Code of Practice

for

Validated Provision

Updated June 2014

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Appendices

1   Introduction

1.1   This document sets out the University's Code of Practice for Validated Provision. It describes the procedures operated by the University for the development and approval of validated programmes and provides guidance and advice. It should be read in conjunction with the [Framework for Academic Collaborations](#) which describes the procedures for the development and approval of other forms of collaborative provision. Where the procedures align to those outlined in the Framework for Academic Collaborations, relevant links are provided. Advice and assistance in the operation of the procedures outlined in the document should be sought at an early stage from the [Academic Collaborations Office](#) to ensure smooth and efficient handling of validation proposals.

1.2   Validation is the process by which the University judges that a programme developed and delivered by another institution without degree awarding powers is of an appropriate quality and standard to lead to a University of Glasgow award at a specified level and that the necessary resources are available to support the delivery of the programme.

1.3   Normally validation arrangements are linked to a 'host' or sponsor School/Research Institute (RI). In liaison with the School/RI, the Academic Collaborations Office will be responsible for monitoring validation arrangements. The Academic Collaborations Office also undertakes a coordinating role following implementation.

1.4   The validation of programmes may only proceed after the institution has been recognised by Senate[1] as a partner institution. Recognition as a partner institution involves procedures to ensure that the institution is fit to teach programmes leading to degrees of the University. Normally procedures for the approval of institutions which do not have degree awarding powers are more onerous than those for the recognition of other universities as partner institutions. See Section 6 for further information.

1.5   The University has 4 validated institutions based in the UK - The Glasgow School of Art; Christies Education; The Edinburgh Theological Seminary (previously the Free Church College of Scotland) and Scotland's Rural College (previously the Scottish Agricultural College).

1.6   Validation arrangements are complex, resource heavy and can take some time to develop. **As a result, the University is not currently seeking any new validation arrangements, either UK based or international, and speculative applications will normally be declined.**

1.7   The procedures for validation, like all the University's quality assurance procedures, are subject to review and amendment in the light of experience. Any comments on these procedures should be sent to the Academic Collaborations Office.

2   Principles of Validated Provision

2.1   This Code sets out to be consistent with the [UK Quality Code for Higher Education, Chapter B10: *Managing Higher Education Provision with Others*](#).

Reference has also been made to the [Standards and Guidelines for Quality Assurance in the European Higher Education Area (ENQA)](#).

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[1] Senate is the senior academic body of the University. It has statutory responsibilities for the standards of academic awards granted in the University's name.

The Code is based on the following principles:

2.1.1 Whatever the nature of the collaboration, the University is responsible for the quality and standards of all provision leading to an award or credits made in its name, wherever they take place.

2.1.2 The University is responsible for ensuring that the quality of learning opportunities offered through a validation arrangement is adequate to enable a student to achieve the academic standard required for its award.

2.1.3 The academic standard expected of a programme in a partner institution is the same as that maintained for a corresponding or comparable award in the University and should be compatible with any relevant benchmark information recognised in the UK.

2.1.4 The awards of the University that may be attained by students at a partner institution will be those approved within the regulatory framework of the University. The standard and title of such awards, and of the programmes which lead to them, will be those which are recognised in the UK.

2.1.5 The University will undertake with due diligence, an investigation to satisfy itself about the good standing of a prospective partner, and their capacity to fulfil their designated role in the arrangement. This investigation will include the legal status of the prospective partner and its capacity in law to contract with the University.

2.1.6 All validated arrangements will be supported by a written agreement setting out the rights and obligations of the parties and signed by the authorised representatives of the University and the partner institution.

2.1.7 The relationship between the University and a partner institution will be based on a mutual commitment to the agreement and to the interests of students and their ability to progress through their chosen programme. Both institutions have a duty of care to the students involved. Agreements will therefore provide for situations in which the student learning experience will be affected, such as where either institution ceases operation, or changes its legal identity.

2.1.8 The University will seek to recognise the autonomy of the partner institution, with particular reference to academic policy and planning, programme development and financial matters, so far as is consistent with the University's standards.

2.1.9 The University will encourage and enable the partner institution to take maximum responsibility for assuring and enhancing the quality of the programmes. Where a partner institution has little or no experience of higher education provision, the University will assist in promoting the higher education ethos of a self-critical academic community in the partner institution.

2.1.10 The validation of programmes will be carried out using a process of internal and external peer review including student input; also drawing upon, where relevant, expertise of agencies; industry; relevant professions; and the community. Where the University does not itself offer the field of study for which validation is sought, it will draw upon relevant subject expertise available from other UK higher education institutions.

2.1.11 The operation of programmes will be monitored regularly.

3   Purpose of Validation

The overall aim of validation is to ensure a high quality of educational experience for students. This involves the critical evaluation of the proposal including any new programme proposals and where major changes to an existing programme are proposed.

The validation process should ensure that:

- each programme proposal meets the University Senate's requirements and that the academic standards are appropriate to the level of the award;

- the physical learning resources and the learning environment are appropriate and relevant to, and adequate for, the type, level and volume of the learning to be undertaken and whether they are appropriate to secure the achievement of the relevant outcomes;

- the educational intentions (aims) and the learning objectives of the programme are achievable;

- the curriculum reflects the educational intentions and the learning objectives;

- the teaching and learning strategies are appropriate to the educational intentions and the learning objectives;

- the assessment methods are appropriate to the learning objectives;

- the external examining arrangements satisfy the requirements of all parties and are in order to secure the academic standards of UoG awards;

- effective procedures are in place for ensuring the accuracy of all public information, publicity and promotional activity relating to learning opportunities delivered with others so that 'the public is not likely to be misled about the nature and standing of the programmes and awards provided under the arrangement'. (Please see Section 11 for more information);

- students are given explicit information and briefing about the protocols and processes for conducting assessment, and about acceptable and unacceptable practices;

- guidance on the need for communication and exchange of information with partners to establish and foster a shared understanding about the ethos, culture, requirements and standards of UK higher education including requirements for the maintenance of academic standards and the assurance of quality for the effective delivery of the learning or support.

4   Common Features of Validated Provision

The University is responsible for:

- approving: entry standards to the programme; the design of the programme; arrangements for its delivery; and the mechanisms for quality assurance and enhancement;

- ensuring that the output standards of the award are equivalent to those for the same or a similar award for its own programmes (a University qualification is awarded). If it does not have a comparable programme of its own, it is responsible for ensuring that the output standards of the award are compatible with similar programmes in the rest of the sector;

- the quality and standards of the provision agreed levels of operational responsibility may be delegated to the partner institution; The nature and level

of direct supervision or delegated responsibility and quality and standards monitoring of the partner institution's programme by the University is determined on the basis of the University's assessment of the partner institution's own quality assurance systems and its experience of higher education;

- The appointment of External Examiners for validated programmes.

The partner institution is responsible for:

- the design and delivery of the programme; learning resources; student support; the quality of the student learning experience, and for financial matters;

- the recruitment and selection of students. These are 'associate students' of the University, registered with a partner institution and have limited access to University resources such as the University library and the sports facilities;

- admissions and the management of the admissions processes, which, as far as possible, align with those of the University's.

General

- students are subject to the regulations of the partner institution in relation to student conduct and complaints. As the University is the awarding body, students have access to its appeal procedures in the final stages, once they have exhausted the registering institution's processes;

- there is regular communication and exchange of information with validated partners to establish and foster a shared understanding about the requirements and standards of UK higher education including requirements for the maintenance of academic standards and the assurance of quality for the effective delivery of the learning or support;

- the roles and responsibilities of both the Validated Institution and the University will be clearly outlined in the Memorandum of Agreement. [See Section 6.11]

5   Institutional Partnership

Validated Institutions

5.1   Where the partner institution does not have its own degree awarding powers, a formal partnership is likely to involve validation where the provision leads to degrees and other awards of the University of Glasgow. These partner institutions are called **Validated Institutions**. There are two levels of formal institutional partnership with Validated Institutions: '**Associated'** status' or '**Accredited**' status.'

Associated Status[2]

5.2   A Validated Institution with Associated Status (hereinafter '**associated institution**') is one which has been judged by the University to be an institution that would benefit from University involvement in a validation arrangement. It will normally have relatively limited experience of higher education work, and, consequently, the University devolves only limited responsibility.

5.3   An **associated institution** will have been judged by the University to be one which is appropriate and able to conduct courses or programmes leading to awards of the University to the required standards and quality.

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[2] Currently Christies Education (CE) and the Edinburgh Theological Seminary (ETS) [previously FCC] are Validated Institutions of the University with Associated Status.

5.4 An **associated institution** will require assistance in developing its processes, standards and/or professional support.

5.5 The University retains responsibility for the organisation of the validation and re-validation of programmes in consultation with the institution. A full report on each validation or re-validation event, an annual report on the operation of each programme and operation of the monitoring and evaluation processes will be submitted initially to the Joint Board; and thereafter to the Academic Standards Committee (ASC); Education, Policy and Strategy Committee (EdPSC) and Senate.

5.6 An **associated institution** may be considered for Accredited Status after some years if there have been opportunities for the institution to develop its critical mass and appropriate support facilities and/or further enhance its academic experience. See Appendix 1 for further details.

Accredited Status[3]

5.7 A Validated Institution with Accredited Status (hereinafter an '**accredited institution**') is judged by the University as having a strong academic reputation and experience in higher education in its own right. It will be expected to have a substantial record and a critical mass sufficient to sustain some degree of delegated authority. Within the UK and overseas, the institution will normally be publicly funded.

5.8 An **accredited institution** will have considerable experience in assuring the quality, monitoring and evaluation of courses and programmes to the extent that the University can be assured that its standards will be maintained by extensive delegation of authority. The level of delegated authority will be expressed in the Memorandum of Agreement. Normally, Accredited Status will only be accorded to an **associated institution** after several years of association with the University.

5.9 The validation and re-validation of programmes will be conducted entirely by the **accredited institution** in accordance with terms approved by the University. A full report on each validation of a new programme, or re-validation of an existing programme and an annual report reviewing the operation of the approved arrangements for validation, re-validation, monitoring and evaluation will be submitted by the **accredited institution** to a Joint Liaison Committee via the Academic Collaborations office and thereafter to ASC; EdPSC and Senate. [See Section 6.46 – 6.53]

6   The Approval Process

6.1 The procedures for the eventual validation of a programme are divided into 3 stages:

Stage 1:   Considering an initial proposal for institutional partnership

Stage 2:   Institutional approval visit and institutional agreement

Stage 3:   Validation of programmes

The components of these stages are described below and summarised in the flow charts outlined in Appendices 2 and 3.

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[3] Currently the Glasgow School of Art (GSA) and Scotland's Rural College (SRUC) (previously SAC) are Validated Institutions of the University with Accredited Status..

It is important to understand and appreciate that a considerable investment of time and staff resources will be necessary, even before a decision to proceed towards formal institutional approval and programme validation is taken.

For this reason, the costs of Stage 1 and 2, based on the full cost of staff resources involved, shall be borne by the potential partner institution irrespective of the outcome.

Costs involved with the validation of programmes and ongoing management of the arrangement will also be borne by the partner institution.

Further information on all fees associated with validation is available from the Academic Collaborations Office.

Stage 1: Considering an initial proposal for institutional partnership

Preliminary Discussions

6.2 The preliminaries to an institutional partnership, both formal and informal, will require an adequate timescale to engender mutual confidence between the University and a potential partner institution.

6.3 Where an approach has been made at School/RI level and the School/RI wishes to consider a potential partnership, discussions should involve the VP and Head of College and the Academic Collaborations Office at an early stage. The Academic Collaborations Office will likely seek the initial views of the Collaborations Group[4] at this stage.

Approval in Principle of a Proposed Validated Institution

6.4 If, after the completion of the preliminary discussions, both parties wish to continue then the School/RI which is supporting the collaboration and/or the potential partner institution, will submit a formal proposal to the Senate of the University via the Academic Collaborations Office.

6.5 The formal proposal should outline the nature and extent of the due diligence checks undertaken and the visits associated with this arrangement. See Appendix 4 for further information.

6.6 The formal proposal will be considered by the Collaborations Group which, if deemed appropriate, will grant in-principle approval for the University to proceed to a formal collaborative relationship with the proposed partner institution. If the Collaborations Group rejects the proposal, an explanation will be provided to the institution. Either way, the institution shall be formally advised of the University's decision.

6.7 Following in-principle approval, the University will progress to the second stage, the institutional approval visit.

Stage 2: Institutional approval visit and institutional agreement

6.8 A panel will be established to undertake the institutional approval visit. The size of the panel may vary but will normally consist of the Convener of the Academic Standards Committee (or nominee); a senior member of academic staff from a School/RI other than that involved in the arrangement; Head of Academic

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4.   Further information on remit and membership of the Collaborations Group can be found at http://www.gla.ac.uk/services/academiccollaborations/approval/

Collaborations Office (or nominee) and an external academic member with, if possible, expertise of validated programmes.

6.9 The panel will judge the extent to which various issues are satisfied. See Appendix 4 for more information.

6.10 The panel will submit a report to the Education, Policy and Strategy Committee (EdPSC) recommending whether or not the institution should be recognised as a Validated Institution. Having considered the report, EdPSC will forward a recommendation to Senate for final approval. The partner institution shall be sent a copy of the report so that the appropriate body (management or governing) within the institution is able to assure the security of the relationship.

Institutional Agreement

6.11 If institutional approval is successful, an institutional agreement will be drafted to govern the partnership. This will take the form of a Memorandum of Agreement (MoA) which will be signed by the Principal in advance of the start of any validated programme. The MoA sets out clearly the responsibilities, obligations and rights of each institution, governs the formal relationship between the two institutions and provides a framework within which programmes can be approved and/or delivered. The University reserves the right to review the relationship at any time if it has concerns for the security and maintenance of its standards. Appendix 5 sets out the standard contents of an MoA which will include details of the prescribed structure for an annual report. The example provided is an MoA with an associated institution.

Stage 3: The approval/validation of individual programmes

6.12 The validation process takes a significant period of time from initiation to completion. Therefore, the planning of each validation exercise is important and must be allocated enough lead-time to ensure that the approval of Senate is granted before the intended start date of the programme.

6.13 The procedure has three key stages:

a) **the approval of a statement of intent;**

b) **a validation;**

c) **the submission of recommendations for approval.**

Statement of Intent

6.14 An initial Statement of Intent (SOI) should be submitted to the Academic Collaborations Office to seek Academic Standards Committee approval in principle for any new proposal. Normally, the Statement of Intent should be submitted in the session prior to the submission of the full proposal. This statement should be concise and should cover all points outlined in the template SOI attached as Appendix 11.

SOIs submitted to the University at this stage should be supported by the formal recommendation of the senior academic committee of the partner institution.

6.15 If approval in principle is granted by ASC acting on behalf of Senate, the proposal can move towards a validation event.

6.16 The partner institution should proceed with the development of full documentation of the proposal following in-principle approval from ASC. Details of the information required by the Panel are set out in Appendix 7.

6.17 The proposal should be subject to initial scrutiny through the internal programme approval procedures of the partner institution. Normally, all internal approval procedures should be completed before the full documentation is submitted to the University. Full validation documentation together with an executive summary should be lodged with the Academic Collaborations Office.[5]

6.18 All recommendations for new programmes due to commence at the start of a new academic session must be presented (**at the latest**) to ASC by April, to EdPSC by May and to Senate by the June of the previous session.

6.19 Institutional approval may take place concurrently with validation at programme level. However, it is important that programme validation does not proceed unless and until the University has confidence in a successful outcome. Programme validation should not be finalised before the institutional approval has been agreed. If the institutional approval terminates, programme approval, by definition, is withdrawn.

6.20 The University does not permit Validated Institutions to delegate validated programmes in their entirety to a third party (otherwise referred to as a serial arrangement). However, the University may approve delegation of some aspects of programme delivery. This would be considered on a case by case basis as part of the validation process.

Validation Panels[6]

6.21 As with Stage 2, a validation panel will be established to scrutinise the proposal(s). The size of the panel may vary but will normally be constituted as follows:

Convener	A senior member of University staff
Other members of University staff	Normally 1[7]
Members of Institution staff	Normally 2
External Specialist/Assessor	At least 1
Student Representative	This is normally a student from the Partner Institution

6.22 Members of staff from the institution who have served on any internal committee of scrutiny may serve on the panel. However, members of staff who have been directly involved in the development, teaching or administration of the programme may not serve on the panel.

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[5] VIs with Accredited Status has delegated responsibility for managing the relevant events.

[6] VIs with Accredited Status are responsible for the arrangements for Stage 3 in line with procedures approved by the University (See sections 6.46 – 6.52 for more information).

[7] In certain circumstances the University may request that 2 representatives be present. In the case of Joint Programmes 2 University panel representatives will normally be present.

6.23 The Clerk to the panel will normally be a member of the University's administrative staff. However, in the case of **accredited institutions**, the validation events are clerked by a member of staff from the institution. A member of the partner institution's staff may also be in attendance to facilitate communications. If the panel is clerked by a member of staff from the partner institution, a representative from the University's administration may be in attendance.

6.24 Where the programme is subject to scrutiny by a professional or statutory Body (PSRB), external scrutiny of the programme shall be carried out in accordance with guidelines and requirements of the relevant body. The optimum situation is for the University and the PSRB to work together in order to achieve effective academic and professional validation. This may, for example, involve a process of joint or tripartite validation with the PSRB(s).

6.25 All members of the panel have an equal influence at the validation meeting. Their role is to act as independent assessors of the proposal and to make recommendations to the University. The Convener should ensure that all members are allowed an equal opportunity to participate and that the meeting is not dominated by any individual or group. Members should work as a team into which they bring their own expertise and experience.

The Validation Meeting

6.26 Enough lead-time should be allowed to secure members' attendance and to allow them to familiarise themselves with the proposal and documentation.

6.27 The documentation, including an executive summary, should be circulated to panel members at least 2 full weeks prior to the meeting. This should include:

- the information outlined in Appendix 7;

- a copy of the internal approval report where available;

- the draft timetable for the validation meeting;

- notes for members of validation panels; and

- any other supplementary information which may be appropriate.

6.28 The validation meeting will normally be held in the partner institution. The timetable for the validation meeting should allow panel members the opportunity to:

- meet together as a team to discuss their views on the proposed programme at a preliminary stage, a mid-way stage (if necessary) and at the summing-up stage;

- agree the issues they wish to discuss with the programme development team;

- meet with the programme development team to discuss outstanding issues (more than one meeting may be required);

- meet with students when major changes to an existing programme are proposed or when a new programme is proposed and a similar programme already exists;

- meet with senior management;

- tour the facilities (library, computing and media, workshops, studios, laboratories and teaching and learning spaces as appropriate).

6.29 A timetable is circulated in advance of the meeting but this may be subject to amendment on the day (a sample timetable is attached as in Appendix 8). As far as possible, the programme development team and others will be kept informed of any major changes to the timetable.

6.30 The focus of the validation meeting should be the evaluation of the proposal against requirements. As such, the meeting is intended to be constructive in nature. To assist with this, questions should be open-ended so that wide-ranging but focussed discussion is encouraged.

Panel Recommendations

6.31 Following the detailed scrutiny of the validation documentation and the subsequent discussions with the programme development ream, students (where appropriate) and senior management, the panel will make recommendations to the University. All panel recommendations are subject to confirmation by ASC and thereafter by EdPSC and the Senate of the University.

The panel can make one of three recommendations:

- **that the programme be validated (with further advisory recommendations, if appropriate);**

- **that the programme be validated subject to conditions (all conditions must be satisfied before the programme can be considered validated);**

- **that the programme not be validated.**

6.32 In addition, the panel should specify the approval period for the validated programme which will normally be 6 years (or 6 cohorts). The date on which the validated programme will commence should also be stated in order that the expiry date of the approval period may be established.

6.33 Where it is thought that substantial changes may be required within 6 years - for example, as a result of rapid advances in the subject area - the panel may recommend that re-validation should take place at an earlier date.

6.34 Where conditions are set these must be fully satisfied before the programme can be considered validated. The conditions must therefore be achievable and should be imposed only to rectify significant deficiencies within the proposal; more minor issues can be dealt with by advisory recommendations. An agreement should be reached at the validation meeting on the strategy for meeting conditions. The programme development team should be consulted on a realistic date by which the conditions can be met. The intended start date of the programme should be postponed if necessary.

6.35 The strategy for meeting conditions might require consideration of revised documentation by:

- the Convener; or

- all panel members with comment to the Convener; or

- a re-convened meeting of the full validation panel with the programme development team.

6.36 As stated above, conditions should be imposed only to rectify significant deficiencies within the proposal; issues of a more minor nature, for example, where the panel suggests a possible area for further development, should be dealt with by advisory recommendations. Where the panel has made advisory recommendations, the reason(s) for doing so should be explained within the validation report. Normally, the programme development team will be asked by

ASC to report after one year on the progress made in addressing the advisory recommendations.

The Validation Report

6.37 The Clerk to the validation panel is responsible for drafting a validation report following the meeting. The report should be self-explanatory and understandable to an external reader. The level of detail within the report should be sufficient to explain how the panel reached its conclusions and should include the following:

- the membership of the validation panel, including details of representation;

- a brief summary of the proposal(s);

- a list of the day's events and meetings (details may be appended);

- the recommendations of the validation panel including any conditions and/or advisory recommendations;

- a summary of the main items of discussion, including:

- an explanation of any conditions and/or advisory recommendations which are set;
- identification of points of good practice;
- a description of how account was taken of student feedback and students' views in general.

A sample report template is provided in Appendix 9.

6.38 All members of the validation panel will be given the opportunity to comment on the draft report before it is submitted to the University. Normally, the Clerk will submit the draft report to the Convener for comment and amendment before circulation to the other panel members. The final version of the report should be agreed by the Convener and the word "Confirmed" should appear on the top right-hand corner of the report. Any unresolved disagreement between panel members should be noted in the report. The Clerk should ensure that panel members are made aware that the report may be published on the web and are given the option to opt out of their name appearing in the published version of the report.

After the Validation Meeting

6.39 The recommendations of the validation panel will be reported to the next available meeting of ASC. The Convener of the validation panel may be invited to attend the meeting of ASC.

6.40 ASC shall in turn report to EdPSC and Senate.

6.41 Subsequent to the validation meeting, the programme development team may be involved in further development work to meet any conditions set by the validation panel and it is the team's responsibility to ensure that the work progresses according to the agreed timescales. Once the programme development team is satisfied that the conditions have been met in full, revised documentation should be submitted to the Clerk to the validation panel for circulation according to the agreed strategy. The documentation should be accompanied by a summary of the changes made, with cross-references to sections within the revised documentation, as appropriate.

6.42 The Convener of the validation panel, via the Clerk, should advise the Convener of ASC if the panel is satisfied that the conditions have been met.

6.43 The Clerk to the validation panel should inform the University's Registry, Planning Services and any other relevant services of the final outcome to ensure that appropriate administrative arrangements are put in place.

6.44 The partner institution will be required to produce a definitive programme document (or equivalent) before commencement of the programme. This document will be lodged with the Academic Collaborations Office.

6.45 The annual costs to the University of maintaining the validation arrangements will also be borne by the partner institution on a full economic refund basis (e.g. costs associated with administering the partnership, External Examiners, the operation of Joint Boards/Liaison Committees etc). Any access to University services by staff or students in the partner institution will also be charged for as part of the annual validation fee.

Validation of Programmes in a Validated Institution with Accredited Status

6.46 The **accredited institution** will undertake to validate programmes according to a process approved by the University. It can only approve programmes leading to awards which are within the University's range of awards. Proposals for any new awards require prior approval from the University. A statement of Intent should be completed and approved by ASC in line with the process outlined in 6.14 and 6.15.

6.47 The institution will notify the University in advance of new programmes proposed for validation. It should have an annual or periodic process for obtaining information on forthcoming programme proposals so that a validation schedule can be drawn up and provided to the University as part of the Annual Report and at the beginning of each session. The prior notification of programmes due for validation allows the University to make plans for the inclusion of the programmes in the administrative processes such as: reporting to committees, the invoicing of validation fees and conferment of awards. Existing programmes due for re-validation should be notified to the University as part of the annual report.

6.48 The validation event will be carried out using the procedures agreed by the University which will normally be the same as (or a close variant of) those used for a validation event conducted by the University (see 6.21 – 6.45).

6.49 The validation or re-validation panel will be chaired by a senior member of the Institution and will include representatives of the University. Normally the University will be represented by 1 member of staff. However, in the case of Joint Programmes, 2 representatives will be required.

6.50 After a programme validation or re-validation is concluded, the institution will submit a report to its academic board or equivalent for consideration and thereafter report to the University's ASC the precise details of the programmes and awards approved with date of the first conferment.

6.51 ASC, guided by the report of the validation panel, will make recommendations to EdPSC and Senate on whether the proposed new degree programme (or current programme) should be validated (or re-validated) by the University (as appropriate).

6.52 The report of the validation or re-validation and the definitive document of the programme will be deposited with the Academic Collaborations Office.

6.53 The Validated Institution may propose an alternative procedure for the re-validation of programmes which may differ from the University's. For example, the re-validation of programmes may take place within a subject review event. If

this is proposed by the partner, University approval of the alternative procedure will be required.

Validation of Joint Programmes

6.54 It may be proposed that, as part of the validation arrangement a programme be validated which involves teaching provided by both the University and the Validated Institution – a 'Joint Programme". The level of input from the University and Validated Institution may vary.

6.55 In the case of Joint Programmes, the host School and College must approve the programme by making a judgement on, as a minimum, the level of the VI provision; whether it is appropriately located within the SCQF and any national requirements and whether the assessments are set at the appropriate level.

6.56 In the case of such joint programmes, an administering (or 'lead') institution is identified. This would normally be the institution which is providing the bulk of the teaching and/or Intellectual Property. However, where there is an equal split of 50%, a decision should be made on this at the outset of the discussions. This will impact on the respective roles and responsibilities.

6.57 Where the administering institution is the validated partner, programme approval follows the procedures outlined in this document with the Validation Panel being constituted to ensure adequate representation from the relevant School in the University (This would be a minimum of 2 University panel members – see section 6.21). Where the administering institution is the University, programme approval should follow the University's normal programme approval procedures.

6.58 The roles and responsibilities of each institution in a joint programme arrangement will be clearly outlined in an appendix to the Memorandum of Agreement covering the validation arrangement.

6.59 A different fee structure will apply to joint programmes. This will normally reflect the level of input from either institution and should be negotiated early on in the discussions directly with the Validated Partner by the relevant School, in consultation with the relevant College in the University. This fee would be in addition to the validation fee paid under the main Memorandum of Agreement.

7   Implementation

7.1 To ensure that all matters are taken forward and in place for the commencement of the partnership by the due date it is strongly recommended that a specific individual at either School or College level should be responsible for supporting the post-approval implementation phase.

7.2 Ongoing communication and dialogue with the partner will also be vital.

7.3 For most types of collaborative arrangement, including Validation arrangements, an operational plan, for Year 1 is also required, which clearly sets out the responsibilities of each partner. This will be based on the Memorandum of Agreement but will be more detailed and will identify individuals. This is important to ensure that all the necessary arrangements are in place and should be maintained and updated on an annual basis.

8   Ongoing Monitoring of Validated Arrangements

Programme Level Review

8.1 The University will appoint External Examiners for all validated programmes and the External Examiners will be required to submit their reports to the Principal of the University. The partner institution will be required to submit to the University as part of their Annual Report, details of any action taken in response to External Examiner comments.

8.2 A Joint Board will be established to oversee the validated programme(s) provided by an **associated institution**. Joint Boards report biannually to ASC, EdPSC and Senate on the operation of the validated programmes. In the case of **accredited institution**s, a Joint Liaison Committee will be established which will report annually to the same committees. The typical remit and membership of a Joint Board is set out in Appendix 10. The membership and remit of the Joint Liaison Committee may vary slightly. In each case, an annual report will be required on the operation of the awards validated by the University. The prescribed structure of the annual report is outlined in Appendix 6.

8.3 If the partner institution wishes to continue to offer the programme on expiry of the period of validation, the validation process described above will be repeated (this is referred to as re-validation).

8.4 In the case of programmes to which the institution and the University both contribute (joint programmes), such as the undergraduate and postgraduate degrees in Product Design Engineering with Glasgow School of Art, a Joint Management Board should be established which would report to the relevant College; to the partner institution and ultimately to the University through the relevant Joint Board/Joint Liaison Committee. Validations and reviews (re-validations) for such programmes would be managed jointly by the institution and the University. Reports of these events would be received by the institution and by the College. Annual degree programme monitoring reports would be dealt with similarly.

Periodic Review

8.5 In line with all collaborative arrangements, a review of a validation partnership is required. Partnership review is the process through which the University reviews and seeks to re-approve its collaborative provision partnerships prior to the end of the approval period. The review has both a retrospective and prospective context in that it provides an opportunity for a School and its partner to reflect upon the operation, management and development of the partnership and to also consider the future.

8.6 Partnership review is distinct from the annual monitoring procedures. It considers the operation of the partnership at a higher level than that of the validated programmes and the strategic development of the partnership. Further information on the process can be found in Appendix 12.

Termination

8.7 There may be a number of reasons for wishing to terminate an academic collaboration or partnership. A procedure for termination can be found in the Framework for Academic Collaborations.

9 The Student Experience

The University has an ethos of listening to and responding to the student voice and is committed to the enhancement of all students including those on collaborative programmes. When establishing a validated programme it is essential to ensure that the University's practices, policies and procedures are, as far as possible, replicated in the partner institution.

A partnership approach to learning

9.1 Key to the University's approach to managing the student learning experience on collaborative programmes is the procedure for the approval of a partner institution.

These require, inter alia, that:

- the partner institution offers an ethos and environment for learning, teaching and research and an academic environment of critical reflection;

- an appropriate regulatory framework and academic and administrative policies and practices exist; and

- processes of accountability for academic quality are defined and implemented;

All partner institutions provide suitable:

- teaching and learning accommodation and equipment; and

- learning resources (including library, computing, audio-visual, etc)

The roles and responsibilities of partner institutions in this regard should be clearly outlined in the MoA and reviewed every five years.

Listening to and responding to the student voice

9.2 For validated provision, student representation and feedback mechanisms will normally reflect those of the University and will be overseen by the Joint Board or Liaison Committee.

Promoting equality of opportunity and effective learning for all students

9.3 The initial approval of a partner institution requires that an appropriate regulatory framework and academic and administrative policies and practices exist. These include: equal opportunities, disability and racial equality policies.

10   The Staff Experience

Any validation arrangement should also ensure, as far as possible, that the partner institution has in place similar policies, procedures and practices relating to staff. This forms part of the criteria covered in the partner institutional approval process.

11   Public Information, Publicity and Marketing

The University has a role to ensure the accuracy of publicly available information, including publicity and marketing materials hard copy or web-based information) relating to the validation arrangement. As a minimum, it needs to ensure that:

- effective procedures are in place for ensuring the accuracy of all public information, publicity and promotional activity relating to learning opportunities delivered with others so that 'the public is not likely to be misled about the nature and standing of the programmes and awards provided under the arrangement'. Validation partners should therefore agree any wording to this effect with the University prior to inclusion on the relevant student handbooks (or equivalent);

- information produced for prospective and current students clearly distinguishes UoG's own responsibilities, and those of the validated partner, and which organisation is responsible for which part of their learning experience including delivering learning and assessment or providing support and facilities, appeals and complaints, etc;

- All material used to advertise or inform prospective students about the collaboration should clearly outline the University's role in the arrangement. For example, this may mean using similar wording as "*validated by the University of Glasgow*"; "*in collaboration with the University of Glasgow*" or other wording as applicable as approved by the University. In particular the University seeks to ensure that publicity and marketing materials avoid the following:

  - inappropriate or misleading comparisons with other providers;
  - derogatory statements about other providers;
  - misleading statements about recognition of awards by public or other authorised bodies;
  - misleading advice about the recognition of awards by professional bodies or bodies in other countries;
  - bringing UK HE into disrepute.

- The University will agree with a validated partner, mechanisms for approval of such materials prior to publication. Any materials should be approved by a nominee of the host School. As a minimum, the University will be expected to monitor the quality and accuracy of promotional material on an annual basis. This should be specified in the Memorandum of Agreement.

- The University's marque may be used to promote validation arrangements but only with the University's written agreement and in accordance with Corporate Communication's **specific guidance on using our marque.** This should also be reflected in the Memorandum of Agreement.

Appendix 1: Accreditation of a Validated Institution with Associated Status

Approval

1. The process of accreditation is similar to the institutional approval of a partner institution but the University must judge if the rigour of the **associated institution**'s academic quality processes is sufficient to enable the University to have confidence in its decision to delegate authority.

2. The Principal (or equivalent) of the institution may write to the Vice-Principal (Learning & Teaching) and Clerk of Senate of the University to seek a review of the arrangements with a view to progressing from Associated Status to Accredited Status.

3. The **associated institution** should submit a written case for **a change in status**, supported by documents detailing how it will fulfil the terms of accreditation. This should include details of its procedures for programme planning, validation and re-validation, and monitoring of programmes on a basis which satisfies the requirements of the University. The documentation should identify who will carry responsibility within the institution for the management of quality and enhancement and what administrative staffing will be available to support the processes. The University must have sufficient information on which to make a judgement. .

4. The Vice-Principal (Learning & Teaching) and Clerk of Senate may establish a panel to assist in the consideration of the request. The panel may include some overlap in composition with the panel responsible for considering institutional approval and will be expected to consider similar issues to those considered during the institutional approval process (See Appendix 4). It may, if it is deemed necessary, undertake a visit to the institution and meet with its staff and students. In addition, the panel will be required to make a judgement and recommendation on the level of confidence that the University can have in the rigour of the operation of its academic quality processes and its ability to ensure that the standards required by the University are maintained.

5. The Vice-Principal (Learning & Teaching) and Clerk of Senate, guided by the recommendations of the panel, will submit their recommendations to EdPSC and to Senate.

6. If the proposal is approved by Senate, a new MoA will be drawn up. It will identify the matters which are delegated, the terms on which they have been approved and the financial arrangements pertaining to the arrangement.

7. Validation arrangements are subject to periodic review (normally every five years) through the University's partnership review process. See Appendix 12.

8. Any substantial changes to the procedures of the **accredited institution** which come about before the time for review, which is material to the terms of the delegation, should be submitted to the University for consideration and endorsement.

Annual Report

9. The **accredited institution** will be required to produce an annual report on the conduct of its delegated authority. The format of the report will be agreed with the University and it should cover the matters outlined in Appendix 6 – "*Guidance on the Structure and Contents of the Annual Report from Validated Institutions to the University of Glasgow*"

10. There will be a single annual meeting between representatives of the University and representatives of the **accredited institution**, normally referred to as the Joint Liaison Committee (JLC), to discuss the report. The JLC normally meets at the mid-point of the session following the one which is the subject of the annual report, i.e. a meeting might be held in January to discuss the annual report for the previous session.

11. Following the meeting of the JLC, ASC will be invited to accept the annual report on behalf of Senate. It will receive a report bringing any difficulties or reservations to its attention.

Appendix 2: Institutional Approval Process

```
                    ┌─────────────────────────┐
                    │  Approach made by       │
                    │     Institution         │
                    └───────────┬─────────────┘
                                │
                                ▼
   ┌─────────────────────────────────────┐  No   ┌──────────────┐
   │  In-principle approval by the        │──────▶│ No further   │
   │  Collaborations Group                │       │ steps taken  │
   └─────────────────┬────────────────────┘       └──────────────┘
                     │ Yes
                     ▼
   ┌─────────────────────────────────────┐
   │  Panel established to undertake      │
   │  institutional visit                 │
   └─────────────────┬────────────────────┘
```

Stage 1
....
Stage 2

```
                    ┌─────────────────────────┐
                    │  Panel undertakes visit  │
                    └───────────┬─────────────┘
              ┌─────────────────┴─────────────────┐
              ▼                                     ▼
 ┌──────────────────────────┐      ┌──────────────────────────┐
 │ Recommendation to Senate │      │ Recommendation to Senate │
 │ that Institution is      │      │ that Institution is not  │
 │ recognised as a partner  │      │ recognised as a partner  │
 │ institution              │      │ institution              │
 └──────────┬───────────────┘      └──────────────────────────┘
            │        └──────▶┌──────────────────────────┐
            │                │ Memorandum of Agreement   │
            │                │ drawn up                  │
            │                └──────────────────────────┘
```

Stage 2
....
Stage 3

```
 ┌──────────────────────────┐        ┌──────────────────────────┐
 │ Validation panel set up   │──────▶ │ Recommendation to Senate │
 │ to scrutinise programme   │        │ that programme is not    │
 │ proposal                  │        │ approved                 │
 └──────────┬───────────────┘        └──────────────────────────┘
            │
            ▼
 ┌──────────────────────────┐
 │ Recommendation to Senate │
 │ that programme be        │
 │ approved                 │
 └──────────┬───────────────┘
            │
            ▼
 ┌──────────────────────────┐
 │ Joint Board/Liaison       │
 │ Committee established to   │
 │ oversee validated          │
 │ programmes                 │
 └──────────────────────────┘
```

Appendix 3: Programme Validation Procedures

```
                        ┌─────────────────────────────────┐
                        │  Initial Statement of Intent    │
                        │    submitted to University      │
                        └─────────────────────────────────┘
                                        │
                        ┌─────────────────────────────────┐
                        │  Agreement in Principle from    │
                        │  Academic Standards Committee    │
                        └─────────────────────────────────┘
                                        │
                        ┌─────────────────────────────────┐
                        │    Development of full          │
                        │      documentation              │
                        └─────────────────────────────────┘
```

May 20xx (-1)
. . . .
October 20xx (-1)

```
                        ┌─────────────────────────────────┐
                        │  Full documentation submitted to│
                        │         University              │
                        │  (Accredited Institutions manage│
                        │            this)                │
                        └─────────────────────────────────┘
                                        │
                        ┌─────────────────────────────────┐
                        │  Validation panel established    │
                        │  (Accredited Institutions manage│
                        │            this)                │
                        └─────────────────────────────────┘
                                        │
                        ┌─────────────────────────────────┐
                        │  Recommendations from           │
                        │  validation panel submitted to  │
                        │    ASC for approval             │
                        └─────────────────────────────────┘
```

Response by Programme Development Team	Validation recommended	Validation approved with Advisory Recommendations	Validation is not approved
Validation recommended with Conditions	EdPSC by April for approval		If the Institution decides to pursue validation of the proposal, submission of an amended proposal will initiate the procedure from the statement of intent stage.
	Senate by May for approval		
	Validation confirmed		

May 20xx
. . . .
October 20xx

```
                        ┌─────────────────────────────────┐
                        │  Programme commences            │
                        │      September                  │
                        └─────────────────────────────────┘
                                        │
                        ┌─────────────────────────────────┐
                        │  Follow-up report on advisory   │
                        │  recommendations submitted to   │
                        │    University in May            │
                        └─────────────────────────────────┘
                                        │
                        ┌─────────────────────────────────┐
                        │  Report to ASC; EdPSC and       │
                        │      Senate                     │
                        └─────────────────────────────────┘
```

Appendix 4:   Institutional Approval

When proposing a potential partner for a validation arrangement a number of issues should be considered.   As a minimum an assessment of the risks involved is required as well as the need to undertake a number of due diligence checks. A summary of these checks is outlined below and further information can be found in the [Framework for Academic Collaborations](#) webpage.

Risk Assessment

1.0   '**Risk**' can be defined as the threat that *'an action or event will adversely affect an organisation's ability to achieve its objectives'*. The relevant objectives for the University are to enhance quality, maintain standards and secure the viability of its provision. A good understanding of the risks associated with the arrangement and how these are managed is therefore crucial. It is important to consider the potential damage to the University's standing and reputation if academic standards are not assured or should the partnership arrangement break down. This means that clarifying respective responsibilities between the University and the partner institution becomes extremely important, to ensure that the programme delivery replicates the standards set for other University of Glasgow awards.

2.0   A **risk register** should be developed outlining the risks and how they have been addressed.   It is crucial that the **risk register** is reviewed regularly as risks identified at the outset may change throughout the duration of the arrangement.

Due Diligence

3.0   Due Diligence is the responsibility of the Sponsor or 'host' School but support is provided by the College and the Academic Collaborations Office.

There are 4 main areas: Strategic Due Diligence; Academic Due Diligence; Financial Due Diligence and Legal Due Diligence which are summarised below.

- **Strategic due diligence** – the fit between the proposal and the strategic priorities of the University/ College/ School

- **Academic due diligence** - academic quality and reputation; degree awarding powers; teaching and research resources or capacity of the department/s and post holder/s to be involved in the collaboration.

- **Financial due diligence** – the scope and depth of financial due diligence will need to be adapted to the nature and content of the planned partnership and your provisional risk assessment. As a minimum this usually includes a review of audited financial accounts, balance sheet and directors'/governors' reports for the last three to five financial years. It may also include: a review of other major financial commitments of the partner.

- **Legal due diligence –** is the basis for creating a legally enforceable and fair partnership which minimises the risks incurred by the University.

Institutional Visit - Template Report

4.0 Generally reports prepared following institutional visits should follow a format similar to that outlined below. The reports normally contain the names of the review team members unless members have requested otherwise.

Context	*Purpose of Visit*
Visit	*Details of Arrangements and panel members*
Institution	*History of Institution, structure and programme portfolio*
Institutional Mission	*Compatibility of Mission Statements*
Institutional Stability	*Financial and Legal standing*
Institutional Management	*Management Structure*
Staffing	*Procedures for appointment, appraisal and staff development*
Resources	*Library; IT; Estates; Staffing; Student Support*
Learning & Teaching	*Approach to Learning & Teaching*
Academic Standards, Quality Assurance & Quality Enhancement	*Arrangements for quality assurance and enhancement and knowledge of UK academic infrastructure.*
Policy and Procedures	*Compatibility of policies and procedures of Equality Diversity; Academic Appeals; Student Complaints and Conduct; Bribery; Data Protection etc*
Other Areas discussed	
Summary of Discussions with Students	
Recommendations	
Future Developments and Enhancements	

Appendix 5: Sample Memorandum of Agreement[8]

The example provided is for an **associated institution**. Some of the clauses would change in the case of **accredited institutions**.

[Work In Progress]

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[8] This is sometimes referred to as a Memorandum of Cooperation (MoC)

Appendix 6: Guidance on the Structure and Contents of the Annual Report from Validated Institutions to the University of Glasgow

1. Background

Validated institutions are required to submit an Annual Report on the performance of all validated programmes leading to awards of the University delivered wholly or jointly by those institutions. The Report is considered at a meeting of the Joint Liaison Committee or Joint Board, comprising representatives of the University and the relevant validated institution.

The guidance on the structure and contents of the Annual Report from Validated Institutions to the University has been revised in the context of:

- an enhancement-led approach to quality has been in operation in Scotland for nearly a decade;
- updated guidance on Quality from the Scottish Funding Council, including on annual monitoring;
- the University's responsibilities as a degree awarding body as defined by in the QAA Quality Code;
- the maturity of the University's relationships with its validated institutions, some of whom are independent higher education institutions in their own rights;
- a desire to produce a more streamlined and focused annual report.

2. Assurance and Enhancement - A Reflective and Critical Evaluation

The University seeks to ensure that its requirements for annual reports from its Validated Institutions are consistent with the Scottish enhancement-led approach to quality as set out in the Quality Enhancement Framework, which includes Enhancement-led Institutional Review (ELIR).

The SFC guidance in relation to institution-led review includes the following statements, which are also relevant to Validated Institutions' annual report to the University.

- 'encourage and support critical reflection on practice';
- 'to provide assurances about the quality and standards of provision';
- 'promote dialogue on areas in which quality might be improved';
- 'identify good practice for dissemination within the institution and beyond'.

Consequently, the University places emphasis on all of the above in relation to the annual reporting arrangements for validated programmes and the learning experience of students on these programmes.

The Annual Report to the University should be a reflective and critical evaluation of:

- how successfully the validated programmes have operated and what the quality of the learning experience of students has been;
- actions needed or being taken to further strengthen provision and to address any identified weaknesses, thereby further enhancing the provision of teaching, learning and assessment and the learning experience of students;
- good practice for dissemination within the institution and beyond'

3. Evidence Based

The Annual Report should be evidence-based and include cross references, as appropriate (e.g. footnotes and cross-referencing) to direct readers to where supporting evidence may be

found to substantiate statements or claims (e.g. external examiners' reports, student evaluations – including NSS results, annual monitoring reports, SFC/QAA or accrediting body reports, employers' views, statistical indicators, etc). Supporting or background documentation can be contained in appendices, as appropriate. Guidance on this is provided below.

4. Structure and Contents of Annual Report

The Annual Report from Validated Institutions to the University should embrace the operation of all awards validated by the University, including any research degrees and international activities. The report should address the following:

a) *Overview of the year*

This should be an introduction to the annual report and provide an overview of the operation of the programmes covered by the report, highlighting any significant new developments or changes in the duration since the previous report.

b) *Update on issues arising from the previous year's report*

An update on any issues identified from the previous year's report where they are not addressed in other sections of the report.

c) *Securing Academic Standards and Assuring Quality*

This section should:

i) identify the **key points** arising from an analysis and evaluation of the core processes for securing academic standards and assuring quality of provision for the preceding 12 months;

ii) Provide details of proposed enhancements/developments, including plans for tackling and timescales;

iii) Provide a commentary on the effectiveness of these processes.

The core processes for securing academic standards and assuring quality of provision are:

- admission procedures;
- Student Achievement, Progression and Retention.

  Please comment on the results and on any patterns in this year's results compared to previous years

- Student Support mechanisms
- Student feedback mechanisms (student representative system, surveys and questionnaires including performance in the NSS, etc)
- Annual monitoring process
- External Examiners' system including a summary of any issues raised in reports and actions taken in response
- Validation/ revalidation and Periodic Review processes
- Outcome of any Professional, Statutory or Regulatory Body (PSRB) visits and or reports

Cross referencing should be provided in the body of the report to the supporting evidence.

The following information should be provided as appendices:

i) Data relating to:

    a. student numbers (total and per programme) with a breakdown for gender, ethnicity and disability;

    b. admissions, progression, degree classifications and graduate destinations (at the programme level).

ii) A summary of programmes validated/ revalidated/ during the year and forward timetable. [Individual reports are not required as these will have been submitted separately to the University for consideration by the Academic Standards Committee.]

iii) A report on the key points arising from the annual monitoring process with a sample of annual monitoring reports. The Senate Office will advise on the required sample.

iv) A summary table of External Examiners' reports showing their University of Glasgow categorisation (eg, External Examiner satisfied with all aspects of the programme through to Examiner making serious comment and School to respond within 3 months). An example is appended. Individual reports are not required as these will have been submitted separately to the University.

v) Any PSRB reports.

a) *The Student Learning Experience*

This section should evaluate the effectiveness of the Validated Institution's approach to enhancing the student learning experience, identify the **key points** including recent and proposed enhancements/developments, and plans for tackling them including timescales.

This section should include:

i) details of any developments or updates in relation to:

- the quality of learning opportunities including resources for learning, teaching and assessment;
- academic and pastoral support mechanisms and other forms of student support;
- promoting the development of graduate attributes, including those relating to employability;
- Equality & Diversity;
- Engagement with sector-wide enhancement themes.

ii) Details of any actions taken to any policy initiatives that the University has recommended to Validated Institutions;

iii) a summary of any academic appeals, academic-related complaints and academic-related conduct (discipline) cases, dealt with during the year covered by the report. Please comment on any patterns in this year's cases compared to previous years and highlight any changes to policy, regulations, procedures or practices as an outcome of student cases;

iv) a summary of staff recruited (for the recognition of staff as teachers of the University - a brief CV for each new member should be included in the appendices); any planned changes in staffing, and details of any significant staff development events held during the year.

b) *Summary of Successes and Areas for Improvement*

This section should be the natural conclusion of the Annual Report. It will, inevitably, provide a focus for the Liaison Committee or Joint Board when they are considering the areas of enquiry at the meeting where the report is considered. It is a good idea, therefore, to adopt a balanced approach. To this end highlight:

- those aspects of provision that are considered to be particularly successful
- areas for improvement, which should be prioritised;
- future planning, such as new programmes, further developments on campus, changes in leadership roles, etc;
- any issues that the validated institution wishes to draw to the attention of the University (not otherwise addressed) including any proposals for change which might affect the grounds on which validation is granted.

If appropriate, and to avoid duplication, please include cross-references to other sections of the Annual Report or supporting documentation.

Summary of External Examiners Reports

Programme	External Examiner	Session 2009-10	Session 2010-11	Session 2011-12
Programme A	Examiner A1	1a	1c	1csp
Programme A	Examiner A2	2	1c	1c
Programme B	Examiner B	1csp	1b	2
Programme C	Examiner C	1c	1asp	1c
Programme D	Examiner D	1a	1a	1a

* Notes

1a   Examiner satisfied with all aspects of the course.

1b   Examiner satisfied with all aspects of the course. (Suggestions will form a helpful contribution to course development).

1c   Validated institution to make comments.

2   Examiner making serious comment and the validated institution has to respond within 3 months.

sp   Examiner raises issues other than that relating directly to the course.

Approved by Academic Standards Committee - 5 October 2012

Appendix 7: Validation Documentation

The validation documentation is the means by which the programme development team informs the members of a validation panel and other interested parties of the purpose and structure of the proposed programme.

As the documentation will be scrutinised by the panel members prior to the validation event, and will essentially set the agenda for further discussion, it should be concise and easy to read, whilst conveying all the information the panel needs to reach a decision. Care should be taken with the presentation and layout of the documentation, ensuring that information can be located quickly and easily.

The documentation should be presented under the following headings/using the following structure:

A. General Information

    i.   Programme title, and level (including level/s of award in terms of Scottish Credit and Qualifications Framework [SCQF]);

    ii. Exit awards

    iii. Duration of programme, minimum and maximum number of students;

    iv. Mode of study;

    v. Programme leaders;

    vi. Campus/es of delivery/study;

    vii. Any other bodies involved in the delivery.

B. Aims, Rationale and Strategic Planning (inc "Glasgow 2020 – A Global Vision" and funding)

    i.   Programme rationale, demand and design;

    ii. Nature and purpose of programme including evidence of student demand;

    iii. Programme aims;

    iv. Intended student numbers;

    v. Any relationship or overlap with existing programmes;

    vi. The place of the programme within the institution's strategic plan.

C. Programme Structure and characteristics

    i.   The curriculum and its component parts;

    ii. Course titles and credits;

    iii. The distinction between core and optional elements of the programme and a statement of any pre-requisites;

    iv. Details of texts and required reading

D. Intended Learning Outcomes, Learning and Teaching Strategies (this may be

    i.   Intended learning outcomes for each course;

ii. Learning objectives in terms of attainment of knowledge, understanding, skills, experience and, where appropriate, professional development.

iii. Teaching and learning strategies (including relationship to educational intentions, learning objectives and credit ratings;

iv. Provision for supervised work experience, community experience or experience abroad, where appropriate.

E. Assessment and Progress requirements

i. Sequence of progression between courses/levels;

ii. Methods of assessment with relevant weightings, and appropriateness to the learning objectives of the programme;

iii. Board of Examiners' arrangements, including the involvement of External Examiners in the assessment process;

iv. Progress requirements and criteria for success

F. Quality Assurance and Enhancement

Quality assurance and enhancement arrangements for the management, operation and monitoring of the programme, including:

i. Student feedback;

ii. Evaluation mechanisms;

iii. Provision for student representation;

iv. Student support;

v. Reporting mechanisms.

G. Admissions

i. Arrangements for admissions, progress and transfer;

ii. Arrangements for admission with advanced standing/accreditation of prior/experiential; learning;

iii. Scope for students to transfer into the programme;

iv. Scope for students to transfer to other programmes;

v. Policy on exemptions, where appropriate.

H. Staffing and Resources

i. Teaching and support staff;

ii. Learning resources;

iii. Teaching and learning accommodation and equipment;

iv. Resource requirements and assurances that these will be met;

v. Central resources and services (library, computing, audio-visual);

vi.   Other, specialist resources required.

I. Programme Management

i.   Constitution and terms of reference for the programme committee;

ii.   Roles of programme leader, course leaders, etc;

iii. Procedures for risk assessment and ongoing management;

iv.   Monitoring of Tier 4 students.

J. Consultation and Employability

- Consultation should take place with the following groups:

- current External Examiners/external assessors on related programmes;

- students currently on the programme or related programmes;

- potential employers

- academic services and any other providers, as appropriate.

The validation document should contain:

i.   Evidence, in summarised form, of the consultations carried out in the development of the programme and the design of the programme (either in the development of a new programme or in major changes to an existing programme);

ii.   Evidence of employer, industrial and professional demand, as appropriate;

iii. Details of means of consultations (e.g. online survey, formal meetings) and a summary of opinions from those consulted;[9]

iv.   Identification of potential employers

v.   Employability strategies.

K. Other relevant information

L. Appendices

i.   Draft regulations. These should be submitted with the documentation to facilitate early inclusion in the University Calendar;

ii.   Further information related to the programme structure and development;

External support, such as placement partners and any other external partnership arrangements, including industry support

---

[1] Normally, a draft programme document is circulated to those consulted. Please outline the information given to those consulted.

Appendix 8: Sample Timetable for Programme Validation Meeting

0915	Arrival – *Preliminary introductions.*
0930	Private meeting of the validation panel - *To discuss the proposal and identify the major issues.*
1030	Break
1045	Meeting with Programme Development Team - *To discuss planning of proposals, rationale, education intentions (aims), learning objectives, content, teaching and learning strategies, assessment issues, etc.*
1230	Lunch
1330	Meeting with Senior Management - *To discuss staffing and other resources, research and staff development, quality assurance procedures, etc*
1415	Tour of facilities
1445	Tea and private meeting of panel – *To identify any outstanding/any student related issues.*
1515	Meeting with Programme Development Team - *To discuss any outstanding issues.* / Meeting with Students on existing or similar programmes - *To discuss student experience.*
1615	Private meeting of panel - *To agree the outcome and any conditions or advisory recommendations that are to be set and to suggest timescales for any further developments.*
1645	Meeting with programme development team - *To report back to the programme development team and to agree timescales for any further developments.*
1700	Depart

Notes

1.   The meeting at 1515 is optional and can be omitted if there are no outstanding issues to be raised with the programme development team.

2.   If the proposal is to make major changes to an existing programme then a meeting with students should be built into the programme.

Appendix 9:   Template for Validation/Revalidation Report

<div style="border:1px solid #000; background-color:#b8cce4; text-align:center;">

UNIVERSITY OF GLASGOW

Summary Report of the Validation/Revalidation event for the

**[*Name of Programme]*

at the

**[*Name of Institution]*

[*Date*]

</div>

Panel Members

[List Panel Members]

Staff/Students in Attendance

[List of the staff and, where appropriate, students interviewed. The student list should contain, as a minimum, information about their relevant year and programme of study]

	Section	Comments
1	**Summary**	*Include a brief paragraph outlining the final decision.*
2	**Recommendations/Conditions**	*List any Recommendations or Conditions set*
3	**Introduction**	*Include a brief history of the relationship and summary of the reasons for the validation/revalidation event*
4	**Private Meeting of Panel**	*Include a summary of the topics identified for further discussion*
5	**Meeting with Programme Staff**	*Describe the issues discussed with the Programme Staff making reference to any previous validation/revalidation events where appropriate.*
6	**Meeting with Students**	*Describe the issues discussed with the students*
7	**Feedback to Programme Staff**	*Outline the follow on discussions with the Programme Staff and Senior Management*
8	**Conclusions**	*Outline the final decision and reasons for it*

APPENDICES

[Attach a copy of the final timetable and any other relevant documentation]

Appendix 10: Sample Remit and Membership of Joint Board

<u>Remit</u>

1.   To oversee the following validated programmes:

       [Insert info here]

2.   To make recommendations to the Senate of the University and the [Partner Institution] Joint Board in respect of the validation of the above programmes.

3.   To conduct periodic reviews of the above programmes, and make recommendations to the University Senate on the basis of their outcomes
.

4.   To make such recommendations as are appropriate to the [Partner Institution] Joint Board.

5.   To consider, for transmission to the University Senate for its approval, all nominations of External Examiners to the University Court for programmes leading to awards of the University of Glasgow taught wholly or jointly at [Partner Institution]

6.   To monitor and ensure that the terms and conditions and expectations that were originally approved have been, and continue to be, met.

7.   Ongoing risk management and maintenance of a risk register.

8.   To consider an annual report covering as a minimum:

       (a)   the recommendations of, and comments contained within, the reports of External Examiners and the response of [Partner Institution] to the reports;

       (b)   a report on the numbers and qualifications of students admitted to the validated programmes, and on the progress of students within the programmes;

       (c)   the nomination of members of [Partner Institution] for recognition as teachers of the University;

       (d)   the operation of the University's quality assurance and enhancement procedures for all programmes overseen by the Joint Board.

9.   To encourage collaboration between [Partner Institution] and the University in the field of [Insert]

Membership[10]

University of Glasgow

Convener (Normally the Clerk of Senate)

VP/Head of relevant College (or nominee)

Head of relevant School (or nominee)

Director of Senate Office (or nominee)

Partner Institution

Principal (or nominee) (Vice Convener)

Two Representatives of the Teaching Staff

President of the SRC or equivalent

In Attendance

Clerk – Normally a member of University Administrative staff

Note: 1) This reflects a typical remit and membership of a Joint Board for monitoring a validation arrangement with an **associated institution**. Joint Boards meet bi-annually.

2) Validation arrangements involving **accredited institution**s are monitored by a Joint Liaison Committee (JLC) which meets annually. The remit and membership of a JLC may differ slightly.

3) Joint Boards are normally also established for jointly delivered programmes. The remit and membership of these boards will differ slightly from the example provided.

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[10] Membership can be added to by co-option to obtain particular expertise.

Appendix 11: Statement of Intent Template

UNIVERSITY OF GLASGOW

Academic Collaborations Office

STATEMENT OF INTENT

This template is for proposed validated programmes. For full guidance on the development of other collaborative partnerships, please refer to the ACO website at www.gla.ac.uk/aco.

Once a final draft of this Statement of Intent (SoI) has been completed please submit it to the Academic Collaborations Office at academiccollabs@gla.ac.uk

A. General Information

Title of proposed programme:
Programme Leader/s:
Proposed start date:
Institutions responsible for delivery of programme: Please identify the institutions responsible for teaching. Other, participating stakeholders, such as industry partners can be identified later in the document.
Programme Leaders:
Please include information about where each Programme Leader is based. For example: Dr Anne Bloggs, School of XXXX. College of Social Sciences. University of Glasgow
Administering institution: In the case of joint programmes, please specify which institution will be the administering institution.
Awarding institution: University of Glasgow
Subject area/s:
Name of Award:
Exit awards, if any:
Duration of Programme:
Minimum and maximum number of students:
Campus/es at which programme will be delivered:
Brief description of the development of the proposal: Explain here about the nature of the Validated Programme, consultation processes and internal approval process. In the case of Joint Programmes please include information on the approval process within the University of Glasgow, (ie for School/College consideration and any other information that might be considered relevant background).
Projected Student numbers:
Analysis of potential market:
Funding sources:
Any further general information:

B   Aims & Rationale

Outline the academic rationale; aims and purpose of the programme.

C   Admissions

Please indicate the procedures for admissions, including which institution will be responsible for admitting students to the programme.

D   Intended Learning Outcomes

Please refer to Section 5.3 of the guidance notes to be found [here](#).

Knowledge and Understanding

Skills and Other Attributes (please refer to the Graduate Attributes, Employability and PDP resources at: to be found [here](#).

E   Assessment Methods

F   Learning and Teaching Approaches

G   Key Skills and Graduate Attributes

Please include research skills and potential employability here

H   QAA Benchmark statements

Guidance on these can be found [here](#).

I   Regulations

Please list the regulations applicable to the programme.

J   Structure and Features of the programme

- Outline the courses, credits and progress requirements here.
- Identify which campus will be the venue for each course. If students will attend on more than one campus, please indicate in **Section Q** the agreement for monitoring student attendance for Tier 4 students.
- Please identify exit awards.

K   Student support

L   Staffing and Resources

Please include here the likely demands on staff, whether or not new staff will be appointed, additional learning resources, library provision and other resourcing issues.

Any partnership arrangements with external bodies, industry or other organisations should be indicated here, outlining their likely input, the resources offered and the practical arrangements for students, such as placement.

M   Financial Information

This should include the breakdown of funding, if any is to be obtained from external sources.

N <u>**Equality and Diversity**</u>

Please outline policies and procedures.

O <u>**Facilities**</u>

Outline any required facilities including: library IT or any other specialist requirements.

P <u>**External Examiners**</u>

Please indicate the process for support of External Examiners, e.g. induction events.

Q <u>**Additional information**</u>

Responsibilities

Indicate which institution has responsibility for the processes associated with the programme such as the following:

i. Admissions & Registration
ii. HESA returns
iii. Home Office requirements, monitoring of attendance for Tier 4 students
iv. Management of assessment, including Examination Boards
v. Graduation arrangements, including parchment and transcript production.

Joint Board

Please outline the composition; remit and frequency of the meetings of the Joint Board for the programme. In addition, the attendance required to ensure the meeting is quorate. Further guidance on this is available from the Academic Collaborations Office.

Risk Assessment and Management

Undertake a risk assessment to outline any potential risks associated with the arrangement. In addition outline the proposed procedures for monitoring the level of risk throughout the duration of the programme. Further guidance on this can be found at www.gla.ac.uk/aco.

Student Experience

Please include arrangements for enhancing, managing and evaluating the student experience

Other

Appendix 12:   Partnership Review – *Validated Partners*

Partnership review is the process through which the University reviews its collaborative provision partnerships prior to the end of the approval period. Validation arrangements are normally approved for a five-year period.   The review provides an opportunity for the University to reflect upon the operation, management and development of the partnership and to also consider the future of the relationship.

Partnership review is distinct from the annual monitoring procedures. It considers the operation of the partnership at a higher level than that of the programme(s) as well as the strategic development of the partnership.

The Academic Collaborations Office (ACO) manages the University's relationship with its validated partners, in liaison with a 'host' School(s).[11]

Approximately 15 months in advance of the end date of the Memorandum of Agreement (MoA) covering the validation arrangement, the ACO will initiate a formal review of the partnership to establish:

- whether the rationale for the validation arrangement remains valid;
- the future of the partnership in the light of University and partner strategic priorities;
- whether the arrangement remains appropriate in the context of the University's commitments;
- whether it continues to command the support of senior managers in the University;
- whether the validated partner retains appropriate academic, financial, and legal status;
- developments and enhancements which have taken place since the partnership was established or the last Partnership Review.

The review should be scheduled so that immediate recommendations can be addressed before the new MoA is issued. If serious problems are identified the University reserves the right to issue an MoA for fewer than 5 years, either to allow for recommendations to be addressed and checked, if necessary by another review, or to provide solely for teach-out and termination of the partnership.

The Review Panel will consist of the following members:

- Vice Principal (Strategy and Resources) (Convener);
- Vice Principal and Head(s) of relevant College(s) (or nominee);
- Head(s) of relevant School(s)/Director(s) of Research Institute(s) (or nominee) ;
- the Head of Academic Collaborations Office (or nominee);
- Clerk (member of Academic Collaborations Office staff).

ACO will liaise with the relevant Vice Principal/Head(s) of College(s) and Head(s) of School(s) (as appropriate)[12] and the Clerk of Senate who convenes the Joint Boards/Liaison Committees, and collate the supporting documentation necessary for the Review Panel to make a recommendation on the way forward.

The Panel should review documentation including:

- information on the validated programmes and associated student numbers;
- benefits and challenges of the partnership;

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[11] This differs from other forms of collaboration where the relationship is managed by the Schools/Research Institutes and Colleges.

[12] The Vice Principal/Head of College and Head of School will advise on any activities with the validated partner that may not be known to the Academic Collaborations Office.

- list of developments which have taken place since the last review; and
- financial information relating to the validation arrangement [13].

The Panel may consult with key University staff where further clarification is required.
On the basis of the information provided the Panel should make an assessment on whether there is sufficient evidence to support the continuation of the relationship. The Panel should submit a report for the Senior Management Group (SMG) outlining the recommendation which should cover the following:

- context and background
- key changes/development of the partnership
- summary of effectiveness of partnership (including student numbers)
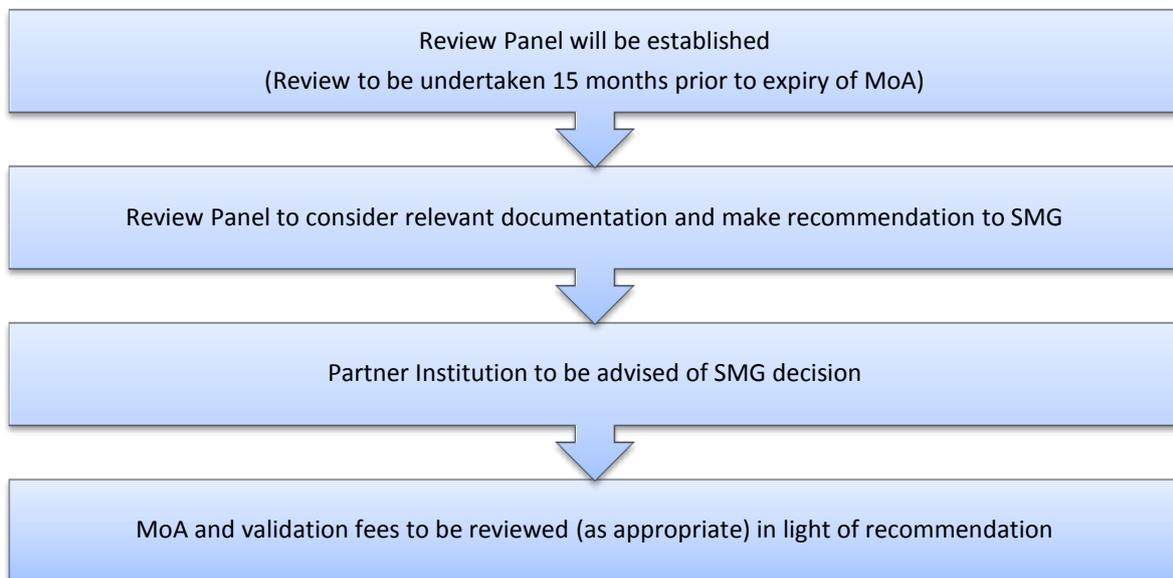- recommendations

Possible Recommendations

- renewal of partnership for a further five year period
- limited renewal of partnership (for limited time period or for limited areas of activity)
- reconfiguration of the nature of the partnership
- withdrawal from the partnership.

The validated partner will be informed of the decision by the ACO.

Where appropriate, the ACO will arrange to progress any amendments to the Memorandum of Agreement including any changes to the fees.

The process is summarised diagrammatically below.

Review Panel will be established
(Review to be undertaken 15 months prior to expiry of MoA)

↓

Review Panel to consider relevant documentation and make recommendation to SMG

↓

Partner Institution to be advised of SMG decision

↓

MoA and validation fees to be reviewed (as appropriate) in light of recommendation

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[13] Review of the MoA and validation fees will not form part of the partnership review. This will be informed by the outcome of the review and undertaken separately by the ACO.

Appendix 13: Glossary

Academic Standards Committee

The role of the Academic Standards Committee (ASC) is to assist the Education, Policy and Strategy Committee (EdPSC) in its implementation of the University's Learning and Teaching Strategy through assurance and enhancement of the quality of educational provision and through maintenance of standards. ASC reports to EdPSC, and also approves proposals for undergraduate and postgraduate taught degree programmes on behalf of EdPSC and Senate.

Collaborative Provision

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

Course

Course denotes an individual component of a programme to which credits (and a credit level) may be attributed.

Due Diligence

Enquiries relating to governance, ethos, status, capacity, reputation and general suitability of a potential delivery organisation or support provider to satisfy the requirement of the university for an arrangement to deliver learning opportunities.

EdPSC

The Education Policy and Strategy Committee (EdPSC) is a committee of Senate. It was known formerly as the Education Planning and Strategy Committee (March 2005-November 2006) and, before that, the Education Committee (EC). Its role is, working on its own and through its sub-committees, to advise Senate on educational policy, strategy and resource issues (undergraduate, postgraduate and other).

Institutional Approval

Institutional approval is a generic term used to describe the process adopted by the University to judge whether or not a proposed institution is an appropriate collaborative partner. In the case of validation arrangements the process will judge whether an external institution, which does not have its own degree awarding powers, is suitable to conduct validated courses or programmes leading to awards of the University. Validation of programmes cannot proceed without formal institutional approval. The successful outcome of institutional approval in this context is recognition of the external institution as an **associated institution**.

Joint Delivery

A Joint Delivery arrangement is where one (or more) partner institutions provide teaching towards an award of the University of Glasgow. The provision (or intellectual property) is normally owned by the University.

Joint Programme

A Joint Programme is where a Validated Institution and the University jointly provide teaching towards an award of the University of Glasgow. The input of each institution is normally 50% although variations to this may be agreed. Either the University or the Validated Institution will take the lead in administrative matters. The provision (or intellectual property) is normally owned equally by the University and the Validated Institution.

Memorandum of Agreement (MoA)

An MoA is the formal document agreed by the University and the partner institution. It sets out the responsibilities, obligations and rights of each, governs the formal relationship between the two institutions and provides the framework within which programmes of study are approved and delivered. It is a legally binding agreement.

Partner Institution

Partner institution is the generic term for an institution or organisation with which the University has agreed to enter into a collaborative arrangement.

Programme

A Programme is a total academic offering leading to an award.

Programme Approval

Programme approval is the successful outcome of validation, or other approval process, where a programme has been judged to meet the requirements of Senate. Approval is granted for a limited period, normally six years.

Serial Arrangement

A serial arrangement occurs when the partner institution (through an arrangement of its own) offers whole programmes (validated by the degree awarding body) elsewhere or assigns to another party powers delegated to it by the degree awarding body.

Validation

Validation is the process by which the University judges that a programme developed and delivered by another institution without degree awarding powers is of an appropriate quality and standard to lead to a University of Glasgow award at a specified level and that the necessary resources are available to support the delivery of the programme.

Validated Institution

Where the partner institution does not have its own degree awarding powers in its own right, a formal partnership is likely to involve validation where the provision leads to degrees and other awards of the University of Glasgow. These partner institutions are called Validated

Institutions. There are two levels of formal institutional partnerships with Validated Institutions: 'Associated' or 'Accredited' status.

<u>Validated Institution – Accredited Status</u>

A Validated Institution which is judged by the University as having a strong academic reputation and experience in higher education in its own right may be considered for Accredited Status. It will be expected to have a substantial record and to have a critical mass sufficient to sustain some degree of delegated authority. Within the UK and overseas, such an institution will normally be publicly funded.

<u>Validated Institution – Associated Status</u>

A Validated Institution which may have limited experience of higher education work in its own right and/or is relatively small in size may be considered for Associated Status. Within the UK and overseas, such an institution will normally be publicly funded although private institutions may also be considered.