SMS). Notifications will normally be submitted in advance of the student starting the placement where all relevant information is available. Otherwise, placements will be reported no more than 10 working days from the start of the placement.
   e.   will notify the UKVI through the SMS of any subsequent changes to the placement within 5 working days of being aware of the change.
   f.   may contact students who fail to meet engagement requirements whilst on placement and students who fail to engage or who have sustained and unexplained absences will be considered under the provisions of Senate Regulation 4.
   g.   where the duration of remote working will exceed 10 working days will submit the relevant notification of 'change of location of studies' to the UKVI through the SMS. Requests to spend more than one month overseas may result in sponsorship being withdrawn.

**Responsibilities of the Placement Provider**
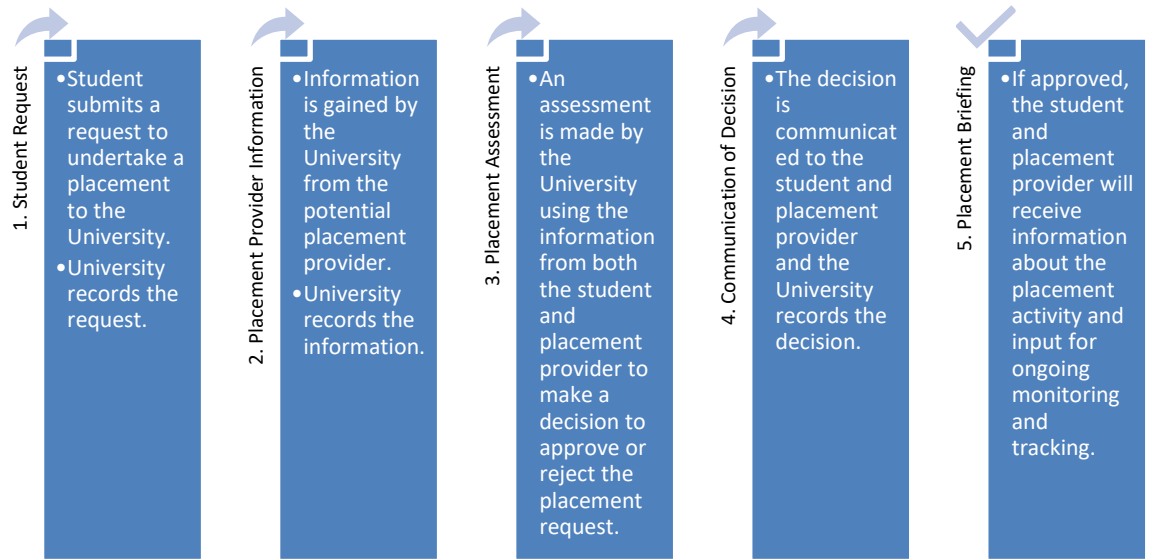
3.   The Placement Provider will be required to:

a. Clearly specify the scope of the placement role and projects by completing a Placement Provider Form to inform the University of Leicester of the role and responsibilities.

b. Be clear as to the placement role objectives and what the Student would be expected to learn and demonstrate throughout their placement.

c. Be the primary owner of the risks arising from the placement. Other risks relating to the placement but not the work (for example travel, crime, and weather) will not relate to the Placement Provider but these factors will be considered when assessing the appropriateness of placement.

d. Provide appropriate opportunities to enable the Student to meet the agreed intended learning outcomes of the placement. This also includes allowing the Student to return to University to complete any required assessments as part of their degree programme.

e. Provide any additional training necessary and at the appropriate time for the Student to achieve the agreed role outcomes.

f. Hold public liability insurance or equivalent and employers' liability insurance or equivalent and if appropriate to meet any claim made against the Student's work in a professional or advisory nature (professional indemnity insurance).

g. Appoint a suitably qualified and experienced staff to act as the Student's line manager/supervisor/mentor.

h. Ensure that the Student is provided with all information required to undertake their role, specifically to provide an induction relating to details of health and safety requirements, the identification of confidentiality provisions relating to their role, and any protocol and policies that you as a Placement Providers reasonably require the Student to be alerted to as part of their role. The University retains the right to refuse a placement on the grounds of health and safety concerns.

i. Maintain communication with the University's named point of contact during the placement and highlight any concerns about the Student immediately.

j. Ensure suitable financial arrangements are in place with the Student, to ensure they will be paid correctly and in a timely manner.

k. Not use the Students' access to University resources such as digital Library resources for their own commercial benefit as such use is prohibited by the University's licences with software and content providers.

**Responsibilities of the Student**

4. The Student is required to:

a. Act professionally and responsibly, both in their studies and on placement, meeting probation periods if required, and conduct themselves accordingly with due regard to the University Senate Regulations, the Placement Provider and the laws and conventions of the country in which they are undertaking their placement.

b. Adhere to attendance requirements and working hours stipulated by the University and on your visa, not work more than the hours stated, either inside or outside of the University.

c. If your placement involves travelling overseas, you must register for insurance under the Group personal Accident and Travel Policy arranged by the University. To register, please read through the guidance on the Overseas Travel SharePoint page and complete the Student Travel Request.

    i. If your employer requires you to travel (either overseas or within the same country) as part of the job description, it is the employer responsibility to ensure the travel is risk assessed and insured.
    ii. If your placement includes overseas travel, you must share your visa with your Placement Provider.

d. Inform the University, should you have any queries or concerns about placement or Placement Provider.

e. Update the University immediately if any of your placement details change.

f. Make contact with the University and the Placement Provider if you require special adjustments to be made in order to undertake the placement

g. Notify the University if you are absent from your placement for more than 5 days in a row.

h. Check your university email account regularly for communications from the University and respond to communications from the University within 5 working days.

i. Complete any tasks and assessment throughout the duration of the placement within the deadlines specified.

**Process for Placement Authorisation**

| 1. Student Request | 2. Placement Provider Information | 3. Placement Assessment | 4. Communication of Decision | 5. Placement Briefing |
|---|---|---|---|---|
| •Student submits a request to undertake a placement to the University.<br>•University records the request. | •Information is gained by the University from the potential placement provider.<br>•University records the information. | •An assessment is made by the University using the information from both the student and placement provider to make a decision to approve or reject the placement request. | •The decision is communicated to the student and placement provider and the University records the decision. | •If approved, the student and placement provider will receive information about the placement activity and input for ongoing monitoring and tracking. |

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# Appendix 9

## Roles and Responsibilities for Student Exchange

### Responsibilities of the School/Department

1. Schools/Departments should ensure that learning outcomes and any credit/grade transfer information is clearly stated in the programme specification and handbook.

2. Schools/Departments should ensure that students understand what will be expected of them during their student exchange and how the grades awarded at the partner university will be applied to their degree.

3. Schools/Departments should ensure that clear information is published to students about who is responsible for managing student exchange arrangements.

4. Schools/Departments should ensure that students understand the expectations of their exchange and the consequences of failure to complete it satisfactorily.

5. In partnership with the Study Abroad Unit, departments should ensure that students are appropriately prepared for their student exchange.

6. Schools/Departments should ensure that there is a clear policy for maintaining contact with students during their exchange and should ensure that this is published to students. There should be a minimum of two contacts per semester. Students should be made aware of the level of guidance and support available and the point of contact in case of emergency.

7. Schools/Departments should ensure that there are appropriate procedures in place for re-orientation on return to the University where appropriate.

8. Schools/Departments, in conjunction with the Study Abroad Unit, will be responsible for undertaking site visits relating to any department-specific student exchange agreements for both the development of new exchange agreements and as part of monitoring and evaluation processes, as required.

### Responsibilities of the Study Abroad Unit

9. The **Study Abroad Unit** will coordinate pre-departure support for students and assist departments in implementing and ensuring pre-departure support is in place for all students.

10. The **Study Abroad Unit** should provide opportunities for students to meet with other students who have undertaken student exchanges.

11. The **Study Abroad Unit** will be responsible for providing guidance for departments on pre-departure support.

12. The **Study Abroad Unit** will be responsible for the coordination of monitoring and review processes for student exchange partnerships reporting to GPMG as required.

13. The **Study Abroad Unit** will be responsible for site visits in relation to University-level student exchange agreements for both the development of new student exchange agreements and as part of monitoring and review processes, as required.

14. As part of monitoring and review, the **Study Abroad Unit** will monitor student feedback via periodic student feedback questionnaires and will work with departments to capture other forms of feedback. Findings will be raised with the relevant departments as appropriate.

15. The **Study Abroad Unit** will manage monitoring procedures (checkpoints) for Student Visa holders participating in an overseas student exchange for UK immigration purposes.

16. The **Study Abroad Unit** will coordinate the administration of the Turing Scheme and the allocation and award of Turing grants and ensure compliance with Turing regulations.

17. The **Study Abroad Unit** will provide support and guidance to departments on the approval, development and administration of overseas student exchange.

18. The **Study Abroad Unit** will oversee relevant approval processes for new and existing partners, including the development and review of student exchange contracts between partner institutes.

19. The **Study Abroad Unit** should ensure that they agree appropriate mechanisms with partner universities for confirming that exchanges have been completed satisfactorily such as receipt of an academic transcript.

**Responsibilities of the Partner University**

20. Provide appropriate learning opportunities to enable students to meet the intended learning outcomes of the student exchange.

21. In the event that a student is involved in a serious accident, or other circumstances of a grave nature, the partner university will notify the University immediately.

22. Identify a named member of its staff who will be responsible for all matters related to the specific exchange agreement.

23. Provide on-site orientation to students on the exchange programme, including support on registration and assistance with any cultural, language or academic adjustments.

24. Accord to exchange students the same privileges as their own students, including Library provision, membership of the Students' Union and recreational facilities.

25. Assist exchange students to the fullest extent possible, in obtaining visas and any other documentation required by the government of the host country.

26. Provide a full transcript for each student within three months of the completion of their studies, issuing a copy to the named contact at the University and the student.

**Responsibilities of Students**

27. Students on an overseas student exchange remain registered students of the University and should conduct themselves with due regard to Senate Regulations, the regulations of the partner university, with which they will also be registered, and the laws and conventions of the country in which they are undertaking their exchange.

28. Students should also ensure that they meet the norms and expectations for professional and personal conduct during the student exchange.

29. Students are required to maintain contact with their University/Department as required and to raise any issues of concern as soon as they arise.

30. Students may address complaints about the exchange to both the home and partner university in accordance with their respective complaints procedures.

31. Students are required to comply with the risk assessment process in full prior to their departure.

32. Students should ensure that they are in receipt of and maintain appropriate medical and other relevant insurance cover whilst participating in the exchange.

33. Students are responsible for alerting the partner university to any specific support or accessibility requirements. The University of Leicester AccessAbility Team can provide guidance on communicating these needs.

34. Students are required to provide emergency contact details to the University whilst they are on the exchange.

# Appendix 10
# Placement Approval Process

## 1. Authorisation Request Form

Student submits Authorisation Request Form to notify University of placement offer

University acknowledges receipt of student submission

University adds student information into Placement Management Tracking Tool

University creates dedicated folder for student in shared drive to hold all information

## 2. Placement Provider Form

University requests Placement Provider to complete Placement Provider Form

Placement Provider returns completed Placement Provider Form to University

## 3. Placement Assessment Form

University completes Placement Assessment Form, using the information provided in the Authorisation Request Form and Placement Provider Form

## 4. Confirmation and Authorisation

University informs student of outcome following Placement Assessment and if successful adds detail to Placement Management Tracking Tool and forms saved in dedicated student folder

## 5. Placement Briefing

Student attends a University Placement Briefing which provides information to support student whilst on placement

**Appendix 11**

## Summer school approval flow chart

School/Department identifies potential new summer school opportunity for students.

- Summer school is offered by existing exchange partner university, AND
- The facilities available to students, or the activities undertaken during the programme are similar to those experienced under the usual exchange agreement.

- No formal approval required
- Department approaches Study Abroad Unit (SAU) (studyabroad@le.ac.uk) to discuss promotion and administration of opportunity.

- Summer school is offered by new partner, OR
- The facilities available to students, or the activities undertaken during the programme differ significantly from those experienced under the usual exchange agreement.

- Proposing school/department completes 'Proposal for new summer school' form.
- If completion of the form highlights any risks specific to the nature of the programme or its location, a separate 'Risk Assessment' must be carried out.
- Completed proposal form and risk assessment paperwork (where appropriate) submitted to the SAU (studyabroad@le.ac.uk)

- SAU reviews form and subject to initial (informal) approval, forwards to relevant College Programme Portfolio Development Group for formal approval.

- Academic Partnerships Team reports PPDG outcome to SAU.
- SAU approaches department to discuss promotion and administration of opportunity.

SAU maintains register of summer school opportunities being offered to students.

# Appendix 12

**University of Leicester**

**Proposal for new overseas summer school**

This form is to be used as part of the approval process for students to participate in an overseas summer school that is not delivered by an existing exchange partner institution. It should also be used for summer schools delivered by an existing exchange partner, but where the facilities available to students, or the activities undertaken during the programme differ significantly from those experienced under the usual exchange agreement. Please note that this only refers to summer schools which are non-credit bearing, and which are offered for experiential purposes. For credit-bearing summer schools, please refer to the Education Quality, Enhancement and Development Team for advice on standard approval procedures.

Please complete all sections as indicated. Completed reports should be submitted to the Study Abroad Unit in the first instance.

## Section 1 – Basic information

1.0     Key University contact:     Click here to enter text.

1.1     University School/Department proposing the programme (and thus completing this form):   Click here to enter text.

1.2     University department administering the programme (eg managing any application process, delivering pre-departure information). This should ordinarily be the Study Abroad Unit unless the programme is exclusively available to students from one academic School/Department:   Click here to enter text.

1.3     Name of proposed partner institution(s) and location:   Click here to enter text.

1.4     List any existing links with the partner within the University:   Click here to enter text.

## Section 2 – Details of summer school

2.0     Name of summer school:   Click here to enter text.

2.1     Dates of summer school:   Click here to enter text.

2.2     Summer school location:   Click here to enter text.

2.3     Student eligibility criteria:   Click here to enter text.

2.4     Typical activities to be undertaken during programme:  Click here to enter text.

2.5     Is teaching during the programme in English? Choose an item.

        If no, what mechanisms are in place to ensure that students are able to meet the required language competency before the start of the programme?
        Click here to enter text.
2.6     Funding arrangements: Will students be self-funded? Is the summer school subsidised in any way? Are there travel grants or scholarships available?

2.7     Does the proposed partner university have experience of delivering summer schools or hosting exchange students? Please give details.
        Click here to enter text.

2.8     Does the partner university offer any of the following services for exchange students [please tick as appropriate]:
        ☐       Language preparation and tuition [of the language of the country].
        ☐       Welcome Programme / Induction
        ☐       Dedicated support service for summer school students
        ☐       University accommodation
        ☐       Student mentoring / buddy programme
        ☐       Other [give details]

## Section 3 – Details of host institution

*For summer schools delivered by existing exchange partners (with facilities or activities different to those provided under the standard exchange programme) please skip this section and go straight to section 4*

The table below is designed to assist with assessing the level of risk associated to the proposed partner organisation. A score is given to a series of factors and the total score gives an indication of risk from low to high.

|  | Score available | Score given | Further information |
|---|---|---|---|
| **Partner's location** | | | |
| UK | 1 | | For overseas partners clarify the legal status of the partner in its own country and capacity to contract with the University. Outline any legal requirements of the country (i.e. government registrations) needed to enter into the partnership. |
| Europe | 3 | Choose an item. | |
| Overseas other | 5 | | |
| | | | |

| | Score available | Score given | Further information |
|---|---|---|---|
| **Partner's status** | | | |
| University | 1 | | For private and charitable organisations provide further detail on their ownership, funding status and legal capacity to enter into the partnership. Detail any links or registered interests with other organisations which may present risks to the University. |
| Publically funded FE College | 3 | Choose an item. | |
| Private College / organisation | 5 | | |
| Charitable body | 5 | | |
| | | | |
| **Partner's quality assurance reputation** | | | |
| Satisfactory outcome from regulatory body, e.g. QAA | 1 | | Detail basic outcomes from relevant regulatory body (e.g. QAA) or accreditations gained. Clarify if there are no relevant regulatory bodies in operation (overseas partners). |
| No regulatory body, relevant accreditations gained | 3 | Choose an item. | |
| No regulatory body, no relevant accreditations | 5 | | |
| Unsatisfactory outcome from regulatory body | 7 | | |
| | | | |
| **Partner's size** | | | |
| Large, well resourced | 1 | | Provide further detail on size (student and staff numbers) and resources. |
| Small, generally well-resourced | 3 | Choose an item. | |
| Large or small, generally limited resources | 5 | | |
| | | | |
| **Partner's experience of delivering summer schools** | | | |
| Extensive experience | 1 | | Details of partner's previous experience in delivering summer schools. |
| Limited experience | 3 | Choose an item. | |
| No previous experience | 5 | | |
| | | | |

**Total score:** Click here to enter text.　　　　　**Risk rating:** Choose an item.　　　　　*(low risk = 5-12, medium risk = 13-20, high risk = 20-27)*

**Section 4 – Risk assessment for existing exchange partner institutions (offering a programme with facilities or activities that differ to those offered under existing arrangements)**

**This section should be completed by the Study Abroad Unit.**

4.0　　　Provide a summary of the successes and challenges of the existing/previous arrangements, taking into account the following issues as appropriate:
　　　　　- Day-to day management of the arrangement(s)

- Student feedback
Click here to enter text.


## Section 5 – Health and safety

5.0     Financial standing of proposed partner organisation and ability to provide resources for the proposed arrangement:
Click here to enter text.


5.1     Information on the social and political climate of the country (as appropriate):
Please comment on any particular cultural or political sensitivities that may impact on students during the summer school, or whilst travelling to, from and around the country concerned. For example, is there a risk of political unrest or instability? Are there any particular laws or customs of which students may not be aware? Are there any particular areas they should avoid when travelling in their free time?

5.2     Which of the following (if any), present possible safety concerns for the programme? (You may wish to consult the FCO travel advice website when completing this section, as well as the red24 website, which provides detailed travel risk assessment information. You must register to access this information. Any University employee who has taken out University travel insurance should be able to do this. It is also possible to sign up for a 'free trial'.) Please note that travel to areas where the FCO advises against all travel is prohibited and that travel to areas the FCO advises against all but essential travel is prohibited for undergraduates and only allowed for others subject to a robust travel risk assessment that has been approved by a senior manager.

☐     Travel Warning or Travel/Health Alert                          ☐     Indiscriminate and/or unpredictable outbreaks of violence
☐     High rates of violent crime: armed robbery, homicide, kidnapping,     ☐     Political/civil instability & unrest
        sexual assault, carjacking, extortion                              ☐     Natural disasters (earthquakes, volcanoes, flooding, etc)
☐     Limited/unreliable infrastructure: dangerous road conditions,        ☐     High Risk Activities (SCUBA diving, zip-lining, etc.)
        ineffective/unreliable law enforcement, limited emergency or        ☐     Threat of terrorist activity/recent attacks
        medical services/facilities, irregular communication, irregular     ☐     Violence targeted at foreigners
        electricity and/or water, irregular access to airport, border, seaports     ☐     Other (please detail)
☐     Health: e.g. epidemics/pandemics                               Click here to enter text.


What health and safety measures does the host institution have in place to mitigate these risks?
Click here to enter text.


What strategies will you (as the lead department) use to mitigate these risks?
Click here to enter text.

5.3 Does the programme schedule include any activities other than classes and local sight-seeing? (For example, work experience, volunteering, high risk sport or leisure activities)

Yes ☐　　　　No ☐

If yes, please provide details: Click here to enter text.

5.4 What specific risks, if any, may these activities present? (For example, visits to or through remote or high risk areas, hazardous working conditions, activities that may prove contentious in the context of local political sensitivities)

Click here to enter text.

5.5 How will these risks be mitigated?

Click here to enter text.

5.6 Will accommodation be provided by the host institution?

Yes ☐　　　　No ☐

If no, please provide details as to the location of the accommodation provided, and any specific safety-related matters that should be taken into account:

Click here to enter text.

5.7 If any risks specific to the nature of the programme or its location have been identified in this section, please provide a justification for the programme going ahead. Please also note that a separate risk assessment will also be required:

Click here to enter text.

5.8 Please confirm that the Head of School/Department has approved the programme.

Yes ☐　　　　No ☐


## Section 6 – Visits to the partner organisation

6.0 Has a visit to the partner taken place during the development phase of this arrangement?

Yes ☐　　　　No ☐

6.1 If yes, provide further detail on who undertook the visit and considerations given to suitability of resources

Click here to enter text.

## Section 7– Recommendations

7.0     Recommendation regarding the suitability of the proposed summer school (including justification):
        Click here to enter text.

7.1     Additional information (including any recommendations for visits):
        Click here to enter text.

## Section 8 – Conditions of approval

**This section is for use by the approving body only.**

On the basis of the risk assessment what, if any, additional factors or processes for mitigating the risk associated with this proposal have been taken into account?
        Click here to enter text.

Report completed by:      Click here to enter text.
Date:                     Click here to enter a date.