



## Academic Partnerships Framework Annex 7.3:

# Summary of Indicators from Chapter B10 of the QAA Quality Code for Higher Education

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### Guidance

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The QAA Quality Code, Chapter B10: *Managing higher education provision with others* applies to the management of all learning opportunities leading or contributing to an award or qualification through an arrangement with an organisation other than the degree awarding body. The fundamental principle underpinning all collaborative arrangements is that the degree-awarding body has ultimate responsibility for academic standards and the quality of learning opportunities, regardless of where these opportunities are delivered and who provides them.

Chapter B10 sets out the following Expectation which degree awarding bodies are required to meet:

Degree awarding bodies take ultimate responsibility for academic standards and the quality of learning opportunities, irrespective of where these are delivered or who provides them. Arrangements for delivering learning opportunities with organisations other than the degree-awarding body are implemented securely and managed effectively.

(<http://www.qaa.ac.uk/en/Publications/Documents/quality-code-B10.pdf>, page 9)

To help institutions of higher education meet this Expectation in full Chapter B10 provides nineteen Indicators of sound practice. The QAA has developed Indicators to help awarding body institutions develop regulations, procedures and practices to demonstrate and evidence that the Expectation is met. A list of these indicators are set out below:

**Indicator 1** A strategic approach to delivering learning opportunities with others is adopted. Appropriate levels of resources (including staff) are committed to the activities to ensure that necessary oversight is sustained.

**Indicator 2** Governance arrangements at appropriate levels are in place for all learning opportunities which are not directly provided by the degree-awarding body. Arrangements for

learning to be delivered, or support to be provided, are developed, agreed and managed in accordance with the formally stated policies and procedures of the degree-awarding body.

**Indicator 3** Policies and procedures ensure that there are adequate safeguards against financial impropriety or conflicts of interest that might compromise academic standards or the quality of learning opportunities. Consideration of the business case is conducted separately from approval of the academic proposal.

**Indicator 4** Degree-awarding bodies that engage with other authorised awarding bodies to provide a programme of study leading to a joint academic award satisfy themselves as to their own legal capacity to do so.

**Indicator 5** The risks of each arrangement to deliver learning opportunities with others are assessed at the outset and reviewed subsequently on a periodic basis. Appropriate and proportionate safeguards to manage the risks of the various arrangements are determined and put in place.

**Indicator 6** Appropriate and proportionate due diligence procedures are determined for each proposed arrangements for delivering learning opportunities with an organisation other than the degree awarding body. They are conducted periodically to check the capacity of the other organisation to continue to fulfil its designated role in the arrangement.

**Indicator 7** There is a written and legally binding agreement, or other document, setting out the rights and obligations of the parties, which is regularly monitored and reviewed. It is signed by the authorised representatives of the degree-awarding body (or higher education provider without degree-awarding powers arranging provision by a third party) and by the delivery organisation, support provider or partner(s) before the relevant activity commences.

**Indicator 8** Degree-awarding bodies take responsibility for ensuring that they retain proper control of the academic standards of awards where learning opportunities are delivered with others. No serial arrangements are undertaken without the express written permission of the degree-awarding body, which retains the oversight of what is being done in its name.

**Indicator 9** Degree awarding bodies take responsibility for ensuring that students admitted to a programme who wish to complete it under their awarding authority can do so in the event that a delivery organisation or support provider or partner withdraws from an arrangement or that the degree-awarding body decides to terminate the arrangement.

**Indicator 10** All higher education providers maintain records (by type and category) of all arrangements for delivering learning opportunities with others that are subject to a formal agreement.

**Indicator 11** Degree-awarding bodies are responsible for the academic standards of all credit and qualifications granted in their name. This responsibility is never delegated. Therefore, degree-awarding bodies ensure that the standards of any of their awards involving learning opportunities delivered by others are equivalent to the standards set for other awards that they control at the same level. They are also consistent with UK national requirements.

**Indicator 12** When making arrangements to deliver a programme with others, degree-awarding bodies fulfil the requirements of any professional statutory and regulatory body (PSRB) that has approved or recognised the programme or award, in relation to aspects of its delivery and any associated formal agreements. The status of the programme or award in respect of PSRB recognition is made clear to prospective students.

**Indicator 13** Degree-awarding bodies approve module(s) and programmes delivered through an arrangement with another delivery organisation, support provider or partner through processes

that are at least as rigorous, secure and open to scrutiny as those for assuring quality and academic standards for programmes directly provided by the degree-awarding body.

**Indicator 14** Degree-awarding bodies clarify which organisation is responsible for admitting and recruiting a student to modules or programmes with others, and ensure that admissions are consistent with their own admissions policies.

**Indicator 15** Degree-awarding bodies ensure that delivery organisations involved in the assessment of students understand the assessment requirements approved by the degree-awarding body for the components or programmes being assessed in order to maintain its academic standards. In the case of joint, dual/double and multiple awards, or for study abroad and student exchanges, degree-awarding bodies agree with their partners on the division or assessment responsibilities and the assessment regulations and requirements which apply.

**Indicator 16** Degree-awarding bodies retain ultimate responsibility for the appointment, briefing and functions of external examiners. The external examining procedures for awards where learning opportunities are delivered with others are consistent with the degree awarding body's approved practices.

**Indicator 17** Degree-awarding bodies ensure that modules and programmes offered through other delivery organisations, support providers or partners are monitored and reviewed through procedures that are consistent with, or comparable to, those used for modules or programmes provided directly by them.

**Indicator 18** Degree awarding bodies ensure that they have effective control over the accuracy of all public information, publicity and promotional activity relating to learning opportunities delivered with others which lead to their awards. Information is produced for prospective and current students which is fit for purpose, accessible and trustworthy. Delivery organisations or support providers are provided with all information necessary for the effective delivery of the learning or support.

**Indicator 19** When degree-awarding bodies make arrangements for the delivery of learning opportunities with others, they ensure that they retain authority for awarding certificates and issuing detailed records of study in relation to student achievement.

The certificate and/or record of academic achievement states the principal language of instruction and/or assessment where this is not in English. Subject to any overriding statutory or other legal provision in any relevant jurisdiction, the certificate and/or record of achievement records the name and location of any other higher education provider involved in the delivery of the programme of study. Where information relating to the language of study is recorded on the record of achievement only, the certificate refers to the existence of this formal record.