



# **Quality Assurance Handbook**

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Students and Education Directorate

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# **Section A**

## **Introduction**



## 1. Scope of the procedures

- 1.1 This Quality Assurance Handbook draws together in a single location the policies, processes and codes of practice which constitute King's College London Quality, Monitoring, and Enhancement framework.
- 1.2 The information in the Handbook covers:
- the approval, modification, monitoring and review of all undergraduate and taught postgraduate programmes and modules, including collaborative provision, specialist doctorates and short credit bearing courses
  - the procedures for validated provision
  - the approval and monitoring of new research degree programmes
  - Links to relevant teaching, learning and assessment policies
  - Recognition of Prior Learning Procedure
- 1.3 Proposals for short courses should follow the approval procedures as laid down by the Short Course Policy (see Section G). All non-credit bearing short courses should be approved by the relevant Faculty submitting the Short Course Approval Form (SCAF) which can be found at <https://internal.kcl.ac.uk/kped/short-courses/proposing-short-course>. For credit-bearing short courses that sit within a Faculty these should also be submitted via CourseLoop<sup>1</sup>. Short courses delivered by units outside of the faculty structure academic approval for the delivery of the short course will be the responsibility of the Programme Development and Approval Sub-Committee.

## 2. List of abbreviations

- 2.1 The following definitions of terms are used throughout the Handbook:

Module	an individual element of a programme of study which is taught and examined under the approved regulations for that programme
Programme	comprises the approved curriculum followed by a student for a specified award upon which the student is registered
ARQS	Academic Regulations, Quality and Standards team
AROSC	Assessment and Regulatory Oversight Sub-Committee
CEC	College Education Committee
DG&S	Data Governance and Security Team
QAA	Quality Assurance Agency for Higher Education
OfS	Office for Students
PSRB	Professional, Statutory or Regulatory Body
QAESC	Quality Assurance and Enhancement Sub-Committee
SESC	Student Experience Sub-Committee
SPA	Strategy, Planning and Analytics team
PDASC	Programme Development and Approval Sub-Committee
APOC	Academic Portfolio Oversight Committee
PRSS	Postgraduate Research Student's Sub-committee
FEC	Faculty (Institute/School) <sup>2</sup> Education Committee or equivalent body
SITS	acronym for the student record system

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<sup>1</sup> CourseLoop was launched in 2024/25. Short Courses are phase 2 of the project and will be made available during 25/26. An interim process has been established in the meantime

<sup>2</sup> Throughout the rest of the document referred to as Faculty



### 3. Quality assurance, regulatory and credit frameworks – national and University

- 3.1 University procedures are required to take account of the various components of the OfS Conditions of Registration B: Quality and Standards, and the QAA's *UK Quality Code for Higher Education*; (see <https://www.qaa.ac.uk/the-quality-code/2024>). The code was updated in June 2024 and articulates 12 principles of UK higher education for securing academic standards and assuring and enhancing quality. The principles are supported by key practices, which are linked to Advice and Guidance and other sector reference points.
- 3.2 A key component of King's quality assurance framework is the way in which programmes and modules are designed, approved, modified, monitored and reviewed. This process ensures that King's programmes meet the academic standards set by the university and the external environment, which includes the OfS, QAA and the various PSRBs. These standards are then maintained and monitored via the processes of delivery, assessment and review.
- 3.3 King's structure and operation is characterised by the devolution to Faculties (Institute/School)<sup>3</sup> of a wide range of responsibilities within a defined framework.<sup>4</sup> The Academic Board, as the principal corporate body with responsibility for assuring quality in the academic work of the university sets the framework and defines the standards and rules to which Faculties must work. It is aided in this task by a sub-structure of committees which develop, agree and monitor the majority of the policies and procedures governing the operation of the framework.
- 3.4 The relevant part of the Academic Boards sub-structure concerned with the initial approval of new programmes is the Academic Portfolio Oversight Committee (APOC), while the relevant part of the Academic Board's sub-structure concerned with the monitoring and review of programmes and modules is the College Education Committee (CEC) which oversees these procedures and their implementation by Faculties; while the sub-structure of CEC concerned with programme and module approval and modification is the Programme Development and Approval Sub-Committee (PDASC) for final programme specifications; the sub-committee concerned with monitoring collaborative arrangements with our partners is the Quality Assurance and Enhancement Sub-Committee (QAESC); the sub-committee concerned with monitoring the student experience is the Student Experience Sub-Committee (SESC) and the sub-committee concerned with assessment is the Assessment and Regulatory Oversight Sub-Committee (AROSC). CEC is also responsible for the oversight of the education strategy of the University.
- 3.5 In line with the principles of devolution to Faculty Education Committees (FECs), or equivalent bodies, as specified in the Faculty core governance functions, Faculties are responsible for approving and modifying programmes and modules in accordance with the procedures set out in this Handbook. Faculty Education Committee Terms of Reference have been developed and highlight the FECs responsibilities for collecting Continuous Enhancement Reviews for taught programmes (CERs) from departments within their Faculty and for reporting on these as advised by CEC. FECs are also responsible for ensuring that reviews of all programmes within the Faculty are undertaken and for reporting such reviews to the CEC.

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<sup>3</sup> Throughout the rest of this document referred to as Faculty

<sup>4</sup> Throughout this document the term "Faculty (Institute/School)" also includes the grouping of the King's Foundations, whose governance structures in relation to quality assurance is via the Centre for International Education and Languages

## Introduction

- 3.6 There is one set of generic regulations that apply for all undergraduate and taught postgraduate programmes.<sup>5</sup> Programme specific regulatory information is contained within programme specifications which therefore have regulatory status. Programme specifications are published only once a year, prior to the start of each session and **cannot be amended during a session**. Requests for the suspension of regulatory information in a programme specification should follow the same procedure as requests for suspension of the *Academic regulations*. Further information on the credit framework, associated regulations and level descriptors can be found on the programmes of study web pages at <https://www.kcl.ac.uk/policyhub/academicregulations/approvalandmod>
- 3.7 There may, however, be instances, for example with some professional programmes, where programme specific regulations may be required. In such instances, advice on the necessity for and the production of such regulations should be sought from Academic Regulations, Quality and Standards (ARQS) team. These regulations and any subsequent major amendments will require the approval of the Academic Board before the start of the session in which the programme is due to commence, and should be appended to, and form part of, the programme specification.
- 3.8 *Programme Information* sheets are provided to all applicants to all programmes where a fee is attached. These information sheets must be submitted by July of each academic year to the Head of Course Information role within the Students and Education Directorate. (see Section B *Procedures for programme and module approval and modification*).

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<sup>5</sup> A small number of programmes are not in the credit framework. The full list of awards can be found in the Academic Regulations



## **Section B**

# **Procedures for programme and module approval and modification**



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## 1. Introduction

- 1.1 The design and approval process is the quality assurance mechanism by which a proposed programme of study is scrutinised in order to assure Academic Board and Council that the programme meets King's expectations for quality and academic standards. This process is mandatory for all *new* undergraduate and taught postgraduate programmes at King's including those delivered through collaborative provision arrangements and by King's Digital unless the proposal meets the specific conditions for the King's fast track programme approval process (section 10 below).
- 1.2 The approval of a programme is managed in three formal stages, with a fourth stage following a programme running for three years (two years in cases on non-recruitment). The formal stages are preceded by an informal initial programme development stage.
- 1.3 It is expected in all cases that the proposal has, in the first instance, been discussed with and has the support of the relevant Head of Department, Vice Dean (Education) and Executive Dean of Faculty<sup>1</sup>. While the Integrated Planning Process (IPP) can have discussions on growth of portfolio to support financial growth of the faculty, the approval of new programmes resides with the Academic Portfolio Oversight Committee (APOC).
- 1.4 Where a collaborative programme with a partner institution is being developed which leads to a separate award by the partner, the Faculty Education Committee should confirm with the programme proposer whether the programme also has to be approved through the Partner's programme approval process and the timescale for completion, including any registration with the appropriate authority.
- 1.5 In line with the principles agreed during the recent Portfolio Simplification exercise (2019 – 2021), the following principles should be taken into consideration when developing programmes and modules:

### *Modules*

- A module should be run at least 2 out of 3 years. If a module has not run for 2 years a review is required to determine if that module should continue to be run.
- A module should be able to be taught by more than one person

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<sup>1</sup> The same applies to both faculties where a programme proposal involves more than one Faculty

## Procedures for programme and module approval and modification

- A module must have a minimum of 10 students to enable it to be run.
- Modules are available in multiples of 15 credits only.
- The minimum value of a module is 15 credits<sup>2</sup>. If a programme wishes to offer a lower value module, they must seek permission from the College Education Committee, with an academic rationale for why the lower credit value is appropriate.

### *Programmes*

- A UG programme should have a minimum of 30 FTE and a PG programme should have a minimum of 25 FTE at the end of a 3-year recruitment period. Where targets have not been met, the expectation is the Programme will be submitted for Closure.
- A programme cannot have more than 25% additional modules 'on the books' than those which are offered in any given year.
- There must be a strong academic rationale for having a pathway or nested award.
- New programmes will be reviewed after 3-year recruitment period (or after 2 years in cases of non-recruitment) to determine viability of continuing programme (see section 8.26 below).

### 1.6 Initial Programme Development Phase

Informal engagement with a range of stakeholders<sup>3</sup> to

- make them aware of the proposal
- discuss any potential resource implications at an early stage
- Discuss programme development and to ensure that considerations about how relevant areas of University Strategy are embedded into the curriculum from the outset e.g., international, employability, inclusivity, sustainability etc.
- Discuss the viability of delivering learning opportunities with a collaborative partner by assessing any risks at the outset and establishing risk management strategies. The outcomes of these discussions will need to be included as part of the Planning Proposal<sup>4</sup> submitted to the Academic Portfolio Oversight Committee (APOC).

1.7 During this stage the Programme Leader meets with Academy to discuss what the programme team wants to get out of the Curriculum Design Workshop and to agree the length and scope of the workshop. If the Programme Team would prefer a longer planning/conceptual meeting at this early stage, this is also possible.

1.8 This initial meeting will enable the facilitator to discuss requirements for a bespoke workshop which will meet the specific needs of the programme team. In cases where a department is putting forward a number of programmes for approval which share a significant number of modules/have a common first year for example, a single workshop covering all programmes might be possible. Whether or not this would be the best approach will be agreed at the initial discussion.

1.9 Programme Teams will also be given access to relevant toolkits at this initial programme development stage to assist in programme development. This will include examples of documentation from programmes which have already been through the process and been approved and guidance on the programme leader's role in the process.

### 1.10 Stage 1

Initial approval of the proposed programme by the relevant Faculty Education Committee and APOC. The proposal documentation must include the following:

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<sup>2</sup> Some exemptions apply, See paragraph 5.14

<sup>3</sup> See 5.9 below for list of stakeholders

<sup>4</sup> This is the business case for the proposal

- The Planning Proposal, which is the business case for new programmes. This covers, but is not limited to, the target audience and market demand for the programme, competitor analysis, financial analysis, and capacity analysis to ensure appropriate modelling is in place and requirements are factored into the scheduling of the academic timetable.
- The Ethical Reputational Risk Review form and any risk assessment process undertaken, for those programmes with collaborative activity (where relevant).

**1.11 Stage 2**

Development of programme and approval by Faculty Education Committee (or equivalent), following approval at Stage 1. A King's Academy Curriculum Design Workshop must be held, with actions reported, ahead of seeking approval by the Faculty Education Committee. The workshop will cover development of Programme and Module Specification and key areas, such as careers and employability, ARQS, inclusivity etc will be invited to assist with the development of the programme.

**1.12 Stage 3**

Consideration by PDASC of all programmes and modules, following Faculty Education Committee approval.

**1.13 The main purposes of the process is to ensure that:**

- New programme proposals do not overlap significantly with existing programmes elsewhere in the university;
- All new taught provision aligns with King's Strategic Vision 2029 and with Strategy 2030;
- All new taught provision is academically desirable, viable financially, and in terms of student recruitment;
- The programme takes account of all relevant internal and external reference points;
- Threshold academic standards are met;
- Appropriate student learning opportunities are available, including those offered by a partner;
- The programme incorporates all relevant areas of the University Strategy, which are addressed from the outset and is clearly articulated in module and programme specifications (where appropriate);
- The information provided to students about their studies is complete with regard to programme content, structure, learning outcomes, modes of assessment, embedded employability and extra-curricular employability opportunities.

**1.14 Stage 4**

Following either a 3-year recruitment period (from the first year the programme runs) or, in cases of no recruitment, 2 years from the proposed year of commencement on the Planning Programme, a review will be conducted. The review will provide assurance to the University that:

- The predicted student numbers noted at the time of programme proposal have been met
- The programme remains marketable for future students
- The programme remains consistent with University and Faculty strategies.



## 2. Internal and External Reference points

- 2.1. In designing a new programme of study, account needs to be taken of several external and internal reference points.

### External Reference Points

#### FHEQ

- 2.2. All programmes have to be set at one of the levels within the [Frameworks for higher education qualifications](#) (FHEQ) published by the QAA and demonstrate that they fit the qualification descriptors for each level. Additionally, SEEC level descriptors should also be demonstrated. The levels and the main qualifications at each level are:

Level 4	Undergraduate Certificates of Higher Education
Level 5	Undergraduate Diplomas of Higher Education, Foundation degrees
Level 6	Bachelor's degrees with Honours, Bachelor's Degrees, Graduate Certificates and Graduate Diplomas
Level 7	MB BS, BDS, Integrated Masters degrees, Postgraduate Certificates, Postgraduate Diplomas and Masters degrees
Level 8	Doctorates

### Subject Benchmark Statements

- 2.3. The QAA, in conjunction with the sector, has developed [subject benchmark statements](#) based around broad subject groupings which are designed to represent the conceptual framework of a discipline and to provide information about the understanding and employability skills acquired through the study of that discipline. Subject benchmark statements need to be considered in the design of a new programme. For some programmes more than one benchmark statement may be relevant and for others there may not be any statements of direct relevance.

### Characteristics Statements

- 2.4. QAA has also produced a [qualification benchmark for Foundation Degrees](#), which is not specific to any particular discipline but which sets out a generic framework for Foundation Degrees that serves as a reference point for use in programme design, delivery and review. Additionally there are guidance notes on [Master's degree characteristics](#), [Doctoral degree characteristics](#), [Qualifications Involving More than One Degree Awarding Body](#), [Higher Education in Apprenticeships Characteristics Statement](#), and [Micro credentials](#).

### PSRBs

- 2.5. Professional, Statutory and Regulatory Bodies (PSRBs) are a very diverse group of professional and employer bodies, regulators and those with statutory authority over a profession or group of professionals. PSRBs engage with higher education as regulators. They provide membership services and promote the interests of people working in professions; accredit or endorse programmes that meet professional standards, provide a route through to the professions or are recognised by employers. At the time of going to print, King's currently works with 30 PSRBs across 136 programmes.

### Internal Reference Points

- 2.6. In addition to the external framework within which programmes have to be constructed, the following internal reference points should also be taken into account as part of the process:

- [Strategic Vision 2029](#);
- Strategy 2030;

- Faculty Education Strategy (where one exists);
- [Widening Participation Strategy](#);
- Strategy for Enhancing Student Employability);
- [Equality and diversity policies](#);
- [Academic Regulations](#) including the criteria for degrees;
- Credit Framework;
- the views of students;
- the underpinning of joint honours programmes by a clear intellectual rationale, either educational or academic defined in the following terms:
  - an *educational rationale* applies to instances whereby the components of a joint honours degree, without necessarily overlapping at subject level, nonetheless provide the student with a greater breadth of complementary learning outcomes and thereby a more rounded education than afforded by a single honours degree;
  - an *academic rationale* applies to combinations where there is a significant overlap between the two subject areas in terms of knowledge and expertise and where studies in one component thereby shed light on studies in the other to enhance the student's understanding of both.

### 3. Programme design

3.1 Faculties should contact [King's Academy](#) to finalise arrangements of the Curriculum Design Workshop once they have received initial approval for the programme from the APOC. The design of a new programme should identify the following:

- intellectual coherence of the programme;
- level of the programme within the [Frameworks for higher education qualifications](#);
- overall credit value;
- aims and objectives;
- content, structure, distinctive features;
- learning outcomes with reference to any relevant subject benchmark statements;
- learning outcomes with reference to embedded employability;
- the option to include a period of real world experience<sup>5</sup> in the programme where this is not already an integral part of the proposal;
- opportunities to embed research skills into the curriculum;
- opportunities to embed a global dimension into the curriculum and/or to include the option of student mobility (for example period abroad, attending conference overseas);
- associated modules and whether any are introductory, compulsory, core, optional, elective, professional practice, prerequisites, co-requisites or excluded combinations and the combination of levels of credit allowed within the overall credit for the programme<sup>6</sup>;
- relevant co-curricular Careers and Employability workshops or programmes which will complement the embedded employability within the programme;
- teaching pattern and modes of delivery to include the embedding of technology enhanced learning;
- guidance on how Inclusive Practices can be implemented within teaching and assessment;
- opportunities for interdisciplinary learning;
- assessment methods and how these allow students to achieve the learning aims and outcomes and how they assess embedded employability. Cognisance should be taken of the principles agreed under Taught Assessment for Student's at King's (TASK) and the advice and guidance published by the QAA entitled [Assessment](#);

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<sup>5</sup> For example, work placement, experiential learning, live projects, volunteering.

<sup>6</sup> Final definitions of status of module still to be approved

## Procedures for programme and module approval and modification

- identification of nested awards (i.e. a lower level and/or volume award which students may register for) and identification of exit awards (e.g. an award available to a student unable to meet the credit volume and/or credit level requirements for the award on which they are registered). A programme that does not wish to offer an exit award must seek prior permission from AROSC first;
  - consideration of how the teaching pattern, content, mode of delivery and assessment methods allow for equality of opportunity for academic achievement;
  - variations in practice in notional learning, credit transfer and levels/volumes of award with international partners (where relevant)
  - for Masters' programmes, alignment of the dissertation/research project element with University guidelines (see [Postgraduate Taught Dissertation Framework](#)).
- 3.2 This process culminates in the production of a Programme Specification and Module Specifications which forms the basis of programme approval documentation. Guidance on the production of these can be found [here](#) in the Quality Handbook.
4. **Externality**
- 4.1 It is necessary for proposals for new programmes to undergo specialist external input/review; this must be evidenced in the programme approval documentation. At the development stage of a new programme, departments identify a suitable external specialist. The role of the external specialist is to provide expert subject advice at the design stage of a new programme. The specialist can be an academic, or a member of a professional, statutory or regulatory body. It is possible to use a current External Examiner from another King's programme for this purpose, however, it is not appropriate for the same External Examiner to then be engaged in the capacity of External Examiner for the new programme until a period of three academic years has elapsed.
- 4.2 External peers will be expected to take an overview of the approval process and to ensure that appropriate attention is given to the setting and maintenance of academic standards during this process. The external peer will be asked to sign-off the final programme approval documentation, as part of their membership of Faculty Education Committees. Guidance for Faculties on the use of external specialists and external peers for programme approval and review can be found [here](#).
- 4.3 Employer input into the development of new programmes is also required. For programmes that are not governed by PSRB requirements, the specific approach should be discussed between the Faculty and Careers and Employability who will liaise with external employer partners as part of the informal development stage and where appropriate in the Curriculum Design Workshop.
5. **Development of a new programme proposal**
- 5.1 All new programme proposals must be included in the Faculty's business plan and be approved by the relevant Faculty Education Committee. Approval of programmes from the APOC can be noted as part of the IPP as part of their discussions on growth of portfolio to support financial growth of the faculty. Any discussions as part of IPP that have not yet been approved by the APOC will not be deemed "approved" until APOC has approved them.
- 5.2 It is expected in all cases that the proposal has, in the first instance, been discussed with and has the support of the relevant Head of Department, Dean/Vice Dean (Education) (via the Faculty Education Committee) and Executive Dean of Faculty (who may delegate approval). For those proposals with involvement from another faculty, both faculties must demonstrate their support for the proposal.

**Business plan and marketing**

- 5.3 Whilst the academic rationale and quality of a programme should remain the most important factors in the consideration of a new programme, Faculties' strategic and operational planning will be greatly assisted by a business plan accompanying all new Planning Proposals. The business plan will indicate how the resources to support the programme will be provided.
- 5.4 Programme proposers are expected to send the completed Planning Proposal to the Executive Dean of Faculty (or nominee) and the Director of Marketing (or nominee) so that marketing support can be agreed with the Executive Dean of Faculty.
- 5.5 Those programmes that require new staffing resources, the proposal proposer should discuss with Faculty Education Leads and Senior Vice President (Academic) the resource required and then requests should be submitted as part of the IPP. Deadlines for such requests are aligned to the IPP and Faculties' strategic reviews, with individual deadlines set for each of the Faculties. All requests should be completed by March each year. The role of APOC will be to only approve the programme based on strategic merit, with PDASC approval based on academic merit – any staffing requests alongside the programme proposal is not in APOC or PDASC's remit to approve.
- 5.6 The Marketing Department is responsible for presenting and advising on marketing strategies for each Faculty. Guidance should be sought from Faculty marketing officers when proposing a programme to ensure appropriate information is provided to APOC to enable the Committee to make a full decision. Programmes must not be advertised until final approval has been granted by PDASC.
- 5.7 Consideration should also be given to the planning and marketing of modules for the Study Abroad market. Further advice should be sought from the Marketing Department.

**Initial programme development**

- 5.8 A programme proposal is usually initiated and developed within the Faculty and should be consistent with the Faculty strategic development plan.
- 5.9 Faculties must ensure that the following are consulted and where indicated have direct input into the proposal:
- Academic Regulations, Quality and Standards (*as and when required*)
  - Library (including Skills Support)
  - Marketing (direct input is required)
  - Finance (direct input is required)
  - Global Mobility team (to consider the option of student mobility)
  - Estates and Facilities
  - Timetabling
- 5.10 During the development of the programme specification, and where appropriate, in preparation of, as part of the King's Academy Curriculum Design Workshop, Faculties should ensure the following are consulted to comment on the quality of the programme, if required:
- Academic Regulations, Quality and Standards (required for all programmes with collaborative provision)
  - Global Engagement (if the intention is to run a programme with an international university)
  - Global Mobility (if the intention is to offer study abroad)
  - Careers and Employability
  - Inclusivity

- Sustainability
- King's Digital (if the intention is to create a wholly online programme)

In addition, the following should be consulted:

- Admissions
- Collaborators (where applicable)
- Contacts in industry
- Centre of Technology Enhanced Learning (CTEL)
- King's Foundations
- Timetabling
- Visa Compliance
- Library Services
- Employers <sup>7</sup>

#### **Programme structure**

- 5.11 The offering of nested awards i.e. a lower volume award which shares some of the same learning aims and outcomes of a larger volume award should be considered in exceptional circumstances. For example, a Master's degree may offer a nested award of a postgraduate diploma and/or postgraduate certificate which would allow the student to leave after completing the PgDip or PgCert or to progress onto the Masters qualification. In all such cases nested awards are regarded as separate programmes onto which students can be directly recruited. Students register for nested awards (unlike exit awards) and may progress from a nested award on to the 'higher' award (but do not then receive both awards).
- 5.12 Where programmes include pathways, nested awards and exit awards, the statements of programme learning aims and outcomes for each separate award available must be made clear on the programme specification.
- 5.13 The credit value of core, compulsory, elective or optional modules shall be a multiple of 15 credits for both undergraduate and postgraduate taught programmes. The minimum credit value for a module forming part of a programme of study as a core, compulsory, elective or optional module shall be 15 credits. Credit values of 60 and 120 (MRes only) are also available for postgraduate programmes for dissertations/projects.
- 5.14 5 and 10 credit modules can be developed for CPD/Executive Education purposes and a combination of modules can lead to a Postgraduate Certificate award. Proposals for the programme should ensure that consideration is made of assessment load to ensure there is no overburdening of students. For a Postgraduate Diploma a combination of 5 or 10-credit modules can be used but there must be in addition a 30-credit research module included. For a full Masters programme a 60 credit dissertation (following the [University's Dissertation Framework](#)) must also be included with the 30-credit research methods module.
- 5.15 Approval to use modules with a different credit weighting must be sought from the College Education Committee.
- 5.16 Where a programme is jointly awarded with a collaborative Partner, consideration should be given to the recognition of the award level and title within that country's jurisdiction, particularly where a nested award or an exit award is proposed.

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<sup>7</sup> Careers and Employability can work with programme teams to facilitate employer input into the initial programme development stage.

**Contact hours**

- 5.17 1 credit = 10 hours of notional learning, therefore a 15-credit module should have 150 hours of overall student workload including assessments and independent study. Where the programme is a collaborative provision arrangement, consideration should be given to the differences in credit value for notional learning hours at the partner HEI and a mapping should be undertaken of the overall student workload against the University's expectations on notional learning hours.
- 5.18 The programme team will need to calculate the breakdown of the contact hours detailing the amount of hours assigned to lectures, tutorials, seminars, virtual learning and independent study for each module. This information will then be recorded on the Module Specifications and an overview included on the Programme Specification.

**Assessment methods**

- 5.19 When designing the programme content the programme team will need to consider assessment methods. The assessments undertaken must enable the student to demonstrate achievement of the learning aims and outcomes including employability related learning outcomes.
- 5.20 Consideration should also be given to the mode of the assessment pattern across the programme of study to ensure students are not being heavily assessed at particular points of the programme. When designing the programme, consideration should be given on the principles agreed with TASK, under the Student Future's project.
- 5.21 Programme teams should seek advice on assessment patterns from King's Academy during the Curriculum Design Workshop and refer to the [assessment and feedback online resource](#).

**6 Distance learning, blended learning and e-learning programmes**

- 6.1 Distance learning for King's programmes is only through King's Digital. No other form of distance learning is permitted.
- 6.2 Designers of distance learning programmes should consult the advice and guidance produced by the QAA: [Learning and teaching](#) and [Partnerships](#), where appropriate.
- 6.3 Distance learning programmes may also be delivered via e-learning, although the two are not necessarily synonymous. Such provision is often referred to under the heading "flexible and distributed learning" which can be defined as educational provision delivered and/or supported and/or assessed through means which generally do not require the student to attend particular classes or events at particular times or in particular locations.
- 6.4 Further guidance and support for development of e-learning programmes can be sought from the [King's Digital](#) team.

**7. Collaborative programme activity**

- 7.1 There are instances when elements of the programme are delivered at a Partner Institution for a defined period of time e.g. jointly delivered programmes or delivered away from the main campus by a body external to the University e.g. a taught module or work-based learning placement. The different types of collaborative activity currently offered by the University are set out in the [definitions of collaborative activity](#). The process of programme design should give due consideration to the quality assurance aspects of such arrangements to ensure that the academic standards of the programmes are maintained, and that the student experience is not compromised. Reference should be made to the [guidance on the operation of collaborative teaching activity](#), QAA guidance on [Operating partnerships with other organisations](#), and if appropriate, guidance on jointly delivered taught programmes or guidance on student placements all contained within the Quality Assurance Handbook.

- 7.2 The [Procedures for the approval and monitoring of collaborative provision](#) set out the approval process for each type of collaborative activity. Approval from APOC and PDASC is required before a programme that involves an award being jointly conferred or jointly offered with a Partner can be marketed. There are separate procedures that govern King's [validated provision](#) of programmes offered by other institutions that also require approval from PDASC. Staff should consult with the Head of Collaborative Provision for advice on the risk assessment and due diligence processes relating to collaborative provision activity at the outset prior to a programme proposal being submitted to APOC, particularly where there is a request to jointly award a degree where the legal status needs to be confirmed.
- 7.3 In cases where off-campus learning (e.g. shared taught module) is to be part of the programme then careful wording around these opportunities needs to be considered when the programme is marketed. If the programme is marketed in a way that leads students to believe the off-campus learning is automatically provided to them or provided by a specific Partner then this will need to be the case, as a commitment has been stated in the marketing material.
- 8 The approval process**
- 8.1 A summary of the approval process in diagrammatic form is given at 9 below.
- 8.2 Faculties must include new programmes that they want to introduce in the annual Planning Round.
- Stage 1**
- 8.3 Before consideration by the relevant Faculty Education Committee, Planning Proposals (including collaborative arrangements) must have been commented on by: Marketing, Finance, Estates and Facilities, Global Engagement, Global Mobility, Collaborative Provision, King's Digital, Library Services and Timetabling. All must be signed off by the Executive Dean of Faculty (or their nominee).
- 8.4 The Planning Proposal must then be submitted to APOC for approval.
- 8.5 The following documentation is the minimum that APOC expects to be provided for the initial approval of a programme proposal:
- Planning Proposal from CourseLoop, which includes information relating to marketing, finance, space and risks.
  - The Ethical Reputational Risk Review form and any risk assessment process undertaken, for those programmes with collaborative activity (where relevant).
- Programme teams should ensure that they notify Marketing and Finance as soon as possible when a new programme is envisaged in order to allow Marketing and Finance sufficient time to carry out the necessary work on the business and marketing cases.
- 8.6 APOC will consider the strategic merits, along with the marketing and financial case and comments noted by estates and facilities, library, and timetabling. It will give approval/not give approval for the programme to be developed and approved by Faculties. If the information provided is insufficient for APOC to make a final judgement, then the Faculty will need to address the concerns and resubmit the proposal to a future meeting of APOC for further consideration.
- 8.7 APOC approval is only valid for one calendar year. If the programme is not approved within one calendar year of APOC approval, the programme team will have to resubmit the Planning Proposal to APOC.



## Stage 2

- 8.8 Following approval by APOC, the Faculty must organise a Curriculum Design Workshop for the whole programme team with King's Academy. Workshops will not be a one size fits all model but will be tailored to the requirements of individual programmes including those which have PSRB requirements. In cases where a department is putting forward a number of programmes for approval which share a significant number of modules/have a common first year for example, a single workshop covering all programmes might be possible. The exact approach will have been agreed between the programme team and King's Academy during the initial Programme Development stage (see paragraphs 1.7-1.11).
- 8.9 The bespoke workshop will usually last no longer than 1 day unless the programme team specifically requests a longer workshop to enable them to address a broader range of issues. This can be spread across different days according to needs. Workshops will be facilitated by King's Academy and will include input from areas such as Careers and Employability, ARQS, Inclusivity etc. If the programme under discussion is a collaborative provision arrangement, a collaborative provision specialist from Academic Regulations, Quality and Standards will normally also attend the workshop to provide advice and support. Relevant resources will be made available to programme teams at initial programme development stage to assist with the development of the programme, including the Embedding Employability Toolkit. This will include examples of documentation from programmes which have already been through the process and been approved and guidance on the Programme Leaders' role in the process. The workshop will be an opportunity for the Programme Team to review the programme holistically in terms of how the curriculum and associated assessment enables students to develop skills which will be valued by their future employers.
- 8.10 A draft programme specification and module outlines will be required in advance of the workshop.
- 8.11 The workshop can focus on any one or more of the following, agreed through prior discussion with the facilitator:
- The Programme Design Principles at King's and methods and tools to apply them in the design process;
  - A review of the module outlines and programme specification prepared in advance of the workshop;
  - Current intelligence from Careers and Employability about employers' expectations of employability from graduates of such programmes. This information will be tailored to meet the requirements of individual workshops;
  - How employability is embedded in the programme at its current point of development;
  - How employers have been involved in the development of the proposal;
  - The option to include a period of real-world experience<sup>8</sup> in the programme where this is not already an integral part of the proposal;
  - Opportunities to embed a global dimension into the curriculum and/or to include the option of student mobility (for example period abroad, attending conference overseas);
  - How PSRB requirements are addressed (where relevant);
  - Programme and/or Module Aims and learning outcomes (including how to write employability learning outcomes);
  - How employability, inclusivity, TASK principles is embedded in assessment, and the overall assessment strategy, load and timing;
  - The alignment of assessment with learning outcomes; the inherent risks to the academic standards and quality of awards when delivering the programme in partnership with

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<sup>8</sup> For example, work placement, experiential learning, live projects, volunteering.



another organisation. This would be captured in the areas to consider when completing the Activity Schedule as part of the Memorandum of Agreement;

- Agreement as to any modifications that need to be made to the proposal in the light of the workshop. These would be captured in an action plan and followed up by the programme team in discussion with the workshop facilitator.
- 8.12 Programme and Module Specifications for new programmes, along with the External Specialist report and outcome report from the Curriculum Design Workshop demonstrating how the programme team has addressed the recommendations from the workshop, must be submitted for approval to the appropriate Faculty Education Committee.
- 8.13 To enable decisions to be taken independently of those involved in developing and delivery the programme, Faculty Education Committees can establish programme approval panels which should include as a minimum:
- a Chair, normally the chair of the Faculty Education Committee. In single department Faculties and in cases where the programme being approved is from the same department as the Chair, the Chair of the panel should be from another Faculty;
  - a representative from another Faculty (the Chair or a member of the Faculty Education Committee);<sup>9</sup>
  - the external peer(s)<sup>10</sup>
  - a student representative;
  - the Faculty Director of Operations or nominee;
  - a representative from Careers and Employability, if required by the Faculty.
- 8.14 In the case of joint degrees within the University or where the teaching of a programme or module is undertaken by more than one Faculty, it is necessary for the proposal to be approved by the Faculty Education Committee of both/all Faculties<sup>11</sup>
- 8.15 The following documentation is the minimum that Faculty Education Committees (or their equivalent) can expect to receive. Faculty Education Committees are free to request any information additional to this to fit their own particular requirements.
- A programme specification;<sup>12</sup>
  - Evidence of external input into the design of the programme. This should take the form of a brief report from a subject specialist expert (External Specialist), external to the University together with the programme team's response to external feedback. The University's [report form template](#) should be used;

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<sup>9</sup> The use of CEC/Faculty Education Committee representatives in this way aids the monitoring of the comparability of standards of programmes of study across the College and assists in the process of quality enhancement through the dissemination of good practice. A list of CEC members is available from the secretary of CEC

<sup>10</sup> The external peers should be different from those who provided input to the design of the programme and will be excluded from subsequently acting as External Examiner for the programme until a period of three academic years has elapsed. The external peer will not necessarily be an expert in the field but will have a broad understanding of the discipline. Their main function is to provide an external viewpoint on the approval process; the specific specialist advice having been provided earlier at the design stage of the process. External peers are appointed by the College for a period of two years in the first instance with the possibility of renewal for a further two years (the process being comparable in many ways to the appointment of External Examiners). Each Faculty requires one or two externals to act in this capacity. The external peer will be expected to attend all programme approval panels; in exceptional circumstances where this is not possible they should provide a written report for the panel. They should also attend at least half of the Faculty Education Committee meetings each year (see *Guidance for Faculties on the use of external specialists and external peers for programme approval and review* for further guidance);

<sup>11</sup> (please also refer to the *Guidance on the design of taught interdisciplinary, joint honours and major/minor programmes* in the Quality Assurance Handbook)

<sup>12</sup> (see *Guidance on the production of programme specifications and the completion of programme and module approval and modification forms*);

## Procedures for programme and module approval and modification

- Evidence that issues relating to inclusion, admissions, visa compliance, and PSRB requirements have been considered. Information about inclusivity and PSRB requirements should be included in the Programme Specification. A copy of the email correspondence with all relevant parties should be provided;
  - The action plan as a result of the Curriculum Design Workshop, along with Department/Faculty responses to recommendations, which demonstrate they have been completed.
  - Evidence that the views of students in cognate subject areas have been taken into consideration. This should take the form of Staff Student Liaison Committee (SSLC) minutes or the equivalent mechanism by which student views have been obtained;
  - Evidence of engagement with employers (different role to the external peer). This should have been carried out at programme proposal phase and included in the Planning Proposal;
  - Module specifications for new modules. Where existing modules are used in a new programme, the module specifications must be made available with the programme documentation. Where a programme makes use of optional modules from outside the department e.g. language modules, then those specific learning outcomes do not need to be made available at approval, but the learning outcomes of the programme must include some generic provision for such modules;
  - For programmes delivered as part of a collaborative provision arrangement a draft activity schedule which details out responsibilities for each partner involved in the programme. Where marks awarded by the Partner will be considered as part of a student's classification award, the schedule of activity should have attached to it the proposed mark translation scheme for the proposed programme, and the arrangements for external examiner oversight;
- 8.16 It is the responsibility of the Faculty Education Committee to ensure that the following have been taken into account before a programme is approved:
- All resource implications (i.e. for University services outside the Faculty as well as internal Faculty resources)
  - The marketing implications in the case of programmes
  - Confirmation, if relevant, that the appropriate ethical approval has been sought and granted for modules<sup>13</sup>
  - That equality of access and opportunity have been fully considered in the design of the programme
  - That advice from an External Specialist has been sought and that there is evidence that the Programme Team has considered and responded appropriately to this advice
  - That employability has been embedded across all modules and is expressed in module outlines and the Programme Specification in line with the agreed actions at the Curriculum Design Workshop.
  - That for agreements involving collaborative activity with a partner, arrangements will be implemented securely and managed effectively.
  - The principles of portfolio management (as identified under 1.6) and principles of TASK have been adhered to.
- 8.17 The advice of the Executive Dean of Faculty should be sought in cases where Faculty Education Committees are not satisfied that the requirements above have been addressed.
- 8.18 Members of the programme team whose proposal is under consideration must attend the meeting to discuss the proposal.

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<sup>13</sup> (see *Guidance on risk and ethics assessment in the design of modules* of the Quality Handbook for further guidance);

- 8.19 In approving programmes and modules Faculties should ensure that their procedures give due consideration to the academic standards of awards and the quality of the learning opportunities available and, where external bodies are involved in the delivery of the teaching, that there are appropriate mechanisms in place to guarantee such standards and quality.
- 8.20 Faculty Education Committees should ensure that where programmes and modules are approved but with conditions attached, that the fulfilment of those conditions is signed off on the programme approval documentation, reported back to the Faculty Education Committee and documented in Faculty Education Committee minutes. Programmes of study are normally approved for a period of six years (once the [Programme Post-Launch review](#) has been completed) unless specified otherwise by the Faculty Education Committee. Re-approval is gained through the process of periodic programme review.
- 8.21 Following approval by the Faculty Education Committee, the programme documentation and Faculty Education Committee minutes should be forwarded to Academic Regulations, Quality and Standards for PDASC consideration. Unless the documentation is submitted in full the programme will not be forwarded to PDASC. If separate programme regulations are required, these are subject to further approval by the Academic Board and until this has occurred students may not be registered on the programme.
- 8.22 Academic Regulations, Quality and Standards scrutinise the documentation to ensure that the information related to quality assurance, approval signatures and regulatory matters is included. For joint/dual awards this includes the completed schedule of activity form and draft Memorandum of Agreement (MoA).
- 8.23 When Academic Regulations, Quality and Standards is satisfied that the documentation is complete, they will submit the documentation to PDASC for final approval.

### Stage 3

- 8.24 Academic Regulations, Quality and Standards will forward the submitted programme documentation for all programmes to PDASC for final approval. The programme details are added to SITS via CourseLoop, only once approved by PDASC and all approval signatures have been gathered. A summary of all approvals is then submitted to College Education Committee.

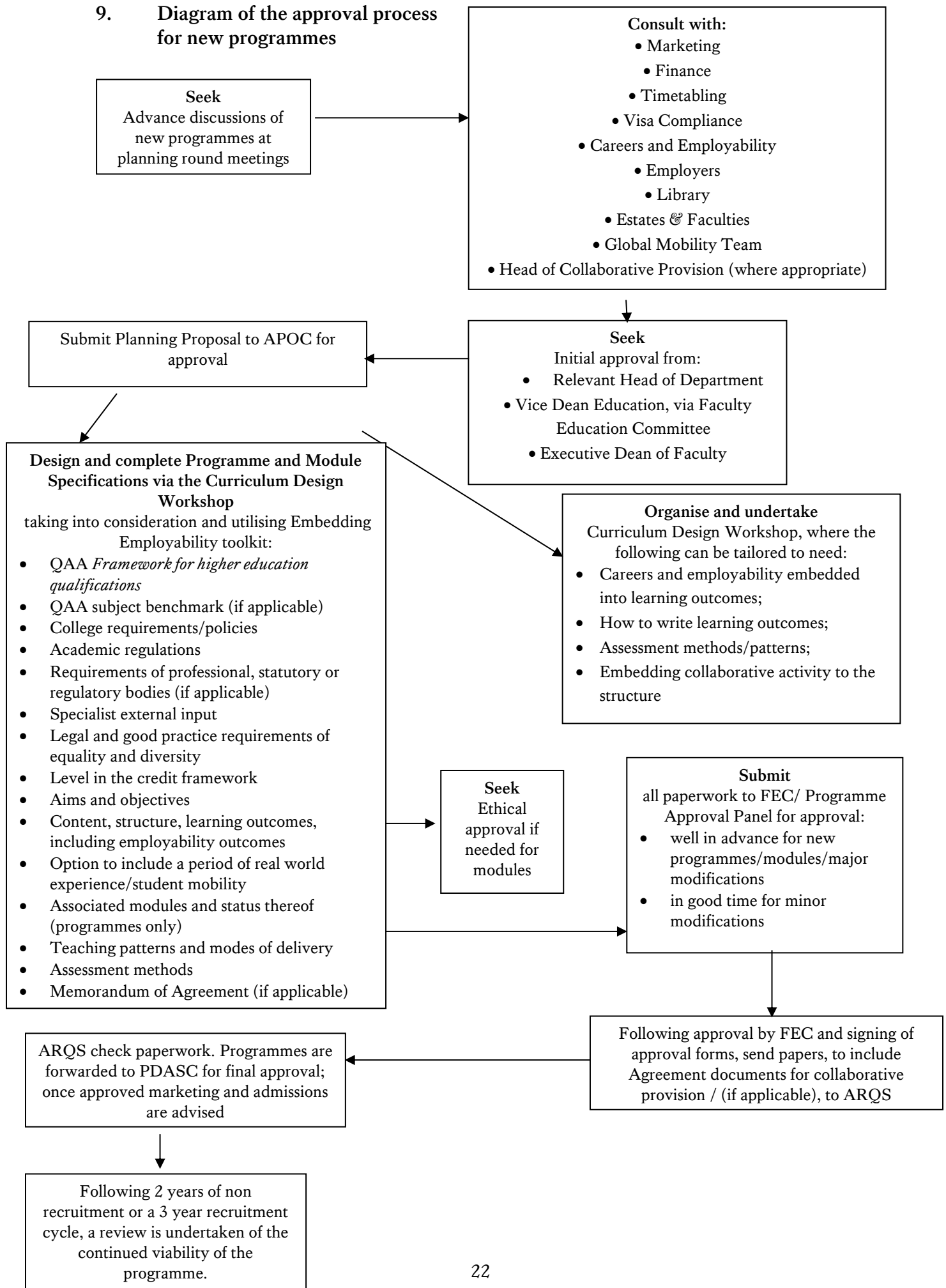
### Stage 4 ([Programme Post-Launch Review](#))

- 8.25 Following either a 3-year recruitment period (from the first year the programme runs) or, in cases of no recruitment, 2 years from the proposed year of commencement on the Planning Proposal a review will be conducted. The review will provide assurance to the University that:
- The predicted student numbers noted at the time of programme proposal have been met
  - The programme remains marketable for future students
  - The programme remains consistent with University and Faculty strategies.
- 8.26 The agreed criteria for this review to make a judgement on the following are:
- Agreed student enrolments over the three-year period against the predicted student numbers at the time of the programme proposal.
  - Comparison of programme marketability against the rest of the sector i.e. has the market in the subject area grown, changed.
  - Any further academic context that the department/faculty deems to be relevant.
  - How many programme modifications have been made within the period
  - The continuation rate (where applicable)

## Procedures for programme and module approval and modification

- 8.27 During this review, if a decision is made to formally close the programme, consideration will be taken into account of the Student Protection Plan, and any implications relating to Competition and Market Authority (CMA) regulations.
- 8.28 APOC will make a decision on whether the programme can continue to run based on the information provided by the faculty. Outcomes of the review will be formally reported to Academic Board.

## 9. Diagram of the approval process for new programmes



**10. Fast Track Approval Process**

- 10.1 It is, on occasion, necessary for new programmes to be approved in a shorter timeframe than that demanded by the standard programme approval process. In such cases and where required, there will also be flexibility about the university cut-off point for completing programme approvals.
- 10.2 The specific criteria which apply to such fast-track approvals are listed below. If a new programme proposal does not meet one of the following criteria, the standard programme approval process must be followed. **The fast-track process cannot be used for collaborative provision arrangements.**
- The programme is being developed to respond to the needs of a specific employer and has to be delivered at short notice
  - The programme is being developed following receipt of external funding and has to be delivered at short notice
- 10.3 The proposal must have the support of the relevant Head of Department, Vice Dean (Education) and Executive Dean of Faculty.
- 10.4 The secretary to APOC and Programme Leader will agree which internal stakeholders from 5.9 above need to be consulted. This will be the minimum that are strictly necessary for the specific proposal.

**Stage 1**

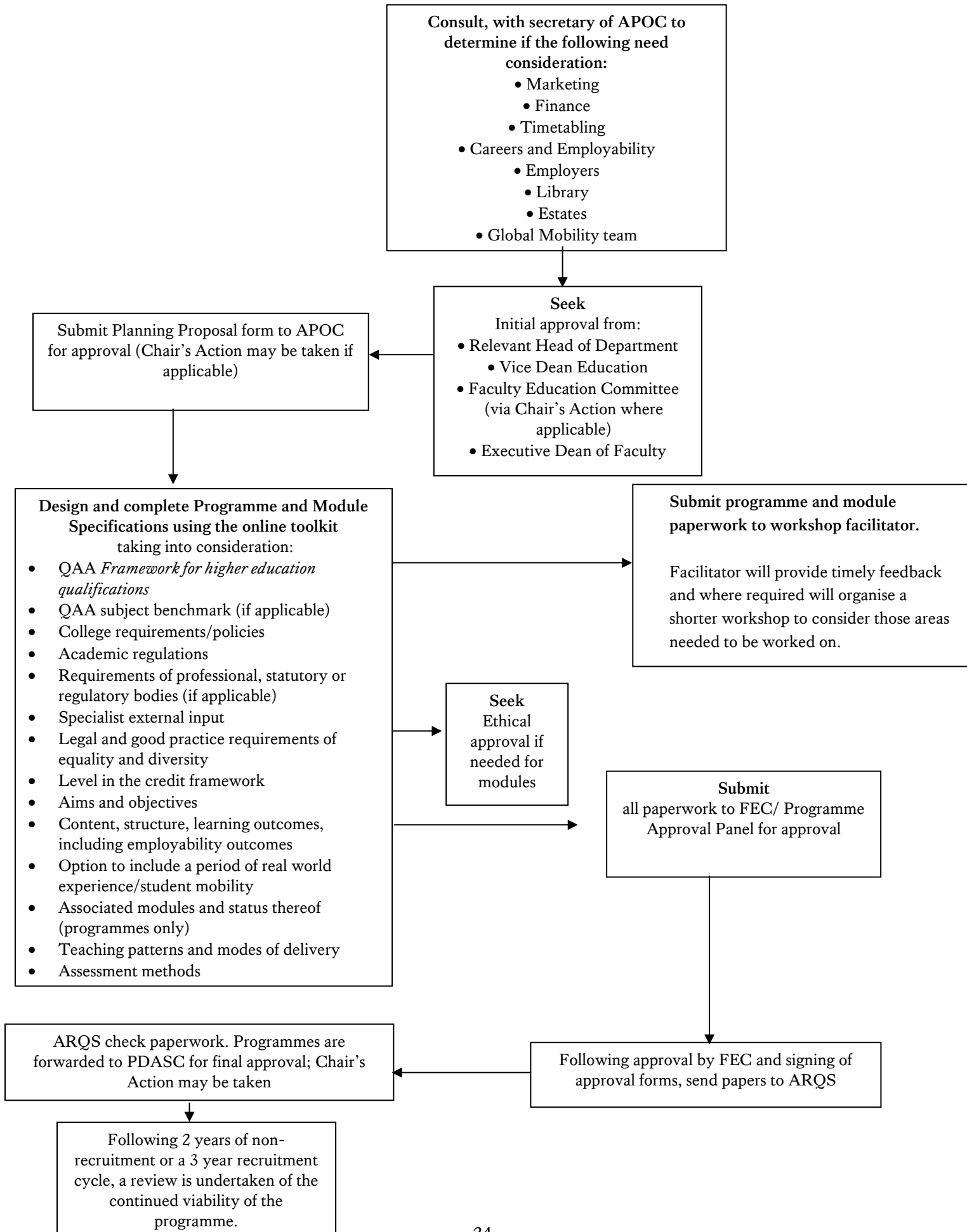
- 10.5 If a meeting of the relevant Faculty Education Committee isn't imminent, the proposal will be approved by Chair's action and reported on at the next Faculty Education Committee.
- 10.6 If a meeting of APOC isn't imminent the proposal will also be approved by Chair's action and reported on at the next APOC. The documentation required for APOC is as follows:
- Planning Proposal

The Programme Leader should send the Planning Proposal to the Chair of APOC at the same time as sending the proposal to the Chair of FEC. This will allow time for the proposal to be reviewed. The Chair of APOC will not, however, approve the proposal until such time as approval from the Chair of the relevant FEC has been received.

**Stage 2**

- 10.7 The Programme Team will utilise the relevant resources to develop the proposal and will send their draft Programme Specification and Module Specifications to a designated King's Academy Curriculum Design Workshop facilitator. The facilitator will review the proposals and provide timely feedback and advice. Only if required following this exchange will a Curriculum Design Workshop be scheduled.
- 10.8 The proposal will proceed to a FEC/Programme Approval Panel and subsequent approval by Faculty Education Committee in line with the process from 8.12 above and PDASC. Attendance by virtual means is permitted in cases when a member of the panel (for example the external peer) is not able to be present at the university.

# 11. Diagram of the approval process for fast track new programmes



**12. Design and Approval of Individual Modules as part of or outside of the programme approval process**

- 12.1 This section of the process applies to individual modules created as part of or outside of the formal programme approval process.
- 12.2 The design and approval of individual modules ensures that all modules meet King's expectations for quality and academic standards and that the information given to students about the module is complete.
- 12.3 The internal and external reference points listed in section 2 of the programme approval process above should also be taken into account when individual modules are being designed.
- 12.4 The design of a new module should identify the following:
- level of the module (FHEQ);
  - overall credit value;
  - aims and objectives;
  - content, structure, distinctive features;
  - learning outcomes with reference to any relevant subject benchmark statements;
  - learning outcomes with reference to embedded employability-related learning;
  - the option to include real world experience<sup>14</sup> in the module where this is not already an integral part of the proposal;
  - relevant co-curricular Careers and Employability workshops or programmes which will complement the embedded employability within the module
  - alignment of learning outcomes with agreed level descriptors;
  - opportunities to embed employability into the module;
  - opportunities to embed research skills into the curriculum;
  - opportunities to embed a global dimension into the curriculum;
  - mode of delivery to include the embedding of technology enhanced learning;
  - opportunities for interdisciplinary learning;
  - assessment methods and how these allow students to achieve the learning aims and outcomes and how they assess embedded employability. Cognisance should be taken of the principles agreed under TASK and advice and guidance published by the QAA entitled: [\*Assessment\*](#);
  - whether the module is also available as an option for inbound Study Abroad students or whether it is available for such students in a modified form;
  - whether a module contains some kind of physical procedure or administration of questionnaires, conducting interviews or making video or audio recordings. All such activity which involves human participants or raises other ethical issues with potential social or environmental implications must be submitted for ethical review (see [\*Guidance on risk and ethics assessment in the design of modules\*](#) and the [\*research ethics web pages\*](#));
  - for Masters' programmes, alignment of the dissertation/research project element with University guidelines (see [\*Postgraduate Taught Dissertation Framework\*](#)).
- 12.5 Consideration should also be given to the planning and marketing of modules for the inbound Study Abroad market. Further advice should be sought from the Marketing Department.
- 12.6 The credit value of core, compulsory, elective or optional modules<sup>15</sup> shall be a multiple of 15

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<sup>14</sup> For example, work placement, experiential learning, live projects, volunteering

<sup>15</sup> Compulsory, optional and elective modules as defined as "non-core" modules



## Procedures for programme and module approval and modification

credits for both undergraduate and postgraduate taught. The minimum credit value for a module forming part of a programme of study as a core, compulsory, elective or optional module shall be 15 credits. Credit values of 60 and 120 (MRes only) are also available for postgraduate programmes for dissertations/projects.

- 12.7 5 and 10 credit modules can be developed for CPD/Executive Education purposes and a combination of modules can lead to a Postgraduate Certificate award. Proposals for the programme should ensure that consideration is made of assessment load to ensure there is no overburdening of students. For a Postgraduate Diploma a combination of 5 or 10-credit modules can be used but there must be in addition a 30-credit research module included. For a full Masters programme a 60-credit dissertation (following the University's Dissertation Framework) must also be included with the 30-credit research methods module.

- 12.8 Approval to use any other size unit of credit should be sought from the College Education Committee.

### Assessment

- 12.9 Consideration should be made of the credit value of the module when designing the assessment methods to ensure there is no heavy assessment loading. Programme teams should consider whether the proposed volume of assessment is suitable to the credit attached to the individual module, following the principles of TASK.

### Notional learning hours

- 12.10 Normally, 1 credit = 10 hours of notional learning, therefore a 15-credit module should have 150 hours of overall student workload including assessments and independent study. The programme team will need to consider the contact hours related to each module and the time dedicated to assessments.
- 12.11 A breakdown of the contact hours detailing the amount of hours assigned to lectures, tutorials, seminars, virtual learning and private study for each module will need to be calculated. This information will then be recorded on the module descriptor.

### Embedding Employability

- 12.12 Module designers must ensure that they follow the guidance in the Embedding Employability Toolkit when designing a new module be this part of a new programme that is being developed, a free standing module or a module that is being developed outside of the programme approval process.
- 12.13 Module designers should also speak to the Careers consultant responsible for the department to discuss the proposed embedded employability.

### Module proposals

- 12.14 Documentation for new module proposals should consist of the following:

- the Module Specification via CourseLoop

### The approval process

- 12.15 The Module Specification must be submitted for approval to the appropriate FEC. FECs are free to request any information additional to this to fit their own particular requirements.
- 12.16 It is the responsibility of the FEC to ensure that the following have been taken into account before a module is approved:
- all resource implications;

- that module designers have liaised appropriately with Library Services and other relevant academic support services;
- that module designers have used the Embedding Employability Toolkit to inform their approach to writing employability-led learning outcomes and embedding employability in the module
- confirmation, if relevant, that the appropriate ethical approval has been sought and granted for modules (see [Guidance on risk and ethics assessment in the design of modules](#) on for further guidance);
- that equality of access and opportunity have been fully considered in the design of the module;
- for modules delivered by a collaborative Partner, consideration should be given to the suitability of the learning environment and available resources for delivering the module.

- 12.17 Where an FEC identifies that not all of the above have been taken into account, the Chair of the FEC should endeavour to resolve this in discussion with the Programme Leader. In cases where the FEC has been unable to ensure that all issues have been addressed, the advice of the Executive Dean of Faculty should be sought.
- 12.18 In approving modules Faculties should ensure that their procedures give due consideration to the academic standards and the quality of the learning opportunities available and, where external bodies are involved in the delivery of the teaching, that there are appropriate mechanisms in place to guarantee such standards and quality. FECs should ensure that where modules are approved but with conditions attached, that the fulfilment of those conditions is signed off on the programme approval documentation, reported back to the FEC and documented in FEC minutes.
- 12.19 A summary report of module approvals is submitted to PDASC. This summary should include identifying any new modules, closures, or modifications to be made.
- 12.20 Programmes of study are normally approved for a period of six years unless specified otherwise by the FEC. Re-approval is gained through the process of periodic programme review.

### 13. Modifications to programmes and modules

#### *Modifications to programmes and modules*

- 13.1 Depending on the nature of the programme or module modification depends on whether consideration needs to be made via PDASC or approval can remain at Faculty level. To aid faculties with an understanding of what constitutes a modification requiring PDASC approval, along with implications for Competition and Market Authority (CMA) compliance, a table outlining individual modifications at programme and module level [has been produced](#).
- 13.2 Included in the modification table is identification of when a student (offer, accepted or current) should be contacted and who in the University to speak to. Template letters are available to aid with the communications to students.
- 13.3 For both programmes and modules, there exist, inevitably, some grey areas between categories of modification which depend upon interpretation as to what might be deemed significant or substantial and what might be deemed less so. In such circumstances the programme team should consult, at the earliest opportunity, with the Dean/Vice Dean (Education) and [Academic Regulations, Quality and Standards team](#) to determine the most appropriate category. In the event of any dispute about the appropriate categorisation, the Vice-Principal (Education and Student Success) shall adjudicate.

## Procedures for programme and module approval and modification

- 13.4 When making a modification to a module / programme, the proposer should consider Student Feedback such as SSLCs and Module Evaluation feedback on Evasys (where available) and detail how the change is consistent with student feedback / improving the student experience.

### *Modifications to add nested awards*

- 13.5 For programmes that wish to add a nested award to their programme, consideration must be had on the desirability of the nested award i.e. is it marketable to have both e.g. a PgDip and MA awards available.
- 13.6 A Planning Proposal for the proposed nested awards must first be submitted via CourseLoop to the Faculty Education Committee, followed by APOC. If approved, the modifications can then be made to the existing programme on CourseLoop / new academic items set up as required.

### *Programme Suspension/Closure*

- 13.8 Any suspension or withdrawal of a programme must be undertaken in such a manner that the interests of current students, and students who have applied to the programme, are fully protected. Advice should be sought from Academic Regulations, Quality and Standards team as early as possible to ensure that the appropriate procedures are followed. Further information can be found in the [\*Policy for closing or suspending a programme\*](#).
- 13.9 Programmes that will not be offered to students from a known date should be formally withdrawn using CourseLoop. A supporting statement noting that students remaining on the programme will be fully supported for the remainder of their studies should be noted.
- 13.10 FECs should approve the proposal to suspend or close the programme before being forwarded to APOC for final approval (who are approving on behalf of Academic Board).
- 13.11 In exceptional circumstances where a programme is being withdrawn due to a member of staff no longer being available (e.g. through illness or resignation) and suitable alternative teaching or supervision arrangements cannot be provided then students must be contacted as soon as possible. Faculties should contact the admissions department to arrange for correspondence to be sent to students as soon as they are aware of the issue. Other options must be explored with the affected students e.g. considering whether the student can complete their programme at another institution or whether a student can be offered a place on an alternative programme at King's.
- 13.12 Where a programme is delivered in collaboration with an external partner, the relevant Memorandum of Agreement (MoA) and related documents should be consulted as to timescales and processes for terminating the agreement.

## **14. Deadlines for approval of modifications and new programmes**

- 14.1 To allow sufficient time to fully develop a programme once approved at PDASC, ensure CMA compliance and to successfully market a programme following development and final approval, the following timescales must be adhered to:

### **Approval of new programmes:**

**UG programmes Planning Proposal:** absolute latest this must be approved for a 2027/28 start is APOC 3<sup>rd</sup> December 2025, but it should be approved further in advance than this.

**UG programmes Programme Specification and Module Specifications to PDASC:** approved by the 4<sup>th</sup> February 2026 for a 2027/28 start

**PGT programmes Planning Proposal:** absolute latest this must be approved for a 2027/28 start is APOC 18th February 2026, but it should be approved further in advance than this.

**PGT programmes Programme Specification and Module Specifications to PDASC:** approved by the 27th May 2026 for a 2027/28 start.

**Approval of major modifications to programmes:**

**UG programmes:** Programme Specification approved by the 4<sup>th</sup> February 2026 for a 2027/28 start

**PGT programmes:** Programme Specification approved by the 27<sup>th</sup> May 2026 for a 2027/28 start

**Approval of minor modifications to programmes:**

UG and PG programmes: Please refer to the [Curriculum Modifications Table](#) for further detail.

## **CMA Compliance for 2025/26**

- 14.2 Any changes which impact on the information provided in the Programme Information Sheets published for 2025/26 entrants can no longer be accepted. In exceptional circumstances e.g. in response to External Examiner comments changes may be made but all affected students must be contacted and consulted regarding the proposed change. See the [modifications table](#) for further guidance.
- 14.3 When introducing a new optional module to the programme, this must be finalised 9 months prior to commencement, to enable timetabling process to be completed.
- 14.4 These are recommended timescales to allow for the inclusion of information for UCAS and the University's prospectuses. In exceptional circumstances Faculties can introduce a new programme or module with a shorter lead-time to take account, for example, of the appointment of a new member of staff; however, in such cases, the Faculty should recognise that additional steps may need to be taken to market the programme and that adequate sized teaching rooms cannot be guaranteed as approval of the new module has fallen outside of normal timetabling procedures.
- 14.5 Modifications need to have been approved in time to allow them to be reflected in the documentation given to students at the beginning of each year. Modifications that result in differing information to that which has been publicised must be communicated to those students registering admission/interest to the programme advising them of the change.
- 14.6 Programmes cannot be advertised as being available in UCAS and University documents or on-line until they have been approved.
- 15. Publication of programme specifications**
  - 15.1 As discussed in paragraph 3.5 of Section A Introduction, the regulatory status of programme specifications and therefore their importance as providers of accurate information to staff and students requires their publication on only one occasion a year and via one central source; ARQS is authorised by the Academic Board as this central source. Before

Procedures for programme and module approval and modification publication each year Faculties will be required to confirm the accuracy of their programme specifications for the following year.

# **Section C**

## **Procedures for programme and module monitoring and review**



## 1. Introduction to monitoring and review

- 1.1 Faculty Education Committees (FECs) (or equivalent bodies), as specified in the Faculty core governance functions (see, <https://www.kcl.ac.uk/governancezone/governancelegal/faculty-governance>) are responsible for ensuring that monitoring of all programmes within the Faculty are undertaken and for reporting such reviews to the College Education Committee (CEC).
- 1.2 This section outlines the processes for annual monitoring (called Continuous Enhancement Review for taught programmes) and periodic programme review.

### Continuous Enhancement Review for taught programmes

## 2. Aims, objectives and process

- 2.1 The purpose of annual monitoring is aimed at continuous improvement of the quality of the programme offered by King's. The main function is to provide a regular check for programmes which is both helpful but realistic in its demands and which focuses on key quality and standards issues and enhancement.
- 2.2 The principles of the annual programme review process are based on the Quality Assurance Agency *UK Quality Code for Higher Education*, [\*Advice and Guidance: Monitoring, evaluation and enhancing provision\*](#) that "Monitoring and evaluation of higher education is an essential process within providers, forming a fundamental part of the academic cycle. It can, and should, look at all aspects of the higher education experience. All higher education providers are involved in course monitoring and review processes as these enable providers to consider how learning opportunities for students may be improved."

### *Continuous Enhancement Review*

- 2.3 The *Continuous Enhancement Review* aims to incorporate NSS reflection, PTES reflection, graduate outcomes reflections, and TEF action planning with a single streamlined process.
- 2.4 Strategy, Planning and Analytics (SPA) have produced a series of data dashboards relating to final degree awards, NSS results, PTES results, Graduate Outcome Survey results etc. These dashboards will be used by programme teams to review programmes over a period of time and will enable reflection to be undertaken on how the programme(s) is fairing, identifying any enhancements to be undertaken.

### *Completion of the Continuous Enhancement Review*

- 2.5 The Head of Department or academic nominee co-produce a concise Continuous Enhancement Review with students and which includes all programmes in the department. For those who wish, a separate programme/smaller cluster of programmes/sub-department Continuous Enhancement Review report may be produced in place of a department version. It is for the Head of Department or academic nominee to decide how to engage with students to produce the plan. This review report is a live document and can be updated throughout the year.
- 2.6 Where a programme is joint honours it is expected that the two departments involved will join together to write a response. A programme that has been developed with King's Digital



must be included in the Department report that the programme is taught within. King's Digital will not write a separate report.

- 2.7 A single template report has been produced for completion. The report should be forward looking and focussed on the continuous improvement of the student academic experience, including around employability in line with faculty strategic ambitions. The report has been drafted to enable a department to reflect on their curriculum based on University initiatives/strategies, results from surveys etc, with further sections based on TEF categories (Student Experience and Student Outcome), with questions noted to help aid reflection (these questions have been based on the TEF introduced in 2022 to help build narrative for future iterations of the TEF). A good practice section is also included in the template so the department can note any areas of good practice that they would like to highlight to the Faculty Education Committee and Quality Assurance and Enhancement Sub-Committee. Under each section an example has been provided to aid the department's reflection in understanding what impact may occur with the action to be undertaken. For 2025/26, while discussions continue regarding the future of these reports as part of the Academic Quality Refresh, focus is encouraged on updating the action plans, with updates to the reflective narrative being made where an author wishes to (but is not a requirement).
- 2.8 Staff in King's Academy and Careers and Employability are available to assist Heads of Department with completion of some aspects of the report and can provide guidance documents or hold workshops if required. Faculties should contact King's Academy and Careers and Employability if they wish to take up this offer of support.

***Submission of the Continuous Enhancement Review to Faculty Education Committee***

- 2.9 The report must be considered and approved by the relevant FEC<sup>1</sup> prior to submission to ARQS team. Where the FEC considers the report requiring further information the report will be sent back to the relevant Head of Department for further work before resubmission to the FEC. Programmes who are holding periodic programme review or PSRB accreditation event do not need to submit their report to the University but will need to ensure updates are made during the year with the FEC keeping oversight. The FEC must report back to authors their findings on reviewing the reports, replying where areas of concern have been raised relating to the faculty. Failure to hold a meeting would mean that the Continuous Enhancement Review for Programmes has not been completed at the Faculty level.

***Submission of the Continuous Enhancement Review to the University***

- 2.10 Faculties must submit their review report to the ARQS team. Staff in ARQS will arrange a scrutiny group to review all plans submitted. Faculty representatives will form part of the scrutiny group, along with representatives from King's Academy, Careers and Employability, Student Transition and Outcomes, Climate and Sustainability, Inclusive Education and ARQS.
- 2.11 Faculties can suggest a meeting should be held with relevant stakeholders within the University to discuss how the programme(s) can be supported. Where a FEC deems a meeting is required they should contact the Associate Director, ARQS to discuss. Separate meetings will be held for UG and PGT programmes in order to ensure timely consideration of any areas requiring discussion.
- 2.12 Failure to hold a meeting where required would mean that the Continuous Enhancement Review for Programmes for that programme would not be registered as complete.
- 2.13 An overarching summary report of key themes identified in the reports, covering both UG and PGT programmes, will be produced by ARQS for discussion at QAESC.

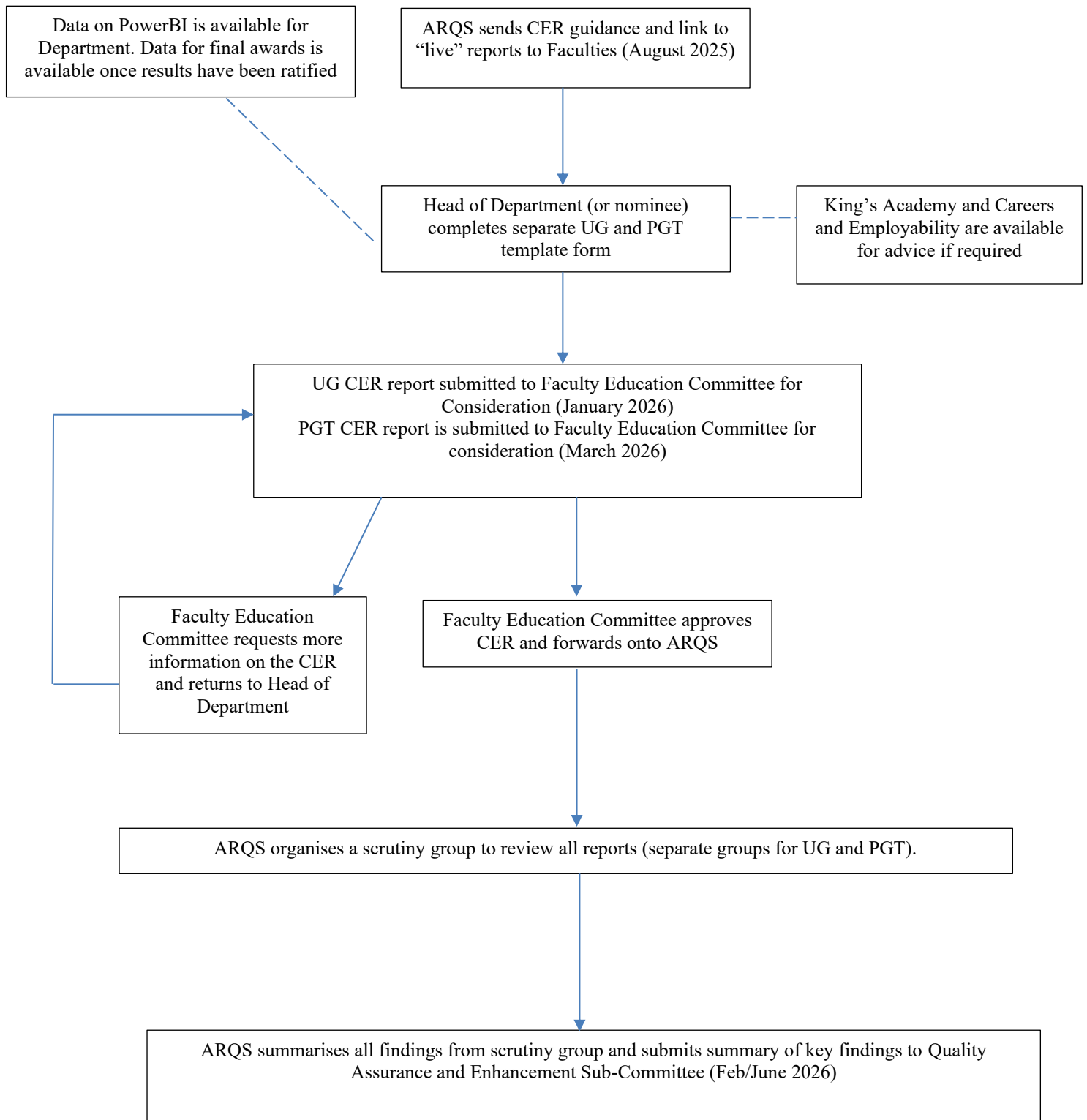
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<sup>1</sup> Or Sub-panel of FEC.

*Timescales*

- 2.14 Faculties must submit their Continuous Enhancement Review for Programmes to ARQS (arqs@kcl.ac.uk) following detailed scrutiny by their FEC by the following dates:
- UG – submitted by 5<sup>th</sup> January 2026
  - PGT- submitted by 30<sup>th</sup> March 2026
- 2.15 Timescales for submission of review report to the Faculty Education Committee is agreed by the faculty but they must have sufficient time to enable the final report to be submitted to ARQS.

*Process flow diagram*



## Module Evaluation

### Introduction

3. The primary purpose of module evaluation is the enhancement of teaching quality and students' learning experience. It is an invaluable part of the academic cycle allowing students the opportunity to provide feedback on their experience of a module through confidential surveys
  - The [Module Evaluation Policy](#) provides further details and the survey questions.
  - Interim arrangements are in place for the 25-26 academic year. Further detail can be found on the Module Evaluation SharePoint – [Module Evaluation](#)

### The Review Process

4. An Early Check In must be conducted. It is best practice that this takes place within the first two weeks, but it is at the Module Lead's discretion to ensure the timing is appropriate. The Early Check In provides an informal opportunity to 'temperature check' a module and allows Module Leads to establish dialogue, determine a baseline for how students understand module aims and requirements, and identify and address early questions and/or issues.
5. End of Module Evaluation is the formalised point at which modules are evaluated once students have completed the module. It channels student voice, evaluates the whole teaching and learning experience, supports staff performance processes and facilitates quality assurance. It helps to track trends and support enhancement of future iterations of the module. These are typically, run in the final 2 weeks of the module, after assessment has been set/taken by students (in some instances, this may be before marking is complete). Faculties can determine when they want to launch the survey and the length of time a survey runs and will have local cut-offs for revising any Faculty default launch dates which have been set. Module Leads must ensure they adhere to these. It is best practice that Module Leads devote 5-10 minutes within the final teaching session to complete the survey.
6. Once the survey has closed, a complete set of results is automatically sent to the Module Lead.

### Closing the Feedback Loop

7. Module Leads **must** close the feedback loop by writing a reflection to the feedback they have received within 4 weeks of the survey closing. Once added to Evasys, the reflection text, together with the scaled question responses are sent by faculty Professional Service staff to students (known as the 'Closing the Feedback Loop' report). Note that free text comments are not distributed to students).

## Periodic programme review

### Introduction

8. As one part of King's Quality Assurance Framework, where we are assuring ourselves that we continue to meet the expectations of the Office for Students ([Ongoing Conditions of Registration](#)) and the QAA, a methodology known as Periodic Programme Review is utilised to assess the quality and standards of our programmes<sup>2</sup>, their constituent modules and the achievement of students, to ensure the College maintains a high quality academic provision.

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<sup>2</sup> Definition of programme: a prescribed qualification that has defined learning aims and outcomes that are met by completing a set of syllabus (modules)

9. As a Higher Education provider, it helps to develop strategic principles to ensure that monitoring and evaluation is relevant, useful, timely and credible. The principles for King's College London periodic programme review process are:
  - Provide a holistic review of the curriculum and assessment of the programme, assessing the extent to which students are achieving the intended learning outcomes and ensuring that aspects such as inclusive education, service learning and research are incorporated into programmes<sup>3</sup>.
  - Ensuring programmes quality and standards are maintained and as expected, meeting external reference points, including published information requirements. The programme will be reviewed against various external reference points to ensure it remains current and valid in respect of developing knowledge and, if appropriate, practice in the discipline.
  - Help sustain successful programmes and effective systems in the longer term. This includes assessing the continued value and durability of the programme.
  - Assess how well the programme is assisting with the career development of students.
  - Assess levels of satisfaction among students and employers.
  - Help develop clear, attainable outcomes, objectives, targets and goals.
  - Assess and demonstrate effectiveness in achieving these targets/goals/outcomes.
  - Improve organisational planning, performance, enhancement and decision-making.
  - Influence and align strategic decision, policy developments, process improvements, learning and teaching activity and assessment, and provide opportunities to test their effectiveness.
  - Identify problems at University, Faculty and programme level, and seek where appropriate an early remedy.
  - Help collect and disseminate good practice and techniques across the Faculty and University.
  - Consider partnership arrangements ensuring that there are appropriate mechanisms in place to guarantee the maintenance of quality and standards, and ensuring partners are involved in the process, to help enhance the programme meeting students' expectations.
  - Ensure PSRB and other regulatory oversight is tied up with the process.
  - Promote ownerships and engagement at appropriate levels.

#### The review process

10. Programmes of study are normally approved for a period of six years<sup>4</sup> and re-approval is gained through the process of review that operates on a 6-year cycle. For those programmes with collaborative activity and where an attached Memorandum of Agreement is in place for the programme, the programme review should take place at the same time as the review of the Memorandum of Agreement (normally operating on a 5-year cycle). Faculties are responsible for determining their own programme of reviews within the cycle and for providing the Quality Assurance and Enhancement Sub-Committee with an annual update to their schedule.
11. There may however be occasions where a programme is deemed to require a review before their next 6-year review. See paragraphs 24 - 29 for further information.
12. Faculties can request an earlier review, particularly when a programme wants to align the programme review with a PSRB (re)accreditation event, but Faculties cannot extend the 6-year cycle for any programme or cluster of programmes without the permission of College

<sup>3</sup> This is not an exhaustive list and may change depending on priorities of the College.

<sup>4</sup> For those new programmes who have undertaken initial review via the Programme Post-Launch Review Policy, the 6-year approval will commence from the Post-Launch Review.

Education Committee. Any requests for an extension should be submitted to College Education Committee together with a brief reasoned case at the earliest opportunity. Those whose deferral requests are approved would normally expect the review to be held in the autumn term.

13. Faculties may review programmes individually or by Department/Division or other appropriate grouping. Joint honours programmes and programmes that operate across more than one Faculty/Department should be reviewed under the auspices of the lead Faculty/Department. If reviewing multiple programmes then the programmes should be reviewed in meaningful clusters to allow comparisons to be made and to assist in the identification and sharing of good practice.
14. Periodic programme review should combine an evaluative retrospective approach with a strategic developmental approach and should serve as an aid to identify opportunities for quality enhancement.
15. To ensure continued external scrutiny, the review of programmes should involve individuals external to the design and delivery of the programmes (both internal and external). This provides assurance to the University of the continued comparability of the programme(s) to the sector, and the validity of the programme.
16. Faculty Education Committees (FEC) should establish “programme review panels” which should include as a minimum:
  - a) A Chair, normally the chair of the FEC. In single department Faculties and in cases where the review is from the same department as the Chair, the Chair of the panel should be from another Faculty. In exceptional cases, the Dean/Vice Dean Education may nominate someone from FEC to Chair the panel.
  - b) A representative from another Faculty (normally the Chair or a member of the FEC but this can be opened up to other Faculty staff).
  - c) An external peer. In multi-department Faculties where the Faculty’s external peer is not a specialist in the subject being reviewed, an external specialist should additionally be co-opted onto the panel.
  - d) A student representative: normally this will be the student representative on the FEC but where attendance is not possible at a specific event then a representative from KCLSU should be present.
  - e) The Associate Director Education or nominee.
  - f) Head of Careers and Employability or nominee.

The Faculty Quality Assurance Manager should be the secretary to the panel. When the programme(s) being reviewed relates to a validated partner, a member of the Academic Regulations, Quality and Standards team should sit on the panel.

Where the secretary to the panel is having difficulty in getting panel members they should seek advice from the Academic Regulations, Quality and Standards team in the first instance.

The review panel should ensure that they meet an appropriate proportion of the programme team/department under review. Where a programme is jointly delivered with a partner institution leading to a single, joint, double, multiple or dual award, a representative from the partner should be included for the review panel to meet.

Panels should also receive input from students into the review; this can either take the form of the panel meeting students from the programme/department being reviewed in person, or, where it is not possible to meet the current students, the panel should ask the department/programme to use alternative methods to gather their input, for example via a survey. The report should indicate where alternative methods have been used and assurance given that the review report has taken into consideration any findings.

17. The external peers are the same peers as those appointed to act for the Faculty for programme and module approval (however see 15c above). The external peer is a full member of the review panel and is expected to attend periodic review meetings in person<sup>5</sup>.
18. The documentation required from the programme/department undergoing review is set out below (paragraph 39). If Faculties consider it helpful, the Chair of the review panel/FEC might wish to arrange a preliminary meeting with the department to agree how best to proceed with the production of the review documentation. It is also recommended that the review panel conduct a review of information about the programme(s) that is available on the web prior to the review meeting.
19. The review report, which includes within the report recommendations stemming from the review, is then passed to the programme/department being reviewed who provide a response to the recommendations and a target date for their completion. Within two months of the review being held, the FEC should then consider the report of the review, and the response to the recommendations.
20. After consideration by the Faculty, a copy of the review report and the action plan from the programme team/department is sent to the Academic Regulations, Quality and Standards team. The team will submit all review reports to Quality Assurance and Enhancement Sub-Committee and will flag any recommendations that are then required by the University<sup>6</sup>. At the end of the academic year, the Academic Regulations, Quality and Standards team provide to the Quality Assurance and Enhancement Sub-Committee an update on progress of reviews held that academic year and confirmation that reports have been submitted to the University in a timely manner, along with theme coming across from the reports submitted.
21. If the FEC approves the report, then the programmes are approved to run for a further six years. Approval may be deferred if serious issues have been raised in the report, in which case a further response or additional review from the Faculty will be requested. If a review report is submitted after more than one month from the review being held, and recommendations with a timescale has already passed or is imminent, then the Faculty may defer approval pending confirmation that those recommendations have been actioned. In cases where deferral approval has been given, once the issues have been resolved the six-year cycle will continue six-years from when the initial review was held, not the date of deferred approval. The Academic Regulations, Quality and Standards team will report these re-approvals to the Programme Development and Approval Sub-Committee.
22. In cases where programmes have been suspended, the programme review will also be suspended until such time as the programme is up and running again. Where a programme re-commences

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<sup>5</sup> This could be on-campus or via Teams/Zoom etc

<sup>6</sup> Review panels should aim not to put forward recommendations for the University, but it is recognised there may be occasion where this is required.

but has been significantly changed, the review should take place alongside a modified form of programme approval. Such cases should be discussed with Academic Regulations, Quality and Standards in advance.

23. In cases where a programme has been substantially modified i.e., programme modifications have resulted in more than 50% of the programme changing, then this will trigger an earlier programme review. Faculty Quality Assurance Managers should contact the Academic Regulations, Quality and Standards team to discuss where this is felt to be the case.
24. It is the expectation that within each academic year, review reports for that academic year are produced and considered by the FEC in time for Quality Assurance and Enhancement Sub-Committee's (QAESC) last meeting of the session. When a review takes place towards the end of an academic session the report should normally be received by Academic Regulations, Quality and Standards in time for a summary report to be reported to QAESC at its first meeting of the following session.

#### *Earlier review*

25. Following the introduction by the Office for Students (OfS) for some metrics to determine whether a programme(s) is falling below the OfS expected standards, there may be occasions where early intervention with a programme(s) is required e.g., if there are concerns that the quality and standards of the programme are falling.
26. As the OfS are interested in student satisfaction, value for money and value of awards over a period of time, the following data should be used as a mechanism to identify programme(s) that require early intervention:
  - Student satisfaction: NSS and PTES results – teaching quality and assessment and feedback questions
  - Student satisfaction and value of awards: continuation data
  - Value for money: Graduate Outcome Survey results
  - Value of awards over a period of time: award data, concentrating on good honours (1<sup>st</sup> and 2:1 award over period of time).
27. Education Executive will review the OfS B3 Student Outcome data, along with NSS/PTES data, and determine whether a programme is requiring early intervention or is required to be kept under review in case early intervention is required. Where possible, data will be based on “live data” held by the University (and made available via existing data dashboards) and will be checked against the OfS data dashboard that has been established as their checking mechanism against programmes meeting their Ongoing Conditions of Registration<sup>7</sup>.
28. Members (as part of Education Executive) reviewing the data to determine whether early intervention is required will be:
  - Vice-Principal and Vice-President Education and Student Success (Chair)
  - Deans/Vice Deans of Education
  - Academic Directors: King's Academy, King's Experience, Student Success
  - Director of Digital Education
  - Chair of Assessment and Regulatory Oversight Committee

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<sup>7</sup> The OfS will have metrics that providers will be required to meet.



- Executive Director of Education and Students
  - Associate Director of Academic Regulations, Quality and Standards
29. If a decision is made that early intervention is required then the Faculty Quality Assurance Manager will be contacted, advising that a programme review is required to be held in that academic year, with an outcome report being submitted to Quality Assurance and Enhancement Sub-Committee before the end of the academic year.
30. If a decision is made that a programme is required to be kept under review<sup>8</sup>, then at the next meeting, the programme will be flagged to members. If the data shows increase/decline in numbers<sup>9</sup>, then a programme review will be required to be held in that academic year. If the data shows no change, then the programme will continue to be kept under review for one further year. If in the next year the data continues to have no change then a programme review will be required to be held. Where a programme can demonstrate improved performance in the data then the programme will no longer be required to be kept under review and can continue with their planned schedule of review.

*Programmes with validation/accreditation by Professional, Statutory or Regulatory Bodies (PSRBs).*

31. For those programmes who either require, or choose to seek, validation or accreditation from relevant PSRBs, a validation or accreditation event may be combined with a periodic programme review, provided that the review cycle of the PSRB is no longer than five years, the University's principles for periodic programme review can be met, and the outcomes reported accord to the University's requirement.
32. Where a department/Faculty chooses to combine these two events electronic copy of the documentation submitted to the PSRB must be submitted to Academic Regulations, Quality and Standards. If the information submitted to the PSRB does not cover all the University's requirements as set out in paragraph 39 then additional information should be provided by the department/Faculty to take account of this.
33. Where Faculties have chosen to combine periodic programme review with accreditation/validation they need to ensure that the process allows them to report the outcomes of a review as specified in paragraph 50. Where there may be some elements of periodic programme review that are not covered by PSRB reviews, the Faculty will need to, additionally, review those aspects not covered and produce a report, via an appendix attached to the PSRB report.
34. The report from the PSRB on the accreditation or validation, with the additional review report if applicable, must be considered by the Faculty Education Committee, in the same way as a periodic programme review is considered. Actions to be taken from the review must also be submitted to the Faculty Education Committee, before being submitted to Quality Assurance and Enhancement Sub-Committee in the usual way.
35. In cases where validation/accreditation is not combined with periodic programme review, the validation/accreditation reports from the PSRB must be considered by the Faculty Education Committee and Quality Assurance and Enhancement Sub-Committee in the same way as

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<sup>8</sup> Faculty Quality Assurance Managers will be advised of this monitoring once the meeting has been held

<sup>9</sup> Depending on the metric being reviewed

review reports. The procedure to be followed is given in [\*Guidance on professional, statutory and regulatory body \(PSRB\) reporting\*](#) of the Quality Assurance Handbook.

*Collaborative activity and placement learning*

36. Where a programme has some elements delivered away from the main University campuses by bodies external to King's, the process of periodic programme review should give due consideration to the quality assurance aspects of such arrangements to ensure that the academic standards of the programme(s) are being maintained and that the student experience is not compromised.
37. Where a programme has a Memorandum of Agreement and/or Schedule of Activity in operation in relation to the collaboration, this should be reviewed as part of the review process, in consultation with the relevant partner(s) to ensure its continued currency.
38. Where a programme is classed as a jointly delivered programme (i.e. leads to a single, joint, double, multiple or dual award), the partner should be included as part of the programme team involved in the review. Their contribution to the Self Reflection Document should be sought, and staff involved in delivering the programme should also be included in appropriate meetings with the review panel. Where this may prove difficult due to time differences, any questions the review team have for the partner should be fed back to them, and their responses sought, to aid the final decisions of the review panel and final outcome of the review report.
39. Where a programme review is being held with a validated partner of the University then the review will take place at the validated partner location. This will enable the review panel to undertake a review of the learning resources of the validated partner to ensure they continue to meet the requirements of the University.

**Documentation for review**

40. To aid the review panel in undertaking the review the following information should be provided by the programme/department undertaking the review:
  - A Self-Reflection Document (SRD), including a note of all programmes being covered by the review. See paragraph 40 for what the report should cover.
  - Current programme specification(s), together with a note of all major changes made to the programme since the previous review.
  - A sample of reports from External Examiners for the period since the last review/initial approval. As a minimum, a selection of reports from the past 2 years should be submitted to the review panel.
  - Summary report on module evaluations since the last review/initial approval.
  - Continuous Enhancement Review for Programmes report (and relevant previous Programme Enhancement Plans)
41. The Self-Reflection Document (SRD) should be evaluative rather than descriptive and should provide an assessment of strengths and weaknesses. Where weaknesses are identified an action plan should be provided of how they are being addressed. There is no set limit for the length of the SRD, but a minimum of 4/5 sides of A4 might be considered as a guide. The SRD should cover the following points for each programme or group of programmes under review:

- Rationale for the programme, including overall aims and market demand, and how the programme continues to meet the principles agreed by the University following the Portfolio Simplification exercise in 2019/20<sup>10</sup>.
- A holistic review of the curriculum and assessment of the programme, summarising how the programme meets, or will meet, [University strategy](#) relating to internationalism, London, service learning, inclusive education and research<sup>11</sup>.
- Ways in which academic standards are set and ways in which they are then measured and achieved by students. This summary should include how the programme meets external reference points<sup>12</sup>, including published information requirements, and what updates have been undertaken/are due to be undertaken due to changes in these external reference points.
- Assessment of the effectiveness of teaching, learning and assessment and how they support:
  - Achievement of the programme aims.
  - Learning outcomes and the fit between module learning outcomes and overall programme learning outcomes.
  - Student feedback received in recent national surveys and module evaluations, identifying any themes, and reporting on action taken/to be taken.
  - The continuation, transition and attainment of students.
  - Equality of opportunity and access.
- Assessment of the effectiveness of the learning environment including:
  - Student support mechanisms, to include pastoral support and the monitoring of academic progress and attendance.
  - Learning resources including IT equipment, laboratory equipment (where applicable), reading lists, blended learning (where applicable), staff (including how much use is made of visitor lecturer(s)) and accommodation.
  - How these facilitate equality of opportunity and access.
  - Student feedback received in recent national surveys and module evaluations, identifying any themes, and reporting on action taken/to be taken.
  - Rationale, management, and effectiveness of monitoring of student attendance, and any contributions made by service teaching.
  - Review of partner(s) learning environment (where programmes have collaborative activity attached).
- Assessment of the effectiveness of quality assurance and enhancement arrangements including:
  - Student input into various practices e.g., student representation on programme, SSLC's, contribution to annual monitoring process etc.
  - External input, including action taken to External Examiner comments and/or PSRB (if applicable), and level of engagement with employers and graduates
  - If applicable, the monitoring of collaborative teaching activity and arrangements for student placements
  - Ways in which enhancement of the provision is achieved and good practice disseminated.
  - If applicable, management of operations with the partner(s) for jointly delivered programmes

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<sup>10</sup> Refer to paragraph 1.6 of [Procedures for programme and module approval and modification](#)

<sup>11</sup> This is not an exhaustive list and may change depending on priorities of the College.

<sup>12</sup> This includes the College's criteria for degrees; the [Framework for Higher Education Qualifications](#), and [Subject Benchmark Statements](#)

- Assessment of student's outcomes relating to employment and further study. This assessment should include summary of how students engage with the Careers and Employability team, any extra-curricular activities the programme team put on for students to aid their graduate attributes, and any extra-curricular activities the student's may undertake themselves. The section should reflect on the KASE framework <sup>13</sup> and how the programme(s) have utilised the framework in their curriculum.
- The programme's involvement with Study Abroad provision, including how the study abroad reflects the programme's learning aims and outcomes.
- Summary of the statistical data, including progression continuation and transition rates and the achievements of students in relation to the intended learning outcomes of the programme(s) – see paragraphs 41 - 43 for further information
- Discussion of any future developments, including identify any gaps in provision and sustainability of the programme(s).

#### *Statistical data*

42. The statistical data will be available to programme teams via existing PowerBI Apps<sup>14</sup> that the University has already established. Where possible, the data available is that which has been reported to HESA<sup>15</sup>, thus providing an outline of the data that OfS has available to them. This data is therefore not “live”, and there may be some variation in student numbers to that expected due to the reporting requirements HESA has. If there are any queries on the data, programme teams should contact the [Strategy and Planning Analytics office](#)<sup>16</sup>.
43. The statistical data should cover the previous 6-years since the last review (where available), or the academic years since the inception of the programme to illustrate:
  - Applications profile: a summary account should cover how admissions numbers have been over the last few years; comparison between applications and actual enrolments; broken down by age, gender, ethnicity and disability of new entrants.
  - Entry profile: summary account of total enrolments over the last few years; numbers entering with A-level qualifications, and numbers entering with other qualifications; changes to entry criteria (if occurred) and changes seen due to this change; numbers of high fee and low fee students and how these equate across to targeted student numbers; broken down by age, gender, ethnicity and disability of new entrants.
  - Continuation and transition rates: the number and proportion of students who are still studying at King's on a programme that is of the same broad level as the one they started on or have received an exit award (Continuation); the number and proportion of students who successfully move from one course block to the next (Transition); these data are to be broken down by age, gender, ethnicity and disability where possible.
  - Student attainment: a summary account covering the results obtained, including degree classifications, broken down by age, gender, ethnicity and disability.
  - Graduate outcomes: summary account of where students have moved following their studies; has there been a change in where the students go onto; is there anything from the data to suggest that students require more support before they graduate.

<sup>13</sup> <https://internal.kcl.ac.uk/student/careers/academic-staff/home>

<sup>14</sup> [Admissions](#), ([Data dashboard](#)), Assessment Board ([Exams](#)), [Graduate Outcomes](#)

<sup>15</sup> Higher Education Statistical Agency: the OfS Designated Data Body

<sup>16</sup> Queries on the Graduate Outcome Survey should be sent to Careers and Employability team

44. The summaries of the data need to be evaluative. Where graphs are provided, they should be accompanied by an analysis of what the data is noting and whether it has been determined that action is required to be taken, and if so, what this action will be. Analysis should include any themes found when looking at the data e.g., steady increase of awarding good honours degrees (1<sup>st</sup> and 2:1) and an explanation of why this may be e.g., change in assessment methods, or change in marking practices and action being taken to resolve the trend.

*Module evaluations and periodic programme review*

45. As part of a bundle of evidence to assist programme teams with reviewing a programme(s) it has been agreed that some form of summary report on module evaluations should be included. While acknowledging that there may be some general issues to resolve around staff and student engagement with module evaluation, it is felt that by incorporating these surveys into periodic programme reviews it will be restating the benefits of running these surveys to help change the quality of the programme going forward.
46. The summary report can only be a useful data tool however if there is an analysis of the module's feedback over a period of time i.e. summarising one-year's of data is not sufficient for this exercise as this would be just one-year's cohort opinion. The summary report should therefore review module evaluations over a 6-year period (where able). Where the data shows there is not 6-years' worth of data, the minimum analysis should be 3-years (unless the module is a new module, see paragraph 47).
47. As a minimum the summary report should cover all core and compulsory modules in the programme(s) being reviewed. Where a programme has optional modules included, then a set of factors should be considered before determining which optional modules to include in the summary report (see paragraph 47), but there should be a sufficient spread to help the programme team and review panel consider how the programme is running overall. The member of staff writing the summary report (this could be the Quality Assurance Manager (Data Analysis), Faculty QA Manager or Student Experience Manager or someone in the programme team) will determine the modules to be included in the report, before liaising with the programme lead undertaking the review, noting their rationale for the choice.
48. Where a programme includes optional modules, the following should be considered when choosing which modules to include in the summary report:
- New modules introduced since the last review should automatically be included in the summary report (even if the module has only run once).
  - Module response rate should be 10% and above, otherwise the data could be deemed to be meaningless.
  - How many times the module has run during the 6-year period. If a module has only run once during the last 6-years (and is not a "new" module to the programme) then the module should be excluded from the review<sup>17</sup>. If a module has run at least twice, then it can be considered as one of the modules to be included in the summary report.
49. Where a module has been modified in light of the portfolio simplification exercise then there should be, over the 6-year period, consideration of trends from the previous module's

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<sup>17</sup> It is expected that this scenario does not occur as following portfolio simplification, modules that do not run for more than 3-years should be closed. However, it is acknowledged that this process can pick up those modules that may still be "on the books".

evaluation results, and analysis from the replacement modules. Where this is difficult to manage, the faculty should contact the Academic Regulations, Quality and Standards team for guidance.

50. The summary report should be reviewing trends across the 6-years, rather than any specific data analysis i.e., there is no need to calculate an average score across the 6-year period, but rather review scores across the 6-years to summarise whether students' feedback has fallen, risen or remained stable across that time. There is no expectation that qualitative data would be included in the summary, as this information is not available on the PowerBI dashboard.

### Report of the review

51. Following the panel meetings, a report should be produced by the secretary of the panel. The report should be produced according to the *Report on periodic review* template (available on [ARQS webpages](#)) and should include the following (where applicable), although Faculties are free to comment on additional aspects of the provision that may have been addressed during the review:

- Introductory section on review, including date of review and panel members.
- Recommendation that the programme(s) be revalidated for further 6-years or where there is some concern on this, whether the panel feels the programme can benefit from a further review a year later before final revalidation is confirmed, or whether the concerns are so severe the programme should be suspended while the concerns are resolved. In exceptional cases where a review panel determine the programme should be closed, the [Policy for Programme Closure and Suspension](#) should be implemented.
- A commentary on the commendable aspects of the provision under review, highlighting examples of good practice.
- Recommendations for further action.
- Review of the programme(s) curriculum and assessment, confirming that the programme is working towards/finalised revision to its curriculum to meet University strategy relating to internationalism, London, service learning, inclusive education, and research. This section of the report should note programme specifications have been reviewed and considered to be an appropriate reflection of the programme and modules, and confirmation that the programme(s) continue to follow the principles agreed by Curriculum Commission following the portfolio simplification exercise<sup>18</sup>.
- An assessment of the academic standards of the programme(s) and the currency and validity of the content. This section will include:
  - Ways in which academic standards are set and maintained. This should include reference to student's continuation, transition and achievement data over a period of time.
  - The fit between module learning outcomes and overall programme learning outcomes, and how the assessment patterns of the programme help students demonstrate these learning outcomes.
  - The ways in which equality of opportunity and access are supported in the programme and its assessment.
  - The extent to which attention has been paid to the external reference points, such as the [Framework for Higher Education Qualifications](#), and if applicable, subject benchmark statements and PSRB guidelines. Confirmation should be provided that

<sup>18</sup> See [Procedures for Programme and Module approval and modification](#)

programmes are meeting any new/revised external reference points e.g., revised Subject Benchmark Statements.

- An assessment of the learning environment to include:
  - Support mechanisms available for students.
  - The adequacy of the learning resources (both at home and with partner(s) where applicable) and how these facilitate equality of opportunity and access. This reflection should include how the programme(s) make use of visiting lecturers, and whether there is appropriate staffing resource for the programme.
  - The rationale, management and effectiveness of the monitoring of student attendance.
  - Any contributions to the programme made by service teaching.
- A commentary on the effectiveness of the quality assurance arrangements to include:
  - Responsiveness to comments from External Examiners.
  - Responsiveness to PSBR's if applicable.
  - Engagement with employers and graduates.
  - The operation of University and Faculty policies at the local level.
  - Monitoring and management of any collaborative teaching activity, including student placements.
- A commentary on the programme(s) involvement with Study Abroad provision, including what support arrangements are in place for students who undertake this study.
- A commentary on the use made of student feedback, any themes that have been found, action being taken in response to feedback, and what impact (if any) has been seen from action already taken.
- A commentary on the statistical data to include:
  - Admission trends, identifying any impact these trends may be having on the programme(s) being reviewed.
  - Progression trends, identifying any concerns and action to be taken.
  - Achievement rates, identifying any increase or decrease in awarding of good honours<sup>19</sup> and causes why this may be so. The commentary should also note any action being taken in response to these trends e.g., change in assessment type.
  - Any attainment gaps found, and action being taken to resolve. (The Student Transition and Outcomes team can help review panels understand the data presented if required).
  - Student satisfaction: trends found in national survey results and results from module evaluation, identifying any common trends that requires attention and action to be taken.
- A commentary on graduate outcomes, covering:
  - Student's employability outcomes, identifying any concerns found in the data.
  - Student's engagement with extra-curricular activities (if any), and a summary of any extra-curricular activity the programme team may use to aid students graduate attributes.
  - Programme(s) use of KASE framework, providing a summary of any modifications being planned by the programme team in updating their curriculum to reflect the KASE framework.

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<sup>19</sup> 1<sup>st</sup> and 2:1 awards (UG); Merit and Distinction awards (PGT)

52. The recommendations from the review will not be classified<sup>20</sup>, and when the review report is submitted to the Academic Regulations, Quality and Standards team it should be accompanied by the programme team's response and action plan to the recommendations, including time scales for the action to be completed by. There may be some recommendations that the review panel determine should be aimed at the Faculty, and in those circumstances the Faculty Education Committee should provide a response and action to be completed to meet that recommendation. The review panel should aim to minimise any recommendations aimed at the University, but where they deem such necessity a suggested course of action from the Vice-Dean Education should be noted for the Quality Assurance and Enhancement Sub-Committee to consider the response.

**Monitoring of recommendations arising from periodic review**

53. Faculty Education Committees will be responsible for monitoring action being taken as a result of periodic programme reviews. A programme team should report to their Faculty Education Committee mid-cycle (expecting this to be during the third year following the review held) to provide an update on implementation of the recommendations. A summary of this update will then be provided by Faculties as part of their faculty report to Quality Assurance and Enhancement Sub-Committee.
54. The updates on progress-to-date should be prescriptive to provide as much information as possible as to what has been resolved. For those recommendations, where following the review the department/programme believes that the recommendation cannot be actioned, then the progress report should note this, and the Faculty Education Committee should consider whether this is appropriate or whether it is still felt that the programme team should take forward the recommendation. Likewise, if the progress-to-date update differs to the initial action to the review panel recommendation(s), a rationale for this change should be provided.
55. There may be some exemptional circumstances where a proposed date for implementing a recommendation has not been possible e.g., staff member has left the University. The progress-to-date report should note where actions timescales have had to be adjusted and note the new timescales being worked towards.

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<sup>20</sup> As was previous practice. This is being suggested due to the confusion panels often experienced in determining the rating to give the recommendation.



# **Section D**

## **Procedures for the approval and monitoring of collaborative provision**



## 1. Introduction

- 1.1 The *procedures for the approval and monitoring of collaborative provision* provide a framework for the approval, monitoring and management of programme activity offered in collaboration with an approved Partner of the University, and draws together the quality assurance processes set out in the [Procedures for programme and module approval and modification](#) and the [Procedures for programme and module monitoring and review](#).
- 1.2 A key component of King's quality assurance framework is the way in which programmes and modules are designed, approved, modified, monitored, and reviewed. This process ensures that King's programmes meet the academic standards set by the University and the external environment. These standards are then maintained and monitored via the processes of delivery, assessment, and review.
- 1.3 These procedures ensure that the University can implement its strategies through a set of key policy principles set out in paragraph 4 below. The purpose of these key policy principles is to promote good practice and to provide a framework for the effective management of King's collaborative provision activity in a manner that advances the University's academic reputation and manages quality assurance, financial and other risks associated with the Partner and the activity to ensure that the quality and academic standards of a King's award are maintained. It is premised on a risk-based approach and on the adoption of procedures for facilitating the development, approval, and oversight of partnerships in delivering learning opportunities with others that are proportionate to the scale and complexity of the arrangement with the partner.
- 1.4 All such activity shall be carried out in accordance with King's approved regulations, policies, and procedures.

## 2. Scope

- 2.1 The procedures help to ensure adherence to the various components of the Office for Students (OfS) [Conditions of Registration](#), in particular the B conditions relating to Quality and Standards that the University is required to comply with to ensure its continued registration. The procedures also align with the QAA's [UK Quality Code for Higher Education](#); and makes use of any advice and guidance documents produced by the QAA to support the Quality Code, the most relevant of which relates to [operating partnerships with other organisations](#).
- 2.2 These procedures will apply to the framework for the management of all collaborative provision. It covers all partnership activity falling within the definitions detailed in section 3 where this is being delivered, assessed, or supported through an arrangement with a Partner that leads to or contributes to the award of King's academic credit or a King's qualification. Ensuring effective arrangements are in place with a Partner that are proportionate to the activity to secure the academic standards and enhance the quality of the programme or a module delivered by a Partner for the programme.

## 3. Definitions

- 3.1 In this context the term '*collaborative provision*' will be taken to mean any type of educational opportunity where the achievement of the relevant learning outcomes for a King's module or programme of study is dependent on the arrangement made with a Partner.

- 3.2 In this context the term '*programme of study*' is taken to apply equally to undergraduate, taught postgraduate and research postgraduate degrees.
- 3.3 This section outlines the specific types of collaborative activity that the University currently engages in that falls within these procedures. It is not intended to be mutually exclusive or exhaustive and there may be occasions where an arrangement is considered with a Partner that falls outside the types of collaborative provision the University currently offers. In these cases, approval to offer a new type of collaborative provision activity as part of an approved programme of the University with a Partner will need the approval of Academic Board. This is to ensure that the activity and its characteristics, quality assurance mechanisms, risk assessment and due diligence enquiries can be appropriately understood and defined. More information on the categories and characteristics of the different types of activity are given in [Definitions of collaborative activity](#).
- a) *Articulation/Reverse Articulation*: a partnership agreement whereby cohorts of students studying on a programme at a Partner Institution that is linked to a King's programme will EITHER (*Articulation*) gain access to a higher level of programme at entry level or with advanced standing where cohorts of students will need to satisfy the academic criteria to articulate between the two programmes e.g. 3+1 BSc/MSc arrangements OR (*Reverse Articulation*) gain automatic access to a programme offered at the same level e.g. 1+1 MSc/MSc where the partner grants advanced standing or further progression to students who have successfully completed a specific part of a linked King's programme. In both cases Recognition of Prior Learning (RPL) or Experiential Learning (EL) may be considered and will automatically be recognised as part of the entry or progression requirements.
  - b) *Co-operative partnership*, an arrangement whereby the University enters into a partnership arrangement with another degree awarding body to design and jointly deliver a single programme of study, but with only one awarding institution.
  - c) *Doctoral Training Partnerships/Centres for Doctoral Training*, a partnership arrangement whereby two or more awarding bodies collaborate in the delivery of studentships, core and advanced skills training, collaboration in PhD research, co-supervision, and personal, professional and career development skills training for PhD students.
  - d) *Double or Multiple Award*, a partnership arrangement whereby the University and one or more partner(s) provide a jointly delivered programme, normally for the same qualification that leads to separate awards and separate certification<sup>1</sup> being granted by both King's and the Partner(s).
  - e) *Dual Award*, a partnership arrangement whereby the University and another Partner work together to offer a jointly conceived programme with overlapping elements leading to separate awards (and separate certification<sup>2</sup>) being granted by both King's and the Partner.
  - f) *Flying Faculty*, an arrangement whereby a programme is delivered in a location away from the main campus (usually in another country) by staff from the University who also carry out all assessment. Support for students may be provided by local staff, but the programme is solely delivered by King's leading to a King's only award
  - g) *Joint Award*, a partnership arrangement under which the University and one or more partner(s) provide a programme leading to a single award made jointly by King's and the Partner(s). A single certificate<sup>3</sup> or document (signed by the competent authorities)

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<sup>1</sup> The acknowledgement of the Partner contribution or separate award for a Double or Multiple Award will only be referenced on each degree certificate where the Partner in-Country regulations permit.

<sup>2</sup> The acknowledgement of the Partner contribution or separate award for a Dual Award will only be referenced on each degree certificate where the Partner in-Country regulations permit.

<sup>3</sup> Consideration will be given to the Partner in-Country regulations when referencing the Joint Award on a single certificate or documentation and must be agreed at the outset prior to final approval of the programme.

attests to the successful completion of this jointly delivered programme, replacing the separate institutional or national qualifications.

- h) *Off-campus shared taught module*, a partnership arrangement whereby an external provider designs learning opportunities or provides specialist teaching and/or resources for a taught module offered by the University as part of a Taught Degree programme. The module is subject to the University's Academic Regulations and quality assurance mechanisms, and is either entirely or partially delivered, taught and/or assessed by the partner at the partner premises.
- i) *Placement provision*, a partnership arrangement whereby an external provider delivers a planned period of experience in a work-based environment, that enables students to develop particular skills, knowledge and understanding necessary to achieving the relevant learning outcomes of a programme of study leading to a King's award.
- j) *Split-site PhD*, an arrangement whereby the University enters into a partnership arrangement with another institution for a 'non-resident student' to register for a King's awarded PhD programme and receive joint supervision and access to shared resources.
- k) *Student Exchange*, a partnership arrangement whereby students are offered the opportunity to experience study overseas and enhance their degree. In return students from the partner are accepted and enrolled onto King's modules. The strength of the partnership is therefore expected to be both sustainable and reciprocal in nature.
- l) *Validated provision*<sup>4</sup>, a partnership arrangement whereby King's judges that a programme of study developed and delivered by another organisation is of an appropriate quality and standard to lead to a King's award and is subject to King's quality assurance procedures.

3.4 The procedures do not cover:

- a) Branch campus, where the University has established a campus that is located separately from the main 'home' campus as these types of arrangement are highly complex requiring the necessary infrastructure to be put in place and therefore require approval from Academic Board at the outset.
- b) Individual arrangements for student placement where these are not necessary to meet the learning aims and outcomes for the programme. Advice on placement activity is covered separately under the '[Guidance on student placements](#)'.
- c) Intercollegiate module opportunities as these are covered separately under the University's [Intercollegiate Policy](#), except where the arrangement relates to a jointly delivered programmes that are more complex and are not covered under the University's Intercollegiate cross-party agreement.
- d) Off-campus study in research degrees because these are covered under R2 of the Academic Regulations for Research Degrees.
- e) Progression arrangements that are set up with an approved Partner of the University. Although it is recognised that these types of arrangement may be underpinned by a legal agreement (as the Partner intends to market the arrangement for students and may recognise the learning undertaken at King's to top up their own programme award, allowing students to complete two degrees in a shorter space of time than would normally be the case), they fall under the University's standard admissions regulations and policies. This is because entry is not guaranteed and each student is considered for admission to the King's programme on a case-by-case basis, therefore no quality assurance principles relating to the oversight of the partner programme apply.
- f) Short courses as these are covered separately under the University's Short Courses Policy.

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<sup>4</sup> These arrangements are covered by a separate set of [procedures](#)

- g) The provision of learning and research opportunities that do not lead to or directly contribute to King's academic credit or a King's qualification e.g. Recruitment and Marketing, Sponsorship, incoming Student Mobility/Training, Summer School, Visiting Lecturers or Researchers, or Voluntary Placements.

#### 4. Key Policy Principles

- 4.1 Collaborative provision offered for a programme of study with a Partner is expected to enhance and protect the reputation of the University as well as that of the Faculty<sup>5</sup> sponsoring the partnership. The following key policy principles will underpin all partnership activity, which should:

- be compatible with the University's strategic plans and international strategy, reflecting the ethos and values of the University's mission, and bring clear benefits to those involved;
- be consistent with the threshold academic standards of awards offered by the University and designed to provide a high quality academic experience, taking into consideration any relevant UK HEI sector requirements or best practice;
- be supported through the University's governance arrangements for quality and academic standards;
- be subject to appropriate risk assessment and due diligence processes to identify, analyse and evaluate risks and determine a plan for managing risks prior to commencement, including those relating to financial sustainability and resource planning;
- be regulated by the University's approved legal framework;
- be consistent with the University's commitment to provide an inclusive and welcoming environment for all its students, irrespective of where the student is studying;
- be supported through quality assurance mechanisms to manage the delivery of the programme following the student lifecycle;
- be compliant with the University's policy and procedures to meet the requirements of the Academic Regulations.

#### 5. Strategic considerations

- 5.1 The University's [Vision and Strategy](#) sets out the University's ambition to make the world a better place, building upon our history of making a significant contribution to society and enhancing our world leading education and research, serving the needs and aspirations of society to deliver tangible impact locally, nationally and internationally.
- 5.2 This vision is reflected in the University's [partnerships](#) and [Internationalisation](#) strategy where at the heart of the University's vision for internationalisation are two core values: cultural competency and having a global problem-solving mindset. It should be noted that whilst a partnership that is appropriate to a specific departmental or faculty is not always best suited to other departments or faculties, these relationships should not be discouraged if they enhance research, knowledge exchange, learning, and student experience capacities.

#### 6. Academic standards and quality

- 6.1 The Academic Board has responsibility for assuring the academic standards of awards that are designed and delivered through partnership arrangements, as well as ensuring that

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<sup>5</sup> For the purposes of this document the term 'Faculty' is used as defined in College Ordinance B3

students receive a high-quality academic experience, enabling a student's achievement to be reliably assessed. To be able to assure the academic standards of King's awards and provide a high-quality student experience, effective arrangements are put in place to manage the partnership. This is undertaken through the University's quality assurance processes of programme and module design, approval, modification, monitoring and review to ensure consistency with programmes that lead solely to a King's award.

- 6.2 When designing the programme consideration should also be given to how students will be supported to ensure they have an equitable quality experience, and that the Partner is willing to adhere to King's commitment to equality, diversity and inclusion and a zero-tolerance approach to discrimination on the grounds of any protected characteristic. Ahead of designing the programme with a Partner reference should be made to the University's ['Guidance on equality of opportunity & access in programme & module review'](#) and to the University [equality, diversity & inclusion & wellbeing](#) policies and guidance.

## 7. Governance

- 7.1 The governance arrangements for partnerships operate under delegated authority from Academic Board. Those committees who have delegated responsibilities report into Academic Board activity recently completed under their remit, and where applicable forward items for approval to Academic Board.
- 7.2 The College Education Committee (CEC) is a sub-committee of Academic Board and has specific responsibility for ensuring that the University's academic provision is of the highest quality and standard and will enhance the student learning experience. As part of their role, CEC, on behalf of Academic Board, monitors and reports on the quality assurance and quality enhancement framework, considering both the internal and external context as they apply to taught education provision, including collaborative provision.
- 7.3 The Quality Assurance and Enhancement Sub-Committee (QAESC) is responsible for the University's overarching quality assurance framework. The Committee advises CEC and Academic Board on approaches: in relation to quality assurance, providing oversight of the quality and academic standards of students' learning opportunities and learning experience, identifying any issues and areas of good practice and on the level of college compliance with Office for Student's (OfS) Ongoing Conditions of Registration and UKVI. Specific responsibilities relating to collaborative provision include:
- Oversight and monitoring of Continuous Enhancement Review reports, including those relating to collaborative provision activity
  - Review those OfS Quality Assessment Review reports, identifying causes of concern to be raised at CEC and/or Academic Board.
  - Oversight of Professional, Statutory or Regulatory Body (PSRB) programmes accreditation reports, including arrangements involving a Professional, Statutory or Regulatory Body (PSRB) in the Partner Country that is attached to a programme leading to a King's award.
  - Develop and implement the quality assurance framework, including policies and procedures relating to all taught programmes, including those with collaborative provision, taking into account both internal and external reference points such as the Office for Students Condition of Registration: Quality and Standards and QAA's *UK Quality Code for Higher Education*.
  - Maintain oversight of the risks associated with collaborative provision activity that are either complex arrangements or new types not currently defined by the University and advise College Education Committee or College Research Committee as appropriate.

## Procedures for the approval and monitoring of collaborative provision

- Monitor Memoranda of Understanding (MoU) for UK Partners and consider Memoranda of Agreement (MoA) with UK Partners, recommending their approval to the College Education Committee or College Research Committee as appropriate.
  - Monitor Activity Schedules for UK and International Partners relating to straightforward collaborative provision approved by the Faculty Education Committee (or equivalent) or Joint PhD programmes approved by the Postgraduate Research Student Sub-Committee.
  - Oversight of all aspects relating to validated partners not governed elsewhere, including consideration of any new validated partners, and receive the minutes for the annual monitoring of validated partners reporting into the College Education Committee.
  - To advise College Education Committee or College Research Committee as appropriate on any action or issues in relation to standards or quality in the operation of collaborative partnerships for Taught and Postgraduate Research programmes.
  - Have oversight of the University's register of collaborative partners for delivering programme activity.
- 7.4 The Academic Portfolio Oversight Committee (APOC) provides the strategic oversight of curriculum and supports the University approach to its portfolio. Its functions linked to portfolio oversight include review of programme/module numbers and performance as well as receiving market oversight reports to help inform decision making. It focuses on the business case ahead of any consideration by the Programme Approval and Development Sub-Committee.
- 7.5 The Programme Development and Approval Sub-Committee (PDASC) is responsible for the academic design approval of programmes, including those with collaborative provision and the extent to which the University's curriculum complies with sector recognised standards. Specific responsibilities relating to collaborative provision activity include:
- Monitor the University's portfolio of collaborative programmes, including monitoring of published information, identifying any potential risks to the College.
  - Consider and approve Activity Schedules for complex or new types of collaborative provision not currently defined by the College, or those which are escalated to the subcommittee, or those involving a non-UK PSRB.
  - Consider and approve all new validated provision, including oversight of the validation review panel outcomes and recommendations.
  - Consider and approve any changes to Memorandum of Agreements for validated partners once initially approved, including approving any changes to programmes that form part of the validated agreement.
  - Consider and approve the renewal or termination of existing jointly delivered Taught programme activity and monitor the decisions made by College or Faculty committees to renew or terminate arrangements for Joint PhD programmes or for learning opportunities offered for a programme of study.
- 7.6 The Vice President (International, Engagement & Service) has responsibility for approving all agreements with an international partner where these have been considered at the local level and reviewed by the Global Mobility Office for student exchanges or the Global Engagement Office team or escalated to the Partnerships Committee following an ethical reputational risk review process. The Partnerships Committee provides governance for academic and commercial partnerships that is of strategic importance to the University.
- 7.7 The Postgraduate Research Sub-Committee (PRSS) is responsible for all collaborative activity attached to a Postgraduate Research Degree programme and reports into the



College Research Committee as appropriate. These arrangements fall under the [‘Procedures for postgraduate research degrees approval and monitoring’](#).

- 7.8 Proposals to explore collaborative provision with a Partner for a King’s programme of study will be initially considered by the Faculty through the relevant Education Committee or Research Committee who will undertake an initial risk assessment prior to submitting the proposal to PDASC or PRSS for approval to continue to the next development stage (as detailed in sections 12.1 below). Following this initial approval, Faculties are responsible for undertaking detailed scrutiny of the collaborative proposal (as detailed in sections 12.2 below).
- 7.9 The final approval processes are set out in section 12.3 below. The relevant Faculty is responsible for approving Activity Schedules with a Partner for straightforward activity (normally those that are low or medium low risk), whereas either PDASC or PRSS will be responsible for approving Activity Schedules with a Partner for complex activity (normally medium to high).
- 7.10 The management of collaborative provision will rest with the relevant Executive Dean of Faculty for Faculty initiated partnerships and with a nominated ‘(Senior) Vice-President’ for University-initiated partnerships. Faculties are responsible for overseeing the management of collaborative arrangements, including monitoring and review processes, up until the renewal of any agreement with the day-to-day management of the arrangement residing at the local departmental level. Proposals to renew or terminate an International Partner are determined by the Vice President (International, Engagement & Service) seeking advice from the Partnerships committee or dedicated experts. Recommendations to renew or terminate a UK Partner will be considered and approved by PDASC reporting to CEC. Postgraduate Research degrees will be reported to PRSS for approval. Proposals to modify or terminate a Programme of Study with collaborative activity following a review of activity will be the responsibility of PDASC or PRSS (as detailed in sections 12.4 to 12.7 below).
- 7.11 The oversight of the University’s register of collaborative partners for delivering programme activity rests with ARQS and is reported to QAESC on an annual basis.

## 8 Risk assessment and due diligence

- 8.1 All collaborative provision activity must undergo a three-stage risk assessment and due diligence process relating to (a) the Partner and (b) the type of activity proposed. This is to identify the likelihood and impact of any risks to the delivery of the programme or the Partner’s capacity to fulfil its designated role and put a plan in place to manage these risks.
- 8.2 Stage One of the approval process enables the proposer to identify and analyse the risks attached to the Partner and Activity. This is undertaken through a risk review<sup>6</sup> and the Collaborative Activity Risk Assessment Tool (CARAT). Risks to consider include:
- *Partner-specific* e.g. ethical and reputational risks that could impact on the University’s reputation, the ability of the Partner to align with the University’s vision and strategic direction. For Partners outside of the EU you will also need to complete a Transfer Risk Assessment (TRA) as part of [Data Protection](#) stipulations.
  - *Financial risks* e.g. financial stability and transparency of the partner. The activity must be financially viable and feasible, fully costed and priced accordingly;

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<sup>6</sup> Please note that for international partners different templates are in use for this purpose, please contact the Global Engagement Office or Global Mobility Office for advice on which template to use.

- *Legal and compliance risks* e.g. ability of the partner to legally contract with the University, compatibility with UK laws including EDI and health and safety, the ability of the Partner to confer a Joint Award with King's where relevant;
- *Operational risks* e.g. availability of resources, ensuring departments are not overstretched and there are no wasted efforts. Their geographical location and cultural considerations ensuring that students can be supported throughout their programme and have an equitable experience wherever their learning is delivered and by whom.
- *Academic risks* e.g. an understanding of how academic standards are defined by each party ensuring that the academic standards and the quality of the student learning experience of the King's award are not undermined.

- 8.3 The risk review process is the initial screening stage, whereby any risks to entering into an agreement with the Partner are assessed at the outset and risk management strategies established. Depending on the risks identified, the proposal may need to be referred to the Partnerships committee who will consider within the University's risk appetite statement and a more detailed risk assessment and due diligence process on whether the partnership should proceed any further. The outcomes of any discussions need to be included in the Planning Proposal that is submitted to APOC who will also need to consider whether the collaborative programme or learning opportunity offered with the Partner can be approved for further development and consideration by PDASC. A Memorandum of Understanding (MoU) may be put in place with the Partner noting areas for potential collaborative activity but without committing to specific collaborative activity at that stage. Where an initiative relates to a specific department or Faculty it is expected that this will be brought to the attention of the relevant Vice President through the Executive Dean of Faculty prior to completing the risk review process.
- 8.4 The CARAT process has been designed to conduct an initial risk assessment and due diligence relating to any educational partnership, taking into consideration any findings from the risk review process. This enables the University to determine the overall risk (low, medium, or high) to the collaborative activity and identify the likelihood and impact of any risks to the delivery of the programme with a specific partner. Where the arrangement is for a new programme, findings should be reported to APOC as part of the Planning Proposal stage.
- 8.5 Following the initial risk assessment and due diligence process, a more detailed due diligence process is undertaken at stage two in the approval process through the completion of the Activity Schedule (as detailed in sections 9.5 to 9.9 below). The purpose of due diligence process is to identify the factors that may place it at risk and to anticipate future developments that could jeopardise academic standards, the quality of the students' learning opportunities and/or the viability of an award or the partnership itself. Due diligence processes provide the opportunity for reasonable care and caution to be exercised to mitigate corporate risk and ensure that students' interests can be protected.
- 8.6 To inform decision making, due diligence is undertaken through a paper-based process of gathering detailed information from the Partner when completing an Activity Schedule. Where a proposal is for a larger or riskier partnership, or for a Flying Faculty partnership where the partner is providing the resourcing, a site visit should also be undertaken to the proposed partner as this can provide an invaluable understanding of, and insight into, that partner's operation and practices. The completion of the relevant sections of the Activity Schedule is important as it provides a good understanding of the partner and the context in which they operate. This can include requesting information directly from a partner or seeking information from well-placed and reliable sources on the following areas:
- Legal entity and powers.
  - Constitution and governance arrangements.

- Financial standing.
  - History and reputation.
  - Teaching, assessment, and educational environment, including language of instruction, areas for enhancement, student experience and outcomes.
  - Resources and support for students (OfS condition B2).
  - Local HE Quality Assurance / Regulatory landscape, including knowledge of and comparability with sector recognised standards (OfS condition B5).
  - Economic, geographical, cultural, and political landscape in which the partner is operating.
  - Ease of doing business with King's, ensuring King's can meet its own legal and regulatory obligations.
- 8.7 Programme teams are reminded that not all overseas HEI's enjoy the same level of autonomy that applies to UK Institutions. For example, they may be restricted in how they can define activity to students, their ability to confer a Joint Award or recognise Dual and Double Awards on certificates issued to students or for their Country to recognise the award made by King's. In addition, there may also be differences between the UK Qualifications Frameworks, Higher Education Credit Framework for England, Subject Benchmark Statements, Academic Regulations, UK regulatory requirements (including PSRBs that help to define our own academic standards) or the use of externality and student feedback in their processes that help to maintain and enhance a high-quality academic experience for students.
- 8.8 Where risks are identified at the outset these should be regularly monitored and reviewed. As a rule of thumb any high-level risks would need specific measures to be put in place to mitigate the risks, whereas any low-level risks may simply need a more agile response. Programme teams should also consider at this stage what KPIs would be put in place to measure the success of the partnership. For example KPIs could be linked to student outcome data (OfS Condition B3).
- 9. Legal framework**
- 9.1 All collaborative provision, whereby outside bodies deliver parts of a King's programme, should be underpinned by the University's legal framework that includes approved template forms<sup>7</sup>. A *Memorandum of Understanding* (MoU) may be desirable, but not essential to put in place with a Partner whilst programme teams are negotiating arrangements for collaborative provision. All types of arrangement that fall under the University's definitions of collaborative activity must be underpinned by a legal agreement. The standard format is a *Memorandum of Agreement* (MoA) together with an accompanying *Activity Schedule* or equivalent..
- 9.2 Legal considerations, particularly those around international contract agreements, are very complex. For this reason staff entering into collaborative provision with a partner must follow the University's policy and procedures for negotiating, approving and signing contracts and agreements on behalf of King's located on the [Policy Hub](#) and where necessary should seek advice from the University's [Legal Services](#) team. Reference should be made to the University's [Definitions of collaborative activity](#) for the type of activity engaged in, as bespoke templates may be available to reflect the different types of activity, thus ensuring that the quality assurance procedures and processes are proportionate to the activity being undertaken with the inclusion and level of detail required determined by the nature of the activity and its associated risks.

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<sup>7</sup> The template forms for the MoU, MoA and accompanying Activity Schedule are available on the Collaborative Provision SharePoint site. The Student Exchange Agreement is available from the Global Mobility Office.

- 9.3 The MoU is a standard University document and describes the bilateral or multilateral agreement between two or more parties in its simplest form by setting out common aspirations and goals. The MoU will not imply a legal commitment but merely a statement of intention. The MoU will be signed off by either the Vice President (International, Engagement & Service) or nominee for international partners and by the Vice President (Education & Student Success) or Vice President (Research) or nominee for UK Partners.
- 9.4 The MoA is also a standard University document and is used to set out the respective roles, responsibilities and obligations of the principal parties concerned. It is time-limited to five years to allow for review at timely intervals. This is to ensure that the University and Partner can operate within any relevant legal or regulatory framework for delivering the programme and that appropriate governance arrangements are in place to authorise and oversee the development and closure of the partnership arrangement and monitor their effective operation. Where a Partner wishes to deviate from the five-year time limit of the MoA this will need approval from QAESC. The MoA is a formal and legally binding written document that forms the overarching agreement between the Parties to co-operate in delivering the programme arrangements.
- 9.5 The MoA will be signed off by either the Vice President (International, Engagement & Service) or nominee for international partners and by the Vice President (Education & Student Success) or Vice President (Research) or nominee for UK Partners. The MoA will be signed off by the President & Principal or nominee where the arrangement is high profile and in the top quartile of high risk to the University. The approval of the MoA rests with the Vice-President (International, Engagement & Service) for International Partners and may need to be considered by the Partnerships Committee. The approval of the MoA for UK Partners rests with the relevant Faculty, except for validated partners or other high-risk activity, reporting to QAESC. QAESC will monitor and have oversight of any MoA that includes an educational partnership falling within these procedures reporting to CEC.
- 9.6 If the Partner wishes to use their own MoA template, care and consideration should be given to ensure that the roles, responsibilities, and obligations are covered and meet the expectations and guidance in place at the University, particularly where there is an intention to incorporate the activity schedule into the main body of the MoA. Where the agreement is produced in more than one language, a clear statement should be included to indicate which version is the ruling agreement and which the translation. The use of the Partner's MoA template or changes to the University's MoA template must be flagged to the University's Legal Services and ARQS teams for advice prior to approval by the relevant committee.
- 9.7 The Activity Schedule is used to set out the details of the operational arrangements and any special conditions for the delivery of the programme activity, including student protection clauses, should the partnership terminate earlier than expected. The duration period set out in the Activity Schedule should align to the duration and termination clauses set out in the MoA, and must ensure that new cohorts are not recruited to a programme following the expiration of the MoA to which it is attached, unless there has been approval to continue the arrangements subject to a review period and stated deadline for finalising any new MoA and Activity Schedule, or the recruitment has happened before the expiration of the agreement and there is an understanding between the partners to continue with the arrangements in place. For high-risk programme activity it may be appropriate to time-limit the schedule to less than five years depending on the risks that have been identified at the outset even where the MoA has a longer duration period. It will be expected that a review period will be built in to meet any expectations under the University's Programme Post-Launch Review Policy.

- 9.8 The Activity Schedule template can be adapted to reflect that the University offers different types of activity as set out in the University's '[Definitions of collaborative activity](#)' where different criteria may apply depending on the nature of the activity being offered and the type of Partner the activity is being offered with. This enables the University to ensure that the quality assurance processes that underpin the teaching and learning support provided to students is proportionate to the nature of the activity being undertaken, meaning that the activity agreed with the partner can be delivered effectively and meet the quality and standards of our awards.
- 9.9 All Activity Schedules will set out the respective responsibilities of the partners in the delivery of the shared activity throughout the student lifecycle and will document the learning opportunities and support provided to students whilst studying at the University and the Partner. The schedules will document the academic regulations, policies and procedures that apply and how academic standards and the quality of the provision will be maintained, monitored, and reviewed.
- 9.10 Each Activity Schedule must be attached to a current MoA and will operate within the same timeframe when admitting cohorts of students to the programme i.e. the first and last cohort of students admitted to a programme must be at the point that the MoA is still current, although the last cohort of students admitted may be completing their collaborative programme after the MoA it is attached to has expired. For Taught degree programmes where the arrangement is attached to a new programme or where the programme needs to be modified to include the partnership arrangements, the activity schedules are considered by the relevant Faculty Education Committee (or equivalent) which maintains oversight of the programme arrangements and should be submitted as part of the programme specification documentation to PDASC for final approval, reporting into CEC. For Research degree programmes, low risk activity is approved by the relevant Faculty Research Committee (or equivalent) whereas schedules for Split-Site PhDs and Joint PhDs require the approval of PRSS who will maintain oversight of these types of arrangement. In exceptional cases, the Faculty or PDASC or PRSS may escalate a review of a schedule to QAESC outside its normal committee terms of reference for advice prior to final approval of a programme by the relevant Committee.
- 9.11 The expectations around the operational arrangements for each different type of activity have been listed for ease of reference as schedules 1 to 8 as follows:

**Schedule 1: Operational arrangements for Articulation or Reverse Articulation arrangements**

These types of partnership pair a King's degree programme with that of a degree programme offered by a Partner either enabling students to gain access to a higher-level linked programme at entry level or with advanced standing e.g. 2+2 or 3+1 (Articulation) or to the same level of linked programme at entry level e.g. 1+1 Masters (Reverse Articulation) where the Partner is recognising the learning undertaken on the King's programme. A mapping exercise should be undertaken using the University's template form to demonstrate the linkage between the paired programmes in terms of content and level, credit recognition and content of specified modules, and incorporated into the Activity Schedule. The approval, monitoring, and management of these types of arrangement rests with the relevant programme team, with oversight by the relevant Faculty Education Committee, reporting any outcomes and approvals to QAESC. These types of arrangement are also subject to the Admissions Regulations and procedure for recognition of prior learning.

**Schedule 2: Operational arrangements for Jointly delivered Taught programmes**

These types of partnership are jointly delivered or jointly conceived Taught programmes of study that lead to one or more awards. Examples include (a) Co-operative Partnership

arrangement where the single programme of study is jointly delivered leading to a final award and the issuing of a degree certificate by the home institution only; (b) Dual Award arrangements where elements of the Partner programme and the King's programme are jointly designed leading to two separate awards and certificates from each of the awarding institutions; (c) Double or Multiple Awards where a single programme is jointly delivered by two or more parties and where the programme leads to a separate award and certificate from each of the awarding institutions; (d) Joint Award where a single jointly delivered programme leads to a single award that is jointly conferred by the awarding institutions, and where the single certificate replaces national or institutional qualifications. Care should be given to how the Partner defines the activity compared to King's definitions and where there is a difference in language, this should be clearly articulated in the Activity Schedule, specifying how this will be advised to students to meet CMA compliance. Approval of the programme will operate in the same way as internal provision with formal approval through the University's programme approval process reporting into PDASC. The final Programme Specification and Activity Schedule will be subject to final consideration and approval from PDASC. The monitoring of the programme will be subject to the University's usual procedures for routine monitoring (Continuous Enhancement Review for Programmes) reporting into QAESC. A Review of Activity must be undertaken prior to the expiry of the MoA alongside the periodic review process and reported into QAESC. The outcomes from the review and new Activity schedule will also need to be reported to PDASC for final consideration and approval. Additionally, there should be a Joint Management Board or Committee established between the University and the Partner(s) to manage and oversee the arrangements and report into the relevant governance structure.

### **Schedule 3: Operational arrangements for Joint PhD programmes**

These types of partnership are where a PhD programme is delivered jointly by King's and another institute of Higher Education where the expectation is that the programme will lead to a Joint Award. Where several Faculties of the University offer a PhD with the same institution these will be listed in one overarching Schedule. Approval of the Joint PhD programme will be the responsibility of Postgraduate Research Sub-committee (PRSS). Monitoring, management and oversight of the Programme will be through a Joint Academic Committee (JAC) reporting into PRSS. A review of activity should be undertaken a minimum of six months prior to the expiry of the agreement by the JAC with final approval resting with PRSS.

### **Schedule 4: Operational arrangements for 'Split-Site' PhD programmes**

These types of partnership are where another institute of Higher Education, or reputable research institute (normally without degree awarding powers) is the main locus of the student's learning, and where a student will spend a period of more than 6 months at the Partner institution, with defined periods and supervision arrangements agreed at the outset. The PhD programme will only lead to an award from the University and not from the Partner and is subject to approval from PRSS. The monitoring, management and oversight rests with the relevant department supervisor and the Faculty team reporting into PRSS.

### **Schedule 5: Operational arrangements for Off-campus Shared Taught Module programme arrangements**

These types of partnership provide specialist teaching or resources that are delivered to students away from the King's campus to enable them to complete their King's degree programme, except where the arrangement is for a specific programme of study in which case the University's Shared Module Agreement template should be used instead. Approval of the Shared Taught Module arrangement will rest with the relevant Faculty Education Committee and be reported to PDASC as part of the initial programme or module approval process or programme or module modification process. Monitoring, management, and oversight rests with the relevant Faculty and should be reflected in the Continuous

Procedures for the approval and monitoring of collaborative provision Enhancement Review for Programmes process. The Review of Activity prior to the renewal of the agreement rests with the relevant Faculty with the outcome of the final approval being reported into QAESC.

#### **Schedule 6: Operational arrangements for PhD programmes with periods spent off-campus**

These types of partnership are for cohorts of students on a King's PhD programme who undertake a period away from the King's campus (which does not fall under a Split-Site PhD programme arrangement – see Schedule 4) or the academic regulations relating to off-campus study, and where this period of study contributes towards research collaboration. These arrangements usually relate to specialist resources and will have been assessed as part of the viability of the PhD project and agreed between the relevant student and their supervisor either in advance, or during the first year of the project. During periods away from the University, the student will continue to be supervised and undergo the formal progress monitoring process. Since these arrangements tend to be unique to individual students it is likely that this type of schedule will only be used in exceptional cases i.e. where the activity falls under a University-wide overarching MoA and is offered on a regular basis to more than one student or department. Where a schedule is required, this is subject to the approval and oversight of PRSS with the monitoring and management of the arrangement resting with the relevant Faculty reporting into PRSS.

#### **Schedule 7: Operational arrangements for placement provision i.e. work-based learning (such as Industrial or research project placements)**

These types of partnership include a planned period of experience in a work-based learning environment for cohorts of students on a specific programme that is assessed as part of the student's final award. Where the arrangement is for an individual student or is not considered an integral planned period of experience for a programme e.g. the accredited internship programme this will be overseen by King's Careers and Employability and the University's Internship Host Agreement template should be used instead. Where the arrangement is for a clinical placement, the Faculty team should use the agreement template provided by NHS England relating to the NHS Education Funding Agreement that has been modified for use at King's<sup>8</sup>. Approval of work-based learning is the responsibility of the Faculty Education Committee. Where a Programme of Study includes this type of placement this should be reflected in the Programme Specification on CourseLoop and approved by the relevant Faculty Education Committee reporting into PDASC as part of the programme approval process. Monitoring, management and oversight of the activity rests with the relevant Faculty and where this is attached to a programme of study should be reflected in the Continuous Enhancement Review for Programmes process. The review of activity prior to the renewal of the agreement rests with the relevant programme team and Faculty with outcomes and approvals reported to QAESC.

#### **Schedule 8: Operational arrangements for Student Exchanges**

These types of partnership are where there are already or are expected to be multiple activities taking place with a university-wide Partner. The arrangements for the student exchanges operate through the Global Mobility Office and may contribute to the student's final award, enabling them to experience study overseas and enhance their degree. Where several Faculties of the University offer a student exchange with the same institution only one overarching Schedule will be necessary (listing all participating Faculties). Where the arrangement is department or Faculty-specific and there is unlikely to be further activity with the Partner to warrant a MoA being in place, the University's Student Exchange Agreement (SEA) template should be used instead. Advice should be sought from Global Mobility for all student exchange arrangements prior to completing the paperwork.

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<sup>8</sup> Staff can access Placement Agreement templates for NHS Providers or Private Healthcare providers on the Collaborative Provision SharePoint site.



Approval, for all student exchange agreements rests with the Vice President (International, Engagement & Service). Where a Programme of Study offers a student exchange this should be reflected in the Programme Specification and approved by the relevant Faculty Education Committee reporting into PDASC as part of the programme approval process. The management of the Partner relationship rests with Global Mobility with an annual overview reporting into the Student Experience Sub-Committee. The monitoring, management and oversight of the academic provision rests with the relevant Faculty and should be reflected in the Continuous Enhancement Review for Programmes process. For College-wide student exchanges or those falling under an Erasmus + arrangement the review will be undertaken by the Global Mobility Office reporting into the Student Experience Sub-Committee. Where the Student Exchange Agreement is not reviewed by the Global Mobility Office then the standard review process for the partnership arrangement should be followed, namely the completion of the Review of Activity form at least six months prior to the expiry of the agreement that is considered and approved by the relevant Faculty reporting into QAESC.

- 9.10 Activity schedules are not required for the following types of arrangement as these are considered as part of a commercial or research contract, although the operational arrangements governing the programme and the responsibilities of the parties involved should be embedded within the body of the agreement itself.
- (a) *Doctoral Training Centres/Partnerships*, part of a research contract, normally determined by the relevant Research Council.
  - (b) *Flying Faculty arrangements*, part of a commercial agreement, normally drawn up by the King's Global Business Development team. These agreements should consider the responsibilities of the Partner in delivering resources and support to ensure a high quality academic experience for students, and that they are able to succeed in and beyond higher education, principally condition B2 of the OfS. Information provided to students should be clear and accurate and these types of arrangement should ensure that suitably qualified staff have the ability and capacity to deliver the teaching and learning.
  - (c) *Validation arrangements*, these arrangements are underpinned by a [separate set of procedures](#) where there is a standard University template agreement in use. The final draft validation agreement is subject to final approval from PDASC reporting into CEC.
- 9.11 The Activity Schedule template may be used for other types of activity such as summer school or short courses. Where these arrangements are considered credit bearing leading to an award of the University, they will be subject to approval from PDASC with the monitoring, management and oversight resting with the relevant Faculty.

## 10. Programme Management

- 10.1 For a partnership leading to an award, or the award of credit, the University's management of the programme or module shall operate in the same way as internal provision taking account of any additional requirements that are relevant for the type of collaborative activity being engaged in with formal approval and review through the relevant University procedures. For Taught degree programmes this will be through the [Procedures for programme and module approval and modification](#) and [Procedures for programme and module monitoring and review](#) and for Research degree programmes this will be through the [Procedures for postgraduate research degrees approval and monitoring](#). Where a modification is made to a programme of study relating to the partnership arrangement this will be subject to the considerations set out in the [Modifications Table](#). Advice and guidance on programme management relating to collaborative provision can be sought from the [Academic Regulations, Quality and Standards team](#).



- 10.2 The following areas (where appropriate for the activity) should be agreed during the establishment and before the commencement of the activity for the management of the programme and specified in the *Activity Schedule*:
- Type and nature of activity being offered;
  - Relevant timescales for the programme activity;
  - Financial arrangements;
  - Administrative contacts;
  - Marketing and publicity;
  - Recruitment and admissions;
  - Enrolment and registration;
  - Student records;
  - Student support;
  - Teaching or supervision arrangements;
  - Assessment arrangements;
  - External Examiner arrangements;
  - Conferment of Award;
  - Certificates and Graduation;
  - Student Conduct and Appeals arrangements;
  - Quality Assurance and Management processes;
  - Monitoring arrangements;
  - Alumni programme.
- 10.3 All programme activity should meet the requirements of the University's Academic Regulations, relevant policies, and programme specifications, unless an exception has been sought and approved prior to programme approval or modification. Approval must be sought via the University's Assessment and Regulatory Oversight Sub-Committee reporting into CEC to establish a bespoke set of academic regulations for a jointly delivered programme or validated provision and where this is the case the Academic Regulations will be subject to final approval from the University's Academic Board.
- 10.4 Advice and training should be given to students on any differences they may encounter in the learning environment, including cultural differences and use of social media. Students should be advised on how they will be supported and what mechanisms will be in place to bring about improvement in the effectiveness of their learning experience. For students who are predominantly or fully studying abroad for an award of the University on a Transnational Education programme, where this is delivered with a Partner, consideration should be given to ensuring that their experience equates to an on-campus programme, fostering a sense of community and access to staff, and ensuring there is no digital divide.
- 11 Approval, monitoring, and review of collaborative provision**
- 11.1 Each stage of the approval, monitoring and review processes for collaborative provision activity are mapped in section 12 below.
- 11.2 There are slight variations to the approval and monitoring processes for certain types of collaborative activity for the reasons stated as follows:

- **Doctoral Training Partnerships / Centres for Doctoral Training**, because DTP/CDT arrangements are externally funded and their approval as well as governance and management is largely predefined by the funder the approval and monitoring processes for these arrangements are set out in separate [guidance](#).
  - **Flying faculty**, because these types of arrangement are typically commercial agreements for Transnational Education (TNE) they are normally reviewed through the University's Partnership's Committee using its own risk assessment and due diligence templates. However, there are still quality assurance aspects to consider where the Partner is providing resources or support to enable King's to successfully deliver the programme to students at an off-campus location. For this reason, there is an additional risk assessment and due diligence process, that includes a site visit, undertaken by the Faculty Education Committee (or equivalent) in liaison with ARQS team, that relates to the activity. The risk assessment and due diligence forms together with site visit form and the outcomes from the Partnerships Committee should be submitted to APOC as part of the programme proposal stage. The Global Business Development team may be involved in the negotiations with the Partner around the commercial agreement, but the final draft agreement is subject to scrutiny from PDASC ahead of any final sign-off to ensure that the University has the necessary oversight and approval of the local resourcing and support being provided to deliver the programme. The arrangements with the partner relating to the student experience and quality enhancement processes, are subject to the University's standard monitoring and review processes.
  - **Validation**: because this type of activity is deemed very high risk to the University, these arrangements are subject to an enhanced approval and monitoring process that is set out in the [Procedures for validated provision](#). Where approval is given to validate a Partner, an annual monitoring meeting will take place with the Partner, chaired by the relevant Faculty Executive Dean of Education, with the minutes and any recommendations arising from the minutes being reported to QAESC. The validated programmes will be subject to periodic review in accordance with the University's standard [Procedures for programme and module monitoring and review](#).
- 11.3 Flow diagrams for the approval and monitoring of specific collaborative provision (Articulation/Reverse Articulation, Jointly Delivered provision, Shared Taught Modules and Student Exchange) have been provided in section 13 below.
- 11.4 A list of collaborative activity arrangements that the University engages in and links to the guidance and templates on the processes to follow can be located on the [Collaborative Provision website](#) that are managed by the ARQS team. The proposer should consult with the ARQS team and appropriate professional services departments for advice and support prior to developing a programme proposal according to the type activity, as follows:
- All activity: – [ARQS](#)
  - Articulation: – the [Widening Participation](#) teams, [Head of Undergraduate Admissions](#) or [Head of Postgraduate Admissions](#) in the Students and Education Directorate. For these types of arrangements, you are also strongly encouraged to speak to your Faculty Marketing Officer.
  - International partners: – [Global Engagement](#)
  - Student Exchanges: – [Global Mobility](#)
- 11.5 Advice and guidance on collaborative research degree programmes including Joint PhDs should be sought from [King's Doctoral College](#).

- 11.6 Consideration of all ‘other’ types of collaborative activity that are not covered by these procedures’ rests with the relevant Faculty in consultation with the relevant Senior Officer of the University.

## 12 Process maps

### 12.1 Stage One (*Approval in principle to explore partnership*)

The University holds a Register of Collaborative Partners which details all the activity engaged in by the University with that Partner in addition to a separate register for healthcare placement providers. Both registers are hosted on a SharePoint site with access given on request by ARQS. Information on International Partners is also available via a PowerBI report entitled ‘*King’s International Collaboration Dashboard*’ hosted by the Global Engagement Office.

Initiation of a partnership may come from the University or the proposed partner. Prior to committee consideration, Informal discussions should be held with the Vice President (Education & Student Success) for all collaborative programme activity involving an award or academic credit from the College. The Vice President (International, Engagement & Service) should also be consulted with where a proposed collaboration is with an international partner. All proposals are subject to a risk assessed due diligence process to ensure it fits with the University’s vision and strategy, is financially viable, and that resources committed to the development of a proposal provides a reasonable likelihood of final approval via the process outlined below.

Approval of the Partner <sup>9</sup>	
<b>Consult</b>	<ul style="list-style-type: none"> <li>The University <a href="#">Register of Collaborative Partners</a> for a list of approved partners and activity offered with that partner.</li> </ul> <p>Where the Partner is not listed, you will need to seek approval of the partner by contacting the relevant team and completing a risk review process</p>
Risk Review process	
<b>Consult:</b>	<ul style="list-style-type: none"> <li>International Partners: Global Engagement Office for advice on completing their template form for reviewing the risks associated with the partner or obtaining a copy of the existing risk assessment and due diligence forms.</li> <li>Student Exchange: Global Mobility Office for advice on risk assessment and due diligence paperwork relating to the Partner.</li> <li>UK Partners: the risk assessment should use readily published information on gov.uk databases relating to the Partner e.g. OfS register, charity register, companies house register, care quality commission.</li> </ul>
Proposed collaborative activity with a Partner	
<b>Complete:</b>	<ul style="list-style-type: none"> <li><a href="#">The Collaborative Activity Risk Assessment Tool</a> (CARAT)<sup>10</sup></li> </ul> <p>Where relevant, please also complete the following:</p> <ul style="list-style-type: none"> <li><a href="#">Activity checklist form</a> (Articulation, Dual, Double or Joint Awards, or Shared Taught Modules only)</li> </ul>

<sup>9</sup> Following consideration of the risk assessment and subsequent approval of a new Partner a Memorandum of Understanding (MoU) may be put in place with the Partner.

<sup>10</sup> The CARAT form does not apply to Validated Provision arrangements as a separate bespoke template form is in place for this type of arrangement. The CARAT form will not be required where the Partnership Committee’s template forms have been used at the outset for the approval of the Partner.

## Procedures for the approval and monitoring of collaborative provision

	<ul style="list-style-type: none"> <li>• <a href="#"><u>Curriculum Mapping proforma</u></a> (Articulation or Dual Awards only)</li> </ul> <p>Please contact the Collaborative Provision team in the Academic Regulations, Quality and Standards office for advice on completing the documentation. Endorsement will be required from the relevant Executive Dean of Faculty for the CARAT form. Please note that where the activity already exists with the proposed partner for another programme, information can be used from that programme to inform the discussion</p> <p>s around risk without the need to complete a separate CARAT form.</p>
<b>Consider</b>	<ul style="list-style-type: none"> <li>• The viability of delivering learning opportunities with a collaborative partner by assessing any risks at the outset and establishing risk management strategies.</li> </ul>

<i><b>Taught degree programmes</b></i>	
<b>Complete</b>	<ul style="list-style-type: none"> <li>• Planning Proposal</li> </ul> <p>Complete all sections of the Planning Proposal, including those that relate to collaborative provision activity via CourseLoop and upload the risk assessment documentation that relates to the collaborative activity.</p>
<b>Submit:</b>	<ul style="list-style-type: none"> <li>• The completed planning proposal and risk assessment documentation via CourseLoop to the relevant Faculty Education Committee (or equivalent) for consideration.</li> </ul> <p>Following consideration by the Faculty Education Committee (or equivalent) the Planning Proposal and outcomes from the risk assessment documentation should be submitted to APOC for review and a decision to proceed.</p>
<b>Approval:</b>	Following approval from APOC a Curriculum Design Workshop will be established.
<i><b>Research degree programmes</b></i>	
<b>Complete:</b>	<ul style="list-style-type: none"> <li>• <i>New Research Programme</i> form</li> </ul>
<b>Submit:</b>	<ul style="list-style-type: none"> <li>• New Research Programme form together with the risk review process and CARAT to the relevant Faculty Research Committee (or equivalent) for consideration.</li> </ul> <p>Once approved in principle, the form and outcome report should be forwarded to King's Doctoral College for approval via the Postgraduate Research Students Subcommittee (PRSS).</p>
<b>Approval:</b>	<ul style="list-style-type: none"> <li>• Associate Dean of Doctoral Studies</li> <li>• Executive Dean of Faculty</li> <li>• Relevant Vice President or Senior Vice President (where required)</li> </ul>
<b>All collaborative proposals</b>	
<b>Risk category:</b>	The overall level of risk attached to the proposal will be categorised as 'low', 'medium' or 'high' as determined by the risk review and proposed collaborative activity processes.
<b>Outcome:</b>	<p>APOC or PRSS will consider the proposal and either:</p> <p>(a) give approval to proceed to Stage Two;</p> <p>(b) refer back to the proposer for clarification or reasons for decline;</p>

## Procedures for the approval and monitoring of collaborative provision

	(c) refer to another appropriate committee or office for consideration. (d) reject proposal
<b>Stage One Completion:</b>	<i>Where Stage One is complete all proposals shall move to Stage Two</i>

### 12.2 Stage Two (Detailed scrutiny of proposals for collaborative provision)

Detailed scrutiny of proposals for collaborative activity should be undertaken to complete the risk assessment and due diligence process. Depending on the partnership and nature of the activity, the level at which the scrutiny will take place is defined by the risks identified in Stage One. Consult with ARQS and King's Doctoral College to check what agreement documentation is already in place and for advice on completing or amending new/existing paperwork.

<b>Discuss</b>	Finalise mapping of programme activity with partner and identify respective roles, responsibilities and obligations of each partner in the organisational arrangements for the programme
<b>Complete</b>	<p>A Memorandum of Agreement with the Partner where this does not already exist</p> <ul style="list-style-type: none"> <li>For International Partners this should be undertaken in consultation with the Global Engagement Office who will provide the University's template as the basis for discussion. Approval of the MoA will be the responsibility of the Vice President (International, Engagement &amp; Service).</li> <li>For UK Partners this should be undertaken in consultation with the <a href="#">ARQS</a> team who will provide a suitable template for the basis of discussion. Approval of the MoA will be the responsibility of the Quality Assurance and Enhancement Sub-Committee (QAESC), except for validated partners where the approval of the agreement is the responsibility of the Programme Approval Development Sub-Committee (PDASC).</li> </ul>
<b>Draft</b>	An Activity Schedule for the type of arrangement being entered into in liaison with the Partner. <a href="#">ARQS</a> will advise on the appropriate template to use for discussions with the Partner.
<b>Forward</b>	The Activity Schedule or MoA where this incorporates the Activity Schedule to <a href="#">ARQS</a> for review. The documents may be escalated to the QAESC to provide the relevant expertise and advice on areas that need to be addressed or considered further ahead of final consideration and approval by the relevant Faculty Education Committee (or equivalent) and PDASC.
<i><b>Taught degree programmes</b></i>	
<b>Liaise and draft</b>	The <i>Programme</i> and/or <i>module specifications</i> via CourseLoop, attaching draft activity schedule which must be considered at the Curriculum Design Workshop led by King's Academy. Updating any paperwork following outcomes of the Design Workshop before the next stage in the process.
<b>Submit</b>	All documentation and any additional supporting documentation required as an outcome of the risk assessment process at Stage One to the relevant Faculty Education Committee for detailed scrutiny. The documentation submitted forms the due diligence process and is used to aid the scrutiny of proposals and inform the recommendation for approval.

## Procedures for the approval and monitoring of collaborative provision

<b>Outcome</b>	Following consideration by the relevant Faculty Education Committee (or equivalent) submit final documentation to PDASC for consideration and final approval.
<i>Research degree programmes</i>	
<b>Submit:</b>	All documentation and any additional supporting documentation required as an outcome of the risk assessment process at Stage One to the relevant Faculty Research Committee (Research programmes) or equivalent for detailed scrutiny. The documentation submitted forms the due diligence process and is used to aid the scrutiny of proposals and inform the recommendation for approval.
<b>Outcome:</b>	PRSS will review the final programme documentation and draft agreement documentation for final approval
<b>Stage Two Approval:</b>	<i>Where Stage Two approval is given by PDASC or PRSS all proposals shall move to Stage Three</i>

### 12.3 Stage Three (Final approval of proposals for collaborative provision)

<b>Final Approval:</b>	Final approval by PDASC or PRSS.
<b>Signed Authority for MoAs with International Partners:</b>	The Memorandum of Agreement must be signed by the Vice President (International, Engagement & Service), although this may be delegated to an alternative appropriate authority.
<b>Signed Authority for MoAs with UK Partners:</b>	<u>Low risk:</u> Head of Department (department level) or Executive Dean of Faculty (Faculty level) <u>Medium to High risk:</u> Vice President (Education & Student Success) or Vice President (Research)
<b>Signed Authority for Activity Schedule</b>	The Activity Schedule is not valid without a legally binding Memorandum of Agreement being in place. Once this is in place, the Activity Schedule should be signed by the relevant Executive Dean of Faculty (Faculty level activity) or Head of Department (departmental level activity) or their nominee.
<b>Submit:</b>	Electronic copy of the final signed documentation to <a href="#">ARQS</a>
<b>Stage Three Approval:</b>	The approval process is complete when the final Programme Specification is approved via CourseLoop and the signed copy of the MoA and accompanying Activity Schedule has been submitted to ARQS and is added to the University's register of collaborative partners for routine reporting to QAESC.

### 12.4 Stage Four (Monitoring and Management of collaborative provision)

Prior to the activity commencing, monitoring and management arrangements for continual review of the activity should be agreed between all partners. This includes putting in place a mechanism for the effective management and oversight of the administration necessary to monitor the shared activity and arrangements for teaching out should the need arise.

The arrangements with the Partner for delivering the teaching and learning support and resources should be included in the Continuous Enhancement Review for Programmes with a fuller review taking place in accordance with the notice period clause set out in the MoA and at least twelve months prior to the expiry of the agreement.

## Procedures for the approval and monitoring of collaborative provision

The Partnership arrangements should be included in the documentation for the periodic programme review, with the Partner being involved in the process. For medium to higher risk types of activity additional monitoring requirements should be put in place, see section 12.6 below. Where practical, a King's representative should undertake a visit to the Partner prior to a new agreement being signed and this should be reported as part of the review of activity or periodic review process.

<i>Annual Monitoring of Taught degree programmes</i>	
<b>Consult:</b>	All Taught programme activity including those with collaborative provision are subject to the ' <a href="#">Procedures for programme and module monitoring and review</a> '.
<b>Provide:</b>	Information on the collaborative activity that is either offered as a learning opportunity for a programme, resourced by the partner, or jointly delivered with a partner or is part of a UK or overseas campus arrangement should be included in the Continuous Enhancement Review for Programmes template form. For Articulation type agreements reference should be made to the number of participating students and their progress between the two programmes offered.
<b>Submit:</b>	The initial Continuous Enhancement Review for Programmes paperwork to the relevant Faculty Education Committee for approval, ensuring that this is continuously updated as required.
<b>Outcome:</b>	<p>The relevant Faculty Education Committee reviews at stated timescales advertised during each academic year and approves the Continuous Enhancement Review for Programmes paperwork.</p> <p>Where the FEC considers the report requires further information this will be sent back to the Head of Department for further work before resubmission to the FEC.</p>
<b>Forward:</b>	<p>Faculties must submit their review report to the ARQS team. The oversight and monitoring of reports rests with QAESC reporting to CEC.</p> <p>Faculties can suggest a meeting should be held with relevant stakeholders within the College to discuss how the programme(s) can be supported. Where a FEC deems a meeting is required they should contact the Associate Director, ARQS to discuss. Separate meetings will be held for UG and PGT programmes to ensure timely consideration of any areas requiring discussion. Where the meeting fails to take place the Continuous Enhancement Review for Programmes will not be registered as complete.</p> <p>For validated provision an annual review meeting will take place between the relevant Faculty and Validated Partner supported by the ARQS team. The minutes from the meeting and resulting action plans or sharing of good practice will be submitted to QAESC and reported to CEC.</p>
<i>Annual Monitoring of Research degree programmes</i>	
<b>Consult:</b>	All programme activity including those with collaborative provision are subject to the ' <a href="#">Procedures for postgraduate degrees approval and monitoring</a> '.
<b>Provide:</b>	Information or a report from your Joint Academic Committee (JAC), a JAC report for university-wide partners will be produced centrally by King's Doctoral College, including any relevant minutes of meetings held about the



### Procedures for the approval and monitoring of collaborative provision

	programme, to your Faculty Research Committee for consideration and inclusion in the Faculty annual report.
<b>Outcome:</b>	A Faculty Annual Report will be completed, including reference to any issues arising from jointly delivered PhD programmes.
<b>Forward:</b>	Faculty or JAC Reports to King's Doctoral College for review and consideration by PRSS.

<b>Review of Activity</b>	
<b>Complete:</b>	<ul style="list-style-type: none"> <li>• <a href="#">Review of activity form</a>;</li> <li>• <u>EITHER</u> draft a <i>new</i> agreement (MoA and/or Activity Schedule) setting out the terms of reference and details for the shared activity between the partners to renew the arrangement <u>OR</u> draft a formal letter withdrawing from the agreement and setting out the mechanisms by which both parties agree for enabling current students to complete their programme under the terms of the expiring agreement.</li> </ul>
<b>Submit:</b>	Final documentation to the relevant Faculty Education Committee or equivalent (Taught programmes) or Faculty Research Committee or equivalent (Research programmes) for consideration.
<b>Forward:</b>	<p>The final Review of Activity form and draft agreement/activity schedule or withdrawal letter to <a href="#">ARQS</a> for consideration by PDASC for jointly delivered Taught programmes, or for report to QAESC for learning opportunities delivered for a Taught programme, or for consideration to King's Doctoral College for consideration by PRSS for Research Degree programmes.</p> <p>If required, a new Memorandum of Understanding (MoU) may also be put in place with the Partner as part of the process for renewing the agreement with a Partner.</p>
<i>Taught degree programmes</i>	
<b>Outcome:</b>	<p>Re-approval or termination of low-risk activity (Articulation/Reverse Articulation, Flying Faculty, Off campus shared Taught Module or Placement provision) rests with the Faculty Education Committee (or equivalent) with the outcome reported to QAESC.</p> <p>Re-approval or termination of medium to high-risk activity (Co-operative partnerships, Double, Dual, Multiple or Joint Awards) rests with PDASC.</p> <p>Re-approval or termination of Student Exchanges rests with the Global Mobility Office reporting to the Student Experience Sub-Committee, except where these are programme specific in which case the decision to approve or terminate the arrangement rests with the Faculty Education Committee (or equivalent) with the outcome reported to PDASC.</p> <p>Final outcomes on decisions taken to re-approve or terminate a partnership arrangement will be reported to CEC.</p>
<i>Research degree programmes</i>	
<b>Outcome</b>	Following consideration by the relevant Faculty Research Committee, final documentation should be submitted to King's Doctoral College for review and approval by the Postgraduate Research Student Sub Committee. Final decisions will be reported to the College Research Committee.



## Procedures for the approval and monitoring of collaborative provision

<b>Final approval:</b>	<p><u><i>Faculty-initiated partnerships:</i></u> recommendation for renewal or termination following consideration of the documentation by the relevant University Committee rests with the Executive Dean of Faculty (low risk activity) or the Vice President (Research) (medium/high risk activity).</p> <p><u><i>University-initiated partnerships:</i></u> a recommendation for renewal or termination following consideration of the documentation by the relevant University Committee rests with the VP (Research) for UK partnerships or the VP (International, Engagement &amp; Service) for International partnerships.</p>
<b>Final Approval:</b>	Following the final approval by the relevant committee, a new MoA and accompanying Activity Schedule or formal letter terminating the activity must be signed and dated by the appropriate authority depending on the risk category of both King's and the Partner.
<b>Signed Authority for MoAs with International Partners:</b>	Where appropriate the Memorandum of Agreement must be signed by the Vice President (International, Engagement & Service) or their delegated authority.
<b>Signed Authority for MoAs with UK Partners:</b>	<p><u>Low risk:</u> Head of Department (department level) or Executive Dean of Faculty (Faculty level)</p> <p><u>Medium to High risk:</u> Vice President (Education &amp; Student Success) or Vice President (Research)</p>
<b>Signed Authority for Activity Schedule</b>	The Activity Schedule is not valid without a legally binding Memorandum of Agreement being in place. Once this is in place, the Activity Schedule should be signed by the relevant Executive Dean of Faculty (Faculty level activity) or Head of Department (departmental level activity) or their nominee.
<b>Submit:</b>	Final signed MoA and/or Activity Schedule to <a href="#">ARQS</a> .
<b>Stage Four Approval:</b>	The approval process is complete when final approval for the continuation or termination of the programme has been given, and a final signed copy of the MoA and/or Activity Schedule or formal termination letter has been submitted to ARQS and the University's Register of collaborative partners is updated.

### 12.5 Programme modification and variation to the existing agreement documentation

Where the continuous enhancement review for programmes process triggers a modification to the programme delivery (including suspension/termination) or a variation/termination of the agreement this will be subject to the relevant University procedures for modifying a programme and the relevant terms and conditions set out in the agreement and/or Activity Schedule underpinning the programme arrangements.

### 12.6 Additional monitoring for jointly delivered awarded programmes:

To ensure that jointly delivered programmes offered with a Partner are managed effectively, the following requirements will apply:

- Jointly delivered taught programmes:* A Joint Programme Management Committee should be established with terms of reference and membership from all parties involved in monitoring the delivery of the programme. The Committee should meet as a minimum at least once in any given academic year (virtual meetings are permitted) and will be responsible for overseeing the administrative and quality aspects of the programme including relationship management, changes to the programme structure,

## Procedures for the approval and monitoring of collaborative provision

student admissions, progression and assessment matters, student engagement, external examiner reporting and any other issues identified for the effective management and oversight of the administration necessary to monitor the shared activity in liaison with the partner. Identified areas of quality enhancement and any issues that have arisen during the academic year in question should be fed back through the appropriate mechanism of the University e.g. assessment matters referenced in the relevant assessment board minutes and External Examiner reports, the views of programme team and participating students clearly referenced in the Continuous Enhancement Review for Programmes process.

- *Jointly delivered research programmes*: a Joint Academic Committee should be established to oversee the arrangement following the University's '[Core terms of reference for a Joint Academic Committee for joint PhD programmes](#)'.

### 12.7 Additional considerations for review of activity

As part of the review of activity process it is expected that the initial risk assessment and due diligence documentation is reviewed. This may be done by updating initial risk screening and CARAT forms or by completing new documentation. The Activity Schedules should only be renewed once the review of the activity process has been undertaken and approved at the relevant Committee level. Where a recommendation is made by the relevant Committee to terminate an agreement this will require the endorsement of the relevant Executive Dean of Faculty or relevant Vice-President.

### 12.8 Useful resources

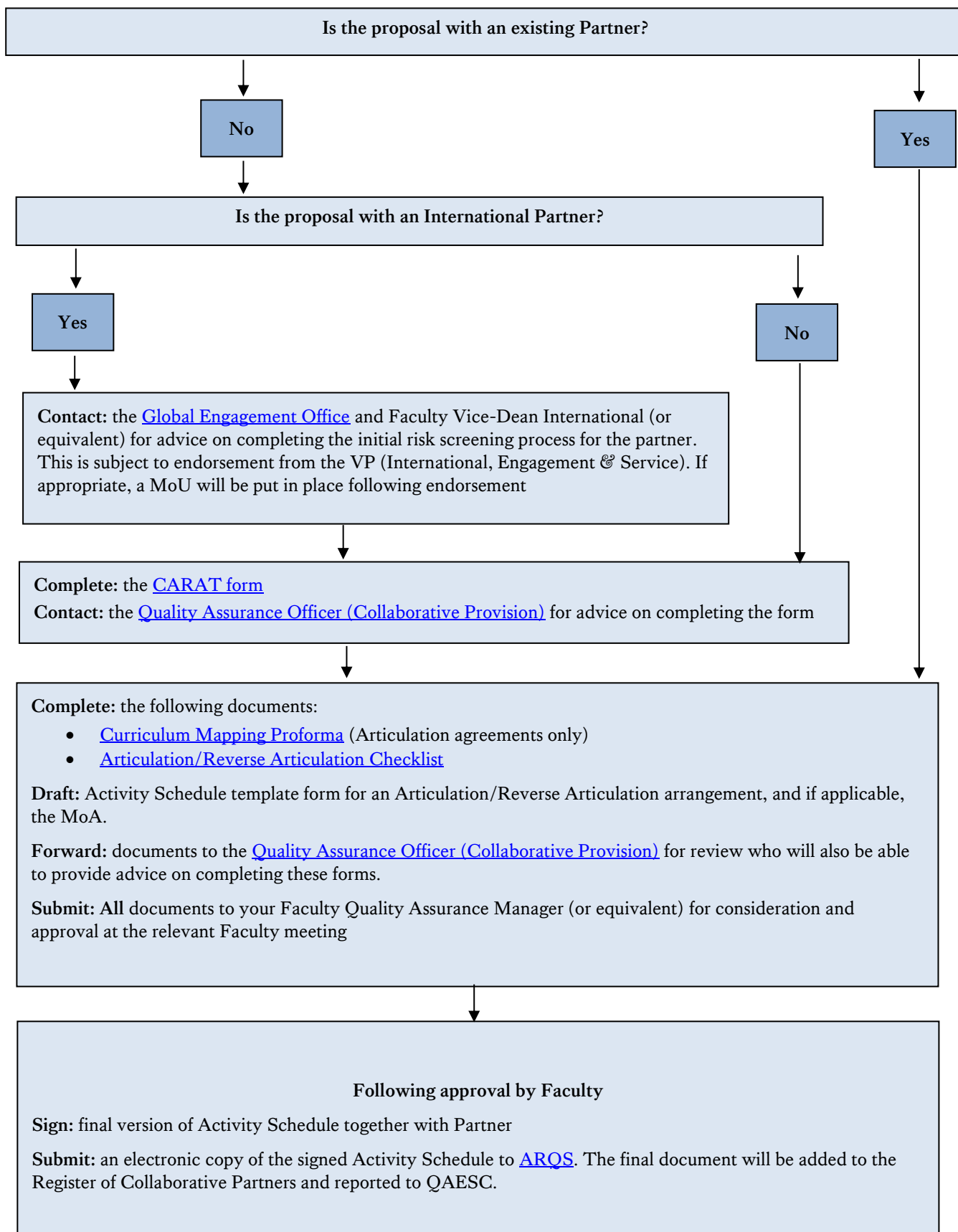
- [Academic Regulations](#)
- [Careers and Employability](#)
- [King's Doctoral College](#)
- [Collaborative Provision](#)
- [Global Engagement](#)
- [Global Mobility](#)
- [Legal Services](#)
- [Module & Programme Approval / Modification](#)
- [Definitions of collaborative activity](#)
- [Collaborative Provision SharePoint \(Resources and Tools\)](#)
- [OfS Regulatory resources](#)
- [QA handbook](#)
- [QAA UK Quality Code](#)

### 13. Flow diagrams

13.1 Flow diagrams have been provided for the following types of activity:

- 13a Articulation/Reverse Articulation approval process
- 13b Articulation/Reverse Articulation monitoring and review process
- 13c Jointly delivered taught programmes with an international partner approval process
- 13d Jointly delivered taught programmes with a UK HEI approval process
- 13e Jointly delivered taught programmes monitoring and review process
- 13f Joint PhD programmes with new partners approval process
- 13g Joint PhD programmes with existing partners approval process
- 13h Shared Taught Module approval process
- 13i Shared Taught Module monitoring and review process
- 13j Student Exchange approval process
- 13k Student Exchange monitoring and review process

13a Articulation/Reverse Articulation approval process



13b Articulation/Reverse Articulation monitoring and review process

### Annual Monitoring

**Establish:** an annual monitoring meeting with the Partner to review the following:

- The number of students accepted through the Articulation/Reverse Articulation route for the incoming academic year. This should also be reported to the [Quality Assurance Officer \(Collaborative Provision\)](#) by 31<sup>st</sup> March for inclusion in the annual monitoring of activity report considered by the Quality Assurance and Enhancement Sub-Committee (QAESC) reporting into the College Education Committee (CEC).
- Currency of the programme mapping document to ensure that this remains an appropriate fit
- Progress of students through this route compared to students who applied to the programme directly
- Feedback from students relating to their integrated programme study
- The Marketing arrangements for the activity and whether the expectations of the programme alignment are clearly outlined to students. A report on published information will be submitted annually to the Programme Development and Approval Sub Committee (PDASC).

**Report:** information, including any challenges/best practice, via the normal Continuous Enhancement Review for Programmes under the relevant sections relating to collaborative provision.

### Review of Activity

(All Partnership arrangements are subject to a Review of Activity prior to renewing or terminating an agreement)

**Complete:** [Review of Activity template form](#) 12 months prior to the expiry of the MoA and related documents.

**Draft:** either Activity Schedule to be attached to a new or existing MoA or withdrawal letter

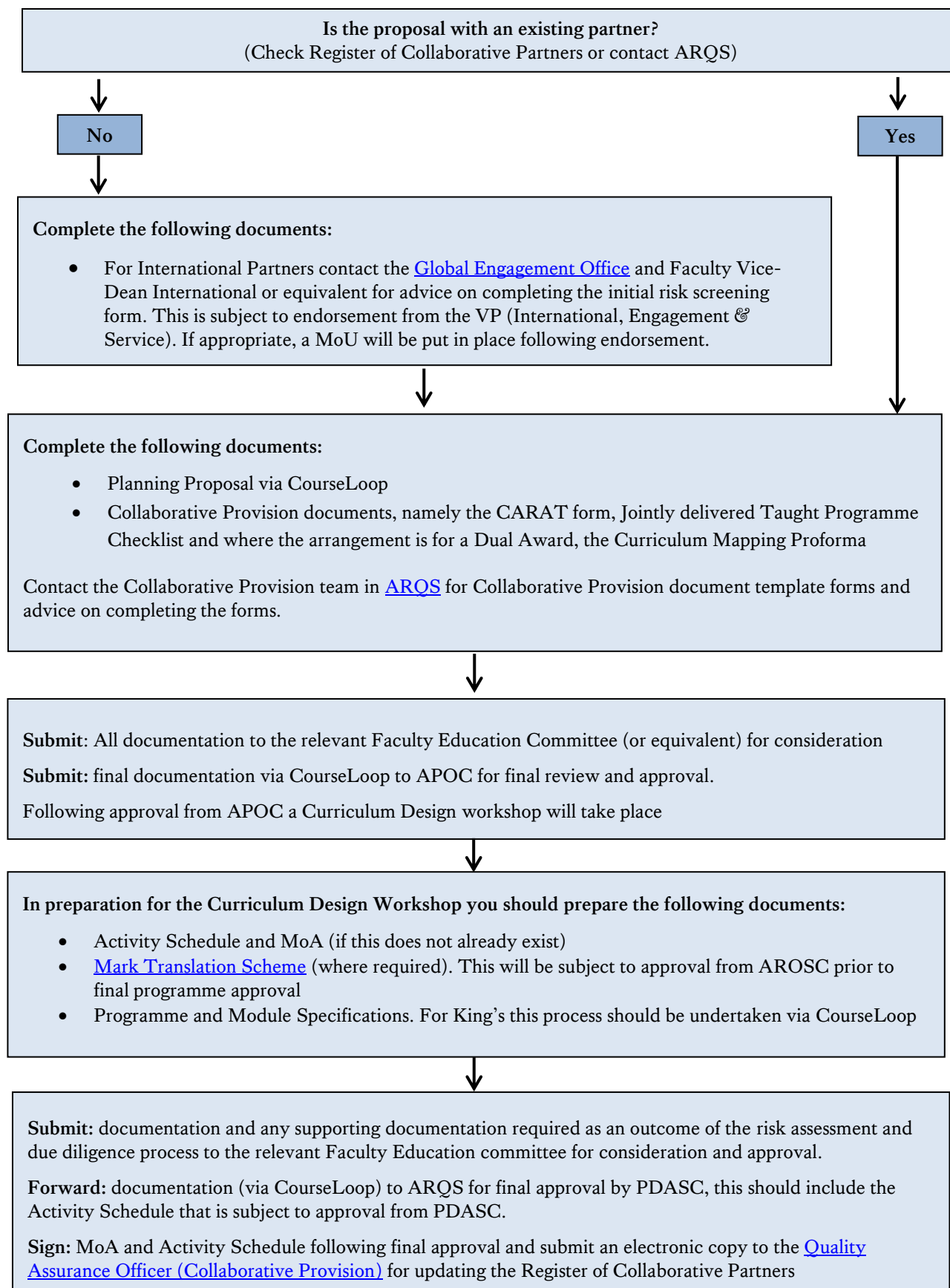
**Forward:** documentation to the relevant Faculty Education Committee or equivalent for consideration and approval.

**Submit:** final documents to the [Quality Assurance Officer \(Collaborative Provision\)](#) for reporting to the QAESC committee. The final decision to renew or terminate an agreement will also be reported to CEC.

Following final approval:

- **Check:** a current (signed) MoA is in place
- **Sign:** final version of Activity Schedule together with Partner
- **Submit:** an electronic copy of the signed Activity Schedule to [ARQS](#). The final document will be added to the Register of Collaborative Partners and reported to QAESC.

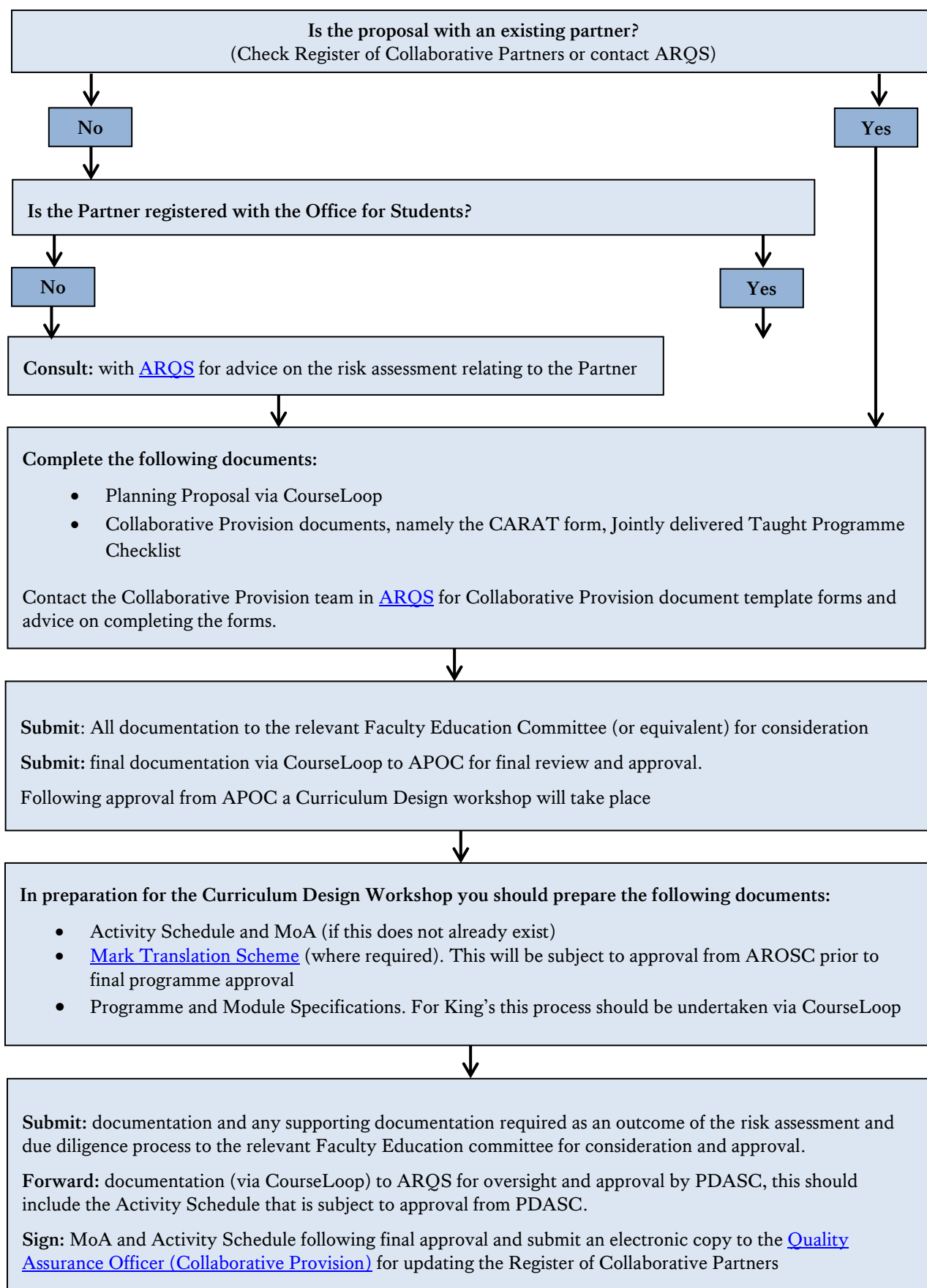
13c Jointly delivered taught programmes with an international partner<sup>11</sup> (i.e. Dual Award<sup>12</sup>, Double/Multiple Award and Joint Award arrangements) approval process



<sup>11</sup> Prior to entering into these types of arrangement, the Faculty should consider whether the partner and activity fit within its own strategy.

<sup>12</sup> For Dual award arrangements you may wish to consider using the College's Curriculum Mapping Proforma template for mapping how the two programmes overlap or can use Partner documentation.

13d Jointly delivered taught programmes with a UK HEI (i.e. Co-operative partnership and Joint Award arrangements) approval process



13e **Jointly delivered taught programmes (i.e. Co-operative partnership, Dual Award, Double/Multiple Award and Joint Award arrangements) monitoring and review process**

**Annual Monitoring**

**Establish:** a Joint Programme Management Committee to monitor and manage the arrangements with the partner and provide the necessary oversight of all aspects of the students' academic experience, ensuring that this is of high-quality throughout. The Joint Programme Management Committee should have its own terms of reference, membership from both King's and the Partner (including student reps) and should meet as a minimum once a year.

**Consult:** the 'Procedures for programme and module monitoring and review' detailed in the QA handbook

**Complete:** the Continuous Enhancement Review for Programmes (CERP) and include any discussion areas arising from your Joint Programme Management Committee in your commentary in each section.

**Submit:** the CERP to the relevant Faculty Education Committee for consideration. The CERP form is designed to be updated as and when required.

**Forward:** CERP report to ARQS for consideration by QAESC. An overview report on key themes, including collaborative provision will be produced and submitted to the College Education Committee.

**Partner and Programme Review**

(A Partner review should be undertaken preferably 12 months prior to the expiry of the relevant agreement)

**Complete the following documents:**

- a) [Review of Activity form](#), ensuring you also complete the sections relating to jointly delivered programme activity
- b) Draft Activity Schedule to be attached to a new or existing MoA or withdrawal letter

**Forward:** All documents to the relevant Faculty Education Committee for consideration.

**Submit:** the final documentation to ARQS for consideration and approval by PDASC.

**Sign:** MoA & Activity Schedule or withdrawal letter following approval by the relevant Faculty committee and PDASC. Please note that for the MoA with an International Partner the designated signatory is the VP (International, Engagement & Service) and for the MoA with a UK Partner the designated signatory is the VP (Education & Student Success). The Activity Schedule should be signed by the designated authority as determined by the relevant Faculty (or equivalent).

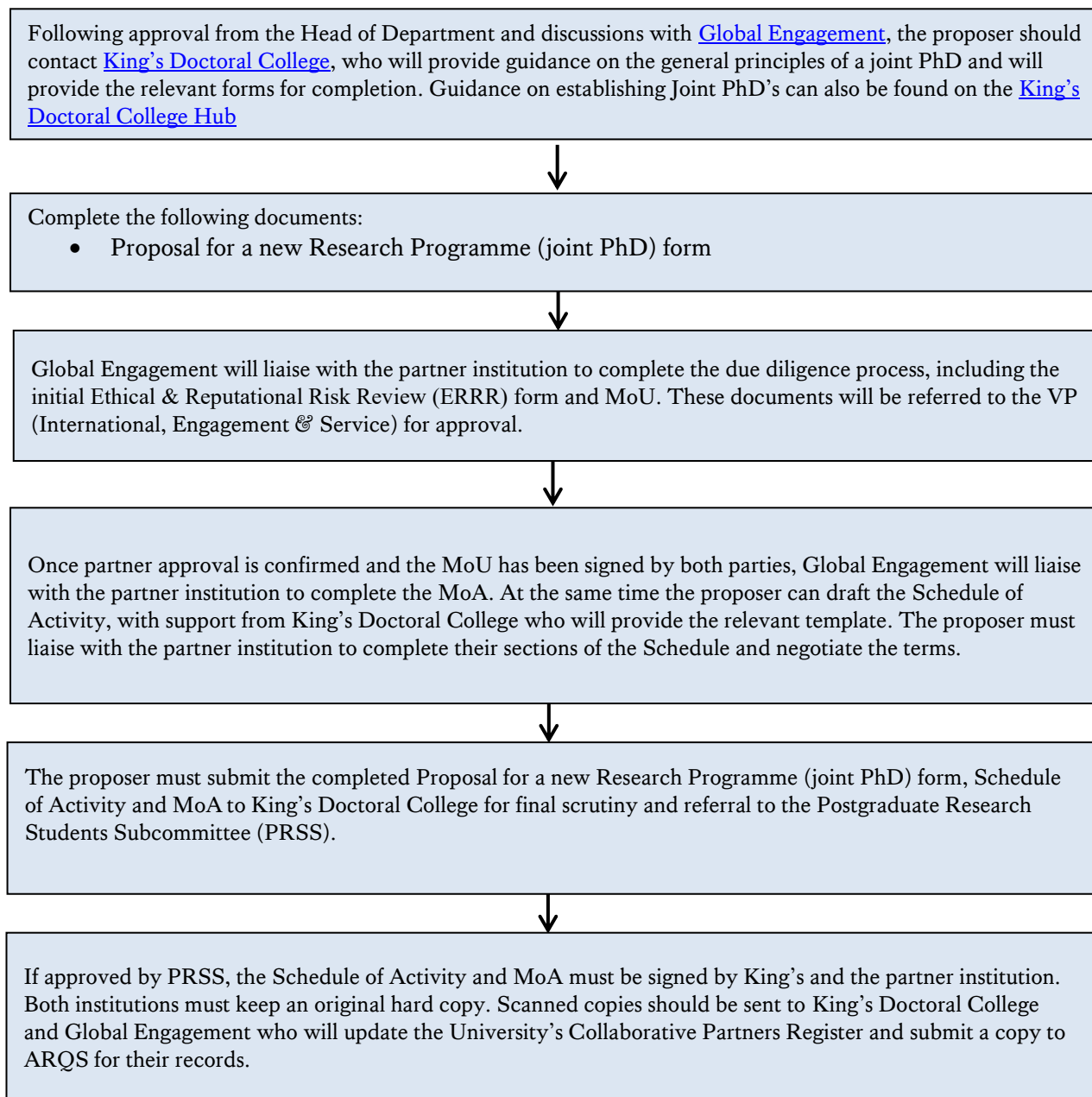
**Submit:** an electronic copy of the documentation to the [Quality Assurance Officer \(Collaborative Provision\)](#) for updating the Register of Collaborative Partners.

Ideally, when reviewing the partnership and programme ahead of renewing or terminating an agreement, a periodic programme review process should also be undertaken. Where any modifications are needed to a Programme or Module following a review this should be undertaken using the standard process via CourseLoop with reference made to the Modifications table.



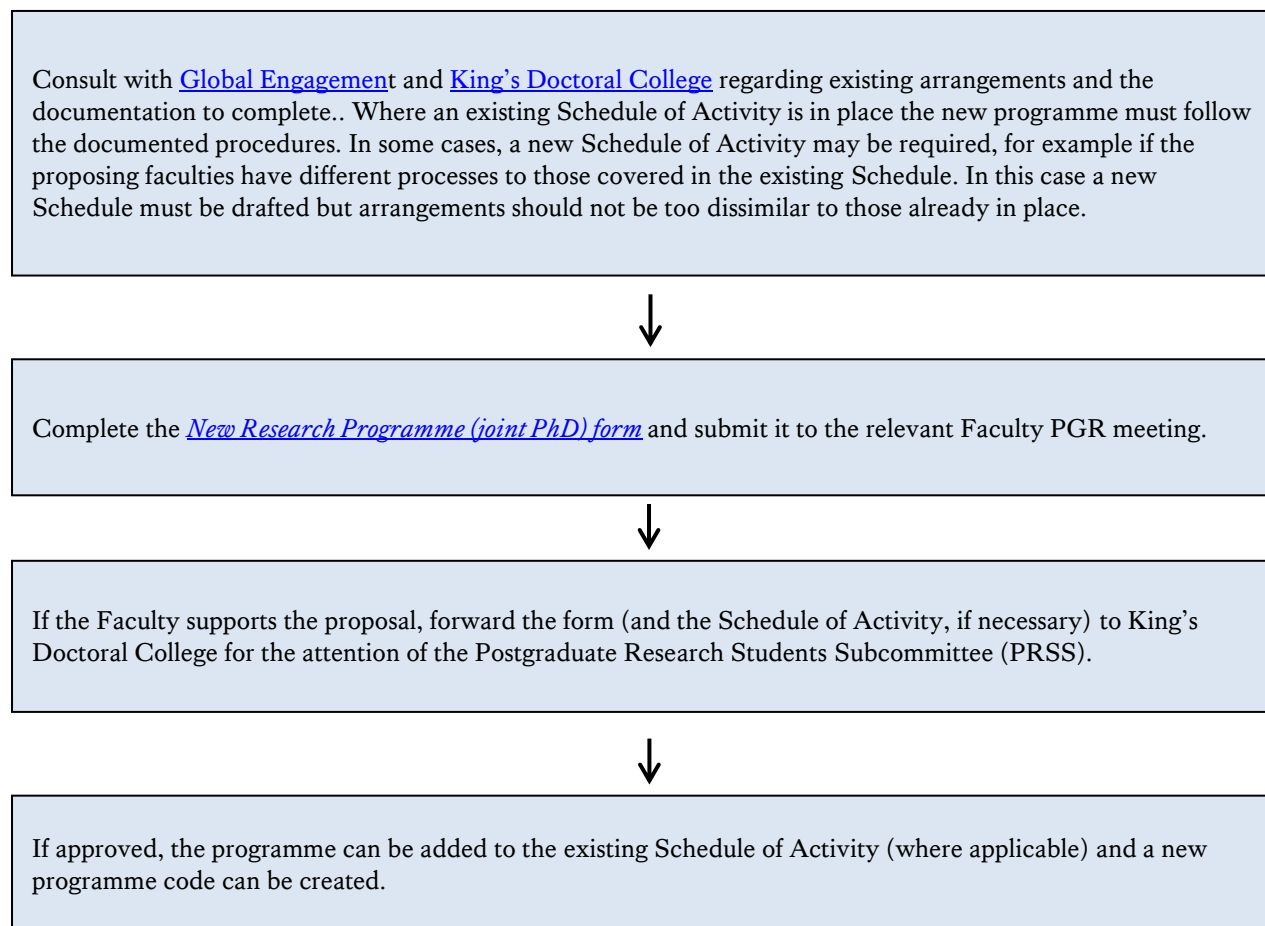
### 13f Joint PhD programmes with new partners approval process

Before progressing with any collaborative provision the academic proposer must discuss this with departmental professional services staff and gain support from the Head of Department. They should then liaise with the Global Engagement office, who will advise on the options available. A joint PhD programme may not be the best option for a new partnership. If it is determined that the department will go ahead with a joint PhD the following process must be followed:

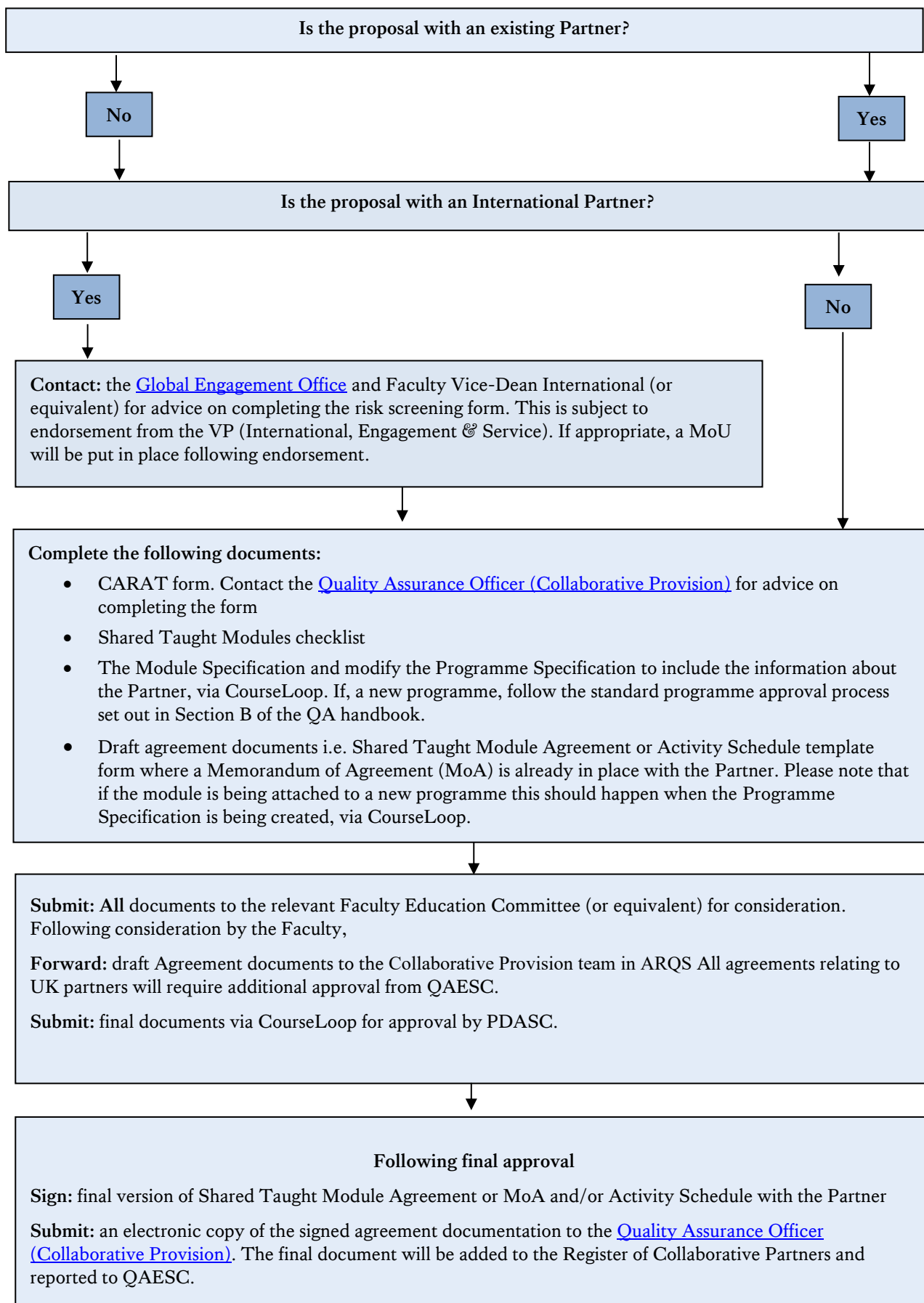


13g Joint PhD programmes with existing partners approval process

The following flowchart is just for new programmes that will be offered under an existing agreement, i.e. where a joint PhD is already offered with another department/faculty.



13h Shared Taught Module approval process



13i Shared Taught Module monitoring and review process

### Annual Monitoring

**Complete: Continuous Enhancement Review for Programmes (CERP):** include information within each section to reflect on the collaborative provision arrangement.

**Submit:** the CERP to the relevant Faculty Education Committee for consideration. The CERP form is designed to be updated as and when required.

**Forward:** CERP report to ARQS for consideration by QAESC. An overview report on key themes, including collaborative provision will be produced and submitted to the College Education Committee.

### Review of Activity

(All Partnership arrangements are subject to a Review of Activity prior to renewing or terminating an agreement.)

**Complete the following documents:**

- [Review of Activity form](#) 12 months prior to the expiry of the agreement documentation. This is to allow sufficient time to report on UK partnerships to the UKVI.
- If applicable, modification to a Programme and/or Module. For King's this process should be undertaken via CourseLoop and will be subject to final approval from PDASC.

**Draft:** Agreement documentation (e.g. Shared Taught Module Agreement or MoA with accompanying Activity Schedule) or withdrawal letter.

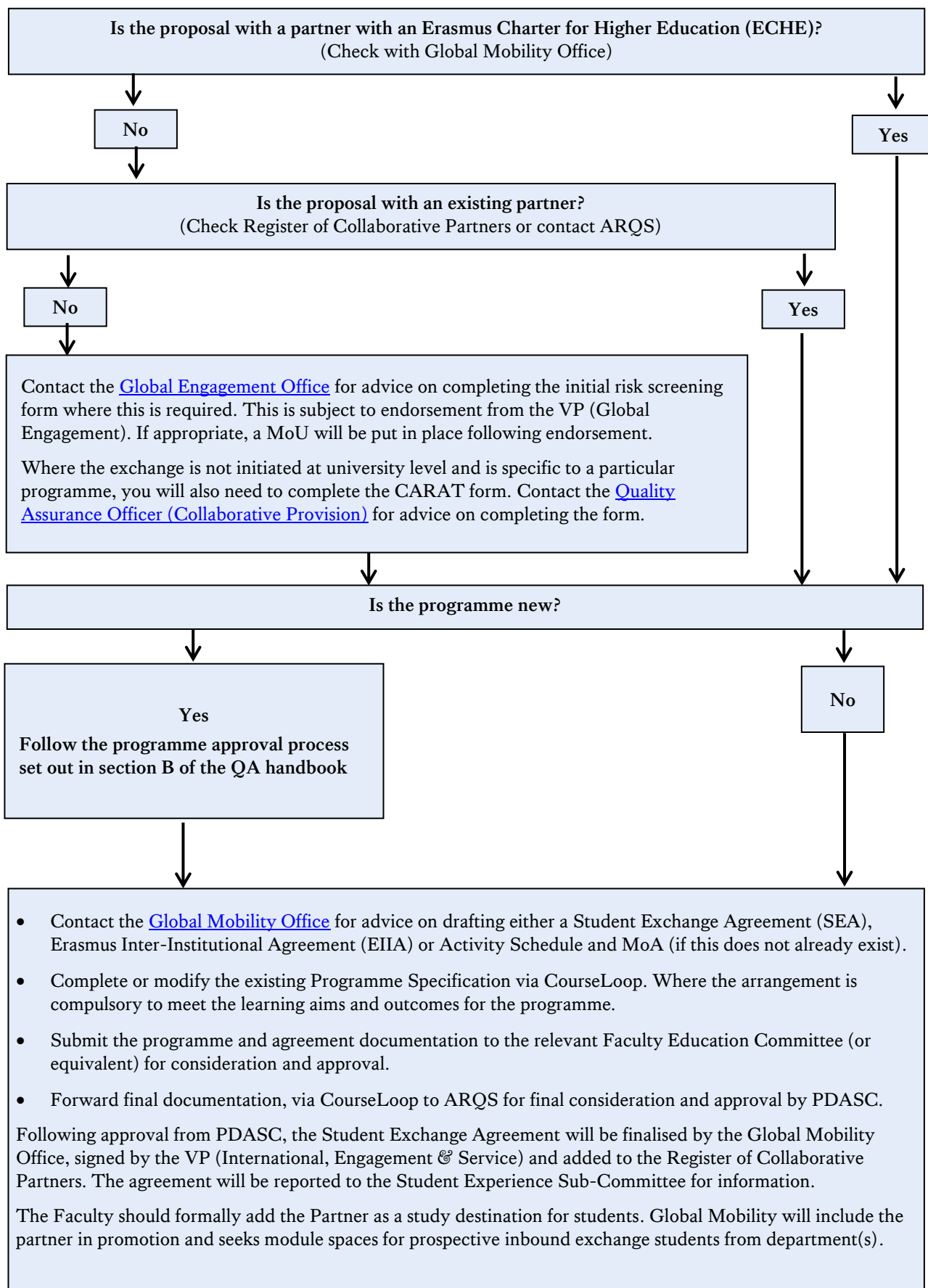
**Submit:** All documentation to the relevant Faculty Education Committee or equivalent for consideration and approval.

Following approval from the relevant Faculty Committee, forward the draft agreement documentation and the review of activity form to the [Quality Assurance Officer \(Collaborative Provision\)](#) for final consideration and approval from QAESC for UK Partners or for reporting to QAESC for International Partners.

Following final committee approval, submit an electronic copy of the signed agreement or withdrawal letter to the [Academic Regulations, Quality and Standards \(Quality Assurance\)](#). The Register of Collaborative Partners will be updated to reflect the renewal or termination of the agreement.

### 13j Student Exchange approval process

(Approval of new student exchange partnerships will require less scrutiny at Faculty level where these have been initiated at University level)



131 Student Exchange monitoring and review process<sup>13</sup>

**Annual Monitoring**

**Complete: Continuous Enhancement Review for Programmes (CERP):** include information within each section to reflect on the collaborative provision arrangement. In addition, partnership reviews are undertaken by the Global Mobility team's internal process via which they consider whether any action or changes are required with the partner or need to be raised with King's academic departments with the partner attached to a programme of study. They are conducted biennially or annually. You may wish to consider adding any information from these reviews into the CERP if relevant to the standards and quality of the programme being offered.

**Submit:** the CERP to the relevant Faculty Education Committee for consideration. The CERP form is designed to be updated as and when required.

**Forward:** CERP report to ARQS for consideration by QAESC. An overview report on key themes, including collaborative provision will be produced and submitted to the College Education Committee.

**Review of Activity**

(Department-led student exchanges with an International Partner only where these are not attached to a university-wide agreement or where they fall outside the Erasmus + programme)

**Complete the following documents:**

- [Review of Activity form](#) 12 months prior to the expiry of the agreement documentation.
- Modification to a Programme and/or Modules (if applicable). For King's, this process should be undertaken via CourseLoop and will be subject to final approval from PDASC.

**Draft:** Agreement documentation (e.g. SEA or MoA and accompanying Activity Schedule) or withdrawal letter.

**Submit:** All documentation to the relevant Faculty Education Committee (or equivalent) for consideration and approval.

Following approval from the relevant Faculty Committee, and if applicable PDASC, forward the draft agreement documentation and the review of activity form to the [Quality Assurance Officer \(Collaborative Provision\)](#) for reporting to QAESC.

**Signatory:** Agreement documentation or withdrawal letter should be signed by the VP (International, Engagement & Service) or delegated authority.

**Submit:** an electronic copy of the signed documentation to the [Quality Assurance Officer \(Collaborative Provision\)](#) for updating the Register of Collaborative Partners.

<sup>13</sup> The Global Mobility Office is responsible for the review of activity relating to all university-wide Student Exchange Agreements and those that fall under the Erasmus+ programme. Findings from the review will be reported to the Student Experience Sub-Committee.

## 14. Further information

14.1 In addition to the UK Quality Code and associated Advice and Guidance documents, in particular operating partnerships with other organisations, the University is a member of the QAA and has access to a range of resources through our membership, including Country specific transnational education activity through the QE-TNE scheme. The QAA website also provides useful information that can be shared with Partners to support managing collaborative activity with a Partner, examples include the following:

- [Characteristics statements](#)
- [External Examining Principles](#)
- [Higher Education Credit Framework for England](#)
- [Qualifications Frameworks](#)
- [Subject Benchmark Statements](#)

14.2 Universities UK International (UUKi) is the international arm of Universities UK, representing UK universities and acting in their collective interests globally. They actively promote universities abroad and publish information on international developments to support universities international strategy <https://www.universitiesuk.ac.uk/international>

# **Section E**

## **Procedures for validated provision**





## 1. Introduction

- 1.1 These procedures provide a framework for the approval and effective monitoring and management by King's of validation arrangements and draws together current individual procedures for programme and module approval, monitoring and review and collaborative provision. They align with the principles and practices set out in the *UK Quality Code for Higher Education*<sup>54</sup>, specifically the principles for operating partnerships with other organisations and associated advice and guidance.
- 1.2 The University has ultimate responsibility for academic standards and the quality of learning opportunities and will only consider arrangements with a Partner where there is (a) a strong strategic reason for doing so, (b) where the Partner is also subject to the UK regulatory environment and (c) where the Partner can demonstrate it has the infrastructure in place to safeguard and maintain King's standards and the quality of awards. For this reason, the University will only consider requests for validation from UK Partners.
- 1.3 The procedures are intended to support working in partnership with another organisation in a manner that safeguards the University's reputation and the quality of learning opportunities for students. This is undertaken through a set of key policy principles set out in paragraph 4 below.
- 1.4 These procedures are intended to provide information to members of staff at King's and to our validated partners to enable us to meet our regulatory obligations, particularly to the Office for Students (OfS), whilst maintaining a continuing dialogue with the Partner in respect of academic development and quality assurance.
- 1.5 These procedures do not cover 'accreditation' of partner's provision, broadly defined as the process whereby an institution without degree awarding powers is given wide authority by the University to exercise power and responsibility for academic provision. The University remains ultimately responsible for the standards and quality of its awards but chooses to only exercise limited control over the quality assurance functions of the Partner. For this reason, the University is unlikely to consider these types of arrangement due to the high complexity and risk involved.

## 2. Definition of terms

- 2.1 The following definitions are used in this document:

**Validation** is the process whereby the University judges that a programme of study developed and delivered by another Partner institution or organisation is of an appropriate quality and standard to lead to a King's award and is subject to the University's quality assurance procedures. The University will determine on a case-by-case basis the extent to which it exercises direct control over the quality assurance aspects of the programme's management.

**Partner** describes the institution or other organisational body with which the University enters into an agreement to collaborate. It refers to partners that have one or more of their programme offerings validated by the University.

## 3. Objectives of the validation process

- 3.1 The objectives of the validation process are to establish whether ostensibly a case for

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<sup>54</sup><http://www.qaa.ac.uk/quality-code>

validation exists and to ensure that the key principles underpinning the arrangement can be initially met. This will be determined through an approval process, including a validation event and the subsequent recommendations made. Following approval, the validated provision will be subject to a monitoring and review process to ensure that the key principles underpinning the arrangement can continue to be met.

#### **4. Key principles**

4.1 The following key principles will underpin all validation activity at the University. The arrangement must be able to:

- Complement the strategic priorities set out in King's Strategic Vision 2029 and the University Education Strategy, including whether the Partner is of good standing and fits with the University's ethos and values.
- Fit into a subject discipline that the University has expertise in enabling the arrangement to be assigned to a particular department within a Faculty who will have the necessary oversight.
- Demonstrate that the programme(s) offered will be delivered at the appropriate standard and level to meet the requirements for the relevant King's award, including compatibility with any relevant benchmarking information and PSRB requirements
- Establish an appropriate governance structure that can be supported through the University's governance arrangements to ensure the necessary oversight for maintaining the academic standards of awards.
- Ensure that the University's legal obligations can be fully met.
- Demonstrate that the partner institution has a secure medium to long term future and is financially sound.
- Demonstrate that the Partner can meet its legal obligations in respect of equality, diversity and inclusion matters.
- Demonstrate that the appropriate resources, including staffing and support services, are in place to provide a stable and suitable learning environment that allows students to succeed.
- Demonstrate that the appropriate quality assurance mechanisms/regulatory frameworks are in place to guarantee the operation of the programme(s) to the required quality and standards as determined by the University and ensuring compliance with the external regulatory environment.

#### **5. Strategic considerations**

5.1 The King's Strategic Vision 2029 is to make the world a better place and to continue to expand the significant contribution that King's makes in London and within the UK, and beyond that to an international community that serves the world. The Education Strategy is built upon the first priority of Vision 2029 - 'educate to inspire and improve'. King's Strategic Vision 2029 and Education Strategy can be located at:  
<https://www.kcl.ac.uk/aboutkings/strategy/index.aspx>

#### **6. Academic standards and awards**

6.1 King's is responsible for the academic standards of validated programmes, their oversight and maintenance and for the compatibility of such standards with any relevant benchmark information and qualifications framework recognised within the UK, including any PSRB requirements where these may be required. This responsibility rests with the Academic

Board at King's and its sub-structure. It will be carried out through several quality assurance mechanisms such as the approval, monitoring and review of the Partner and the programmes, representation at assessment sub-boards and the appointment of an external examiner who is expected to submit a report to King's.

- 6.2 Awards offered by the University are set out in the Academic Regulations. Where a Partner wishes King's to validate an award not offered by the University this will be subject to approval from the University's Academic Board at the outset.

## 7. Governance

- 7.1 The governance arrangements for partnerships operate under delegated authority from Academic Board through its sub-committee structure. Academic Board will be responsible for determining if there is a prime facie case for considering the proposal and will have final approval of the validated Partner and the provision offered, including their Academic Regulations, associated policies and procedures.
- 7.2 The College Education Committee (CEC) is a sub-committee of Academic Board and will provide strategic leadership of education for the University's, ensuring that the University's academic taught provision, including that offered by validated partners, aligns with national expectations for quality and academic standards and enhances students' learning experience. CEC will endorse the recommendation made by its sub-committees and by the relevant Faculty committee to formally request final approval of the validated Partner and provision offered from Academic Board.
- 7.3 The Programme Development and Approval Sub-Committee (PDASC) provides a strategic overview of the development of new taught programmes and has oversight of Faculty approvals at module level and reports into the College Education Committee. PDASC has responsibility for considering and approving all new validated provision, including oversight of the validation review panel outcomes and recommendations as part of the approval stage. PDASC will also consider and approve any modifications to the validated partner's provision. PDASC has oversight of the Periodic Programme Review, including those programmes offered by a validated partner. Once a Validated Agreement (also referred to as the Memorandum of Agreement/MoA) has been set up, any renewal or midterm amendment of the agreement will be considered by PDASC as part of the periodic programme review process (undertaken every five years) or subsequent changes to the suite of programmes offered by the Partner that King's agrees to validate.
- 7.4 The Quality Assurance and Enhancement Sub-Committee (QAESC) is responsible for the University's overarching quality assurance framework. QAESC has oversight of all aspects relating to validated partners. This includes the consideration of any new validated partner, reviewing the terms of reference and operational arrangements agreed with the Partner and set out in the validation agreement, reviewing the recommendations made in validation reports and providing expert advice to CEC. QAESC will also receive the minutes from the annual monitoring meetings with validated partners reporting on any outcomes to the College Education Committee.
- 7.5 The Assessment and Regulatory Oversight Sub-Committee (AROSC) has responsibility for the strategic development of assessment policy and regulation and oversight of assessment matters reporting into the CEC. Following approval of the validated Partner's Academic Regulations by Academic Board as part of the validation approval process, AROSC will have responsibility for continuing to monitor the validated Partner's Academic Regulations and recommending their approval to Academic Board via CEC on an annual basis.

- 7.6 The Faculty is responsible for maintaining the oversight of the validated Partner and the programmes offered and will be responsible for assuring Academic Board that the objectives and policy principles of the validation processes can be met. This reflects the subsequent operation of a validated programme whereby it becomes the responsibility of a Faculty (Institute/School) to approve, monitor and manage the arrangement via the usual routes of the Faculty Education Committee (or equivalent) with the Faculty Assessment Board Chair attending the validated Partner's Assessment Board to ensure the necessary oversight of the student results leading to a King's award. Therefore, proposals for validating a Partner and the programme(s) they wish to offer will normally initially be considered by the Faculty through their committee governance structure prior to submitting the proposal to Academic Board.
- 7.7 Initial validation will normally be for a period of up to five years and will be subject to annual monitoring in the second academic year following either the enrolment of the first cohort of students on a minimum two-year degree programme or the graduation of the first cohort of students on a maximum one-year degree programme. A review of the partnership and programmes will be scheduled at the start of the penultimate academic year prior to the expiry of the agreement by the relevant Faculty Education Committee (or equivalent) reporting into PDASC for formal approval.
- 7.8 Responsibility for managing the partnership arrangement rests with the relevant Executive Dean of Faculty reporting to the Vice President (Education and Student Success). The Faculty is expected to nominate an academic and professional services lead whose roles will be any day to day operations of the validated programme and to liaise with the Head of Collaborative Provision and support the Partner. The role of the Vice-Dean Education for the Faculty is to chair the annual monitoring meetings, and the periodic programme review process. The role of the relevant Assessment Board Chair is to represent the College at the assessment board where any decisions on progression or award are made and support the Partner in ensuring the continued assurance of our academic awards and sharing knowledge and expertise on assessment matters. The Academic Regulations, Quality and Standards (ARQS) team role is to provide support to the relevant Faculty team to maintain oversight of the operational arrangements for the validation of a Partner's programme(s). They will also act as the first point of contact for the Partner in respect of the arrangements covered by the validation agreement. A list of responsibilities for managing the partnership arrangement is set out in paragraph 16 below.

## **8. Legal considerations**

- 8.1 Legal considerations around contract agreements may be very complex. For this reason, the University undertakes due diligence enquiries through the approval processes to satisfy itself that the proposed Partner has the legal status to enter into an agreement with King's to protect the University's interests and to safeguard against any potential conflicts of interest or competing priorities.
- 8.2 Advice should be sought from the University's Legal Services Department at the outset to review the first draft agreement to provide the necessary assurance that the terms of the contract are consistent with all applicable laws and protect the rights and interests of King's. The Partner should be advised to seek similar advice in their own right.
- 8.3 Following a successful validation event, a Validation Agreement (MoA) will be put in place setting out the respective roles, responsibilities and obligations of King's and the Partner, including the operational arrangements for delivering the programme activity and providing students with a high-quality experience and positive outcome. The specific details of the MoA will vary according to the nature of the partnership but an indication of the likely areas

that will be covered are given at *Appendix 1* below.

- 8.4 The agreement is intended to be legally-binding and will be drafted by the University and sent to the Partner for comment and review. The terms of reference and the operational arrangements must be fully agreed where possible between all the relevant Parties, with any issues resolved, before the programme activity can commence.
- 8.5 The University's policy and procedures for negotiating, approving and signing contracts and agreements on behalf of King's will apply and can be located on the [policy hub](#).

## **9. Financial considerations**

- 9.1 The arrangements for establishing and maintaining a validation arrangement should be fully costed at the outset and discussed with the Partner.
- 9.2 The financial considerations for maintaining a validation agreement should consider the costs associated with the quality assurance of the programme (e.g. design; approval; modification and monitoring through King's Committee structures and the programme review process), the drafting of the agreement, and those associated with supporting the student through their academic studies (e.g. student records; academic regulations and associated student policies; assessment matters; issuing of certificates and graduation ceremony). Typical operational aspects of a validation arrangement are provided at Appendix 2.
- 9.3 The Partner shall pay fees to the University on an annual basis. These should be agreed between the parties at the outset, accounting for any potential annual increase to the initial fees, as a rule of thumb the expectation is that there would be a 5% annual increase to the initial agreed fee. Information on the agreed fees and uplift to the fees should be included in the agreement. The information provided should state who at the Partner and within the Faculty have responsibility for ensuring invoicing and receipt of payments on an annual basis, including how any annual adjustments will be applied throughout the duration of the agreement.
- 9.4 Fees will be renegotiated prior to the expiry of the agreement at the same time as the programme and partner review and before a new agreement is put in place. These costs should take account of any additional fees payable to cover the costs associated with re-validating the programmes through the programme and partner review, including the costs associated with drafting and finalising a new agreement.
- 9.5 The costings for validating a Partner's provision should be undertaken by the relevant Senior Finance Business Partner and Assistant Director of Finance for the relevant Faculty (Management Accounts).

## **10. Equality, diversity, and inclusion**

- 10.1 It is expected that validated partners have in place a strategy for equality, diversity and inclusion (EDI) that includes policies demonstrating their commitment to embedding EDI throughout their organisation that is compatible with that of the University's commitment to EDI and a zero-tolerance approach to discrimination on the grounds of any protected characteristic. King's commitment is to promote equality of opportunity and create an inclusive environment where all members of its community are valued and able to succeed.
- 10.2 The equality of access and opportunity should be fully considered in the design of the programme and module components. When designing the programme consideration should

also be given to how students will be supported to ensure they have an equitable quality experience, including an Access and Participation Plan that meets both the expectations of the UK Quality Code and the Office for Students.

- 10.3 The validation event and subsequent annual monitoring and review processes will assess the measures that have been put in place by the validated partner to ensure that their commitment on EDI principles will be met.

## **11. Resources**

- 11.1 Students of validated partners will not have access to the teaching and learning resources e.g. library offered by King's College London. The partner is therefore expected to ensure that the necessary teaching and learning resources, including the teaching premises, staffing arrangements and student services, will be available and accessible to students to support the delivery of the programme and the student learning experience. Thus, ensuring that successful outcomes can be delivered for all students.
- 11.2 The partner must ensure that as part of its contingency planning it will have in place sufficient numbers of appropriately qualified staff to support the expected number of students recruited to the programme and staff training and development packages.
- 11.3 The Partner should have plans in place for teaching and learning resources, including any specialist resources and/or licences needed, that will meet the needs of the expected numbers of students recruited to the programme.

## **12. Quality assurance mechanisms**

- 12.1 The University has ultimate responsibility for the academic standards and quality of learning opportunities delivered in its name and cannot delegate that responsibility. The academic standards of a King's award are aligned with the various components of the UK Quality Code for Higher Education, published by the Quality assurance Agency (QAA), and are comparable with others in the sector. They describe the level of achievement that a student has to reach to gain a King's award. The University's quality assurance mechanisms and reference points, including national qualifications frameworks, subject benchmark statements and characteristics statements help the University to secure the academic standards of our awards. These are maintained and enhanced through our quality assurance mechanisms and regulated through our academic regulations and associated policies.
- 12.2 The University is also subject to the ongoing conditions for registration with the Office for Students (OfS) including any expectations relating to how it ensures the quality and standards of its awards offered by a validated Partner, equality of opportunity for students, financial sustainability and good governance. Information relating to the validated partner will be included in an annual report to King's Council and validated partners are expected to provide information to King's on request. The Partner itself is expected to register with the OfS and demonstrate how they will be able to meet the initial and continuing conditions of registration and protect the University's interests. This includes demonstrating how they will meet or exceed any minimum outcome thresholds set for student continuation, completion, progression and student experience.
- 12.3 The University's quality assurance mechanisms ensure that where a programme is delivered by a validated Partner, it can meet any expectations for ensuring that the standards of King's awards remain credible and secure, and the student experience is of a high quality. This is undertaken through the University's processes for programme approval, monitoring, and review, set out in paragraphs 13 to 14 below and aligns to the University's internal processes

to provide consistency of practice and quality across all programmes offered or awarded by King's. The Partner will be expected to demonstrate knowledge and understanding of the OfS Ongoing Conditions of Registration and UK Quality Code and support King's in meeting its obligations by ensuring that the quality assurance mechanisms in place remain effective for delivering the programmes validated by King's.

- 12.4 The validation process provides assurance that both the University and the Partner have a shared understanding of their role, responsibilities, and obligations in developing and delivering the activity through its quality assurance mechanisms and can discharge their duties effectively in this respect. The respective responsibilities of both the University and the Partner in the validation process are set out in section 16 below.

### **13. Process for approval by the University**

- 13.1 King's will receive requests from Partners to validate one or more academic programmes of study offered by their institution, where they do not have the capacity to award the degree under their own degree awarding powers. The request will be sent to the Faculty who is best placed to act as the home for the Partner because they have the necessary disciplinary knowledge to support the Partner.
- 13.2 Prior to the Partner being invited to submit a formal request for validation that is considered under the three stages of the approval process, the Faculty will conduct an initial scoping exercise to determine if the request is worth pursuing from both viewpoints and to ensure that both the Partner and the Faculty have a shared understanding of expectations and the responsibilities. In this respect, the Faculty will appoint academic and professional service leads to liaise with the Partner and the University throughout the approval process and any subsequent monitoring and management processes. The Faculty leads will be expected to cost out the proposal with the relevant Senior Finance Business Partner and Assistant Director of Finance for the Faculty. Thereafter, the leads are expected to meet with the Partner to discuss the proposal and costings, including the Partner's short- and long-term goals, and the level of commitment required from both parties to successfully deliver on these objectives.
- 13.3 Following discussions with the Partner the Faculty should complete the University's standard partnership template forms to assess the risks and the Executive Dean of Faculty should then consult with the Senior Vice-President (Academic) and Vice-President (Education & Student Success) to discuss the proposal, focusing on:
- How the Partner and proposed programme(s) can contribute to the strategic direction and goals of the University.
  - The Partner's experience of delivering programmes within that field and how this can be supported by the Faculty.
  - The Partner's readiness to accept proposed costings for validation.
  - An indication of the strengths, weaknesses, opportunities and threats relating to the proposal.
  - How the risk attached to the proposal aligns with the University's own risk appetite statement.
- 13.4 Where discussions are favourable, the Partner should be invited to make an application to the University for the validation of their programme(s) that will involve a three-stage approval process. This approval process is designed to establish whether the Partner can meet the key principles set out in paragraph 4 above and offer a programme that is designed



and delivered to a high-quality providing a coherent learning experience and leading to credible and recognisable positive outcomes for students. This will be determined through a risk-based assessment of the Partner and a due diligence process that comprehensively examines the academic integrity of the programme(s) proposed and consists of three stages as follows:

- Stage One (Approval in principle of the Partner Institution)
- Stage Two: (Detailed scrutiny of the academic provision)
- Stage Three: (Final approval)

- 13.5 The authority to approve the request for validation rests with the University's Academic Board through its governance structure, outlined in section 7 above.

## 14. Approval processes

### Stage One (*Approval in principle of the Partner Institution*)

- 14.1 Stage One consists of a preliminary assessment of the Partner Institution to establish whether a prima facie case for validation exists.
- 14.2 The Partner will be expected to submit a self-evaluation document together with a business case setting out the rationale for validation that demonstrates:
- Evidence of good standing, including history, mission, legal status and relationships with other Partners and position within the national and local context.
  - Information on the Partner's educational partnership arrangements that may impact on King's as the validating body, including where validation may or has been sought from another Partner.
  - Information on assets, including estates, facilities, funding and any third-party rights in this respect that may impact on King's as the validating body.
  - Mutually beneficial strategic fit, including where the Partner understands where they will fit with the relevant Faculty's own strategic direction and expertise in the subject discipline.
  - Financial sustainability, including a minimum of three years of annual accounts where available or financial forecasts.
  - Full marketing report, this should include details of market research, evidence of initial and future demand for the programme and likely competitors.
  - Knowledge and experience of the education sector in the UK, including details of current and future academic plans, how your regulatory framework and associated policies will be developed to support the delivery of the programme and assessment of students. Where already offering educational activity information should be provided on recent student performance data e.g., enrolment, retention, progression and completion and mechanisms for managing quality and standards.
  - Statement of intent setting out a commitment to the continuity of teaching, learning and assessment of the programme being validated to ensure that a high-quality student experience can be met and maintained.
  - Diagram showing the current or proposed structure and reporting lines of your organisation's main governance and organisational structures.
  - Description of your HR policies relating to the recruitment and development of teaching, professional services and other support staff.

- Description of your equality, diversity and inclusion strategy and how you intend to embed this within your organisation and the programmes being offered to students.
  - Outcomes from any internal or external audits or reviews relating to the organisation and academic provision.
  - Risk appetite statement for your organisation.
  - Information on the programme proposed through the completion of the University's standard Programme Proposal Form (PPF) for validated partners.
- 14.3 Documents should be submitted to the relevant Faculty for consideration and review through their relevant governance committee structure.
- 14.4 The Faculty will report their findings to the University's Academic Board who will determine whether the Partner is (a) of good standing and a fit with the University's ethos and values; (b) confirm that the Partner has a secure medium to long term future and is financially sound; and (c) that the design and delivery of the programme(s) will meet the expectations of students to the quality and standards required and make a judgement on whether a prime facie case has been made to explore the proposal further and move to stage two (validation event) in the process.
- 14.5 Following the decision from Academic Board, the Faculty leads should inform the Head of Collaborative Provision of Academic Board's decision and provide the documentation submitted by the Partner as outlined in paragraphs 14.2 and 14.3 above. The Head of Collaborative Provision will liaise with the Faculty leads to advise the Partner of the outcome from Academic Board and advise on next steps.

#### **Stage Two** (*Detailed scrutiny of the academic provision*)

- 14.6 Stage two in the process consists of a detailed examination of the academic programme(s) and associated resources and support services proposed for which the validation is requested.
- 14.7 If Academic Board approves the request for validation a validation event with the potential Partner will then take place. ARQS will liaise with the Partner, the Faculty and other relevant University staff to agree a date and timescale for the event.
- 14.8 Prior to the validation event, the Faculty leads are expected to liaise with the Partner over the completion of their programme and module specifications and organise an Employability workshop to discuss potential careers pathways for students and resources that the Partner is likely to need to support students. This documentation should be submitted as part of the paperwork required for the validation event and forms part of the programme approval process. In addition, the Faculty leads should liaise with the Partner to ensure that the final report from the employability workshop is submitted back to the Careers and Employability Office following the event.
- 14.9 The validation event offers the opportunity for staff and students from King's and our external advisors to meet with the Partner's programme team and senior management, and where possible student reps, to discuss the proposal. The aim is to test the academic rigour of the proposal, including the process of programme design, governance and management arrangements, institution and student resources and any other related academic and quality assurance requirements. This will enable King's to feel assured that the appropriate mechanisms are in place to ensure that the Partner and programme can deliver and sustain successful outcomes for participating students and maintain the quality and academic standards of King's awards.

- 14.10 Approximately six weeks before the agreed date of the event the potential Partner should forward to the ARQS Office one electronic and one paper copy of the validation documentation. The exact format of the submission is a matter for the Partner who may make use of existing documentation submitted for other purposes e.g., registration with the Office for Students (OfS), PSRB accreditation.
- 14.11 The Faculty Leads are expected to support the Partner in providing information to the University for the validation event by sharing with the Partner relevant regulations, policies and procedures that are in place at the University and by commenting on any drafts ahead of the final submission of paperwork. The leads should also consult with relevant teams at the University who can offer advice and guidance to the Partner on specific areas. The information required from the Partner to be submitted should include the following:

*Background information*

- Statement about the history and mission of the Partner in delivering education, including an indication of the positioning of the programme or academic provision within the local and national context
- Strategic plan

*Equality, Diversity & Inclusion*

- Equality, diversity & inclusion policy
- example of Equality Impact Assessment
- statement on approach to student access and participation, including equal opportunities monitoring

*Admissions*

- Recruitment, selection and admissions regulations, policies and procedures, including how these will be monitored and reviewed
- entry criteria, including any subject specific requirements
- fees, other costs and financial support
- programme marketing and prospectus arrangements
- statement on recruiting and monitoring international students, including UK Visa and Immigration compliance (if applicable)
- Access and Participation plan

*Programme content and organisation*

- aims and objectives of the programme(s)
- outline curriculum structure
- syllabus for each year of the programme(s) broken down by module or unit if appropriate
- contact hours per year broken down by type e.g., lectures, seminars, practical work
- mode of delivery e.g. on-campus, online or hybrid and how this will be supported
- teaching and learning philosophy and methods
- opportunities for embedding employability within the programme
- If applicable, arrangements for placements, internships, or study abroad, to include briefing, monitoring, and de-briefing
- management arrangements for the programme(s)
- programme and module specifications and associated regulations

*Assessment*

- rationale for the assessment methodology and how it allows achievement of the programme's objectives, including opportunities for recognition of prior learning
- assessment and feedback practices, including how student's progress will be monitored

and feedback provided

- details of assessment methods both formative and summative
- details of marking schemes and approach to moderation
- terms of reference, constitution and mode of operation of examination boards

#### *Information given to students*

- statement on how consumer law conditions will be met, including draft information sheet and offer letters to students
- examples of student handbooks
- student terms and conditions
- example transcript and achievement record
- student prizes
- draft Academic Regulations and associated student policies
- Student Protection Plan

#### *Student welfare*

- personal tutor system
- health and welfare facilities and advice available for students
- Co-curricular support and careers advice available for students
- procedures for student complaints, appeals and conduct
- Prevent strategy and policies for safeguarding students

#### *Management and governance arrangements*

- details of the Partner's committee structure together with terms of reference, constitution and mode of operation of committees concerned with the programme(s) and/or teaching in general
- statement on intended relationship with students to support them in becoming co-creators of their education and how this will be embedded into the management and governance arrangements
- use made of management information e.g., progression, withdrawal and success rates
- details of first destination returns

#### *Staff*

- list of academic, technical and administrative staff involved with the programme(s)
- brief CVs of academic staff to include qualifications, current position and teaching responsibilities, previous teaching and other relevant experience, research, consultancy and other scholarly activity relevant to the programme(s), with dates
- policy on and details of staff development, training and welfare

#### *Resources*

- description of IT, library, teaching facilities and any other learning resources appropriate to the programme(s), including intentions for staff and student access to these resources
- description of how the provision of learning resources is related to the needs of the curriculum and provides a suitable learning environment for students
- business continuity plan
- risk register

#### *Quality Assurance*

- mapping document against the *UK Quality Code for Higher Education*
- plan for ensuring that the quality and standards conditions set out by the OfS can be met
- description of the quality assurance mechanisms that will be put in place for the review

and enhancement of the programmes (annually and periodically), including use of externality in the design, delivery, assessment methods and review of the programme(s) and arrangements for students to provide feedback

- 14.12 The format of the Validation event will be conducted by a panel who will visit the Partner and provide feedback on the feasibility of the arrangement:

Panel membership

The composition of the panel will normally be as follows:

- (i) Chair of the College Education Committee, who will chair the panel
- (ii) Executive Dean of the relevant Faculty
- (iii) The relevant Faculty Vice Dean Education or Associate Dean Academic Portfolio or Chair of Approval and Standards panel
- (iv) A representative from another Faculty, normally the Vice Dean Education or equivalent serving on the relevant Faculty education or academic committee.
- (v) Faculty Assessment Board Chair or equivalent
- (vi) Faculty academic and administrative leads
- (vii) External Peer Reviewer and where appropriate an External Peer Specialist
- (viii) Student Representative
- (ix) Executive Director, Education & Students
- (x) Associate Director Academic Regulations, Quality and Standards

Other Senior Officers of the University may be called on to serve on the panel depending on the outcome of the approval of the Partner at Stage One or profile of the Partner e.g., Senior Vice President (Academic), President & Principal

Administrative support for the event will be provided by the Academic Regulations, Quality and Standards team in liaison with the relevant Faculty Quality Assurance Manager or equivalent.

- 14.13 The responsibilities of the panel are to:

- Explore teaching and learning strategies relevant to the discipline and ensure that these are appropriate for the structure and content of the programme proposed by the Partner and align to King's education strategy.
- Assess whether the proposed programme is well designed and able to provide a high-quality student experience to meet King's expectations for the quality and academic standards of awards in line with national quality assurance frameworks and sector-recognised standards.
- Confirm that the content of the programme is appropriate to the subject and the qualification concerned, including compatibility with the relevant benchmark statements.
- Confirm that students will be provided with the learning aims and outcomes for the programme and that these are achievable and appropriate to the type and level of award.
- Confirm that assessment methods are appropriate to meet the objectives for the type and level of award offered.
- Confirm that the appropriate resources are in place to deliver the programme and provide the necessary support to students, enabling them to demonstrate their

achievement and success with a good graduate outcome that meets the minimum baseline requirements of the OfS.

- Confirm that staffing arrangements are adequate to deliver the programme, including whether there is a wider infrastructure in place to support staff training and development.
- Confirm that appropriate mechanisms are in place to allow students to engage fully in the quality of their student experience.
- Confirm that regulations, policies and procedures comparable to those operated by King's are in place to deliver the programme and ensure fair access, equality of learning and the protection of students.
- Confirm that the information provided to students and the public about the programme is accurate and transparent.

14.14 The panel will have received the validation documentation six weeks in advance of the event but may request additional information or clarification of issues from the potential Partner in advance of the event.

14.15 The event will be conducted at the Partner seeking validation. Discussions are expected to be conducted in the spirit of a critical friend with an emphasis on how the Partner will meet the academic standards and quality of a King's award and deliver positive outcomes for students. The discussions with the Partner also offer the opportunity to share best practice and support the development of the partnership.

14.16 The timetable will be agreed in advance between the University and the potential Partner and is likely to follow the model described below, although the length of sessions will vary depending on the number of programmes to be considered, the experience of the Partner and any areas for further investigation arising from stages one and two of the process:

30 minutes	preliminary meeting of panel
2 hours	meeting with programme team(s), including introduction from the Partner
1 hour	lunchtime meeting with students (where applicable)
1 hour	tour of facilities
1 hour	meeting with student support staff e.g., IT, library, advice, admissions and registry services, personal tutors
30 minutes	meeting with senior managers of the Partner
30 minutes	private meeting of panel
30 minutes	feedback to Partner on outcome

14.17 Following discussions, the Chair of the panel will report the outcome and any recommendations and/or commendations to the partner institution. The panel will recommend one of the following outcomes:

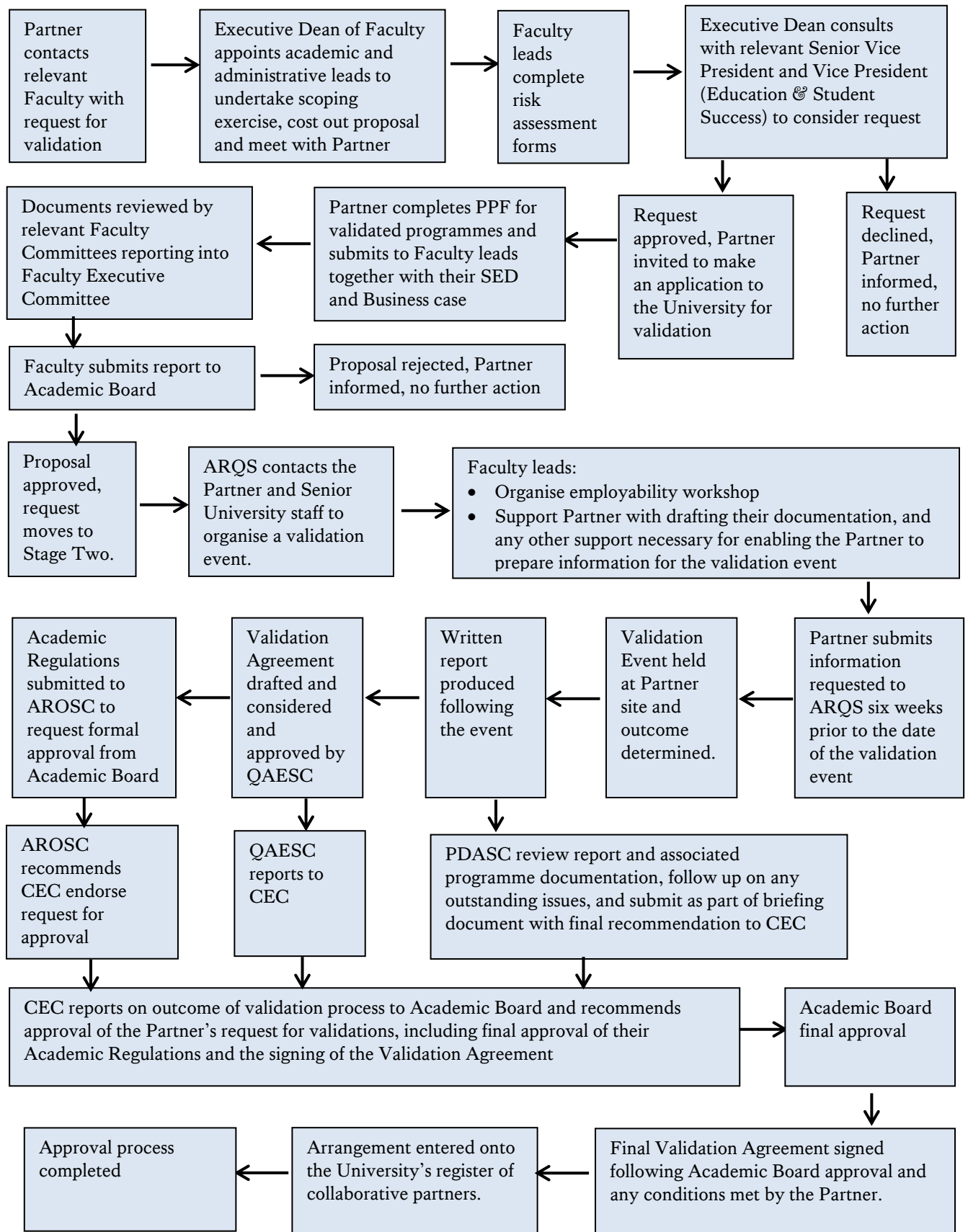
- Approval with no conditions attached for an initial period of five years. Proposal directly proceeds to Stage Three.
- Approval subject to confirmation that any conditions or requirements have been met by the Partner within agreed timescales. The Partner will be required to meet any conditions prior to the proposal proceeding to Stage Three.
- Non approval. The proposal will not proceed any further at this stage and the College will provide the Partner with the reasons for its decision and suggestions for a way forward. This does not imply that a re-submission of the proposal would necessarily lead to validation.

- 14.18 A written report of the proceedings will be produced, normally within three weeks of the event. A copy of the draft report will be forwarded to the potential Partner for comments on issues of factual accuracy.
- 14.19 The drafting of the validation agreement, also referred to as the Memorandum of Agreement (MoA), setting out the terms of reference, roles, responsibilities and obligations of the Partner and King's should be commenced alongside the panel event and will be subject to approval from the University's Quality Assurance and Enhancement Sub-Committee (QAESC). If there are disagreements between the University and the Partner institution over any aspects of the Validation agreement it may be necessary to convene a further meeting between the Partner and the Faculty to resolve such issues prior to final approval being given by Academic Board. See Appendix 1 for information contained in the validation agreement.

**Stage Three (*Final approval*)**

- 14.20 The Programme Development and Approval Sub-Committee will consider the final report and outcome from the validation event together with the final drafts of the programme and module specifications and follow up with the Partner on any outstanding issues reporting on final outcomes to CEC. The Chair of CEC will be responsible for submitting the final report to Academic Board requesting final consideration and approval.
- 14.21 The Assessment and Regulatory Oversight Committee will have responsibility for reviewing the Academic Regulations and following up on any issues submitting the final version to Academic Board for approval via CEC.
- 14.22 Following final approval by Academic Board, University officers will liaise with the Partner to sign the validation agreement.
- 14.23 The Partner will not be permitted to advertise a programme to students as being validated by the University until Academic Board has given final approval and has received confirmation that the Partner has successfully registered, or that registration is conditional with agreement, with the Office for Students (OfS).
- 14.24 The approval process is completed once the final Validation Agreement is in place having been signed by all relevant Parties and the University's register of collaborative partners has been updated to reflect the partnership activity. For King's the authorised signatory for the Validation Agreement will be the Vice President (Education & Student Success) or their nominee.
- 14.25 A flow diagram of the approval process is set out in section 14.26 below.

## 14.26 Flow diagram of the approval process





## 15. Monitoring and review processes

- 15.1 All validated provision approved by King's is subject to the University's monitoring and review processes. These align to the principles and key practices set out in the QAA UK Quality Code for Higher Education, in particular those relating to monitoring, evaluating and enhancing provision. The purpose is to provide a regular health check that is both helpful and realistic focusing on key quality and standards issues and enhancement through annual monitoring and periodic review processes. Undertaking these processes enables us to assess the quality and standards of the provision offered and consider how the teaching and learning opportunities for students may be continuously improved.

### Annual monitoring

- 15.2 The Partner is responsible for submitting an annual report to the University by the 31<sup>st</sup> of January each academic year with the expectation that the annual monitoring meeting will take place by the end of the Spring Term unless agreed otherwise between the Partner and the Vice Dean Education. The submission of the annual monitoring report following the approval to validate will take place in the academic year following the first cohort of students commencing on the validated programme and will continue annually thereafter until the final year of the validation agreement where a periodic programme review will take place instead.
- 15.3 The Partner is free to design their annual report on the operation of the programme(s) for submission to King's for the annual monitoring meeting. However, the design should be approved by the relevant Vice Dean Education to ensure that King's responsibilities can be met. The annual report should include, where available, the following information:
- Curriculum enhancement and assessment practice with action plans.
  - Student experience with action plans
  - Student outcomes with action plans
  - Statistical data relating to:
    - Admissions and widening participation
    - Student numbers i.e., continuations, withdrawals and interruptions
    - Student achievement and graduate outcomes
  - Details of any amendments being made to academic regulations and associated policies for use in the following academic year
  - External Examiner reports including summary of their consideration and action taken or proposed
  - Details of support and guidance provided to students including the use made of student feedback with institutional and programme policies, procedures, and regulations
  - Summary of available and proposed resources, including physical environment and student services to support students achieve success outcomes and support staff development
  - Areas of good practice to highlight and plans for continuous improvement
  - List of any student complaints or appeals received and their outcome
  - Summary of equality, diversity and inclusion considerations, including action plans
  - Interactions with the external regulatory environment, including how conditions of registration with the OfS are being met

- Evaluation of the Partnership and future plans
  - Any other quality assurance matters relating to the delivery of the programme
- 15.4 To evaluate teaching and learning and impact, commentary should focus on what you did, how you did it and why, whether what you did made any difference and how do you know, with action plans at both institutional and programme level. From the second occasion of the annual monitoring process, action plans should include updates on implementations from the previous academic year.
- 15.5 Notes should be provided on the statistical data requested e.g. admissions and widening participation, student progression, achievement and graduate outcome survey results (including where possible data on graduate salaries), identifying any trends emerging from the data, particularly around protected characteristics, attainment gaps.
- 15.6 Commentary should be provided on the following areas:
- How students are actively engaged in their studies and how their comments feed into and are acted upon within the relevant governance structure of the validated partner;
  - What current resources are available to support students on the programme and how these are reviewed to ensure they are sufficient to meet the needs of the students;
  - How staff are supported and enabled to personally develop their skills and knowledge to deliver a high quality academic experience;
  - How the programme and support for students has been continuously enhanced, including highlighting any areas of good practice that can be shared with King's;
  - What complaints and appeals have been received throughout the year and how these have been resolved, including any trends from previous years;
  - What actions are being taken to embed equality, diversity and inclusion within the curriculum and promote equality of opportunity;
  - Any other areas that any impact on the quality and standards of the programme and support for students, for example where the programme includes accreditation from a PSRB who may have commented on quality and standards issues, meeting ongoing conditions of registration with the OfS including reportable events.
- 15.7 In addition to the annual report form, the external examiner reports should be included as an appendix and any issues arising highlighted with resulting action plans (if appropriate) as well as areas of good practice identified.
- 15.8 Where there have been any changes to policies, procedures or academic regulations or suspension of regulations this should be included as a separate report. Academic Regulations will require approval from the University's Academic Board on an annual basis.
- 15.9 The minutes of the annual monitoring meeting will be agreed with the Partner and reported into the University's Quality Assurance and Enhancement Sub-Committee for consideration.

#### Periodic review

- 15.10 The validation of the Partner and validated provision is for a specific period. In the first instance the validation period will be between three and five years depending on the outcome of the validation event. Thereafter, the validated provision will be subject to renewal for a five-year agreement period in line with the University's periodic review

process. The validation period is set out in the validation agreement (MoA) and includes the expiry date of the validation agreement that considers the timeline for the periodic review process, negotiation of the new agreement and CMA compliance.

- 15.11 Prior to the expiry of the validation agreement, the Partner and programmes offered are subject to periodic review. Ideally, this is conducted around the 4th anniversary of the validation date, in the first instance, and a minimum of one year prior to the expiry of the initial and any subsequent validation agreement to allow plenty of time for the revalidation of the Partner's programme(s) ahead of the final cohort of students registering for the programme and any marketing considerations for future cohorts of students.
- 15.12 The process is undertaken by the relevant Faculty team following the University's standard procedures for review of programmes that is in place at the appropriate time. Where the Programme is also accredited by a professional body, the review may be undertaken jointly.
- 15.13 The review process should also focus on the continuing relationship with the Partner and plans for sustaining the relationship further. This will be done via the completion of a Review of Activity form and a review of the validation agreement alongside the periodic programme review.
- 15.14 The outcomes from the periodic review process will be submitted to PDASC for consideration and approval to revalidate the partner programmes for a five-year period.

## **16. Responsibilities of the University and Partner**

- 16.1 In addition to the monitoring and review processes set out in section 15 above for managing the arrangements with the Partner for the validated provision, the day-to-day management of the arrangement around the student lifecycle will operate in a similar way to King's internal provision with named contacts and their roles, responsibilities and obligations detailed in the validation agreement and a typical timeline for the operational arrangements in monitoring and managing the activity between the Partner and the University is set out in Appendix 2.
- 16.2 The Faculty is responsible for the oversight of the Partner's validated provision with the Partner being responsible for the day-to-day operations of the validated programme and the student contract. Students will not have a direct contract with the University and will not be able to use the University's student resources and facilities.
- 16.3 The main responsibilities of the Faculty in ensuring that the validated programme(s) offered by their Partner are appropriate for an award made by the University are as follows:
  - To appoint academic and administrative leads to act as key contacts for the Partner and liaise with the Head of Collaborative Provision and other relevant central departments at the University.
  - To liaise with the Head of Collaborative Provision and the Partner in issuing the formal validation agreement setting out in detail the roles, responsibilities and obligations of the University and Partner, including financial and marketing arrangements.
  - To liaise with the Partner and the University's communications team to announce and publicise the partnership.
  - To provide introductions to the Partner for the Registry Services team to facilitate uploading data onto the University's SITS system for the purposes of invoicing and providing assessment results leading to final award.

- To issue an invoice to the Partner for the validated programme(s).
- To appoint an external examiner(s) for the validated programme(s) reporting into the relevant Faculty Assessment Board. The arrangements for this should be agreed with the Partner and put in place at the outset before the programme is delivered by the Partner.
- To attend the Partner's assessment board meetings and scrutinise external examiner reports. The external examiner(s) will be paid by the University following the submission of their report.
- To liaise with the Boards and Awards team to ensure that students of the validated Partner are issued with formal certification of their award, including relevant date of award.
- To liaise with the Partner and the Boards and Awards team to approve the wording of the student transcript issued to students where this relates to the final award made by King's and on the design of the final degree certificate that will be issued to students. The University will send the degree certificates to the Partner for distribution to their students alongside the approved transcript.
- To inform the Partner of any relevant University regulations, policies or procedures that may impact on them and to provide support, including where appropriate introductions to University staff, to support the Partner in developing their own regulations, policies and procedures.
- To consider the Partners Academic Regulations and submit this to Academic Board for approval via the University's usual committee governance structure.
- To provide guidance to the Partner on any matters pertaining to student complaints where the student has a final right of appeal to the University through stage three of our complaints procedure.
- To liaise with the Head of Collaborative Provision in facilitating the annual monitoring meeting. The annual monitoring meeting will be serviced by ARQS office.
- To formally review the Partner's validated programmes through the University's annual monitoring and periodic review processes.

16.4 The main responsibilities of the Partner for ensuring that the validated programmes are delivered at an appropriate level to satisfy the academic standards and quality of a King's award are as follows:

- To provide the Head of Collaborative Provision via the relevant Faculty leads with publicity and promotional material relating to the programme and information to students, including programme handbooks.
- To agree with the Faculty leads the publicity and promotion of the programme, including holding discussions on the use of the King's brand and marketing material, on an annual basis. Discussions should also focus on terms and conditions issued to students ahead of each annual student recruitment cycle.
- To establish a framework for managing records relating to the validation to meet any legal or regulatory requirements and for audit purposes.
- To provide the University's Student Lifecycle Systems team via the relevant Faculty leads with details of their students, their status and if applicable, module registrations within the relevant timeframe i.e. six weeks after each process takes place. This is to ensure that records can be created for the purposes of invoicing the Partner for the number of students participating in the validated programme, and that assessment boards can be set up correctly to receive paperwork in a timely manner to enable the

University to award the final degree to the Partner's students within the agreed timeframe set out in the validation agreement. The Partner is also responsible for ensuring that the University is made aware of any changes to a student's initial registration status to ensure that the accuracy of records can be maintained.

- To liaise with the Faculty leads on the design of the student transcript. The design of the transcript will need to be approved by the University's Boards and Awards and Brand and Marketing teams ahead of the first cohort of students completing the programme.
- To issue co-branded transcripts to students following their successful completion of the programme. Students who have successfully completed the validated programme and been formally awarded by King's will be invited to the University's Graduation Ceremony.
- To establish a formal mechanism for dealing with student appeals and complaints and route through to the University's complaints procedures ahead of final completion of procedures and referral to the Office of the Independent Adjudicator (OIA) and to maintain records of any students appeals and complaints received.
- To nominate an external examiner(s) for the programme(s) who will be appointed in accordance with the University procedures taking into consideration the advice of the Partner and the endorsement of the relevant Faculty Assessment Board.
- To provide induction and support to the external examiner(s) to help them in performing their duties.
- To establish an Assessment Board with relevant terms of reference and membership in liaison with the relevant Faculty Assessment Board Chair. The membership must include the University's appointed external examiner and Faculty Assessment Board Chair or nominee. Student results discussed and approved at the meeting should be noted on the University's approved template for reporting of results and submitted together with the minutes of the meeting within one week of the meeting taking place to the University's Assessment Boards and Awards team. The template form for results should be requested from the University's Student Lifecycle team at least four weeks ahead of the scheduled meeting as it will need to include the King's student ID.
- To support the external examiner in submitting their report to the University, including scrutinising the report, and responding to any requests for further information from the relevant Faculty Assessment Board Chair.
- To submit a final draft of their Academic Regulations for use in the following academic year together with an advisory note on changes relating to the current regulators to the Head of Collaborative Provision by 31<sup>st</sup> March in any given academic year. These will be considered by the relevant Chair of the Faculty Assessment Board or equivalent reporting to Academic Board for final approval via the University's Assessment and Regulatory Oversight Sub-Committee (AROSC) and College Education Committee (CEC). This is to ensure parity with King's own academic regulations and that the necessary framework is in place to ensure the quality and standards of a King's award.
- To provide an annual monitoring report to the Head of Collaborative Provision on request.
- To participate and provide necessary information to the Faculty Education Committee or equivalent as part of the periodic programme review process.

## Appendix 1

### Validation Agreement (also known as the Memorandum of Agreement)

All collaborative arrangements must be covered by a Memorandum of Agreement (MoA), signed by the relevant authorities. The purposes of the validation agreement are to:

- (i) establish legally binding terms of reference between the Parties;
- (ii) define the means by which the quality and academic standards of the programme will be maintained for the delivery of the programme and student experience;
- (iii) ensure that the nature of the collaborative arrangement is clearly set out, will operate smoothly, and that channels of authority and accountability are clearly identified.

The specific details will vary according to the nature of the collaboration, but the following gives an indication of the areas that will be covered.

1. Background to the arrangement.
2. Definitions used within the context of the agreement.
3. Description of validated provision.
4. Period of Programme validation.
5. Regulatory framework under which the validated programmes will operate.
6. Management and governance arrangements;
7. Staffing arrangements;
8. The respective roles, responsibilities and obligations of the University and the Partner in respect of the oversight and maintenance of the academic standards of awards and quality assurance for delivering the programme(s), including approval, monitoring and management mechanisms.
9. Responsibilities for the recruitment and selection of students;
10. Responsibilities for the enrolment and registration of students, maintenance of student records and provision of information and support, including reporting to external agencies.
11. Responsibilities relating to student discipline, complaints and appeals. As the University is not permitted to delegate responsibility for the academic standards of its awards, ultimate responsibility for academic appeals and complaints about academic standards will be retained by the University.
12. Assessment and examination arrangements to include the appointment and role of external examiners.
13. Responsibilities for the conferment of awards, including the issue and secure control of award certificates.
14. Responsibilities for the issue of transcripts.
15. Financial and statistical arrangements.
16. Publicity and promotional material arrangements, including use of King's branding.
17. Staff arrangements.
18. Operating arrangements, including reporting and communication requirements for the provision of regular and sufficient information to enable the University to be confident that the responsibilities of the Partner are being met. Feedback mechanisms between the University and Partner.

19. Responsibilities for Intellectual Property Rights, Data Protection and Freedom of Information.
20. Duration and termination of the agreement, including provisions for review, and procedures for enabling either Party to withdraw from or suspend the agreement if the other Party fails to fulfil its obligations.
21. Consequences of termination of the agreement in respect of obligations to students.
22. Dispute resolution mechanism.
23. Other legal considerations, including those that pertain to the entire agreement; confidentiality; GDPR; governing law and jurisdiction; exclusion of contracts; third party rights; indemnity and insurance; assignment; Force Majeure; notices, waivers and variation to the agreement.

## Appendix 2

## Typical timeline for operational arrangements in monitoring and managing activity

Activity	Timeframe	Responsible
Changes to partnership arrangements including approval of new programmes, modifications to existing provision considered by Faculty Education Committee and where appropriate PDASC	held six times a year	Partner and Faculty
Marketing of programmes	Agreed annually prior to marketing deadlines	Partner and Faculty in liaison with Brand and Marketing
Receipt of and maintenance of student records including changes to student status	Created annually and updated as applicable. Data to be received within six weeks of cohort starting on programme	Partner and Faculty in liaison with Student Lifecycle Systems
Production of course materials and handbooks including advice from Faculty on changes at the University that may impact the Partner	Reviewed annually. To be received within six weeks of cohort starting on programme	Partner and Faculty
Assessment Boards to consider results, possible student appeals, academic regulations and external examiner reports	Held in each semester	Partner and Faculty Assessment Board Chair
Receipt of assessment and award results		Partner and Faculty in liaison with Boards and Awards
Issuing of student degree certificates	Undertaken within 4 weeks following relevant Assessment Board	Boards and Awards in liaison with Partner
Graduation Ceremonies	Held in January and July	Faculty in liaison with Partner and Student Transition and Outcomes
Review of academic regulations by the Faculty Assessment Board Chair recommending final approval to Academic Board via AROSC and CEC	Held annually. To be received by 31 <sup>st</sup> March from Partner and reviewed by Assessment Board Chair ahead of AROSC meeting in May	Partner and Faculty Board Chair
Annual Monitoring meeting	Held annually prior to end of April	Head of Collaborative Provision in liaison with Faculty Vice-Dean Education and Partner
Programme review and/or review of the partnership arrangements	Held 12 months prior to the expiry of the MoA	Faculty in liaison with Partner





# **Section F**

## **Procedures for postgraduate research degrees approval and monitoring**



1. **New research degree programmes – approval process**
  - 1.1 Proposals to introduce new research degree programmes should be made on the appropriate form (see below for further information). This process relates only to new programmes for awards already offered by the University. For programmes that will lead to an award not currently offered by the University, please contact King's Doctoral College in the first instance, as new awards and award titles require approval by Academic Board.
  - 1.2 All new programme proposals, except collaborative activity, must seek approval via the following method:
    - a) Proposers must complete the *New Research Programme form* and discuss this at the relevant Faculty Research Students Committee
    - b) Once approved in principle the form must be referred to King's Doctoral College for approval via the Postgraduate Research Students Subcommittee (PRSS).
  - 1.3 Where the programme proposal involves blended learning or the structure differs to the standard 3/4 years, proposers must complete the *New Research Programme form (blended or non-standard)* and seek approval via the relevant Faculty Research Students Committee and PRSS.
  - 1.4 Programme proposals that involve collaborative activity (e.g. joint PhDs) must seek approval via the following method:
    - (a) Check if there is an existing partnership and Memorandum of Understanding (MoU) in place by speaking to the Global Engagement Office (for international partners);
    - (b) Complete the *Proposal for a New Research Programme (joint PhD) form* and discuss this at the relevant Faculty Research Students Committee;
    - (c) Once approved in principle the form must be referred to Global Engagement and King's Doctoral College for information;
    - (d) The Global Engagement Office will liaise with the partner institution to complete the due diligence process, including the *Ethical & Reputational Risk Review (ERRR)* and the *Memorandum of Understanding* (if necessary). This will be approved via the Partnership Committee);
    - (e) Proposals that are deemed high risk or involve arrangements that are outside of the norm will be referred to the Programme Development and Approval Sub-Committee for additional scrutiny;
    - (f) Once partner approval is confirmed and the MoU is signed, Global Engagement will liaise with the partner institution to complete a *Memorandum of Agreement (MoA)*. At the same time the proposer can begin drafting the *Schedule of Activity* in liaison with the partner and with assistance from King's Doctoral College.
    - (g) Once completed, the *Proposal for a New Research Programme (joint PhD) form*, *MoA* and *Schedule of Activity* must be submitted to King's Doctoral College for final scrutiny before being referred to PRSS for final approval.
  - 1.5 The following information in support of requests for new research degree programmes is required:
    - (a) The academic rationale for the introduction of the new programme, including the scope and scale of the related academic activity in the proposing department(s);
    - (b) The way in which the new programme complements existing programmes already offered;

- (c) The research environment that will be available to students, in particular whether they will be part of a critical mass of students and have access to research seminars;
  - (d) The potential recruitment benefits of the new programme;
  - (e) Anticipated student numbers, including any existing students who may wish to transfer to study under the new programme title.
- 1.6 Where a programme includes a taught element, such as a professional doctorate, please refer to Section B of this Handbook, *Procedures for programme and module approval and modification*, for approval of the taught aspects of the programme.
- 2. PhD by blended learning**
- 2.1 The University will offer PhD programmes by blended learning (distance and e-learning) where a department/division is able to make a case that there are suitable students who would benefit from this arrangement. Departments/divisions should direct this case to the Dean for Doctoral Studies for consideration in the first instance.
- 2.2 The University needs to ensure that any such programmes meet the standards and deliver the quality of student experience for which King's conventional programmes are renowned. The College therefore needs to ensure that, until experience of the arrangement has built up, all PhDs programmes to be offered by blended learning are approved individually and are monitored for the quality of their delivery.
- 2.3 The following basic principles will apply in respect of PhD by blended learning:
- (a) Non-residential students will be registered full time for the normal period of candidacy and will pay full fees;
  - (b) Students should be interviewed carefully to ensure that they are personally suited to independent study that will involve some isolation. Only students thought to be capable of handling such potential isolation and thought to be highly self-motivated should be considered for non-residential study;
  - (c) Every potential non-residential student should undertake a learning needs analysis before enrolment to ensure that they already possess, or can show that they have the opportunities to acquire, the generic and transferable skills necessary to complete their PhD successfully and progress in their career. Where students do not possess these skills and cannot acquire them through presence on courses or through e-learning they should not be admitted;
  - (d) Each programme should have an intensive period of induction requiring attendance at the University; typically this will be of one month's duration;
  - (e) It is vital that supervisors keep in regular contact with non-residential students, preferably at least once per fortnight. This will ensure that signs that a student is becoming demotivated or isolated can be picked up at the earliest opportunity. Supervisors should log the date of each interaction and keep a written record of discussions.
- 2.4 Each department/division/school wishing to offer distance PhDs should complete the *Proposal for a New Research Programme (blended or non-standard) form* available via King's Doctoral College, which specifies how the risk factors inherent in delivery by blended learning have been mitigated. This must be approved by the Faculty Research Students Committee.
- 2.5 The form will then be considered by the Postgraduate Research Students Subcommittee which will recommend its approval or modification.

- 2.6 The Postgraduate Research Students Subcommittee will review evidence annually to ensure the programme is meeting the University's standards and delivering an appropriate student experience.
- 2.7 Once the programme has run successfully and has delivered submission and completion rates that are in line with conventional PhD programmes in that discipline then separate annual monitoring will cease.
- 3. **Monitoring of postgraduate research degrees**
  - 3.1 An annual report from each faculty in respect of research degrees is submitted to the Postgraduate Research Students Subcommittee.
  - 3.2 For joint award research degrees a separate annual report from the Joint Academic Committee (JAC) is required to be submitted to King's Doctoral College for consideration by the Postgraduate Research Students Subcommittee and the Quality Assurance and Enhancement Sub-Committee.



# **Section G**

## **Education Related Policies**



Listing of relevant education related policies (this is not an exhaustive list) – as per [Policy Hub](#):

- [Academic Misconduct Policy](#)
- [Admissions Policy](#)
- [Armed Forces, Support for Students](#)
- [Policy on closing or suspending a programme](#)
- [College Marking Framework](#)
- [External Examiner Guidance](#)
- [Feedback Policy](#)
- [Fitness to Practise Policy](#)
- [Intercollegiate Policy](#)
- [Integrated Masters Programmes Policy](#)
- [Interruption of Studies](#)
- [Mitigating Circumstances Policy](#)
- [Policy for Module Evaluation](#)
- [Postgraduate Taught Dissertation Framework](#)
- [Professional, Statutory and Regulatory Body Policy](#)
- [Programmes Post-Launch Review Policy](#)
- [Recognition of Prior Learning Procedure](#)
- [Short Course Policy](#)
- [Student Athlete Support Policy](#)

# **Section H**

## **Assessment and External Examiners**



## 1. Introduction to assessment

- 1.1 The following information sets out the regulatory, quality assurance and procedural framework for the examination process.
- 1.2 The University awards degrees and other awards within the statutory framework of King's College London and the quality assurance framework of the Quality Assurance Agency (QAA).
- 1.3 The University's framework is determined by the *Academic Regulations* available from here: <https://www.kcl.ac.uk/policyhub/academicregulations/kings-academic-manual>
- 1.4 The QAA has set out its expectations regarding the management of academic quality and standards in its [\*UK Quality Code for Higher Education\*](#). Of particular relevance to the examination process is the [Advice and Guidance: Assessment](#) and [Advice and Guidance: External expertise](#).
- 1.5 A programme of study leading to an award will be examined within the University's three-tier framework (a two-tier framework for single department Faculties (Institutes/School) or single-award Faculty Assessment Boards):
  - Assessment and Regulatory Oversight Sub-Committee - AROSC has delegated responsibility from the College Education Committee, for oversight of the University's assessment framework
  - Faculty Assessment Boards - there are two Boards per Faculty; one for undergraduate taught programmes and one for postgraduate taught programmes
  - Assessment Sub-boards - each programme of study leading to an award must be assigned to an Assessment Sub-board
- 1.6 The main locus of responsibility for the determination and ratification of candidates' results is at the level of the Assessment Sub-board, with the Faculty Assessment Boards taking a strategic review of all matters pertaining to assessment in the Faculty. Faculty Assessment Boards have an overarching responsibility for ensuring that each programme taught within the Faculty has an Assessment Sub-board appointed to examine its students and for ensuring that the examinations within the Faculty are conducted according to regulation and in a fair and impartial manner. The Faculty Assessment Boards also approve marking schemes within guidance set by AROSC.

## 2. Marking, plagiarism and feedback

- 2.1 Regulations provide guidance on marking covering the protection of the identity of candidates and the distribution of scripts for marking.
- 2.2 Students who are absent from an examination without having been granted authorisation or who fail to submit material for assessment or who submit after the deadline without authorisation should receive a mark of zero. Examiners are not required to mark illegible answers.
- 2.3 Generic marking criteria for written work are available (see [University Marking Framework](#)). Faculty Assessment Boards are encouraged to offer programme/subject specific criteria for assessment that map on to the generic criteria and these should be presented to the Faculty Assessment Board as part of the Board's assessment scheme.
- 2.4 Faculty Assessment Boards assessment schemes should detail the local policies and variations permitted under the regulations covering:
  - penalties/guidelines for exceeding word limits
  - progression rules
  - scheme(s) for the transfer of marks from another institution (see [Translation of credits/marks attained through study away from the University](#))
  - use of the various models in the [Marking framework](#)
  - discipline specific marking criteria
- 2.5 The Regulations state that “the identity of students shall be withheld to examiners where possible”. Candidate numbers are issued to students by the Examination Office on an annual basis at the start of the academic year. Wherever practicable, summative assessment should be submitted using candidate numbers rather than names. Acceptable exceptions to this policy include practical examinations and assessment conducted for small cohorts where handwriting style or subject matter can easily be matched to a candidate.
- 2.6 It is important that candidates see anonymous marking as only one of the methods by which the integrity and fairness of the examination process are protected; other methods include double marking, moderation, the requirement that oral examinations be conducted by no less than two examiners acting together, the application of common marking criteria and the role of external examiners.
- 2.7 Departments/Faculties will need to ensure that marks arising from each examination period are recorded on the SITS database by the agreed deadline.
- 2.8 Any marks or comments on an examination script constitute ‘personal data’ which the candidate is entitled to see by submitting a subject access request (for which there is a special examination script pro-forma). Examiners should be judicious in their choice of language when writing on a script, in the knowledge that the student may gain sight of the script at a future date. Further information in respect of data protection can be found at: <https://internal.kcl.ac.uk/about/secretariat/business-assurance/compliance/data-protection/index>
- 2.9 All members of the academic community at King's are expected to uphold academic honesty and integrity. The [Academic Misconduct Policy](#) outlines how the University will

act upon concern relating to academic misconduct, including possible outcomes. Students will be required to sign and attach a statement to each piece of work submitted for assessment indicating that they have read and understood the Academic Misconduct Policy and that the assessment they are submitting is their own work.

- 2.10 Where an Examiner identifies a case of suspected plagiarism in assessed work or suspects any other form of cheating, s/he should refer the matter to the Chair of the relevant Assessment Sub-board. The [Academic Misconduct Policy](#) should be referred to for further information.
- 2.11 The University has agreed the following policy document on feedback: <https://www.kcl.ac.uk/policyhub/feedback-policy>. Departments/Faculties should ensure students are familiar with the guidelines for receipt of feedback, and that feedback is provided to students in a timely manner, normally no longer than 4 weeks from the date of submission of coursework

### 3. External examiners

- 3.1 Each Assessment Sub-board should ensure that they have an external examiner appointed. If an Assessment Sub-board wishes to have more than three external examiners appointed then a request must be made to the Chair of Assessment and Regulatory Oversight Sub-Committee (AROSC).
- 3.2 The nominated external examiner will be asked to complete the nomination form, and submit, along with their CV, the completed form to the Assessment Sub-board Chair (further information can be found at: <https://www.kcl.ac.uk/policyhub/academicregulations/external>). Once the form has been returned and finalised by the Assessment Sub-board Chair then the nomination is approved by both the Chair of the Assessment Board and the Chair of AROSC.
- 3.3 On approval of appointment, the external examiner will be sent an appointment letter, accompanied by relevant information relating to academic regulations, marking framework and marking criteria. In addition, the external examiner will be advised on local information to be provided by the Faculty, which includes:
- programme specifications
  - marking schemes
  - discipline specific marking criteria
  - programme/module materials
  - draft examination papers
  - list of coursework title or coursework subject areas
- 3.4 The University will write to all external examiners annually, providing them with any updates to the regulations and procedures for that academic session.
- 3.5 All new external examiners should receive some form of orientation to the programme<sup>55</sup>. This would normally be a session when the examiner is invited to meet the Assessment Sub-board chair and key members of staff involved with the delivery of the programme; such a meeting might also involve students (further information can be found at: <https://www.kcl.ac.uk/policyhub/external-examiners-guidance>)

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<sup>55</sup> This can be via Teams

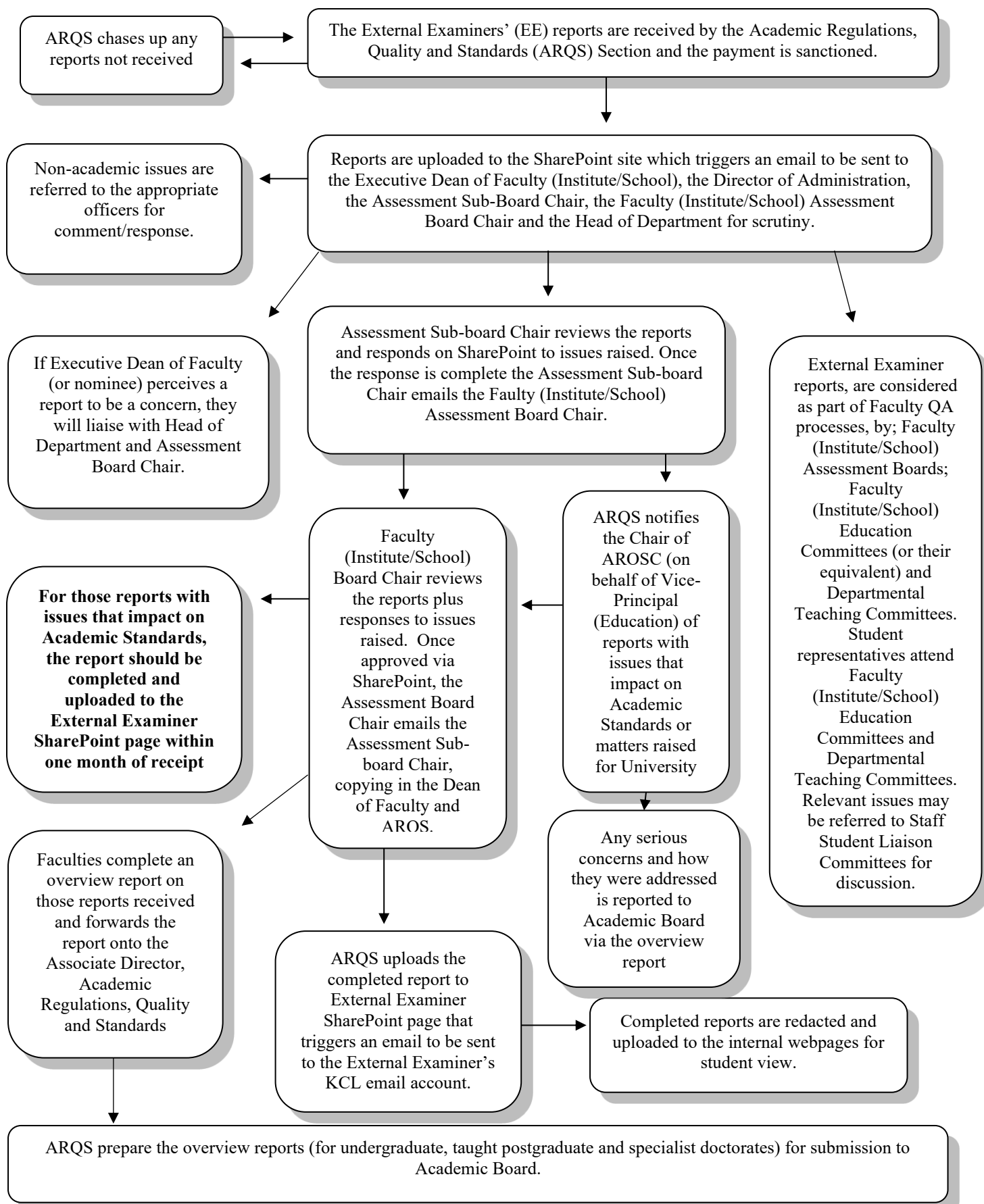
- 3.5 The main duties of the external examiner are provided in the regulations and are available at: <https://www.kcl.ac.uk/policyhub/academicregulations/kings-academic-manual>
- 3.6 External examiners are required to electronically submit a written report at the conclusion of each final examiners board on the appropriate [form](https://www.kcl.ac.uk/policyhub/academicregulations/external), which can be found at: <https://www.kcl.ac.uk/policyhub/academicregulations/external>. The report should be submitted within one calendar month of the meeting held to determine the results of candidates and examiners are required to sign the report to acknowledge that their report will be made available to students. It is only on receipt of the appropriate form will the external examiner get paid their annual fee.
- 3.7 If an external examiner fails to submit a report within two calendar months of the meeting held to determine the results of candidates or respond to the three reminders sent by the ARQS team, and there are no extenuating circumstances for this non submission, then a recommendation will be made to terminate the external examiner's appointment.
- 3.8 Officers within the ARQS Office will send the external examiner's report to Executive Deans of Faculties, Assessment Board Chairs, Assessment Sub-board Chairs, Faculty Operating Officers and Heads of Department.
- 3.9 Faculties will ensure that student representatives have an overview of external examiner reports, via Staff/Student Liaison Committees and/or Departmental Teaching Committees.
- 3.10 On receipt of the external examiner's report, University officers, Assessment Board Chairs and Assessment Sub-board Chairs are required to submit a formal response, on the report that the external examiner has submitted. A diagram showing the full procedure for the consideration of External Examiners' reports is overleaf.
- 3.11 For those reports that have identified an issue with academic standards or raised an issue for University's attention, the reports must be returned to the external examiner within one month of receiving the report. Consultation must be held with the Chair of AROSC prior to the report being returned.
- 3.12 All reports are responded to and returned to the external examiner by the Academic Regulations, Quality and Standards team. Responded reports are uploaded to the University's SharePoint site for internal consideration prior to sending onto the External Examiner.
- 3.13 Assessment Board Chairs and Quality Assurance Managers will be required to assist with the writing of Faculty annual reports, and adhere to the annual reporting process, as advised by College Education Committee.
- 3.14 Faculties will produce an overview report of external examiner reports received, summarising comments raised by external examiners that have been identified as impacting academic standards, or requiring attention at University or Faculty level, and any areas of good practice identified.
- 3.15 Staff in ARQS produces an overarching summary report, one for UG and one for PGT, for consideration by AROSC, CEC and Academic Board on matters raised by External Examiners during that academic year.

#### 4. Chief External Examiners

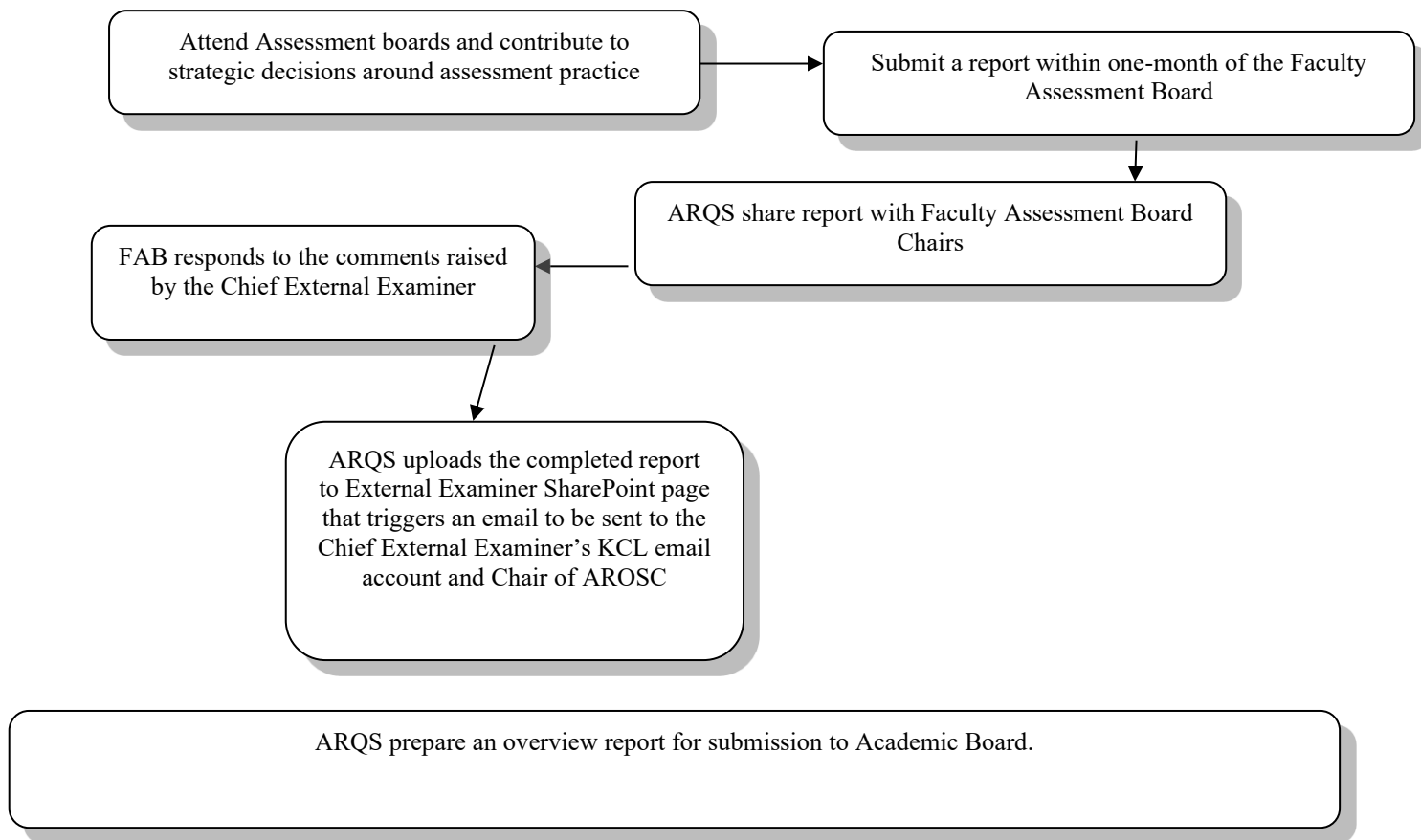
- 4.1 The AROSC will appoint a University Chief External examiner. The University's Chief External examiner has a broad remit and provides a strategic oversight of the soundness and robustness of the University's framework.
- 4.2 Each Faculty Assessment Board should appoint a Chief External Examiner, the same person may serve both UG & PGT Faculty Assessment Board if they are suitably qualified.
- 4.3 The University and Faculty Chief External examiners will normally have completed a four-year tenure as an External Examiner at King's before being appointed. The full eligibility criteria are outlined [here](#).
- 4.4 The duties and responsibilities of the Chief and Faculty Chief Examiner roles are outlined [here](#).
- 4.5 Faculty Chief External examiners are required to attend an annual meeting, which will be chaired by the University Chief External examiner.
- 4.6 Faculty Chief External examiners will be required to submit an annual report on the appropriate [form](#). Officers within the ARQS Office will send these reports to Assessment Board Chairs for them to reply to, they are then sent to the Chair of AROSC and the University Chief External Examiner.
- 4.7 ARQS will produce an overarching summary report of the annual reports received for consideration by CEC and Academic Board on matters raised by Faculty Chief External Examiners during that academic year.
- 4.8 The University Chief External examiner will be required to submit an annual report to the AROSC following the annual meeting.
- 4.9 These roles play no part in the verification of academic standards or in the award of degree qualifications by Assessment Sub-Boards and will not normally include:
  - Oversight and commenting of student assessment
  - Reviewing or commenting on student results or award decisions
  - Scrutinising the activities of individual External Examiners
  - Commenting on the judgements of individual External Examiners
  - Meeting with individual students



5. Diagram of the procedure for the consideration of external examiners' reports



## Diagram of the procedure for the consideration of Chief External examiners' reports



# **Section I**

## **Notes of guidance**



# Guidance on risk and ethics assessment in the design of modules

## 1. Introduction

- 1.1 This guidance is produced jointly by the College Research Ethics Committee (CREC) and the College Education Committee (CEC).
- 1.2 This document summarise the process for the registration of taught modules. Those that are of low risk should be registered on CourseLoop. For high-risk modules, an application for ethical approval should be submitted through REMAS. Guidance is provided below for defining a taught module and determining risk.

## 2. Definition of taught module component

- 2.1 A taught module component in this context is any type of activity which involves some kind of physical procedure or administering of questionnaires, conducting and/or taking part in interviews and making video or audio recordings for educational use. Taught module components are usually routine components of undergraduate and taught postgraduate modules which students undertake as part of their programme of study. The procedure applies to activities where the subjects are humans. It should be noted that:

- the scope of this procedure *does* apply to activities conducted in a clinical setting primarily for the purpose of gathering data for the purposes of an assignment (eg taping a clinical consultation for subsequent analysis) where the data is derived from other people, including non-participant observation;
- the scope of this procedure *does* apply to activities undertaken off campus for the purposes of gathering information, including non-participant observation;
- the scope of this procedure *does not* encompass clinical training in a clinical environment (including clinical practice on home visits as part of a placement) where frameworks derived from professional bodies apply and practice is supervised by competent practitioners;
- the scope of this procedure *does not* apply to work placements where other arrangements for risk assessment apply.

- 2.2 A list of activities which would fall under the definition of a taught module component is given below. This list covers the most commonly occurring activities. It is possible that there are some activities not included in this list which might fall within the scope of a taught module:

- videotaping classroom activities for later analysis (where individuals are recorded)
- taking samples such as blood, urine and saliva
- administering products such as food, alcohol or a medicinal product
- taking measurements of heart rate, blood pressure etc
- testing reaction times
- studying the effects of exercise
- examining perception and responses to external stimuli such as sound, temperature changes
- the effects of altering the composition of inhaled gases
- the effects of acceleration and deceleration on the body
- the use of equipment such as ultrasound, breathing devices, mobility aids
- taking non-invasive bodily samples, eg fingerprints
- interviewing and taking histories of patients
- designing and administering questionnaires to fellow students and/or health volunteers
- performing intimate examinations on paid volunteers
- observation studies
- food intake diaries
- interviewing (including taking a diet history)

- questionnaires
- focus groups

There are occasions when taught module components can have an impact on the environment or society without directly involving human participants; in such cases applicants are encouraged to seek advice from the Research Ethics Office. They are contactable at [rec@kcl.ac.uk](mailto:rec@kcl.ac.uk)

### 3. General principles

#### 3.1 The general principles are as follows:

- The trigger point for consideration of components is the module approval process.
- It is not necessary or appropriate for the CREC (or a subsidiary body) to scrutinise all taught module components.
- The degree of scrutiny and consideration given should be proportionate to the ethical issues raised and the level of risk foreseen.
- The scrutiny procedures operate in tandem with health and safety risk assessment.
- Review of taught module components falling under this procedure operate in tandem with broad codes of conduct and good practice guidelines including an ethical framework for students relating to informed consent (by students and others participating in the activity), confidentiality, health and safety, action to take if things go wrong and student conduct (including requirements for students to adhere to approved protocols). These should be embedded within programmes of study.

#### 3.2 Review procedures are expected to build upon existing structures for the ethical review of research. This guidance recognises that it is difficult to determine the boundaries between “research” and the types of activities covered herein and is produced in recognition of the ethical issues (and particularly risks to the individual) arising out of particular teaching activities (even when they are not deemed to be research).

### 4. When is approval required?

#### 4.1 Any component associated with a particular module should be identified on the relevant module approval documentation and a preliminary checklist<sup>56</sup> completed to identify the appropriate level of scrutiny. Scrutiny of the component is dependent upon the risk involved in the activity and way in which it is deployed in the module. For example, the level of scrutiny required for students practising interviews within a classroom will be different to that needed for students using self-designed interviews as part of a research project of their own.

#### 4.2 Taught module components will fall broadly into one of three types:

- Activities which are conducted within a class (or equivalent) for the purposes of practising a skill or procedure or for demonstration purposes (**taught module activity**).
- Activities that involve all students on a module in the collection of fixed and pre-specified information for subsequent analysis by students which does not vary between students or from year to year (**taught module assignment**).
- Activities in which students undertake the collection of information for projects which may be developed by the student or a staff member (**taught module project**).

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<sup>56</sup> The [Taught Course Practical Checklist](#) should be completed

#### 4.3 Scrutiny and approval will be at one of two levels:

*Within the context of a particular module*

activity or assignment may then be carried out within the module. These activities will require approval using the taught module procedure.

*For a specific occurrence/project*

project approval. These activities require individual approval which cannot therefore be sought at the point of module approval. The relevant submission procedure for research applications should be followed when this is the case.

#### 4.4 The following guidance has been produced to assist taught module leaders in ascertaining when a project would not be considered to be research:

- when the students are practicing a skill rather than generating new knowledge;
- where the ability to test the methodology being taught is what is being tested;
- where the topics to be covered are prescribed;
- when every student is doing the same thing;
- when the purpose of the activity is to confirm previous knowledge rather than to generate new knowledge.

The stated learning outcomes of the taught module should be consulted to assist with this.

### 5. Levels of risk presented

#### 5.1 The activities encompassed in the taught component procedure can be categorised as follows:

*Low risk: Non-invasive, non-intimate examination/procedure/questioning (including taking of biological samples) conducted by students on each other or on paid subjects or volunteers where all parties are aware of their participation. Examples: Blood pressure measurement, auscultation, interviews (depending upon topic), observation (depending on topic and method of observation), questionnaires (depending upon topic), ingestion of food, fingerprints, external swabs or swabs from oral mucosa, physical assistance.*

*Potentially risky: Invasive/intimate examination/procedure/questioning (including taking of biological samples) conducted by students on each other or on paid subjects or volunteers where all parties are aware of their participation or covert observation. Examples: Taking blood, vaginal examination, ingestion of licensed medicinal product, interviews (depending upon topic), questionnaires (depending upon topic).*

#### 5.2 The [Taught Course Practice Checklist](#) has screening questions (to assess the level of scrutiny required).

### 6. Approval mechanism/location

- 6.1 Completion of the Taught Course Practical Checklist will determine the approval mechanism to follow i.e. either FEC or submit an application for Taught Practical ethical clearance through REMAS.
- 6.2 If the module leader, having completed the Taught Course Practical Checklist, determines that the module is low risk, it should be registered on CourseLoop: [Module Approval and Modification](#)
- 6.3 If the module leader, having completed the Taught Course Practical Checklist, determines the module is of high risk, an application for ethical clearance should be submitted through

REMAS. There is a dedicated form for taught modules:

<https://internal.kcl.ac.uk/innovation/research/ethics/do-i-require/ethical-clearance>

**7. Evaluation and monitoring**

- 7.1 Evaluation of the practice, consistency and standards of review will be undertaken by the CREC using the same mechanisms as those for evaluating the review of research activities.



## Guidance on the production of programme specifications and module specifications

Principle 7 (Designing, developing, approving and modifying programmes) from the [QAA \(January 2025\)](#) specifies that:

*A definitive set of documents are produced from the design, development, approval and modification processes, which are held securely and act as the primary source of information about each programme. Similar but proportionate arrangements are in place for modules and smaller units of study.*

This section is designed to aid faculties in meeting this principle. Further, to aid curriculum design the following resources are available to programme teams:

- Curriculum Design Toolkit:  
<https://keats.kcl.ac.uk/mod/book/view.php?id=6670905&chapterid=615382>
- Embedding Employability Toolkit:  
<https://keats.kcl.ac.uk/mod/book/view.php?id=7619240&chapterid=729270>
- CourseLoop Training and Guidance  
[Curriculum Management Training and Guidance](#).
- Module & Programme Approval / Modification SharePoint pages  
<https://emckclac.sharepoint.com/sites/SEeg/SitePages/Programme-Approval-and-Modification.aspx>

To ensure all students have an excellent learning experience and to meet its legal obligations under the [Equality Act 2010](#) the University must ensure that when modules and programmes are designed, they do not include features that might disadvantage students with a particular protected characteristic (The nine protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and that they reflect and advance the learning and access needs of a diverse range of students. This should not equate to the lowering of academic standards. Instead it should allow an area of knowledge or expertise to be conveyed as effectively as possible, in order to assist a diverse range of students to attain agreed academic standards.

Where possible inclusive practice should be built in at the point of delivery, so that all students can benefit, rather than at the point of need, although where a new practice is introduced for one student because of their specific needs and is simple to implement, it will often be desirable to extend it more widely. Where appropriate, guidance on good inclusive practice has been inserted at relevant stages so that it can be considered with respect to programme design at the relevant stage of completing the academic item.

Completion of draft programme specifications and module specifications should ideally be completed prior to the Curriculum Design Workshop. Once the proposal has been approved by Academic Portfolio Oversight Committee, conversations should be held with King's Academy to arrange a date for the workshop.

Programme specifications for programmes up to 2024-25 are available [here](#). From 2025-26 onwards, programme and module information is available via CourseLoop directly. The programme specifications/module specifications can also be exported to a PDF.

## **Programme Specifications**

The Programme Specification is created upon the completion of the 'Create Programme' academic item type on CourseLoop. CourseLoop can be accessed [via this link](#). There will be an integration which automatically updates SITS once the Programme reaches the 'Complete' stage of the workflow.

Remember that the intended audience for a programme specification is primarily the student and therefore language and information used throughout CourseLoop (in particular, the Programme Description and aims and objectives of the programme) should be appropriate for a student.

Note that new Programmes can **only** be developed and created when a Planning Proposal (which is the business case for new programmes) has been approved.

A programme specification should provide a general overview of the programme. Specific details of modules within a programme should be given within the module specification.

## **Pathway Specifications and Nested Awards**

Pathways and Nested awards should have a strong rationale for why they are required.

APOC/PDASC will consider all pathways / nested awards. In cases where pathways or nested qualifications exist within a programme with different exit points, the process for creation of the programme specification differs. For pathways, the 'Create Pathway' academic item type on CourseLoop is used to detail the fields which differ from those in the programme. This includes the structure where only details specific to the pathway should be added. Once a pathway is completed, a pathway specification is generated. There will be an integration which automatically updates SITS once a Pathway reaches the 'Complete' stage of the workflow.

In addition, once created, the pathway is inserted into the overarching programme. The programme specification will then show the variety of options available. In some cases, both the programme specification and pathway specification will need to be viewed to see the full detail of the programme. Further guidance should be sought from the Course Information Team on other instances when nested awards or the pathway workflow are being used.

**Existing programmes that offer pathways which do not follow the definition below should review their programme structure during their next periodic programme review and revise the programme accordingly<sup>1</sup>.**

### ***Definition of Pathways***

Anyone contemplating having a pathway on their programme, programme teams must ensure the pathway follows the approved definition:

An overarching programme that has defined modules and learning aims and outcomes, with optional modules (which may be core/compulsory to that pathway) forming a pathway. Students enrol directly onto the overarching programme, determining at some defined point during the programme of study the pathway they wish to follow. A student can't start on a programme and exit with either a BA or a BSc (i.e. it can't be an either/or option depending on pathways). The final award title will reflect the overarching programme and pathway undertaken, unless a professional programme of study requires something different. For those programmes that have an extended year of study this becomes a new programme, not a pathway. The programme specification should include a learning aim and outcome related to that additional year of study. Pathways on PGT programmes should be made up of between 90 and 120 credits from taught modules that are designated as part of the pathway and should include the dissertation.

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<sup>1</sup> During 2025/26 this definition will be reviewed while the University develops a Portfolio Principles framework for all taught programmes

## **Module Specifications**

The module specification is created upon the completion of the 'Create Module' academic item type on CourseLoop, which can be accessed [via this link](#). There will be an integration which automatically updates SITS once an item reaches the 'Complete' stage of a workflow.

Remember that the intended audience for a module specification is primarily the student and therefore language and information used throughout CourseLoop (in particular, the Module Description and aims and objectives of the module) should be appropriate for a student.

The module descriptor goes into specific detail as to what students should achieve through completion of the module. It should also provide an indication as to the contact time expected and assessment methods within the module.

## **Guidance for specific programme/pathway fields within CourseLoop**

CourseLoop features 'helptips' within the system which should be followed. These help users understand what should be entered and direct to further guidance. Some further context / guidance on specific programme / pathway fields within CourseLoop is as follows:

### **UK Credits / ECTS Credits**

It is possible for programmes at the same level to require different amounts of credit (e.g. 4 and 5 year honours level degrees require more than 360 credits), but programmes must not fall below the minimum amount of credit designated for the award. Further information is available within the [Academic Regulations](#).

It is important to note that the notional hours of learning in UK credit systems is a proxy measure of the volume of the learner effort required by the average learner at that time to achieve the required learning outcomes of the programme. It is difficult to state rigidly the time it takes any individual student to learn, therefore it is important to emphasise that the learning 'time' is regarded as a broad estimate. In this way notional hours of learning must only be employed as a rough guide. This is particularly relevant when equating UK credit to ECTS credits.

The European Credit Transfer and Accumulation System (ECTS) aims to make study programmes in Europe easier to read and compare. In Europe the workload of a full-time student during one academic year is calculated to be 60 ECTS credits. Therefore, a calculation of 1 ECTS credit = 2 UK credits at programme level and provides an easy translation. For further information on the relationship between UK and ECTS credits see the following:

QAA general guidance on the use of credit:

<https://www.qaa.ac.uk/the-quality-code/higher-education-credit-framework-for-england>

ECTS Users Guide:

[https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects\\_en](https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects_en)

### **Duration and Full Time / Part Time Periods**

Any variations to standard term dates should have been approved by the Academic Board. For student finance (including regulated fees) purposes, distance learning courses may be classified as full-time or part-time, but for HESES purposes cannot meet the attendance requirements to be classified as full-time. Students on such courses should therefore be classified as part-time.

Consideration should also be given on the number of hours a week a student would be expected to cover to ensure students are not overburdened with work and distance learning.

## Award Type/s (Main / Nested / Exit)

### *Nested*

A nested award is a lower volume award which shares some of the learning outcomes of a larger volume award. For example a Masters degree may have a nested postgraduate diploma and/or postgraduate certificate within it which would allow participants to exit after completing the PGDip/PGCert or continue to take further modules to lead to the award of the MA (same level of study, lower volume of credit), and a MSci degree may have a BSc nested within it (lower level, lower volume).

**Nested awards should only be used in exceptional circumstances and require APOC / PDASC approval.** This is because students register for nested awards (unlike exit awards) and may progress from a nested award on to the 'higher' award (but do not receive both awards).

**In all cases nested awards are set up with a separate programme/pathway code which students are directly recruited to.**

If there are specific criteria for the nested award, this information can be entered within the 'Structure Detail' field of the Programme. As noted above, any learning outcomes which are specific to a nested award must be made clear so that student and staff can understand what must be achieved. This can be done using the Learning Outcomes Description field.

### *Exit*

Exit awards are available for students unable to meet the credit volume and/or credit level requirements for the award on which they are registered when they have completed a meaningful period of study and have satisfied the examiners that they have met identifiable learning outcomes.

The titles of exit awards should relate to Faculty and subject area e.g. UG Certificate in Biosciences Education (Nutrition) and will follow the agreed [standard learning outcomes](#).

It is expected that information for exit awards (e.g. credits) follows the Academic Regulations so does not need re-stating. If expectations or requirements differ (e.g. specific modules required to be passed), this information can be entered within the 'Structure Detail' field of the Programme.

Classified exit awards are only available for Level 6 and Level 7 awards; Level 5 and below awards are unclassified.

**If a programme does not want to offer an exit award, permission must be sought from the College Education Committee, via the Assessment and Regulatory Oversight Sub-Committee.**

## Relevant QAA subject benchmark/ PSRB guidelines

[Subject Benchmark Statements](#) provide a helpful starting point and must be used when designing a new programme or reviewing an existing programme. However, they are not the sole point of reference and should not be simply copied into the outcomes of the programme specification.

The statements are based around broad subject groupings which are designed to represent the conceptual framework of a discipline and provide information about the understanding and skills acquired through the study of that discipline.

For some programmes, more than one benchmark statement may be relevant and for others there may not be any statements of direct relevance. It is possible to put more emphasis on some aspects of the benchmark statement than others or to disagree with certain aspects provided this can be justified. An example of a programme that utilises more than one benchmark statement is the BA in War Studies which provides the following statement for this section:

*“The subject matter of War Studies has been informed by the Politics and International Relations benchmark statement, although much that would be relevant to a Politics and International Relations programme is not relevant to a subject-driven and multidisciplinary programme such as War Studies. Indeed War Studies is one of those endeavours described in the benchmark statement as cutting ‘across conventional knowledge based categories’ and whose ‘distinctive approaches to understanding and skills may need to draw on a wider range of materials and resources, including other benchmarks standards to capture fully the specific character of their particular degree programmes.’ The War Studies programme has been designed in this spirit. For example the History benchmark statement’s emphasis on increasing conceptual sophistication and increasing interpretative skills in terms of knowledge and progression is reflected in the differing expectations placed on War Studies students over their three years on the programme, viz:*

Year 1: basic knowledge typically understood within the context of a single concept, theory or method.

Year 2: a broadening knowledge and deepening understanding, derived from a critical engagement with the subject, as well as awareness that this knowledge and understanding is constructed in the context of multiple concepts, theories and methods.

Year 3: specialised knowledge often located at or informed by a critical engagement with leading-edge developments in a particular area of War Studies, as well as broader knowledge understood within the context of a synthesis of concepts, theories or methods.”

Note that, where a programme is accredited/to be accredited by a Professional, Statutory and Regulatory Body, any guidelines or requirements which apply must also be detailed.

## External Accreditation

Where applicable, information must be provided on the relevant PSRB, details of the arrangement and the start/end date of the validation/accreditation. Where the professional, statutory or regulatory body has a policy on recruitment of disabled people, it will be important to be familiar with the details, including information about the possible “reasonable adjustments” that can be made whilst also maintaining academic standards.

## External Provider

This section applies only to programmes which include collaborative activity. Colleagues should check the definitions as there can sometimes be misconceptions on what is and isn’t collaborative activity. For guidance completing this section, please visit the [Collaborative Provision website](#).

When undertaking collaborative activity with a partner, you should refer to the relevant process map which can be found in [section D](#) of this handbook. This contains detailed guidance on the steps to follow.

When designing activity with a partner, you should refer to [Principle 8 \(Operating partnerships with other organisations\)](#) from the QAA (July 2025). All activity should be underpinned by a legally binding agreement. You are expected to upload the draft of this document when completing the academic item on CourseLoop.

## Aims and Objectives

The educational aims set out the purpose of the programme and include general statements about the learning which takes place over the duration of the programme, including the employability skills students are expected to achieve. Examples aims for some programmes are given below:

The aims of the BA/BSc in Geography are to:

- provide a thorough training in the subject matter and techniques of Geography
- develop in students a range of intellectual, practical and transferable skills, embedding their practice and assessment within the process of learning about Geography
- encourage a spirit of enquiry among our students
- develop an ethical awareness of their place within a changing world
- develop detailed academic, practical and methodological knowledge based on students' chosen degree pathway

The aims of the Pharmacy MPharm are to:

- deliver a pharmacy programme in an innovative, integrated and patient-focused manner
- provide education and training that is accredited by the Royal Pharmaceutical Society of Great Britain
- provide students with the ability to integrate and critically evaluate multidisciplinary information leading to the application of pharmaceutical knowledge
- ensure the students' understanding of the professional role of the pharmacist in society and how they contribute to the healthcare of the patients
- provide students with a thorough understanding of law and ethics relating to pharmacy
- develop students' ability to provide advice on the use of medicines and the promotion of good health
- provide the student with opportunities for shared inter-professional education with other health science students including medicine, dentistry, midwifery, nutrition and nursing
- provide the students with the knowledge and skills to equip them for a career in pharmacy and pharmaceutical sciences

The aims of the MA in Ancient History are to:

- introduce students to skills essential for research in all major fields of Ancient History, and provide practical training to enable them to achieve technical competence as necessary
- provide a systematic study of specialized topics within Ancient History
- foster the ability to learn independently, either for further research or for individual intellectual development.

When defining the educational aims of the programme it is recommended that the core elements which are essential to the programme are justifiable and clearly articulated, so that students who may not be able to fulfil certain aspects due to illness/disability reasons, family/work commitments or religious practices for example can make informed decisions about whether to apply and are aware of the importance of communicating any relevant circumstances as early as possible.

It is also recommended that the following are taken into account:

- degree to which the curriculum should and does reflect the needs, views and interests of a modern, diverse society (including employability)
- scholarship within the discipline which covers the 9 protected characteristics as themes or topics (The nine protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).

## Learning Outcomes

The learning outcomes of the programme are what a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

Learning outcomes should be expressed in terms that are measurable. Typically, this will include phrases such as “to analyse”, “to demonstrate”, “to understand”. The outcomes should take account of the external reference points noted (such as benchmark statements and/or professional, statutory and regulatory body requirements). It is important that these outcomes relate closely to the overall educational aims and take account of the generic level descriptors. Masters’ level programmes should clearly demonstrate a level of knowledge, understanding and skills above that expected from an undergraduate programme.

Where a programme includes pathways, nested or exit awards, any programme learning outcomes which are specific to these must be made clear so that student and staff can understand where there are differences in outcomes associated with the different awards and what must be achieved. This can be done using the Learning Outcomes Description field. If the learning outcomes are the same for all pathways / awards, the following statement should be noted at the end of the ‘Aims and Objectives’ section - “the programme learning outcomes are applicable to all awards”.

Note that the learning and teaching methods across the programme (noted in the ‘Teaching Approach’ section), and the types of assessment (noted within the modules) should allow students to achieve and demonstrate learning outcomes.

Learning Outcomes (both at the Programme and Module level) must be broken down into the four categories below:

<i>Knowledge and understanding</i>	This is what the student should know and/or understand on completion of the programme. This will include the subject content, paradigms, conceptual basis, limitations and boundaries, and the contexts in which the subject is used.
<i>Intellectual skills</i>	These are cognitive skills such as an understanding of methodologies or ability in critical analysis. This will include skills such as thinking creatively or critically, analysis, synthesis and evaluation.
<i>Practical skills</i>	Practical skills incorporate professional skills and will include the ability to conduct laboratory work, research a topic or problem, observe, describe or report accurately or being able to undertake context/textual analysis. These will be developed through the student’s opportunity to practice in an appropriate learning context.
<i>Generic/transferable skills</i>	These skills are personal and social; they are key skills that are not discipline specific and are readily transferable to employment and other contexts. This includes communication, numeracy and the use of IT. For example, there may be an expectation that a programme involves team working, managing and evaluating one’s own learning and/or making an effective use of IT.

Further guidance on how to write learning outcomes can be sought from King’s Academy, and will be discussed during the Curriculum Design Workshop.

## Structure

The structure includes all modules students will take on a programme as well as their status (Core, Compulsory or Optional). Information regarding Core, Compulsory and Optional modules can be found within the [Academic Regulations](#). Guidance on creating the structure can be found here - [Programme Structure](#).

Those designing a programme must ensure that all variations of module diets that can be taken by students allow for achievement of the stated learning outcomes.

Note that:

- It is recognised that the availability of optional modules may vary slightly from year to year, but **a programme cannot have more than 25% additional modules ‘on the books’ than those offered in any given year.**
- Where two subjects studied in a programme have approximately equal importance “and” is used in the title (each subject is expected to have modules with a minimum value of 120 credits).
- A programme which is flexible in structure will almost by definition be more accessible, although the scope for flexibility will clearly vary from programme to programme. There are several ways in which a programme can be made to incorporate a greater degree of flexibility, although it is recognised that there may be sound arguments against flexible provision as the norm. In order to make use of these suggestions it is important to clarify the core elements or aspects of a programme (including any off-site provision such as placements or a year abroad), in order to make an assessment of where adjustments to teaching practices can occur.

Suggestions for flexibility include:

- Clearly identifying which aspects of the curriculum are essential to a prescribed learning outcome and progression and which are more flexible.
- Clearly identifying whether flexibility exists over the pace of delivery for the whole programme of study, allowing students to choose to study part-time or full-time, or a mixture of both, at different times of their programme.
- Clearly indicating whether flexibility exists over the pace of delivery of individual modules, allowing students to either complete all aspects of a module as it is scheduled, or perhaps postpone some elements of it, such as parts of the assessment or a placement, for completion at a later date. This will allow students to take breaks without losing continuity for periods of illness or pregnancy etc.
- Providing a choice of modules within programmes of study, and ease of movement between such elements.
- Enabling flexibility over methods of delivery, for example learning packages, use of e-mail.



## Equality, Diversity and Inclusion

Although it is recognised that there are resource implications for introducing greater flexibility into the attendance structure of programmes, it is recommended that flexibility is considered wherever possible. Issues such as attendance requirements, availability of the programme of study as either part or full time, the scope for transfer to alternative programmes and the scope for choice of modules or elements within the programme, will all have an impact on the accessibility of the programme and where possible should be considered at the design stage.

An inclusive approach has its foundation in a commitment to promoting equality and diversity by embedding the following principles in the design process:

<i>Anticipatory:</i>	it is proactive in considering the entitlements of all students in the design and delivery of all activity. Adopting an anticipatory approach reduces the need for reactive and individualised responses that can arise when inclusive issues have not been considered at the design phase.
<i>Flexible:</i>	it is open, versatile and responsive to an evolving student population, and to changes in circumstances that may require adaptations to the timetable or delivery format to accommodate student availability, for instance blended learning.
<i>Collaborative:</i>	it builds on partnership between students, colleagues and other stakeholders to enrich the curriculum content and relevance. Staff must be receptive to feedback and recognise that developing inclusive provision is an ongoing process that benefits from the active involvement of all participants.
<i>Transparent:</i>	it makes clear the reason for design decisions by increasing general awareness of the benefits for all and reduces the possibility of misunderstandings based on perceived preferential treatment.
<i>Equitable:</i>	it ensures the processes and procedures used for students are the same and decisions are made in a fair, open and transparent way.

This section should explain the measures that are in place to ensure that the aims and objectives, learning outcomes, structure, teaching approach, assessment, feedback, teaching and learning materials and course handbook/publicity reflect the principles above.

## Fees / Funding Source

The major source of finance is usually Office for Students. Other sources can be selected where relevant. It should be indicated if the programme is self-financing. Guidance can be sought from the Course Information Team if required.

## Progression and Award Rules

This section is used to confirm that programme will follow the University standard rules. Information that appears in the academic regulations should not be repeated here as this applies universally to all programmes.

- Where Non-standard rules are proposed, these **must** be specified. The credit rules field can also be used to specify maximum credit for compensated credit in Year 1, the maximum condonable allowance across the programme and any additional credit details where these apply.

- If substitute modules are permitted, this should be noted on the programme specification.
- If there is an approved Exemption to the Academic Regulations, this must be specified including that date it was approved.

## Admissions

In line with the recommendations of the Schwartz report on *Fair admissions to higher education*, and that an admissions system should be fair and transparent, the University has agreed that each programme which clearly detail the academic and non-academic entrance criteria required. This section is used to specify any criteria a student must meet to join the programme.

The information on entry requirements published by UCAS and in University prospectuses is generally a year ahead of the programme specification. It is therefore worth noting that the entry requirements given on the programme specification relates to the year of entry. Therefore a 2024/25 programme specification will have a 2024/25 entry profile, rather than a 2025/26 or 2026/27 profile. The most up to date entry information should be made available in the University's prospectus.

The admissions section is divided as follows:

**Admissions Requirements (UG / PG)** - This should list which subjects are required and at which level. All stated academic criteria should be objectively justified and relevant to the student's ability to complete the programme. Compulsory subjects should be included where appropriate as should subjects which are not considered. Other qualifications and international equivalences can be determined with the advice of Admissions.

**Other Requirements** - This section can be used to capture other entry requirements such as work experience, deposits, DBS checks and Interview requirements. If the programme does not have any other entry requirements then it should be left blank. All non-academic criteria should be objectively justified, relevant to the student's ability to complete the programme and framed in such a way as to be achievable by students from differing backgrounds / who have access to differing levels of opportunity.

If interviews are to be used, this must be specified including the format of the interview. The Admissions Policy should be applied consistently for all applicants. See the College-wide Admissions Policy and guidelines for more information on interviews ([Admissions Policy | King's College London](#)).

Further advice on admission requirements can be sought from the Admissions team, in the Directorate of Global Recruitment and Admissions.

## Guidance for specific module fields within CourseLoop

Whilst modules are attached within the programme academic item, much of the module content is specified within the module academic item. CourseLoop features 'helptips' within the system which should be followed. These help users understand what should be entered and direct to further guidance. Some further context / guidance on specific module fields within CourseLoop is as follows:

### Module Level/Credits

Credit levels define the level of complexity, relative demand and autonomy expected of a learner on completion of the unit of learning. A module can only be assigned to one credit level and have one credit value. Please refer to the [Academic Regulations](#) for the rules surrounding credit values.

Smaller shorter units may be able to be accommodated by “bundling” them together with other small/short modules. Requests to vary from permitted sizes must be referred to the College Education Committee for approval. For Masters’ programmes, the dissertation/research project element should follow the College [Postgraduate Taught Dissertation Framework](#)

Introductory modules are defined as “A module within a programme whose designated level falls below the permitted level for the programme and will not be included in the credit tariff for the programme nor included in the classification calculation. It may be a prerequisite for another module”.

Professional Practice modules are defined as “A module which is taken on a pass/fail basis. These modules have no level assigned, they are not included in the credit tariff for the programme and are not included in the classification calculation. A module of this type may need to be passed in order to meet progression or award requirements.”

Other definitions can be found here - [Glossary | King's College London](#)

### **Indicative Contact Hours**

An indication of the contact hours should be provided as a whole number. The total stated here should align with the sum of directed hours listed within the 'Learning Activities' section.

### **Module Relationships**

This field is only used in instances that the module is of equivalence or will supersede another module. This will need to be linked within CourseLoop. The Academic Item reference is used to ensure the correct module is linked.

### **Teaching Splits**

A breakdown of how teaching is split between Faculties/Departments must be provided. This must total 100%.

### **Student Numbers**

Some modules set maximum limits for the numbers of students that can take the module at any one time, and some set a minimum number, below which the module will not run. These can be entered here.

### **Delivery Information**

Please indicate all instances of delivery for the module. This will include the dates the module will be available. This section should include where the module may be delivered away from the main University campus by an external partner to the University. Whilst primarily designed to apply to programmes, the principals of the University [Guidance on the operation of collaborative teaching activity](#), may also be relevant here.

### **Aims and Objectives**

Learning aims are broad, general statements that outline what a module intends to achieve. They provide an overview of the purpose of the module and describe the key themes or areas of knowledge and skills that students will explore. Aims focus on the intent behind the module rather than the specific outcomes. Please note that the information entered here will appear on the student facing module specification. You should ensure the wording used here (and throughout CourseLoop) is appropriate for this audience.

For example:

“to provide an understanding of recent conservation policy-making and its impact upon patterns of land use in the UK.”

### **Module Learning Outcomes**

Module Learning Outcomes are specific, measurable statements that describe what students should be able to demonstrate upon successful completion of the module. They help clarify what knowledge, skills, and competencies students are expected to acquire and demonstrate.

The learning outcomes must be broken down into the same categories as those at the Programme level (*Knowledge and understanding, Intellectual skills, Practical skills and Generic/transferable skills – see above for definitions*).

Examples include:

“by the end of the module the student will be able to demonstrate a knowledge of the linguistic, literary, cultural and socio-historical contexts in which Anglo-Saxon literature is written and read.”

“by the end of the module the student will be able to evaluate the scope and limitations of DNA-based diagnostic tests.”

“by the end of the module the student will be able to work co-operatively with others in the design and organisation of a laboratory-based experiment.”

Note that the aims and outcomes for a module should be consistent with the overall programme aims and learning outcomes.

A good practice to adopt in module approval is to view the module and its delivery from the perspective of the student. It is expected that, as part of their approval processes, Faculties will give detailed consideration to the proposed syllabus, seminar topics and reading lists etc. so that the learning outcomes are appropriate and achievable.

### **Learning Activities**

This section is used to give an overall picture of the workload a student taking the module would be expected to undertake.

Note that one credit equates to 10 hours of notional learning time. Therefore, a 15-credit module would have 150 notional learning hours attached, and a 30-credit module would have 300 notional hours. This section provides a breakdown of both contact time and independent self-guided learning on the module, which should total the total number of notional learning for the module. Contact time includes lectures, seminars/tutorials, assessments, placements, and other directed learning activities. It is also important to note that the notional hours of learning in the UK credit systems is a proxy measure of the volume of the learner effort required by the average learner at that time to achieve the required learning outcomes of the programme. It is difficult to state rigidly the time it takes any individual student to learn, therefore it is important to emphasise that these are regarded as broad estimates. In this way notional hours of learning must, only, be employed as a rough guide.

Please note, the total contact time included in this section must correspond to the total number of directed study hours outlined in the Indicative Contact Hours section above, therefore, any changes must be updated in both sections

## Learning Resources / Reading List

This section should detail the resources students can be expected to use throughout the module. This must include the reading list (or link to the reading list). This section can also be used to record a variety of other resource types. Note that any core reading must not be changed once made available to students. This is because some students may have purchased resources and it is therefore unfair to change these at a late stage.

## Assessment

When designing assessments, it is important to utilise a range and variety of assessment methods, in order to enable students with a range of learning style and experience to demonstrate their aptitude. Assessment procedures should also be scrutinised to ensure that they are balanced and do not unfairly discriminate against any individual or group of students and that they give the students the opportunity to meet the modules learning aims and outcomes.

The type of assessment used to assess the module should be appropriate to the learning outcomes and should therefore allow a judgement to be made as to whether the learning outcomes have been achieved.

All assessments must adhere to the [TASK Framework](#).

This section must include all assessments within the module including type, name, weighting, re-assessment information, submission requirements (e.g. word count), due date and qualifying mark / set.

A qualifying mark is defined as “A minimum level of attainment for a specific component of assessment within a module. Achieving the qualifying mark is a prerequisite of passing the module.”

A pass mark is defined as “The mark required to pass an assessment or module. Some programmes leading to professional registration may, for specific or all modules, require a higher level of attainment than the standard University pass marks given in regulation, and this will be stated in the programme specification.”

For further detail on pass marks, qualifying marks and re-assessment see the [Academic Regulations](#).

## Policy - Ethical Approval

Any module involving activity where the subjects are human should be assessed to ascertain whether it requires ethical approval. Examples of such types of activity are those which involve some kind of physical procedure or administering of questionnaires, conducting and/or taking part in interviews and making video or audio recordings for educational use. If ethical approval is required this should be obtained before the module can be approved by the Faculty Education Committee, see [Guidance on risk and ethics assessment in the design of modules](#).

## Requisites

If the module will be a Pre-requisite, Co-requisite, Pre or Co-requisite or a Non-requisite this will be linked within CourseLoop. The Academic Item reference can be searched to ensure the correct module is linked.

A module designated as a pre-requisite is one which a student must both take and pass in order to progress to another specified module.

If there is a module which can never be taken in combination with another module, this should be recorded using the Non-requisite function. If the restriction is only relevant to some programmes, this would instead be managed via the programme structure of the programme academic item.

## Study Abroad

If there are any specific partner criteria, these can be indicated in the Study Abroad section.

If the module is available to Study Abroad students, this should be specified within the 'Delivery Information' section.

Where Study Abroad students take a different form of assessment, these can be linked under the 'Applies to all Offerings' field within the Assessment section. Note that whilst the assessment/s may be a different form, they should still be appropriate and sufficient to assess the learning outcomes of the module.

## Other guidance for programmes and modules

### *Externality - External Specialist Report*

The external specialist can be either a peer in the same subject area from another institution, a member of a professional, regulatory or statutory body, an employer with links to the subject area or from business or industry. Former external examiners can be used in this capacity as can current examiners, provided that the latter do not subsequently act as external examiner for the programme in question for a period of three academic years. For further information see [\*Guidance for Faculties on the use of external specialist and external peers for programme approval and review\*](#).

For any proposed Foundation Degree programme, or distance learning programme, the specialist must have some knowledge of and involvement in the type of programme being proposed to enable an appropriate input to the proposed programme.

The external specialist is asked to provide a report on the programme to include the:

- Nature of the interaction with the Department/Faculty i.e. attendance at programme planning meetings, electronic communication, scrutiny of documentation
- Extent to which the programme meets a defined market need
- Subject content
- Engagement with the various points of reference of the national quality assurance framework such as the [\*Framework for higher education qualifications\*](#) and [\*subject benchmark statements\*](#) (where applicable)
- Engagement with the requirements of a professional, statutory or regulatory body, if applicable.

### **Response of the department**

The department must indicate how they have taken on board the comments of the external specialist. This is to make clear how any amendments recommended by the external specialist have been incorporated into the submission.

### *Programme Approvals on CourseLoop*

If a programme is approved by FEC subject to conditions, the submission upwards to 'University Checks' should only happen once these conditions have been met.

Before submitting to the 'University Checks' stage, it must be ensured that the Faculty have attached the relevant email / FEC minutes to the proposal showing approvals from the:

- Chair of the Faculty Education Committee
- Member of the CEC/FEC from another Faculty
- External Peer appointed to the Faculty for the purposes of programme approval

In addition, the External Specialist Advice and Faculty / Departmental Response as well as the outcome report from the Curriculum Design Workshop must be attached.

Any submissions that are missing approvals / documents will be deemed by the University not to have been approved and will be returned to the Faculty.

The Faculty can confirm that all attachments are present, and any commentary added, through the 'Proposal Summary' within the 'Managed Documents' of the academic item:

Managed Documents
Manage

Proposal Summary →

Summary
Edit

Proposal Title	
Reason(s) if name differs to the one approved by POC	
Rationale	
Proposal Contact/s	

Attachments
Edit

External Specialist Advice, Curriculum Design Workshop and Faculty / Departmental Response - Confirm Attached	
HELP	
Activity Schedule - Confirm Attached	
HELP	
Approvals from FEC Chair, External Faculty Representative and External Peer - Confirm Attached	
HELP	

### *Programme Modifications on CourseLoop*

The relevant reference from the [Curriculum Modifications Table](#) along with the rationale for proposed modifications must be added to the Rationale field of the Proposal Summary for an academic item.

Managed Documents
Manage

Proposal Summary →

Summary
Edit

Proposal Title	
Rationale	
Proposal Contact/s	

### **Programme Specification Checks**

After the deadline for major modifications has passed, Faculties will be asked to check the information for each Programme for the following year is correct. Once the checks have been completed, this will become the definitive version and no further modifications which impact on information published / advertised will be permitted to that version unless students/applicants/ offer holders have been fully consulted as required.



## University descriptor for standard learning outcomes for exit awards

The University has approved the following standard learning outcomes for exit awards. Where programmes are following these statements the following must be noted on the programme specification “the following learning outcomes are applicable to all awards”. Where programmes wish to have programme defined learning outcomes these are noted on the programme specifications:

**UG Certificate (Level 4):** in order to be awarded a UG Cert HE students should be able to demonstrate:

- some knowledge of the underlying concepts and principles associated with their field of study;
- an ability to evaluate and interpret concepts and principles within the context of their field;
- an ability to present, evaluate and interpret qualitative and quantitative data;
- an ability to develop lines of argument;
- an ability to make sound judgements in accordance with the basic theories and concepts of their field.

These are the standard UG Cert HE learning outcomes; faculty may approve additional programme specific learning outcomes for this exit award, if required, as long as the standard criteria are met.

**UG Diploma (Level 5):** in order to be awarded a UG Dip HE students should be able to demonstrate:

- knowledge and critical understanding of the well-established principles of their field of study, and of the way in which those principles have developed;
- an ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;
- knowledge of the main methods of enquiry in the field of study;
- an ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study;
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations which might be based on that knowledge.

These are the standard UG Dip HE learning outcomes; faculty may approve additional programme specific learning outcomes for this exit award, if required, as long as the standard criteria are met.

**Ordinary degrees (Level 6):** in order to be awarded an Ordinary Degree students should be able to demonstrate:

- an understanding of some key aspects of their field of study, including the acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of the field;
- an ability to deploy established techniques of analysis and enquiry within the field of study
- an ability to devise arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of the field of study;
- an ability to describe and comment upon particular aspects of current research or scholarship in the field of study;
- some appreciation of the uncertainty, ambiguity and limits of knowledge;
- an ability to manage their own learning;
- some ability to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the field of study).

These are the standard Ordinary Degree learning outcomes; faculty may approve additional programme specific learning outcomes for this exit award, if required, as long as the standard criteria are met.

**Postgraduate Certificate (Level 7):** in order to be awarded a Postgraduate Certificate students should be able to demonstrate:

- an understanding of knowledge, and an awareness of current problems and/or new insights, in their field;
- an understanding of techniques applicable to their own research or scholarship
- some originality in the application of knowledge;
- a practical understanding of how established techniques of enquiry are used to create and interpret knowledge in the field;
- a conceptual understanding that enables the student to evaluate current research and scholarship in the field;

These are the standard PG Cert learning outcomes; faculty may approve additional programme specific learning outcomes for this exit award, if required, as long as the standard criteria are met.

**Postgraduate Diploma (Level 7):** in order to be awarded a Postgraduate Diploma students should be able to demonstrate:

- an understanding of knowledge, and a critical awareness of current problems and/or new insights, in their field;
- an understanding of techniques applicable to their own research or scholarship
- some originality in the application of knowledge;
- a practical understanding of how established techniques of enquiry are used to create and interpret knowledge in the field;
- a conceptual understanding that enables the student to evaluate current research and scholarship in the field.

These are the standard PG Dip learning outcomes; faculty may approve additional programme specific learning outcomes for this exit award, if required, as long as the standard criteria are met.

## Guidance for Faculties on the use of external specialists and external peers for programme approval and review

### 1. Introduction

- 1.1 The involvement of external specialist and peers in the process of programme, design, approval and review compliments the external advice already provided via the external examiner system and thus provides an enhancement of the University's quality assurance processes.
- 1.2 For programme approval there are two forms of external input expected: input from externals at the subject level, external specialists, who provide comment on the content of a new programme from a specialist viewpoint: and input from externals at the level to the Faculty Education Committee (or its equivalent), external peers, who have a broader understanding of the discipline, their main function to provide an external viewpoint on the approval process. The same external peers are also used for programme review.
- 1.3 The following guidance is designed to make clear the responsibilities of departments, Faculties and the University at the various stages of the process.

### 2. External specialist

- 2.1 At the development stage of a new programme, Departments identify a suitable external specialist. The role of the external specialist is to provide expert subject advice at the design stage of a new programme. The specialist can be an academic, a member of a professional or statutory body, an employer with links to the subject area or from business or industry. Former external examiners can act in this capacity, as can current external examiners, provided that the latter do not subsequently act as external examiner for the programme in question for a period of three academic years. Former members of staff of the University are eligible to act as external specialists, provided that a period of three years has elapsed since their employment with the University.
- 2.2 The Department should provide the external specialist with a copy of the *Notes of Guidance for external specialists and external peers* which is available from the ARQS section or on the web at <https://www.kcl.ac.uk/policyhub/academicregulations/college-chief-external-examiner> and direct the external specialist to the [Procedures for programme and module approval and modification](https://www.kcl.ac.uk/policyhub/academicregulations/college-chief-external-examiner) which can also be found on the ARQS webpage <https://www.kcl.ac.uk/policyhub/academicregulations/college-chief-external-examiner> Departments should also provide copies of any relevant department information.
- 2.3 The external specialist should be invited to comment on the content of the proposed programme. This will include considerations such as the academic standard of the programme, relationship with any subject benchmark statement and/or relevant professional, regulatory or statutory body guidelines and the potential market for the programme. The specialist is asked to complete a brief report of the nature of their involvement in the process and their views of the programme. The department should then indicate briefly how the comments have been taken on board to ensure that the final documentation reflects the recommendations from external specialists. The report from the external specialist and the department response forms part of the programme approval process and should be submitted alongside the other approval documentation to the Faculty Education Committee (or equivalent). The Faculty Education Committee (or its equivalent) should not approve any programme that is missing this report.

- 2.4 The external specialists are not formally appointed by the College as the anticipated pattern will act in a “one-off” capacity. They will receive a payment of £200 for this engagement. Faculties should ensure that the external specialist is provided with the appropriate payment forms, and these have been completed and approved by the Chair of the Faculty Education Committee (or its equivalent). Once the programme has been approved by the faculty the paperwork, including the external specialist payment forms, are forwarded onto ARQS section; they will arrange the payment of fees and expenses to the external specialist.

### 3. External peers

- 3.1 One or two external peers will be appointed to each Faculty Education Committee (or its equivalent) for all quality assurance matters. Appointments will be made by the College Education Committee on the recommendation of Faculties. External peers should meet three or more of the following criteria:
- experience within their own institution of either the role of Head/Dean of Department/Faculty or Programme Director and/or chairmanship of an institutional level committee concerned with teaching and learning or other senior role. If the nominated peer is a recent retiree i.e. retired in the last year, then the College will appoint on a two year basis only, with no extension to tenure;
  - wide experience as an external examiner;
  - familiarity with research-led teaching;
  - familiarity with national quality assurance policies;
  - knowledge of and experience of using subject benchmark statements;
  - previous experience as a QAA institutional auditor/reviewer.
- 3.2 Former external examiners to the University will be eligible to be nominated as external peers but current external examiners are not eligible to serve in this capacity. External peers will not be able to subsequently act as external examiner for any programmes they have been involved in approving until a period of three years has elapsed. Former members of staff of the University are eligible to act as external peers, provided that a period of three years has elapsed since their employment with the University. An appointee shall not normally belong to an institution in which a member of staff of King’s College London is appointed to act as an external examiner in the same discipline in which the peer would be asked to review.
- 3.3 External peers will be appointed on a two-year contract in the first instance, with the possibility of renewal for a maximum of one further two-year period. On completion of the appointment an external peer will not normally be eligible for re-appointment until a period of two years has elapsed. The ARQS section will organise the appointment process and will provide external peers with copies of University policies relating to programme approval and review and the *Notes of Guidance for external specialists and external peers*. Faculties should provide external peers with any additional local guidance on programme approval and review, together with terms of reference of the Faculty Education Committee (or its equivalent) and dates of meeting of the Faculty Education Committee (or its equivalent). External peers are expected to attend at least 50% Faculty Education Committee meetings each year.
- 3.4 *Programme approval*  
External peers will be expected to take an overview of the approval process and to ensure that appropriate attention is given to the setting and maintenance of academic standards during this process. Faculties should ensure that external peers receive copies of proposals for all new programmes in advance of the meeting of the Faculty Education Committee (or its equivalent). The external peer will be expected to attend in person all programme approval panels, although in exceptional circumstances where this is not possible they should

Guidance for Faculties on the use of external specialists and external peers for programme approval and review  
provide a written report for the panel. The external peer will be asked to sign-off the programme approval documentation (though this can be done via electronic signature).

- 3.6 At the end of their contract external peers will be asked to provide a report on their experience and to suggest any areas for further improvement.
- 3.7 External peers will receive an annual payment of £1,000 which will be paid at the end of the academic year. Reimbursement of expenses for travel and any other associated costs will be made as they occur, on presentation of a claim supported by receipts. The ARQS section will arrange the payment of fees and expenses to the external peers.



## Guidance on flexible and distributed learning

The following guidance has been written to assist those developing flexible and distance learning programmes (including e-learning). The [QAA Quality Code, Advice and Guidance: Learning and teaching](#) advises institutions, in setting up such programmes, to take into consideration a number of points.

In distance learning, learners are physically and/or temporally remote from each other and their 'teachers'. In open learning, learners study in their own time and at their own pace. Open and distance learning (ODL) is the term coined to cover the common ground between both types of learner. It is up to the educator to decide the scales of openness and distance they want or expect their learners to have.

It is generally considered that students enrolling onto a distance learning programme must have the following to enable them to complete their studies without being disadvantaged for not attending lectures on campus:

- extended access to a computer with Word, Excel, Internet Explorer, a media player software and a CD Rom drive;
- regular access to the Internet for visiting web based discussion boards, email and some online library research;
- need to be a confident user of the internet, although some places make themselves available to coach students through to becoming familiar with the web-based discussion format and to address other IT questions;
- time: this approach to learning requires students to read a lot and regularly check into the web-based discussions.

Flexible learning describes approaches to teaching and learning which are learner-centred, free up the place, time and methods for learning and teaching, and use appropriate technologies in a networked environment (Moran 1998). The pedagogical philosophy behind flexible learning is student centred and focuses on student learning. Effective learning presupposes active students who are responsible for their own learning. The teacher's role is not to transmit knowledge, as often is the case in traditional university teaching, but to facilitate the student's learning.





## Guidance on the operation of collaborative teaching activity

### 1. Introduction

- 1.1 The University is responsible for the academic standards and quality of all learning opportunities delivered in its name, ensuring that where this is delivered by a Partner the arrangements are implemented securely and managed effectively meeting our obligations for continuing registration with the Office for Students (OfS).
- 1.2 This guidance is designed to support the approval, monitoring and management of the University's partnership activity and provides advice on delivering the operational aspects of the collaborative programme. The guidance does not cover validated provision which is subject to a separate set of procedures or Joint PhDs where the King's Doctoral College produce their own guidance.
- 1.3 The guidance is applicable to all collaborative provision taught programme activity where the achievement of the learning opportunity undertaken by a student as part of a King's module or programme of study is dependent on the arrangement made with a body/institution external to King's.

### 2. Initial stages

- 2.1 Proposals may be initiated by the University or the Partner and will not be considered unless it can be demonstrated that the partnership arrangement supports the delivery of the University's strategic vision, including its international strategy, and involve partners who are compatible with King's and likely to bring mutual benefits. It is also important that the arrangement with the Partner does not compromise the reputation of King's or the academic standards and quality of King's awards.
- 2.2 Effective communication with the Partner should be undertaken from the outset and maintained throughout the partnership to ensure a mutual understanding of the learning opportunity being delivered to support successful outcomes for students and enable a high-quality student experience. Conversations should consider how the necessary oversight of the partnership and programme activity can be maintained and the level of resourcing that will be required. Consideration should also be given to the timescales for approving the arrangement from both the Partner and University perspective and the lifecycle of the student.
- 2.3 All arrangements that are entered into should, where possible, be compliant with King's policies and procedures and meet the requirements of the Academic Regulations ensuring students have an equitable experience. The default position will be that home rules apply i.e. all University policies, regulations and procedures will apply for all operational aspects of a programme where the student is studying elements of the programme at King's or where the Partner is subject to King's regulations, policies and procedures for delivering and assessing a module. Where it is proposed to vary these arrangements then explicit permission must be granted as part of the programme approval process e.g. a bespoke set of Academic Regulations for a programme leading to a jointly delivered programme leading to a Joint, Dual, Double or Multiple award.
- 2.4 When designing a Taught degree programme, the structure of the programme should consider how the learning delivered by the Partner will be aligned, e.g. equivalence of notional learning hours, level descriptors, benchmark statements to ensure that students will be able to demonstrate that they have acquired the level of knowledge, understanding and skills expected to meet the overall learning aims and outcomes and academic standards of the final award. The details of the Partner involvement should be included in the

relevant section of the Programme Specification and in the Activity Schedule attached to the MoA.

- 2.5 All proposals are subject to a risk assessment and due diligence process prior to the approval of the activity. The stages of risk management to consider are (1) identify the risks, (2) analyse the risks, (3) prioritise the risks, (4) implement a plan to manage the risks and (5) processes for monitoring and reviewing risks. The University's '[Definitions of collaborative activity](#)' provide information on the risk impact of each type of activity against the categories of risk identified by the University as posing a threat to the University's business operations.
- 2.6 When assessing '*Partner-specific*' risks consideration should be given to the economical, political, geographical, regulatory requirements, ethical and cultural environment of the Partner Country to allow for student success, equality of opportunity and access to study, especially where language barriers or a different learning experience may apply. An assessment should be made as to whether the other site can support an inclusive education for students in terms of relevant policies and infrastructure.
- 2.7 When assessing '*Academic*' risks consideration should be given to how to evaluate the learning opportunity being delivered by the Partner to ensure it can meet the academic standards of a King's award and will harmonise with King's policies, procedures and regulations. A mapping of Partner processes should be undertaken to identify any variances in practice. The default position is to apply King's practice in this respect, but where this is not possible or practicable, approval must be sought from the relevant University Committee at the outset. For jointly delivered programmes consideration should be given to whose set of regulations will be followed in each aspect of the student lifecycle. It may therefore be useful to establish a bespoke set of regulations to govern the programme, providing these are compliant with the University's policy and procedures to meet the requirements of the Academic Regulations. Where home rules apply, consideration should be given to where the Partner regulations may still impact on the student and how to make students aware of this.
- 2.8 When assessing '*Legal*' risks consideration should be given to ascertaining the national and regional legislation and local frameworks of the Partner. The Partner must be willing to recognise and support the University's obligations under UK law, particularly in respect of equalities law and data protection. Furthermore, in relation to students with a disability, the legislation stipulates that in cases where the University arranges for a third party to provide education, training or other related services for students on its behalf, then this provision remains the responsibility of the University, including ensuring compliance with CMA and OIAHE obligations. Where the activity is for a Joint Award, the University must be satisfied that a Partner is legally empowered to contract with the University and has the necessary legal and regulatory capacity to grant academic awards jointly with the University. It should be noted that in some Partner Countries the decision to allow the Partner to legally contract with King's rests with their relevant local or national government agencies, this is particularly the case for China, India and some European Countries.
- 2.9 The University has legal templates in place to support this process on request from ARQS, and further guidance on legal considerations when entering into an agreement with a Partner is available through the University's [Legal Services Resources](#) webpage. When completing the templates it is important to be aware that the duration and termination clauses set out in the MoA will differ from that of the Activity Schedule. This is because the MoA relates to the term of the overall relationship with the partner and is defined in calendar years whereas the Activity Schedule is crafted in terms of cohorts of students and

academic years and scenario planning around those academic years. Therefore, both parties need to plan the operational arrangements for the cohorts of students admitted under the currency of the MoA until such times as all students have had the opportunity to complete the programme, even if this falls after the expiry date set out in the MoA itself.

- 2.10 When assessing '*Financial*' risks consideration should be given to ensuring that the partnership activity is fully sustainable, with the appropriate insurance protection policies in place to deliver the activity and ensure a positive student experience. It is also important to ensure that adequate safeguards are in place to protect against financial impropriety or conflicts of interest that may impact on the academic standards or the quality of learning opportunities or the reputation of the University.
- 2.11 When assessing '*Resource*' risks consideration should be given to how the learning and staff resources delivered by the Partner will be assessed to ensure that the necessary oversight is sustained and that the quality and standards are equivalent to comparable awards delivered solely by the University. Where possible/practicable such assessment should include a visit to the site by the department/area proposing the programme and confirm the following:
- *Learning opportunities*: the quality of the learning opportunities offered through a collaborative provision arrangement must be of a sufficiently high quality and enable a student to achieve the academic standards required for the award.
  - *Students*: where a collaborative provision activity involves students, the status of the student and their formal relationship with the University should be clearly defined. Students should receive information about their status and its implications in respect of their rights (e.g. access to learning support resources and to appeals and complaints procedures).
  - *Staff*: where appropriate, staff development should be provided by both/all partners to ensure that staff will have the necessary underpinning knowledge to support the activity. Where staff of the University are required to visit an overseas institution or work overseas, attention will be given to their terms and conditions of employment.
- 2.12 As part of the overall process for risk management, it is useful to establish a risk register setting out what the risks are, why risk could happen (i.e. the likelihood), the possible consequences for the University (i.e. the impact) and an action plan on how identified risks will be contained (agile response) or reduced (measures to mitigate). This should also consider whether the potential benefits to the student or University outweigh the risks identified. This process should enable collaborative activities to be approved, monitored, and managed effectively.
- 2.13 KPIs should be established to measure the success of the partnership arrangement. It is expected that as a minimum this should consider numbers of participating students and student evaluation processes, and these will be reviewed as part of the monitoring and review arrangements.
- 2.14 An appropriate mechanism should be established for continuous monitoring of the arrangement, this should include a periodic review of risks associated with the arrangement as well as considering information submitted as part of the University's procedures for monitoring and review. The expectation is that feedback from the Partner will be included in the Continuous Enhancement Review for Programmes process and the fuller review of activity that is undertaken prior to the renewal of the agreement, with any outcomes from these processes shared with the Partner. The agreement should include reference to how annual monitoring and periodic review processes will be managed between the parties, for example where the arrangement is a joint award with another HEI it may make sense to use the partner procedures if they are the admin lead for the arrangement and submit that paperwork to the relevant Faculty Education Committee for consideration alongside the

Review of Activity form. The Review of Activity form should be completed a minimum of six months prior to the expiry of the agreement and may be undertaken alongside the periodic programme review process.

### **3. Duration of the Agreement**

- 3.1 Agreements must be time-limited according to the level of risk attached to the activity and reviewed for re-signing at a maximum time interval of normally every five calendar years or as determined by the University's Programme Post-Launch Review Policy or where a six-year time limit is requested to fit in with the periodic review process. Where an Activity Schedule is attached to an Agreement, this should reflect the cohorts of students (in academic years) that would be admitted within the timeframe set out in the Agreement. For example, where the MoA starts on the 1<sup>st</sup> September 2023 and ends on the 31<sup>st</sup> August 2028, the first cohort of students that could be accepted on the programme would be those expecting to start their degree programme in September 2023. The last cohort of students would be those that have accepted a place prior to 31<sup>st</sup> August 2028 and may be starting their programme in September 2028. The Activity Schedule should then note the expected end date of the last cohort of students who are likely to be accepted onto the programme, for example students starting on a three-year undergraduate programme in September 2028 would be expected to complete in June 2031. New intakes of students should not be offered a place on the programme beyond the expiry date of the MoA, except in cases where this is covered under the terms of agreement for operational reasons or where the agreement has been extended to cover the new intake prior to renewal of the agreement. In such cases these arrangements should be clearly referenced in the Agreement.

### **4. Operation of Collaborative Provision**

- 4.1 When an activity is in the process of being established and prior to commencement a full dialogue should take place to ensure that the contribution of each partner to the development and content of the activity and its operation are fully agreed and articulated in the Memorandum of Agreement and accompanying Activity Schedule. The operational aspects should consider the student lifecycle and how the arrangement will be marketed to students. It follows that the details will be proportionate to the nature of the activity and risks identified.
- 4.2 To support this process a representative from King's and the partner(s) should be nominated to act as the key contact points for the shared activity, with one partner designated as the lead administrator to act as the main liaison between the partner(s). The role of each administrator is to oversee the implementation and ongoing delivery of the collaboration ensuring that the quality and standards of any awards are maintained. The role of the lead administrator is to ensure that any issues arising from the arrangement or outcomes from joint committee meetings are reported to all parties concerned, including acting as Chair (Academic Lead) or Secretary (Professional Services lead) for an established joint academic or programme management committee.

### **5. GDPR considerations**

- 5.1 Prior to completing the MoA and Activity Schedule, you may need to undertake a [Data Protection Impact Assessment](#) to help identify and minimise the data protection risks of the activity being entered into with a Partner. The University also has specific Data Protection contractual clauses that should be included in the relevant agreement with the Partner for the activity being entered into. Guidance on GDPR related matters should be sought from the [Information Compliance](#) team.

### **6. Marketing and publicity**

- 6.1 All activity entered into must be consistent with the policies and strategies developed by King's Marketing department. Consideration should be given to how the activity will be marketed and publicised by all parties, ensuring that information provided does not mislead on the nature of the partnership, provides accurate and clear information to students on the programme arrangements (including nature of award, PSRB) and does not damage the reputation of the University. Advice should be sought from the relevant faculty marketing team on how the activity will be publicised and monitored for accuracy.

## **7. Recruitment and admissions**

- 7.1 The delegation for responsibility of admissions normally rests with the lead (home) institution, although responsibility may be shared for joint and dual award activity. Admissions processes should take account of both partners' criteria, regulations and policy requirements including PSRB, recognition of prior learning and minimum entry requirements. The minimum and maximum number of students that can be recruited for the activity engaged in must be clearly stated including the arrangements for targeting and recruitment of students and the application process. For articulation arrangements, consideration should be given to how the Partner programme maps to the programme offered by the University to ensure that admissions criteria are equivalent to that normally expected for entry to the programme and the students have acquired the necessary skills to successfully complete their programme of study. Advice should be sought from the University's Admissions Office on any special requirements or variations to the normal University admissions process.

## **8. Enrolment and registration**

- 8.1 Consideration should be given to student enrolment and registration issues at the University and partner institution(s) noting the stages for student status and mode of attendance, duration of a jointly delivered programme, entry points, and UKVI visa compliance requirements. All students undertaking a programme at King's are invited to enrol online and would normally be expected to attend the University's campus registration event in person. Registered students are issued with a Kings email address and password and where appropriate a University card to enable them to access University facilities. Advice should be sought from the Admissions & Registry Services team and if appropriate the Visa Compliance team for visa and immigration issues and expectations for monitoring student attendance when off campus. It should be noted that where the arrangement is for a jointly delivered programme, the student should be registered as a student at the University for the full duration of their programme even if they have started the programme at the Partner location before physically coming to the King's campus. In addition, where the Partner is also based in the UK the Visa Compliance team will need to add the signed agreement with the Partner to our sponsor licence, this normally takes a minimum of eight weeks to receive approval from the UKVI and this timeline should be factored into the approval and renewal process.

## **9. Student records**

- 9.1 Consideration should be given to how students' progress through the programme, including how changes in registration status will be managed across the duration of the programme where this is jointly delivered with a Partner. Their formal relationship with the University should be clearly defined, particularly where regulations and procedures differ amongst partners. Partnership arrangements should incorporate explicit requirements for the timely capture and communication of student activity from initial commencement to completion. Any collaboration across modules should be quantified to reflect the proportion of the module taught by each institution or where a shell module needs to be set up and attached to the programme. Advice should be sought from the Finance, Procurement, Analytics (External Reporting) team to ensure that data will be reflected

appropriately in any statutory data returns requested by the Office for Students either directly or through their designated data body HESA (Jisc).

## **10. Student support**

- 10.1 Appropriate support mechanisms (academic, administrative, and pastoral) must be in place with the Partner and communicated to students to enable them to engage effectively with their studies and seek address for any concerns. Students enrolled on a programme delivered in collaboration with a partner should receive comparable support to those students studying on university-delivered programmes including access to support facilities including induction arrangements, integration into the programme, distribution of student handbooks and programme/course material, accommodation, and funding issues.

## **11. Teaching or supervision arrangements**

- 11.1 The teaching contribution of each partner should be specified in the schedule, with the content and availability of modules agreed between the partners to ensure that the relevant learning aims and outcomes of the programme are met, including opportunities for transferable skills. This is particularly relevant for jointly delivered programmes where the partner may be delivering and assessing 40-60% of the overall programme with the rest delivered by the programme team at King's. Appropriate support should be agreed at the outset for arrangements involving the supervision of students on research projects or placement opportunities to ensure that opportunities are safe, supported and enable reasonable adjustments to be made. Consideration should also be given to the language of instruction at the Partner where English is not the Partner's language of choice. Information of teaching and dissertation or project supervision arrangements should be included in the student handbook and course material. It should be noted that as part of our ongoing conditions of registration with the OfS, students are expected to be able to demonstrate technical proficiency in the English Language in a manner which appropriately reflects the level and content of the applicable higher education course.

## **12. Assessment arrangements**

- 12.1 Assessment processes and procedures of partner organisations should be consistent with the University's *Academic Regulations*, although each partner will be responsible for the assessment regulations pertaining to their own modules, including transfer of marks or credit. It is expected that the language of instruction and assessment will normally be in English at the partner institution, except for language degrees (where appropriate).
- 12.2 Where marks assessed by a partner count towards the final classification of a King's degree, a mapping of the marking criteria will require approval from the University's Assessment and Regulatory Oversight Sub-Committee (AROSC)<sup>1</sup>, unless there is no variation in practice between King's and the partner institution.
- 12.3 Consideration should also be given to any re-assessment opportunities and condonable fails, particularly around timing of boards for ratifying marks where this may impact on progression to the next stage of the programme or final award for either the Partner or King's programme of study.
- 12.4 In cases where staff from an 'off-site' provider are involved in the assessment of students, such staff may be eligible to be members of the relevant assessment sub board, subject to the prior approval of the Chair of the AROSC. In the case of jointly delivered or awarded programmes all parties must be consulted when determining the final results for a student.

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<sup>1</sup> See Guidance on 'Translation of credits/marks attained through study away from the University' on page 238 of the Quality Assurance Handbook.

Joint decisions on assessment should then be reported to the relevant programme assessment board and included in the minutes for that meeting.

### **13. External Examiner arrangements**

- 13.1 The appointment, induction and role of external examiners should be consistent with the University's practice and UK standards. External examiners play an important role as they can provide impartial and independent advice, as well as informative comment that King's is fulfilling its responsibilities for the academic standards of its awards and on student achievement in relation to those standards. Their role is therefore to have oversight of all elements of the programme irrespective of where or by whom this is being delivered. The processes to follow are also dependent on the type of activity and level of risk with any agreed process being proportionate to the level of risk, for example where a student will receive an extra 30 academic credits over and above the minimum tariff for their award this will be at the lower end of the risk scale compared to 50% of the award being calculated from the learning undertaken at the Partner where a mark translation scheme needs to be put in place which would be at the top end of the risk scale. As part of due diligence checks, arrangements for external examiners and their role should be determined and included in the MoA. As a rule of thumb enquiries should confirm that the Partner has external examiner arrangements in place that are equivalent to UK HE expectations and that the Partner understands what the UK expectations are. Where a Partner does not have an external examiner process and/or it is not possible for them to put an equivalent system in place, then the external examiner appointed to the Programme by King's must have oversight of the assessment being carried out by the Partner e.g, sampling of scripts, information on mark distribution, how marks awarded by giving access to the relevant mark schemes that can be compared to the King's marking scheme. It is expected that the external examiner will comment on the assessment delivered by a Partner in their final report. The relevant Assessment Sub-Board Chair should ensure that as part of their role an external examiner will be able to consider a comparison of cohorts across location and provider ensuring consistency of practice and equitable treatment of students. In cases where a mark translation scheme has been used for a programme, the external examiner would be expected to review this as part of their role as it will be subject to review and approval from AROSC every three years to ensure it remains fit for purpose. Advice should be sought from the ARQS Office on external examiner arrangements and responsibilities.

### **14. Conferment of Award**

- 14.1 The University's classification scheme will apply for all programmes solely awarded by the University. Where a collaborative provision activity involves a jointly delivered programme leading to a Joint, Double, Dual or Multiple Award, agreement should be sought between the partners on the regulations that apply for the conferment of the final award ensuring that the student is able to meet the minimum award requirements of the University and partner institution(s). This should consider the University's and Partner's policy and regulations on exit awards and condonement. Where there is a variation in the standards applied by King's and the Partner to classify a student and confer the final award approval for the award classification scheme will be required from AROSC.

### **15. Records of Study, Certificates and Graduation**

- 15.1 Agreement should be sought between the partners for the routine issuing of marks, including the content and distribution of records agreed results/transcripts/HEAR and the final degree certificate for awards once results have been ratified, considering GDPR legislation. The formal records of study (record of agreed results/transcripts/HEAR) provided to students should make it clear at which higher education provider the different parts of the programme were studied. The University's preferred position is that each

partner will be responsible for producing a transcript of results for the student for any period of learning for which they are directly responsible.

- 15.2 Where permitted by local or national rules in the Partner Country, information stated on the certificate or record of study should note any information necessary to providing a full understanding of the student achievement, including where the language of instruction was not English. Reference to the information that should be included on a certificate for a specific activity is noted in the University's '[Definitions of collaborative activity](#)'. In the case of jointly delivered programmes the University has templates in place that can be shared with a Partner. These are available on request from the Assessment Boards and Awards team.

- 15.3 Students will automatically be invited to the graduation ceremony from their degree awarding body. For Joint award arrangements, students may also be given the option of attending both or either of the graduation ceremonies to which they would normally be automatically invited.

## 16. Student Conduct, Complaints and Appeals arrangements

- 16.1 It is expected that for local issues relating to student conduct, complaints and appeals these will be governed by the regulations of the Party concerned where the student is in attendance or where one Party is designated as the 'home' institution. Colleagues are advised to refer to the relevant sections of the University's [Academic Regulations](#) and the OIA guidance document '[Good Practice Framework: Delivering learning opportunities with others](#)' when establishing programme activity with a Partner. It is important to remember that students should be signposted to the relevant policies or regulations that will apply throughout their programme, noting whether, when and how a student can take forward a complaint or appeal. Outcomes of any student conduct, complaint or appeals process must be communicated to all parties concerned to meet the expectations of the OIA in respect of the '*completion of procedures*' letter issued to students by the University. Advice should be sought from the Student Conduct and Appeals Office on any issues relating to student conduct and appeals.

## 17. Quality assurance and Management processes

- 17.1 The responsibility for the student learning experience and the academic standards for King's awarded degrees rests with the University, and the University's quality assurance procedures will apply with formal approval, monitoring and review through the University's programme and module approval, monitoring, and review processes. Consideration should be given to how arrangements that are jointly managed will be able to meet the expectations of both the University and the Partner, particularly where the programme is jointly delivered leading to a joint award or more than one award.
- 17.2 All parties should identify and agree the relevant resources required to deliver the elements of the programme for which they are responsible. Arrangements for all students undertaking collaborative activity will be managed by the designated 'home' department, with students being offered the same opportunity to provide feedback on the element of their programme delivered off-site as for their locally taught modules.
- 17.3 Effective lines of communication should be established with the partner, including opportunities for site visits, to enable the effective management of the arrangement. For jointly delivered or jointly awarded programmes this includes establishing a Programme Management Committee to oversee the operational arrangements for the activity that includes a committee set of terms of reference and membership to oversee the arrangements reporting into the relevant governance committees at each Partner.



## **18. Monitoring arrangements**

- 18.1 Faculty Education Committees (or equivalent) should monitor the operation of collaborative activity and report on such activity in their Continuous Enhancement Review for Programmes report, as detailed in the '[Procedures for programme and module monitoring and review](#)'.
- 18.2 For activity involving jointly delivered degree programmes regular meetings should take place in accordance with the additional monitoring requirements set out in stage four of the '[Procedures for the approval and monitoring of collaborative provision](#)'. Views from the Partner should be represented in the University's annual monitoring and review processes. In cases where logistics might make attendance at meetings difficult there should be formally recorded mechanisms for the exchange of information.
- 18.3 A review of activity must be undertaken as set out in stage four of the '[Procedures for the approval and monitoring of collaborative provision](#)' before the agreement can be renewed or terminated, relevant programme documentation and an updated risk review should be included as part of this process. Where possible the review of activity and the draft agreement should be considered as part of the periodic review process where this relates to a jointly delivered programme. This minimises the risk of agreeing the renewal of an agreement with a Partner that may be then subject to change should the periodic programme review process take place shortly after the agreement has been signed.
- 18.4 Where a review prompts a modification to a programme or a module delivered with a Partner a modification form should be submitted via the online system (CourseLoop).

## **19. Termination of the Agreement**

- 19.1 A transition plan should be put in place by the obligated parties on the arrangements for continuing students where both parties have agreed to terminate the agreement and suspend or withdraw a programme of study before or at the stated expiry date. To minimise any risks, the plan should adhere to any expectations set out in the University's Student Protection Plan and Student Terms and Conditions. Consideration should be given to the timeframe for students having the opportunity to complete the programme, arrangements for teaching out the programme with consideration given to student expectations, financial arrangements, reporting requirements and the future relationship with the Partner, legal obligations e.g. CMA compliance.

## **20. Financial arrangements**

- 20.1 Fee income costs should be agreed between the partners, with tuition fees payable by the student, and the Office for Students funding arrangements appropriately reflected. Contact details and annual review processes for overseeing the financial arrangements should be included, with a copy of the Business plan attached as a separate appendix to the MoA. Where an invoice is payable under an agreement, it is expected that all valid invoices will be settled within 30 days of submission. Advice should be sought from the relevant Senior Finance Business Partner prior to final sign-off of the financial arrangements.

## Guidance on student placements

### 1. Introduction

- 1.1 This guidance is applicable for programmes where students undertake any University activity defined as placement learning where the University retains some responsibility for the student. Such activity may be a compulsory or voluntary part of a programme and may or may not be assessed as part of the final award for the programme. These guidelines also cover those circumstances where students have arranged their own placement with a placement provider with the approval of the University as part of an academic programme. This guidance is informed by the QAA UK Quality Code for Higher Education principles and practice, particularly where this applies to operating partnerships with other organisation and other industry good practice on operating placements, such as ASET Good Practice Guide for [Work-based and Placement Learning in higher education](#).

### 2. Definition of placement

- 2.1 For the purposes of this guidance, a student placement is a partnership arrangement whereby an external provider delivers a planned period of experience in a work based environment external to King's (including those in industry, teacher education, healthcare professions, internships) enabling students to develop particular skills, knowledge and understanding necessary to achieving the relevant learning outcomes and/or the award of credit for a module or programme of study leading to a King's award.
- 2.2 Types of Placement activity in operation at the University that are covered by this guidance include the following:
- **Practice Placement/ Clinical Placement:** the opportunity provided contributes to the learning leading to professional qualifications for which they have a statutory or regulatory responsibility (includes clinical practice, clinical attachment, medical elective);
  - **Professional Placement/ non-Clinical Placement:** the opportunity provided contributes to the learning leading to professional qualifications in a non-clinical environment for which they have a statutory or regulatory responsibility (teacher education, legal practice);
  - **Work-based Placement:** the opportunity provided contributes to the learning specifically designed to lead to accreditation to a professional body for which there is no statutory or regulatory responsibility;
  - **Industrial Placement:** a planned period of experience with an organisation whose purpose is not primarily education enabling students the opportunity to contribute to their learning by applying knowledge from their degree in a non-academic environment (research undertaken in a laboratory);
  - **Internship Placement:** a planned period of experience to help students develop particular skills, knowledge and understanding (e.g. the accredited internship programme)

### 3. Quality assurance

- 3.1 Placements are not restricted to, but most typically take place in locations other than University premises, which would be the normal location of study for the student. Placement involves the engagement, support and co-operation of a placement learning provider such as a host organisation.
- 3.2 The University is responsible for adhering to any formal, legal and ethical considerations concerning placements within the UK or abroad such as meeting funding or PSRB requirements and understanding and adhering to any legal and ethical considerations that may apply in a formal setting to the placement provision. Departments/divisions must make every effort to evaluate individual placement opportunities and practices against a strict

internal and external quality assurance process checklist before making available to students. This includes validating each placement closely against relevant government and University policy to help ensure that any student placement is valuable, measurable, safe, non-exploitative, and as closely aligned to a path of academic study and personal/professional career development as possible.

3.3. The key principles of good practice underpinning placement provision are as follows:

- Placement Agreements;
- Programme design including arrangements for partner involvement;
- Delivery of provision including arrangements for selection and allocation of students to the placement, support for link tutors and educators in placement settings; peer observation, supportive learning and student feedback and evaluation;
- Arrangements for assessment, including the preparation and support for academic staff in the University and the placement provider who are involved in student supervision and assessment; This includes training and support for educators in placement settings.
- Responsibilities, roles and obligations of King's, the partner and the student including training and guidance given;
- Duty of Care relating to legal, moral and ethical obligations to ensure the safety and well-being of students including mechanisms in place to ensure that opportunities are equitable, inclusive, safe, supported and reasonable adjustments are made when required;
- Arrangements to meet the obligations arising from any professional and/or accreditation requirements relating to placement provision, including approval by a Professional, Statutory or Regulatory Body (PSRB), if relevant.

## 4. Placement Agreements

- 4.1 All placement activity must be underpinned by a written agreement setting out the responsibilities, roles and obligations of each party in the arrangement, including any legal or regulatory requirements.
- 4.2. Prior to signing the agreement an assessment of the health and safety aspects of the placement provision must be undertaken in consultation with the placement provider, and the University's Health and Safety Office where appropriate. A guide to risk profiling and risk reducing actions adapted from UCEA Health and Safety Guidance for the placement of Higher Education Students should be used as a guide for factors that may affect a student undertaking a placement activity. Appendix B of the King's Host Agreement also contains a [Health & Safety Checklist](#) which may be of use.
- 4.3 The agreement must be signed by the appropriate University authority for the type of activity and agreement being entered into and by the placement provider. Staff should refer to the University's policy and procedures for negotiating, approving, and signing contracts and agreements on behalf of King's on the [policy hub](#) that includes a Signing Authority Register that references details of the approval requirement and signing officers for different types of activity in section 2. An annex to the agreement that underpins the student specific arrangements may be signed by the student, the placement provider and the appropriate University authority at the local level e.g. a Head of Department, Placement Academic Lead or Placement co-ordinator.
- Where the placement is organised centrally, this should be reviewed and signed by the relevant team, e.g. Work-Based Learning Unit, part of King's Careers & Employability who support credit bearing industry placements and credit bearing internships with relevant Faculties. Different types of agreement template may be used in the following cases:

- Where the placement activity is with a partner organisation for a cohort of students completing the programme or as part of a study abroad exchange programme, an approved Memorandum of Agreement incorporating an activity schedule or Student Exchange Agreement should be put in place in the first instance, unless such matters are covered as part of a major contract for placement provision e.g. NHS contracts or other types of placement health providers. Please contact the [ARQS Office](#) for advice on the procedures to follow. Relevant templates for placement activity can be sourced from the Collaborative Provision SharePoint Site [here](#).
  - Where the placement opportunity is offered as part of a student exchange global mobility arrangement you should consult directly with the [Global Mobility Office](#) on the process to follow who will also provide the Student Exchange Agreement template.
  - Where the placement activity is for individual students undertaking an internship through the 'Accredited Internships Programme', supported by King's Careers & Employability, the University has the tripartite King's Host Agreement for this purpose which will be flagged to participants and signed by the student, host employer and department Internship Convenor. Further information on the King's Host Agreement can found on [Student Services Online](#) or requested from [King's Careers & Employability](#) via [internships@kcl.ac.uk](mailto:internships@kcl.ac.uk) and detailed [guidance documentation](#) is available for staff.
  - Where the placement activity is for individual students undertaking an industrial placement (or similarly named undertaking) which is managed under the central Global Placements provision via King's Careers & Employability, the tripartite King's Host Agreement must be used and is available to enrolled students via [KEATS](#). This is signed by the student, the host employer and the relevant member of the Global Placements team. Further information on the King's Host Agreement can found on [Student Services Online](#) or requested from [King's Careers & Employability](#) via [internships@kcl.ac.uk](mailto:internships@kcl.ac.uk) and detailed [guidance documentation](#) is available for staff.
  - Where students self-source their own opportunities entirely outside of any academic studies but where the host organisation requires a King's authority to confirm certain criteria, the King's Host Agreement should also be the documentation utilised across the institution.
- 4.4 Any external agreement not provided or developed exclusively by the University can only be signed by a representative in possession of full legally-binding authority. Staff should not sign individual employer documentation unless it forms part of a broader overarching contract or Memorandum of Understanding (MoU). Please contact the [ARQS Office](#) for advice on doing so. Further information on the King's Host Agreement can found on [Student Services Online](#) or requested from [King's Careers & Employability](#) via [internships@kcl.ac.uk](mailto:internships@kcl.ac.uk) and detailed [guidance documentation](#) is available for staff.
- 4.5 Where the Placement agreement is with a UK Partner you should consult with the Visa Compliance team and the ARQS office as these types of partnership need to be added to the University's UKVI sponsor licence.
5. **Programme design**
- 5.1 The rationale for a placement should be clear and considered during programme design, approval and monitoring as part of normal quality assurance procedures.
- 5.2 The aims, objectives and appropriate learning outcomes for the placement should be clearly defined and agreed upon.

- 5.3 The department/division should consider the equity of opportunity for learning in the work/practice arena.
- 5.4 The benefits of placements over and above those related directly to the discipline should be identified.
- 5.5 The partner organisation should be involved at the outset in the arrangements for the placement provision, particularly where the placement activity is with a partner organisation for a cohort of students completing the programme or as part of a study abroad exchange programme.

## 6. Delivery of provision

- 6.1 Any process of selection or allocation of students to placements should be clear and transparent and notified to all students.
- 6.2 The University will offer clear support to both the organisation and the student during the life of the opportunity where:
  - the placement activity is with a partner organisation for a cohort of students completing the programme or as part of a study abroad exchange programme. A link tutor or placement supervisor should be nominated by the student's department to liaise between the programme team, the student, and the mentor from the placement organisation. Their role is to facilitate communication between all the parties involved and aid the smooth running of the placement. Arrangements should be in place to also allow for peer observation and supportive learning.
  - the placement activity is for individual students undertaking an industrial placement (or similarly named undertaking) which is managed under the central Global Placements provision via King's Careers & Employability, the Global Placements Team will liaise between the University, the student, and the Host Supervisor from the placement organisation.
  - the placement activity is for individual students undertaking an internship through the 'Accredited Internships Programme', supported by King's Careers & Employability, the students' academic school/faculty will liaise between the University, the student and the Host Supervisor from the internship organisation.
- 6.3 The placement arrangement should provide students with the opportunities to gain, develop or apply any key transferable and cognitive/ intellectual skills either through peer observation, line manager reviews or learning through on the job experience.
- 6.4 Training should be provided for staff involved in placement learning so that staff are qualified, resourced and competent in their understanding of student needs, and so they are able to fulfil the relevant requirements of their roles and fully support the student learning. This should be led by the link tutor or the course leader.
- 6.5 As part of the monitoring and evaluation of internship or placement rationale, organisation and practice, departments/divisions should use feedback from students and placement providers to make appropriate changes and improvements to quality and best practice. The information gathered should be included in Continuous Enhancement Review for Programmes process for Taught programmes or the annual monitoring form for research degree programmes.

## **7. Assessment of the placement**

- 7.1 The appropriateness of the assessment for placement learning should be considered during programme design, approval and monitoring as part of normal quality assurance procedures and best practice. Assessment models must aim to measure a student's use of critical reflection and application of key learned concepts and theories to the experiential working environment such as that of a placement. King's Academy can provide expertise on models of assessment that can be used for [Active Learning](#) or [Assessment for Learning](#) at King's.
- 7.2 Recognition of study or award of credit may count for credit only or as a numerical mark towards the final award with the credit level and value reflecting the length of time of the period of learning undertaken to achieve the relevant learning outcomes for the module or a programme of study.
- 7.3 There should be a clear understanding of the assessment requirements and criteria between students and any King's staff or staff in the placement provider who are involved in assessment of student performance. Students must be appropriately prepared for the assessment.
- 7.4 Placement assessment in most circumstances is the responsibility of academic and/ or other representatives of the University. In the case of placement providers being involved in assessment, they must be fully prepared for their role by the department/ division.
- 7.5 Where placements are a compulsory/formal requirement or standard component of the programme, ways to ensure the specified learning opportunities are available to all students must be considered.
- 7.6 Where a shell module is being set up for the placement or internship opportunity, the University's standard templates should be used for this purpose. The central teams of King's Careers and Employability, for Accredited Internships or Global Placements, or the Global Mobility team where the arrangement is part of study abroad have designed the [shell templates](#) and can provide guidance on their use. Departments or Faculties will put their own coded shell module through their Faculty Education Committee or equivalent, reporting the approval of the new module to PDASC.

## **8. Roles, responsibilities, and requirements of the department/division**

- 8.1 There should be clear written information and guidelines on the placement in the form of a written agreement for any form of work-based learning being undertaken by a student as part of a programme of study, such as an accredited internship or industrial placement, a formal written agreement must be completed to confirm the placement.
- 8.2 The department/division should use this agreement to clearly outline all terms and conditions of the placement.
- 8.3 The academic and pastoral services that are provided to students whilst on placement must also be clearly outlined and communicated and disseminated to providers and students.
- 8.4 The final agreement must be signed by both the placement provider/ host organisation and the student and electronic copies kept by each party.
- 8.5 Any external agreement not provided or developed exclusively by the University can only be signed by a representative in possession of full legally binding authority. Agreements from other institutions must be verified for accuracy and all forms of legal, moral, and ethical compliance by the department/division before they can be signed.

- 8.6 The department/division should always maintain effective channels of communication with students and placement providers about the placement as part of effective monitoring and evaluation.
  - 8.7 There should be at least one identified point of contact at King's to support the student and the placement provider or host organisation for the duration of the opportunity. There should also be at least one identified point of contact at the placement provider or host organisation to support the student during the placement opportunity.
  - 8.8 Records of adequate legal, financial and health and safety compliance should be documented, and records kept of any applicable cover.
  - 8.9 In some circumstances such matters may be covered as part of a major contract for clinical placements, for example within the Faculties of Life Sciences and Medicine, and the Faculty of Nursing, Midwifery and Palliative Care. This may include an exchange of confirmation via letter, email or memorandum of understanding as appropriate to the nature of the placement.
- 9. Roles, responsibilities, and requirements of the placement provider**
- 9.1 All information concerning roles, responsibilities and requirements of a placement provider or host organisation must be explicit, clear, and available in written format.
  - 9.2 Placement providers must provide the opportunity for the student to gain demonstrable skills and knowledge which adequately match the learning outcomes of their programme of academic study.
  - 9.3 If the placement opportunity is for a cohort of students, including those on a study abroad exchange programme where a formal written agreement is required, placement providers must contribute to the completion of that agreement which must outline the full terms and conditions of a placement, including mutual aims and objectives, student duties and responsibilities and display acceptance/understanding of relevant University policy.
  - 9.4 Unless the King's Host Agreement is being used for the placement opportunity, placement providers must be able to demonstrate possession of their own policy, procedures, and best practice in support of all legal, moral, and ethical obligations relevant to a placement. This includes being able to provide evidence of adequate and appropriate health and safety and risk management procedures, insurance, and adherence to equality and diversity legislation relevant to placements. Where requested, placement providers should provide evidence of this to both students and the department/division before the placement opportunity is started.
  - 9.5 Providers are expected to engage and communicate with both the student and department/division throughout the entire duration of the placement, providing and receiving feedback. This is to allow for a positive experience for the student and for the department/division to obtain information that may be helpful in assessing the student or allowing for continuous improvement of the activity.
- 10. Roles, responsibilities, and requirements of the student**
- 10.1 Students should ensure they have a full understanding of the learning opportunity being delivered and expectations for completing the opportunity. In this respect, all information concerning roles, responsibilities and requirements of a student should be explicit, clear and available in written format.



- 10.2 Students should consult regularly with their department/division to prepare themselves adequately for the placement and ensure that they are aware of ethical and health and safety issues or other issues relevant to the placement.
  - 10.3 As a representative of the University, students must take responsibility for meeting the norms and expectations for professional conduct in the particular field of work that they are undertaking.
  - 10.4 Students should maintain regular and effective communication about the placement with their department and placement provider, as determined by the relevant Faculty and provide feedback on any issues to their department/division as requested. The minimum expectation is at least one formal contact per semester. Students who wish to raise any concerns about a placement can either do so through their link tutor or course lead or via the University's Student of Concern process.
- 11. Duty of Care**
- 11.1 It is important to note that the University's legal, moral and ethical obligations relevant to items such as risk management, health and safety, insurance and equality and diversity legislation apply to students on placement to ensure their safety and well-being under Duty of Care.
  - 11.2 The duty of the University is to take such care as is required in all circumstances to see that students do not meet foreseeable harm (i.e. to their health, safety and wellbeing) by making reasonable efforts in a reasonably competent way to try and fulfil this duty.
  - 11.3 Whilst the University has an obligation to exercise a level of care to all students under Duty of Care, it is ultimately the responsibility of the student to verify the accuracy of information and requirements regarding placements from the relevant destination country, prior to undertaking a placement abroad. The University must show due diligence and full consideration of the relevant regulations and policy of the host country in which a student is completing a placement.
  - 11.4 An assessment of the risks should be carried out prior to the student undertaking the placement opportunity. It is the responsibility of the placement organisation to manage risks in the workplace and ensure that the student is fully aware of these. To facilitate this process the department/division should liaise with the Partner to identify and assess the risks relating to the workplace environment. This process has already been factored into the King's Host Agreement, but for other agreement templates, where this has not already been factored in, it is recommended that the University's '[General Risk Filter Assessment](#)' form (F071-01-HSEPO) is used for this purpose. Staff should also refer to the University's [management arrangements for risk assessment](#) for guidance.
  - 11.5 The department is responsible for ensuring that the organisation hosting the placement provides confirmation that they have adequate insurance in place to cover the student prior to approving the student participation in the placement opportunity. The Placement provider is expected to provide confirmation that the student will be covered by their public liability/ employers' liability policy (or international equivalent). Corporate organisations should have this up to a limit of at least £5M and that such policies are current. It is the student's responsibility to ensure they have adequate insurance cover in place to meet their personal needs in addition to any cover provided as part of a placement activity taking place in a Country outside the UK. The University has a standard travel insurance policy in place for students travelling abroad in connection with their studies.
  - 11.6 All students should be provided with an equal opportunity for completing the placement to benefit from the learning it provides. This includes putting appropriate mechanisms in place



that ensure that opportunities provided are equitable, inclusive, safe, supported and reasonable adjustments can be made when required.

- 11.7 Furthermore in relation to students with a disability, the legislation stipulates that in cases where the University arranges for a third party to provide education, training or other related services for students on its behalf, this provision remains the responsibility of the University and so is covered by the legislation. This means ensuring that a placement provider has systems in place to address and respond to specific need.
- 11.8 For any student completing a placement or participating in any form of work-based learning outside of their home country there may be different visa restrictions that apply concerning the number of weekly hours that students can participate in the placement, including the length and timing of the placement, and the acceptance of paid employment. It is the students responsibility to seek advice and ensure they have the correct visa in place to undertake the placement.
- 11.9 The Global Mobility Office provides guidance on international partnership arrangements and the King's Careers and Employability Office provide support and guidance to students who are pursuing internship opportunities, both in the UK and abroad and for staff. Regularly updated advice and guidance, particularly around visa issues, is also available through the Student Advice and International Student Support team.

## Definitions of collaborative activity

The following definitions are used to describe the provision of all collaborative activity in operation at the University where the management of the educational opportunity for a programme of study or a module that leads to or contributes to the award of King's academic credit or a qualification are delivered, assessed or supported through an arrangement with a Partner and where the achievement of the relevant learning outcomes for the programme or module is dependent on the arrangement made with the partner.

**Memorandum of Understanding (MoU):** a non-legally binding document setting out the aspirations between the Partners for future academic co-operation that is signed prior to any collaborative activity being agreed.

**Memorandum of Agreement (MoA):** a legally binding document setting out the agreed terms of reference between the Partners for delivering any activity set out in the activity schedule that is signed prior to any agreed collaborative activity being delivered.

**Activity Schedule:** sets out the operational aspects for delivering the programme activity around the student lifecycle that is signed following programme approval. The activity schedule is not in itself legally-binding unless the accompanying MoA is signed.

**Institutional Collaboration Agreement:** a legally binding document setting out the roles, responsibilities and obligations of each Partner for delivering multi-institutional DTP/CDT activity.

**Student Exchange Agreement (SEA):** a legally binding document setting out the terms of reference between the Partners for delivering student exchange activity undertaken as part of a King's degree programme.

**Jointly delivered programme activity:** defined by the QAA as '*A programme delivered or provided jointly by two or more organisations, irrespective of the award (whether single, joint, dual/double or multiple). It refers to the education provided rather than the nature of the award*'. Examples of types of jointly delivered programme activity are given in table one.

**Learning opportunity offered for a programme:** defined by the QAA as '*The provision made for student's learning, including planned study programmes, teaching, assessment, academic and personal support, and resources (such as libraries and information systems, laboratories, studios or specialist facilities)*'. Examples of types of learning opportunities offered for a programme are given in table two.

**Serial Arrangements:** defined by the QAA as '*the delivery organisation (through an arrangement of its own) offers whole programmes (franchised to it or validated by the degree awarding body) elsewhere or assigns to another party powers delegated to it by the degree-awarding body*'. Examples of types of Serial Arrangements are given in table three.

**Physically present overseas campus arrangements:** a generic description of those types of arrangement where the higher education provision of a UK degree-awarding body is delivered in a Country outside of the UK and is a typical example of a Transnational Education (TNE) collaborative arrangement. Examples of types of Physically present overseas campus arrangements are given in table four.

**Table One (Jointly delivered programme activity)<sup>59</sup>**

Type	Co-operative partnership	Double or Multiple Awards	Dual Award	Joint Award	Split-site PhD
Definition	An arrangement whereby the University enters into a partnership with another degree awarding body to design and jointly deliver a programme of study, but with only one awarding institution.	A partnership arrangement whereby the University and one or more partner(s) provide a jointly delivered programme, normally for the same qualification, that leads to separate awards and separate certification being granted by both King's and the Partner(s)	A partnership arrangement whereby the University and another Partner work together to offer a jointly conceived programme with overlapping elements, leading to separate awards (and separate certification) being granted by both King's and the Partner.	A partnership arrangement under which the University and one or more partner(s) provide a programme leading to a single award made jointly by King's and the Partner(s). A single certificate or document (signed by the competent authorities) attests to the successful completion of this jointly delivered programme, replacing the separate institutional or national qualifications.	An arrangement whereby the University enters into a partnership with another institution for a 'non-resident student' to register for a King's awarded PhD programme. The first supervisor will be a King's staff member and the second from the other institution and access to shared resources is shared.
Programme Design	<ul style="list-style-type: none"> <li>• A single jointly conceived programme with one distinct set of learning aims and outcomes.</li> <li>• Sharing of teaching and learning resources with the host institution contributing a minimum of a quarter of the teaching and assessment throughout the programme.</li> <li>• These arrangements are normally only considered with a Partner where the</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing of teaching and learning resources in equal amounts throughout the programme or where a minimum of 40% of the programme awarded by King's is delivered by the Partner.</li> <li>• Students cannot be awarded one degree without the other.</li> <li>• These arrangements are normally only considered with Partners who are unable to contract with the</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing of teaching and learning resources where a small proportion of the programme or programmes delivered by both King's and the Partner overlap to share learning aims and outcomes i.e. a module taught by King's counts as credit towards the Partner programme and vice-versa. The proportion of the programme being delivered by a Partner that leads to a King's</li> </ul>	<ul style="list-style-type: none"> <li>• A single programme with one set of learning aims and outcomes leading to a single award.</li> <li>• Sharing of teaching and learning resources in equal amounts throughout the programme or a ratio of 60:40.</li> <li>• The programme offers students a unique experience.</li> <li>• These arrangements will only be considered where the Partner has</li> </ul>	<ul style="list-style-type: none"> <li>• A single jointly conceived programme with one distinct set of learning aims and outcomes.</li> <li>• The Partner is normally a Public Research Institution, Industrial Research Laboratory or a HEI without degree awarding powers or other government body that is prepared to host the student and deliver the training, resources and/or supervision to</li> </ul>

<sup>59</sup> King's recognises that terminology may vary in Countries outside the UK and between partners, and terminology used to advertise a programme may therefore differ to reflect the status of the learning offered rather than the end award.

Type	Co-operative partnership	Double or Multiple Awards	Dual Award	Joint Award	Split-site PhD
	University does not have the relevant expertise.	University to offer the programme as a joint award.	<p>award and vice versa should be no more than 30% of the final award.</p> <ul style="list-style-type: none"> <li>Students can be awarded a degree from either Party without the need to pass the other where the student is able to successfully complete the learning aims and outcomes for that programme to receive the intended qualification.</li> <li>These arrangements tend to be offered with Partners where the aim is to offer a unique experience to students enabling them to achieve more than one award in a shorter timeframe than would normally be the case.</li> </ul>	the legal and regulatory authority to make the joint award and recognise this within their jurisdiction.	<p>the standard expected by the University.</p> <ul style="list-style-type: none"> <li>The arrangement allows for students to spend significant periods of time with the Partner, where the prescribed programme of study shall be carried out under the primary supervision of an external supervisor at the institution or laboratory where the student will be based.</li> <li>The programme offers students the opportunity to acquire background knowledge and transferable skills relevant to their research.</li> <li>Currently only offered with Partners without their own degree-awarding powers.</li> </ul>
Programme Management	<ul style="list-style-type: none"> <li>There should be joint representation on relevant programme committees and assessment sub-boards to assure the academic standards and content for the programme, reporting into the King's governance structure.</li> </ul>	<ul style="list-style-type: none"> <li>A Joint Programme Committee should be established to oversee and assure the academic standards and content for the programme, reporting into the relevant governance structure at both/all institutions.</li> </ul>	<ul style="list-style-type: none"> <li>A Joint Programme Committee or JAC should be established to oversee and assure the academic standards and content for the overall programme, reporting into the relevant governance structure at both/all institutions.</li> </ul>	<ul style="list-style-type: none"> <li>A Joint Programme Committee or JAC should be established to oversee and assure the academic standards and content for the programme, reporting into the relevant governance structure at both/all institutions.</li> </ul>	<ul style="list-style-type: none"> <li>There should be joint representation on the relevant JAC established to oversee and assure the academic standards and joint supervision arrangements, reporting into the King's governance structure.</li> <li>The secondary supervisor should play a</li> </ul>

Type	Co-operative partnership	Double or Multiple Awards	Dual Award	Joint Award	Split-site PhD
	<ul style="list-style-type: none"> <li>Marks awarded under the Partner assessment regulations should be reported to the relevant Assessment Sub-Board.</li> <li>A mark translation scheme must be approved by AROSC for the marks awarded by the Partner(s) that count towards the King's award.</li> </ul>	<ul style="list-style-type: none"> <li>There is a joint assessment process reporting into the relevant structure at both/all institutions to consider the marks and/or credit that counts towards the King's and Partner(s) programme.</li> <li>Assessment marks and/or credit from each Partner is used towards the award from the other Partner.</li> <li>A mark translation scheme must be approved by AROSC for the marks awarded by the Partner(s) that count towards the King's award.</li> </ul>	<ul style="list-style-type: none"> <li>Marks awarded under the Partner assessment regulations should be reported to the relevant Assessment Sub-Board with the totality of the combined programmes having external examiner oversight.</li> <li>Assessment marks and/or credit from each Partner may be used towards the award from the other Partner.</li> <li>Where marks are used from the Partner towards the King's classification award, a mark translation scheme must be approved by AROSC.</li> </ul>	<ul style="list-style-type: none"> <li>Arrangements for the considering the final results and qualification award of the student are jointly undertaken and reported into the relevant structure at both/all institutions.</li> <li>A mark translation scheme must be approved by AROSC for the marks awarded by the Partner(s) that count towards the final joint award.</li> </ul>	<p>key role in monitoring the progress of the student in liaison with the first supervisor based at King's to enable the student to meet the key milestones for progress throughout their PhD.</p>
Nature of Award	Leads to a King's award.	Leads to separate awards being granted by King's and the Partner(s).	Leads to separate awards being granted by King's and the Partner.	Leads to a single award made jointly by King's and the other Partner(s).	Leads to a King's award.
Certification	King's certificate, although students may receive a separate transcript of results from the partner institution, and the final certificate awarded should recognise the contribution of the partner (Partner in-Country regulations permitting)	<ul style="list-style-type: none"> <li>Separate certificates issued by King's and the Partner(s).</li> <li>The certificate should acknowledge (Partner in-Country regulations permitting) that the programme has led to an equivalent qualification being awarded by the Partner as part of a</li> </ul>	<ul style="list-style-type: none"> <li>Separate certificates issued by King's and the Partner.</li> <li>The certificate should acknowledge (Partner in-Country regulations permitting) that the programme has led to the award of another qualification from the</li> </ul>	<ul style="list-style-type: none"> <li>A single certificate is jointly issued by King's and the Partner(s), signed by the competent authorities, replacing the separate institutional or national qualifications.</li> <li>The single certificate may form two halves, but care should be taken to ensure that the</li> </ul>	King's certificate, although the final certificate awarded should recognise the contribution of the partner (Partner in-Country regulations permitting).

Type	Co-operative partnership	Double or Multiple Awards	Dual Award	Joint Award	Split-site PhD
		double degree programme	Partner as part of a dual degree programme	information provided matches and provides a clear indication of the qualification awarded and date of award. It must also include a statement that the certificate is in two halves and not valid without the other half.	
Student entitlements	King's normal student entitlements. Students will also be given normal access to the Partner facilities to be able to successfully complete the elements of the programme delivered there.	King's and Partner normal student entitlements for the duration of the programme. Students will be considered ' <i>home</i> ' students by both.	King's and Partner normal student entitlements for the duration of the respective programme of study delivered by each Party. Students will be considered ' <i>home</i> ' students by both.	King's and Partner normal student entitlements for the duration of the programme, but with one of the Parties acting as the designated lead ' <i>home</i> ' institution for administrative purposes.	King's normal student entitlements. Students will also be given normal access to the Partner facilities to be able to successfully complete the elements of the programme delivered there.
Responsibility for academic standards	King's where it owns the programme and is solely responsible for the final award.	King's and the Partner are responsible for the content, delivery, quality and standards of its own provision and making its own award.	King's and the Partner are responsible for the content, delivery, quality and standards of its own provision and making its own award.	King's and the Partner are equally responsible for the content, delivery, quality and standards of the award and make the award jointly.	King's where it owns the programme and is solely responsible for the final award.
Quality Assurance processes	<ul style="list-style-type: none"> <li>Subject to King's quality assurance processes, although arrangements for undertaking this may be jointly managed with the Partner. Medium risk activity requires sign off from PDASC.</li> <li>External examiner oversight of marks</li> </ul>	<ul style="list-style-type: none"> <li>Subject to all awarding institutions quality assurance processes, with all aspects of programme design, development, delivery, assessment, management and decision-making on student achievement being jointly undertaken</li> </ul>	<ul style="list-style-type: none"> <li>Subject to both awarding institutions quality assurance processes, although there may be a pooling/sharing of resources and requiring sign off from PDASC.</li> <li>External examiner oversight for the totality of the programme.</li> </ul>	<ul style="list-style-type: none"> <li>Subject to all awarding institutions quality assurance processes, with all aspects of programme design, development, delivery, assessment, management and decision-making on student achievement being jointly undertaken. Taught</li> </ul>	<ul style="list-style-type: none"> <li>Subject to King's quality assurance processes, although arrangements for undertaking this may be jointly managed with the Partner.</li> <li>Subject to the normal process for appointment of examiners and conduct of the examination.</li> </ul>

Type	Co-operative partnership	Double or Multiple Awards	Dual Award	Joint Award	Split-site PhD
	obtained from modules taken at the Partner.	and requiring sign-off from PDASC. <ul style="list-style-type: none"> <li>External examiner oversight for the totality of the programme.</li> </ul>		degree programmes will need sign off from PDASC. <ul style="list-style-type: none"> <li>External examiner oversight for the totality of the programme.</li> </ul>	
Regulations, policy and student related procedures	Governed by relevant sections of the University's Academic Regulations, policies and procedures.	Governed by relevant sections of the University's Academic Regulations, policies and procedures and Partner(s) equivalent. Although there may be a separate set of programme regulations established.	Governed by relevant sections of the University's Academic Regulations, policies and procedures for the King's award and by the Partner's equivalent for their award.	Governed by relevant sections of the University's Academic Regulations, policies and procedures and Partner(s) equivalent. Although there may be a separate set of programme regulations established.	Governed by relevant sections of the University's Academic Regulations, policies and procedures with any limitations required by the Partner in respect of the thesis being stated in the agreement.
Guidance	<ul style="list-style-type: none"> <li>Guidance on the operation of collaborative teaching activity.</li> <li>Guidance on jointly delivered taught programmes.</li> </ul>	<ul style="list-style-type: none"> <li>Guidance on the operation of collaborative teaching activity.</li> <li>Guidance on jointly delivered taught programmes.</li> </ul>	<ul style="list-style-type: none"> <li>Guidance on the operation of collaborative teaching activity.</li> <li>Guidance on jointly delivered taught programmes.</li> </ul>	<ul style="list-style-type: none"> <li>Guidance on the operation of collaborative teaching activity.</li> <li>Guidance on jointly delivered taught programmes.</li> <li>Guidance on key principles relating to the management, monitoring and assessment of joint PhD programmes.</li> <li>Core terms of reference for a Joint Academic Committee for joint PhD programmes.</li> </ul>	<ul style="list-style-type: none"> <li>Guidance on the operation of collaborative teaching activity.</li> <li>Core terms of reference for a Joint Academic Committee for joint PhD programmes.</li> </ul>
Consult	<ul style="list-style-type: none"> <li>ARQS Office</li> <li>Global Engagement Office (International Partners)</li> </ul>	<ul style="list-style-type: none"> <li>ARQS Office</li> <li>Global Engagement Office (International Partners)</li> </ul>	<ul style="list-style-type: none"> <li>ARQS Office</li> <li>Global Engagement Office (International Partners)</li> </ul>	<ul style="list-style-type: none"> <li>ARQS Office</li> <li>Global Engagement Office (International Partners)</li> <li>King's Doctoral College (PhD programmes)</li> </ul>	<ul style="list-style-type: none"> <li>King's Doctoral College (PhD programmes)</li> <li>Global Engagement Office (International Partners)</li> </ul>

Type	Co-operative partnership	Double or Multiple Awards	Dual Award	Joint Award	Split-site PhD
Type of Agreement	Memorandum of Agreement and Activity Schedule	Memorandum of Agreement and Activity Schedule	Memorandum of Agreement and Activity Schedule	Memorandum of Agreement and Activity Schedule	Memorandum of Agreement and Activity Schedule
Risks	<p>Medium</p> <ul style="list-style-type: none"> <li>Impact on King's reputation through association and monitoring of partner publicity and partner withdrawal.</li> <li>Impact on student experience for integrating students when delivering programme across more than one campus, in particular different geographical locations and diverse cultures and quality of Partner provision.</li> <li>Impact of Partner withdrawal.</li> <li>Impact on maintaining compliance with King's Quality Assurance framework.</li> <li>Impact on maintaining and safeguarding academic standards of King's awards, including complexities around mark translation, and the quality of the student experience.</li> <li>Impact on maintaining consistency between</li> </ul>	<p>Medium to High</p> <ul style="list-style-type: none"> <li>Impact on King's reputation through association and monitoring of partner publicity.</li> <li>Impact on student experience for integrating students when delivering programme across more than one campus, in particular different geographical locations and diverse cultures.</li> <li>Impact if breakdown in complex working relationship and programme withdrawn.</li> <li>Impact on complying with College expectations where partner(s) Quality Assurance framework differs.</li> <li>Impact on maintaining and safeguarding academic standards of King's awards, including double counting and complexities around mark translation, and the quality of the student experience.</li> </ul>	<p>Medium</p> <ul style="list-style-type: none"> <li>Impact on King's reputation through association and monitoring of partner publicity.</li> <li>Impact on student experience for integrating students when delivering programme across more than one campus, in particular different geographical locations and diverse cultures and quality of Partner provision.</li> <li>Impact of Partner withdrawal.</li> <li>Impact on maintaining compliance with King's Quality Assurance framework.</li> <li>Impact on maintaining and safeguarding academic standards of King's awards, including double counting and complexities around mark translation, and the quality of the student experience.</li> <li>Impact on maintaining consistency between</li> </ul>	<p>High</p> <ul style="list-style-type: none"> <li>Impact on King's reputation through association and monitoring of partner publicity and partner withdrawal.</li> <li>Impact on student experience for integrating students when delivering programme across more than one campus, in particular different geographical locations and diverse cultures.</li> <li>Impact if breakdown in complex working relationship and programme withdrawn.</li> <li>Impact on King's and Partner requirements within their respective Quality Assurance framework.</li> <li>Impact on maintaining and safeguarding academic standards of King's awards and the quality of the student experience.</li> <li>Impact on maintaining consistency between regulations and policy</li> </ul>	<p>Medium</p> <ul style="list-style-type: none"> <li>Impact on King's reputation through association and monitoring of partner publicity.</li> <li>Impact on student experience for integrating students when delivering programme across more than one campus, in particular different geographical locations and diverse cultures and quality of Partner provision.</li> <li>Impact of Partner withdrawal.</li> <li>Impact on maintaining compliance with King's Quality Assurance framework.</li> <li>Impact on maintaining and safeguarding academic standards of King's awards and the quality of the student experience.</li> <li>Impact on maintaining consistency between regulations and policy for shared ownership of the Programme.</li> </ul>



Type	Co-operative partnership	Double or Multiple Awards	Dual Award	Joint Award	Split-site PhD
	<p>regulations and policy for shared ownership of the Programme.</p> <ul style="list-style-type: none"> <li>• Impact on King's legal compliance in respect of government requirements.</li> <li>• Impact on financial standing of Partner and King's business operations.</li> <li>• Impact on ensuring sufficient resources are in place to protect the student experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Impact on maintaining consistency between regulations and policy for shared ownership of the Programme and related IPR (Intellectual Property Rights).</li> <li>• Impact on King's legal compliance in respect of government requirements.</li> <li>• Impact on financial standing of Partner and King's business operations.</li> <li>• Impact on delivering appropriate and suitable resources to deliver the overall programme and protect the student experience, resource heavy.</li> </ul>	<p>regulations and policy for shared elements of the Programme.</p> <ul style="list-style-type: none"> <li>• Impact on King's legal compliance in respect of government requirements.</li> <li>• Impact on financial standing of Partner and King's business operations.</li> <li>• Impact on ensuring sufficient resources are in place to protect the student experience.</li> </ul>	<p>for shared ownership of the Programme and related IPR (Intellectual Property Rights).</p> <ul style="list-style-type: none"> <li>• Impact on King's legal compliance in respect of government requirements and impediments to the recognition of a joint award requiring a pooling together of degree awarding powers.</li> <li>• Impact on financial standing of Partner and King's business operations.</li> <li>• Impact on delivering appropriate and suitable resources to deliver the overall programme and protect the student experience, resource heavy.</li> </ul>	<ul style="list-style-type: none"> <li>• Impact on King's legal compliance in respect of government requirements.</li> <li>• Impact on financial standing of Partner and King's business operations.</li> <li>• Impact on ensuring sufficient resources are in place to protect the student experience.</li> </ul>

**Table Two (Learning opportunity offered for a programme)**

Type	Articulation/ Reverse Articulation	Doctoral Training Partnerships/Centres for Doctoral Training	Off campus shared taught module	Placement provision	Student Exchange
Definition	<p>A partnership arrangement whereby cohorts of students studying on a programme at a Partner Institution that is linked to a King's programme will:</p> <ul style="list-style-type: none"> <li>• EITHER (<i>Articulation</i>) gain access to a higher level programme at entry level or with advanced standing where cohorts of students will need to satisfy the academic criteria to articulate between the two programmes</li> <li>• OR (<i>Reverse Articulation</i>) gain automatic entry to a programme offered at the same level</li> </ul> <p>In both cases Recognition of Prior Learning (RPL) or Experiential Learning (EL<sup>60</sup>) may be considered and will automatically be recognised as part of the entry or progression requirements.</p>	<p>A partnership arrangement whereby two or more awarding bodies collaborate in the delivery of studentships, core and advanced skills training, collaboration in PhD research, co supervision, and personal, professional and career development skills training for PhD students.</p>	<p>A partnership arrangement whereby an external provider designs learning opportunities or provides specialist teaching and/or resources for a taught module offered by the University as part of a Taught Degree programme. The module is subject to the University's Academic Regulations and quality assurance mechanisms, and is either entirely or partially delivered, taught and/or assessed by the partner at the partner premises.</p>	<p>A partnership arrangement whereby an external provider delivers a planned period of experience in a work-based environment, enabling students to develop particular skills, knowledge and understanding necessary to achieving the relevant learning outcomes of a programme of study leading to a King's award.</p>	<p>A partnership arrangement whereby students are offered the opportunity to experience study overseas and enhance their degree. In return students from the partner are accepted and enrolled onto King's modules. The strength of the partnership is therefore expected to be both sustainable and reciprocal in nature.</p>

<sup>60</sup> Please refer to the University Procedure on recognition of prior learning

Type	Articulation/ Reverse Articulation	Doctoral Training Partnerships/Centres for Doctoral Training	Off campus shared taught module	Placement provision	Student Exchange
Programme Design	<ul style="list-style-type: none"> <li>• A flexible route that promotes student recruitment opportunities enabling students the opportunity to gain an overall learning experience and broaden their knowledge of a subject area in a shorter timeframe than if each programme was completed individually.</li> <li>• The learning experience for each programme offered is paired together, either at the same level or at different levels to form two discrete awards but is not conceived as a joint enterprise as would be the case for a Dual Award.</li> <li>• King's recognises the provision offered by the Partner as being suitable preparation for a student to either transfer onto a programme at King's at an advanced stage (Articulation) or access a programme of study at King's offered at the same level (Reverse Articulation).</li> </ul>	<ul style="list-style-type: none"> <li>• These arrangements are normally funded by Research Council as Doctoral Training programmes and studentships.</li> <li>• The training may be within a focused research area or in the context of a mutually beneficial research collaboration between academic or non-academic providers or a combination of both.</li> <li>• The programme arrangements may involve the student undertaking a planned period of experience at the Partner or co-supervisory arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>• The programme is designed by King's and enables students to spend part of their programme at a Partner enabling access to specialist resources and/or supervision arrangements and/or specialist teaching to enhance the student experience.</li> <li>• The Partner is responsible for the provision of specialist resources and/or supervision arrangements and/or the design and delivery of the specialist teaching, and may be responsible for assessing modules, that is subject to approval by King's to ensure it will meet the needs of the student learning experience and expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• The Placement provider may include other awarding bodies, other education providers, non-academic providers (or those whose purpose is not primarily education) and employers.</li> <li>• Contributes to the learning leading to professional qualifications for which they have a statutory or regulatory responsibility (<b>Practice Placement/ Clinical Placement</b> e.g. medical electives and <b>Professional Placement/non-Clinical</b> e.g. teacher education) or a non-academic environment (<b>Industrial Placements</b> e.g. research undertaken in a laboratory) or a planned period of experience to help students develop particular skills, knowledge and understanding through a planned period of learning (<b>Internships</b>) or to specifically enable accreditation to a</li> </ul>	<ul style="list-style-type: none"> <li>• The arrangement fosters mobility and research training opportunities for students through a range of study abroad options, including the Erasmus + scheme and inter-institutional exchanges.</li> <li>• The opportunity offered involves a planned period of study or experience which contributes towards a King's programme of study either as credit or mark transfer.</li> <li>• The opportunity may be optional or compulsory to the student's degree programme.</li> </ul>

Type	Articulation/ Reverse Articulation	Doctoral Training Partnerships/Centres for Doctoral Training	Off campus shared taught module	Placement provision	Student Exchange
	<ul style="list-style-type: none"> <li>Both types of arrangement will require a formal commitment as King's will need to automatically admit the student as a direct entrant with or without recognition of credit.</li> </ul>			<p>professional body that is not statutory or regulatory (<b>work-based placement</b>).</p> <ul style="list-style-type: none"> <li>Credit may be given as either credit transfer or award of credit for the planned period of study necessary to achieve the relevant learning outcomes for a module or programme.</li> </ul>	
Programme Management	<ul style="list-style-type: none"> <li>King's and the Partner map the programme arrangement using the University's mapping template to identify any specific requirements to enable students to seamlessly transfer from one programme to another or progress onto the next stage of their learning.</li> <li>King's and the Partner own the curriculum for their own programme of study, although each may have an input into the curriculum content.</li> </ul>	King's is responsible for managing the relationship with the Partner to provide the necessary resources and teaching to deliver the learning opportunity for the King's programme of study.	King's is responsible for managing the relationship with the Partner to provide the necessary resources and teaching to deliver the learning opportunity for the King's programme of study.	King's is responsible for managing the relationship with the Partner to provide the necessary resources and teaching to deliver the learning opportunity for the King's programme of study.	<ul style="list-style-type: none"> <li>King's is responsible for managing the relationship with the Partner to provide the necessary resources and teaching to deliver the learning opportunity for the King's programme of study.</li> <li>Consideration should be given to the level of academic, administrative and pastoral support offered by the Partner and the strength of the relationship between participating academic departments for managing the activity.</li> </ul>
Nature of Award	<ul style="list-style-type: none"> <li>The student is awarded a degree from King's and will also receive an award from the Partner,</li> </ul>	The student is awarded a degree from King's only.	The student is awarded a degree from King's only.	The student is awarded a degree from King's only.	The student is awarded a degree from King's only.

Type	Articulation/ Reverse Articulation	Doctoral Training Partnerships/ Centres for Doctoral Training	Off campus shared taught module	Placement provision	Student Exchange
	<p>providing the student has fully met all programme requirements.</p> <ul style="list-style-type: none"> <li>• A higher-level award at postgraduate taught level cannot be given until there is confirmation that the student has successfully passed the lower-level award at the undergraduate level.</li> </ul>				
Certification	King's will only issue a certificate for the programme offered by King's and will not acknowledge on the certificate any association with the Partner	King's will only issue a certificate for the programme offered by King's and will not acknowledge on the certificate any association with the Partner	King's will only issue a certificate for the programme offered by King's and will not acknowledge on the certificate any association with the Partner	King's will only issue a certificate for the programme offered by King's and will not acknowledge on the certificate the association with the Partner	King's will only issue a certificate for the programme offered by King's and will not acknowledge on the certificate the association with the Partner
Student entitlements	Students have normal entitlements whilst enrolled on the King's award-bearing programme but would have no student entitlements at King's whilst they are enrolled on the programme offered by the Partner.	Students have normal King's entitlements and may be granted entitlements by the Partner to enable them to successfully complete the elements of the programme delivered there.	Students have normal King's entitlements and may be granted entitlements by the Partner to enable them to successfully complete the elements of the programme delivered there.	Students have normal King's entitlements and may be granted entitlements by the Partner to enable them to successfully complete the elements of the programme delivered there.	Students have normal King's entitlements and may be granted entitlements by the Partner to enable them to successfully complete the elements of the programme delivered there.
Responsibility for academic standards	King's and the Partner are responsible for the delivery and quality of their own programme of study and academic standards of	King's has overall responsibility for the academic standards of award, although the Partner is responsible for the provision and must	King's has overall responsibility for the academic standards of award, although the Partner is responsible for the provision and must	King's has overall responsibility for the academic standards of award, although the Partner is responsible for the provision and must	King's has overall responsibility for the academic standards of its award, although the Partner is responsible for the provision it must

Type	Articulation/ Reverse Articulation	Doctoral Training Partnerships/Centres for Doctoral Training	Off campus shared taught module	Placement provision	Student Exchange
	award. King's is responsible for ensuring that the provision undertaken at the partner institution is suitable for the recognition of specified admissions criteria or recognition of credit for prior learning (RPL).	demonstrate adherence to the appropriate quality requirements and academic standards required.	demonstrate adherence to the appropriate quality requirements and academic standards required.	demonstrate adherence to the appropriate quality requirements and academic standards required.	demonstrate adherence to the appropriate quality requirements and academic standards required. King's in turn commits to delivering modules to the Partner students to the quality and standards they would require.
Quality Assurance processes	Each Institution owns the curriculum and the award for their programme of study and is responsible for its delivery and quality assurance through its own mechanisms, although there may be a sharing of resources agreed between the Parties.	For students registered at King's, King's is the awarding institution. For King's led DTP/CDT partnerships King's owns the programme, King's has overall responsibility for quality assurance through the usual mechanisms.	King's is the awarding institution and owns the programme, King's has overall responsibility for quality assurance through the usual mechanisms.	King's is the awarding institution and owns the programme, King's has overall responsibility for quality assurance through the usual mechanisms.	King's is the awarding institution and owns the programme, King's has overall responsibility for quality assurance through the usual mechanisms, but the Partner will be responsible for the design and delivery of their own provision.
Regulations, policy and student related procedures	Governed by the relevant sections of the Academic Regulations and King's policies and procedures.	Governed by the relevant sections of the Academic Regulations and King's policies and procedures, as well as funder compliance (e.g. UKRI – Terms and Conditions for Doctoral Training).	Governed by the relevant sections of the Academic Regulations and King's policies and procedures.	Governed by the relevant sections of the Academic Regulations and King's policies and procedures.	Governed by the relevant sections of the Academic Regulations and King's policies and procedures.
Guidance	Guidance on the operation of collaborative teaching activity.	Guidance on Doctoral Training Partnerships/Centres for Doctoral Training: approval, monitoring and review	<ul style="list-style-type: none"> <li>Guidance on the operation of collaborative teaching activity.</li> <li>Guidance on off-campus study in research degrees</li> </ul>	Guidance on student placements	Guidance on the operation of collaborative teaching activity.

Type	Articulation/ Reverse Articulation	Doctoral Training Partnerships/Centres for Doctoral Training	Off campus shared taught module	Placement provision	Student Exchange
Consult	<ul style="list-style-type: none"> <li>ARQS Office</li> <li>Global Engagement Office (International Partners)</li> </ul>	Head of Doctoral Partnerships	<ul style="list-style-type: none"> <li>ARQS Office (taught programme provision)</li> <li>King's Doctoral College (research degree provision)</li> <li>Global Engagement Office (International Partners)</li> </ul>	<ul style="list-style-type: none"> <li>Careers and Employability Office for Internship Host programme</li> <li>Global Mobility Office for Languages and Literatures (taught programmes)</li> <li>ARQS Office (taught programmes)</li> <li>King's Doctoral College (research degrees)</li> </ul>	<ul style="list-style-type: none"> <li>Global Mobility Office</li> <li>ARQS Office</li> </ul>
Type of Agreement	Memorandum of Agreement and Activity Schedule (contact ARQS for a modified template specific for these types of arrangement)	Institutional Collaboration Agreement	Memorandum of Agreement and Activity Schedule	Internship Host Agreement (can be adapted to suit the purpose), may be supported with a Service Level Agreement with the Partner	Student Exchange Agreement or Erasmus + Inter-Institutional Agreement or Activity Schedule (where a MoA already exists with the Partner)
Risks	<p>Low</p> <ul style="list-style-type: none"> <li>Impact on King's reputation through association and monitoring of partner publicity linking the programmes.</li> <li>Impact on student expectations for progression to King's or Partner's programme.</li> <li>Impact on monitoring the quality of students completing the Partner programme.</li> </ul>	<p>Low</p> <ul style="list-style-type: none"> <li>Impact on King's reputation through association with the Partner.</li> <li>Impact on quality of student experience and expectations for elements delivered by the Partner.</li> <li>Impact on maintaining compliance with King's Quality Assurance framework, including quality of supervision and availability of</li> </ul>	<p>Low</p> <ul style="list-style-type: none"> <li>Impact on King's reputation through association with the Partner.</li> <li>Impact on quality of student experience and expectations for elements delivered by the Partner.</li> <li>Impact on maintaining compliance with King's Quality Assurance framework, including quality of teaching and availability of resources</li> </ul>	<p>Low</p> <ul style="list-style-type: none"> <li>Impact on King's reputation through association with the Partner.</li> <li>Impact on student experience and expectations for elements delivered by the Partner.</li> <li>Impact on maintaining compliance with King's Quality Assurance framework, including quality of planned period of work-based learning.</li> </ul>	<p>Low</p> <ul style="list-style-type: none"> <li>Impact on King's reputation through association with the Partner.</li> <li>Impact on quality of student experience and expectations for elements delivered by the Partner.</li> <li>Impact on maintaining compliance with King's Quality Assurance framework, including quality of teaching and availability of resources</li> </ul>

Type	Articulation/ Reverse Articulation	Doctoral Training Partnerships/Centres for Doctoral Training	Off campus shared taught module	Placement provision	Student Exchange
	<ul style="list-style-type: none"> <li>Impact on monitoring the Partner provision and student achievement.</li> <li>Impact on maintaining and safeguarding academic standards of King's awards.</li> </ul>	<p>resources delivered by the Partner.</p> <ul style="list-style-type: none"> <li>Impact on maintaining and safeguarding academic standards of King's awards.</li> <li>Impact on King's obligations in respect of government requirements for legal compliance, including health and safety around work-based learning.</li> <li>Impact on financial standing of Partner and King's business operations, including adequate insurance policies in place at the Partner.</li> <li>Impact on ensuring sufficient resources are in place to protect the student experience;</li> <li>Impact of Partner withdrawal.</li> </ul>	<p>delivered by the Partner.</p> <ul style="list-style-type: none"> <li>Impact on maintaining and safeguarding academic standards of King's awards.</li> <li>Impact on King's obligations in respect of government requirements for legal compliance.</li> <li>Impact on financial standing of Partner and King's business operations, including adequate insurance policies in place at the Partner.</li> <li>Impact on ensuring sufficient resources are in place to protect the student experience;</li> <li>Impact of Partner withdrawal.</li> </ul>	<ul style="list-style-type: none"> <li>Impact on maintaining and safeguarding academic standards of King's awards.</li> <li>Impact on King's obligations in respect of government requirements for legal compliance, including health and safety around work-based learning.</li> <li>Impact on financial standing of Partner and King's business operations; including adequate insurance policies in place at the Partner.</li> <li>Impact on ensuring sufficient resources are in place to protect the student experience;</li> <li>Impact of termination of the placement.</li> </ul>	<p>delivered by the Partner.</p> <ul style="list-style-type: none"> <li>Impact on maintaining and safeguarding academic standards of King's awards, including complexities around mark translation.</li> <li>Impact on King's obligations in respect of government requirements for legal compliance.</li> <li>Impact on financial standing of Partner and King's business operations, including adequate insurance policies in place at the Partner.</li> <li>Impact on ensuring sufficient resources are in place to protect the student experience;</li> <li>Impact of Partner withdrawal.</li> </ul>



**Table Three (Serial arrangements)**

King's currently has only two such arrangement in place, namely the validation of programmes offered by RADA and the ICCA. King's may enter into new validated provision arrangements with a UK Partner that is similarly aligned to the UK Quality Code and registered with the OfS.

The University is unlikely to enter into arrangements for accredited or franchised provision due to the complexity of these types of arrangement and the devolved responsibility for quality assurance mechanisms where the University would only have limited control. Therefore, the definitions for accredited provision and franchised provision have been included for advisory purposes only.

Accredited provision	A partnership arrangement whereby an institution without its own degree awarding powers is given wide authority by the University to exercise powers and responsibility for academic provision. The University will remain ultimately responsible for the quality and standard of its awards, but only exercises limited control over the quality assurance functions of the partner institution.
Franchised Provision:	A partnership arrangement under which a partner is authorised/licensed to provide the whole or part of a programme of study designed by the University and leading to an award or award of credit of the University.
Validated Provision:	<p>A partnership arrangement whereby King's judges that a programme of study developed and delivered by another organisation is of an appropriate quality and standard to lead to a King's award and is subject to King's quality assurance procedures.</p> <p>These types of arrangement are normally with a provider (without their own degree awarding powers) for specialist provision not offered by the University. The specialist education provided is designed and delivered by the delivery organisation enabling students to receive a King's award that is recognised and trusted by future employers. The students will have a direct contractual relationship with the Partner and will not have a contractual relationship with King's. Therefore, the students will not have any student entitlements at King's.</p> <p>Separate '<a href="#">Procedures for validated provision</a>' govern these types of arrangement.</p>

**Table Four (Physically present overseas campus arrangements)**

Type	Flying Faculty
Definition:	An arrangement whereby a programme is delivered in a location away from the main campus (usually in another country) by staff from the University, who also carry out all assessment. Support for students may be provided by local staff, but the programme is solely delivered by King's leading to a King's only award.
Programme Design:	The whole or major part of a King's programme is delivered at Partner organisation by King's staff, opening the opportunity for students to gain a partial on campus King's experience away from the main University campus.
Programme Management:	King's is responsible for managing the relationship with the Partner to ensure the necessary oversight for the provision of resources and teaching arrangements to deliver the King's programme.
Nature of Award:	Leads to a King's award
Certification:	Standard King's certificate
Student entitlements	Students have remote access to normal King's entitlements and may also have entitlements to facilities at the Partner organisation to complete the elements of their programme.

Responsibility for academic standards:	King's is solely responsible for the academic standards of award
Quality Assurance processes:	King's is the awarding institution and owns the programme. King's has overall responsibility for quality assurance through the usual mechanisms, but there may be some input from the Partner who deliver the resources and support for students for the programme.
Regulations, policy and student related procedures:	Governed by the relevant sections of the University's Academic Regulations, policies and procedures
Guidance:	Guidance on the operation of collaborative teaching activity
Consult	<ul style="list-style-type: none"> <li>• Human Resources</li> <li>• Finance Directorate</li> <li>• Visa Compliance team</li> <li>• ARQS</li> <li>• Global Engagement Office (International Partners)</li> </ul>
Type of Agreement	Memorandum of Agreement (incorporating operational arrangements for services provided and delivery of programme)
Risks	<p style="text-align: center;">Low to Medium</p> <ul style="list-style-type: none"> <li>• Impact on King's reputation through association with the Partner including protection of King's brand, King's obligations and Government advice.</li> <li>• Impact on monitoring the quality of student experience and expectations where this is being managed by the Partner.</li> <li>• Impact on maintaining and safeguarding academic standards of King's awards where academic regulations and related policies are being implemented and student records maintained by the Partner or any teaching delivered, including compliance with UK regulatory obligations, compatibility with Partner quality assurance obligations and any PSRB requirements.</li> <li>• Impact on King's in respect of government requirements for legal compliance, including data protection, accessibility, equality, right of appeal, freedom of speech, suitability of learning environment, employment law and tax issues that may impact on the delivery of the programme.</li> <li>• Impact of in-country permissions or changes to operate King's business in the Partner Country, including ease of obtaining permissions and adapting to changes, IP, financial and tax regulations for hiring staff and contacting with students, staff visas, implementation of the regulatory framework to accredit and deliver the programme in another Partner Country.</li> <li>• Impact on management of human resources including employment and training/development of local staff, political situations posing potential risks to staff working in another Country, physical impact on staff working across different campuses, effective communication and maintaining good relations between staff and students based at different campuses and operating in a different cultural teaching environment.</li> <li>• Impact on ensuring the Partner is able to provide appropriate resources and support levels to protect the student experience.</li> <li>• Impact of Partner withdrawal.</li> </ul>

### **Individual student activity**

The following types of individual student activity may be attached to an 'approved' programme of study leading to a King's award but does not fall under the Procedures for the approval, monitoring and management of collaborative provision for the following reasons:

- **Student placement or internship opportunities:** covered separately under the '[Guidance on student placements](#)' once the programme approval process has been completed to allow for these types of opportunity to be undertaken.
- **Research student opportunities:** covered separately under the Guidance on off-campus study in research degrees available from the King's Doctoral College approval and monitoring arrangements are set out in the '*Regulations for research degrees*'.
- **Intercollegiate module opportunities:** fall under the governance structure of the University of London and arrangements for intercollegiate module registration and are covered separately in the University's

*'Policy Statement on intercollegiate modules'*. The only exception is where the programme is jointly delivered with the Partner leading to a King's award in association with the Partner or the final qualification award is made jointly with the Partner.

**Other exceptions falling outside the definitions**

- **Branch campus:** these types of arrangement would need approval from Academic Board and would then follow the procedures for the type of activity being delivered at the branch campus.

## Guidance on jointly delivered taught programmes

### 1. Introduction

- 1.1 This guidance has been written to assist colleagues with developing proposals for jointly delivered programme activity with a Partner. It is designed to make clear the responsibilities of the programme teams in offering jointly delivered taught programmes with a Partner and the risk assessment, due diligence and quality assurance mechanisms that apply and should be read in conjunction with the University's [\*Procedures for the approval and monitoring of collaborative provision\*](#).
- 1.2 Colleagues who are interested in developing a programme with an International Partner are encouraged to discuss options with the Partner to determine which type of activity would best suit with the strategic priorities of their Faculty and may wish to consider an articulation / progression style arrangement in the first instance. Arrangements leading to a Double or Multiple Award based on a programme with only one set of learning aims and outcomes will normally only be considered for approval where there are legal or regulatory impediments to issuing a joint award or it is not in the interests of the student to mark their achievement in this way. This is due to the possible consequences arising from each participating partner offering credit for the same pieces of work (double counting) and the necessity of ensuring that the completion of the programme leads to the conferment of all of the attached awards.
- 1.3 A [\*set of questions\*](#) to consider at the programme proposal and development stage has been created to support colleagues wishing to establish a jointly delivered programme with a Partner.

### 2. Definition and key characteristics

- 2.1 Jointly delivered programmes are arrangements whereby the University and one or more awarding bodies share or pool resources to jointly provide or deliver a programme of study designed to enhance the student learning experience, irrespective of the final award (e.g. single, joint, double/multiple or dual). They are defined by education provided rather than the nature of the award.
- 2.2 The following types of jointly delivered taught programme activity are covered by this guidance:
  - *Co-operative partnership*, an arrangement whereby the University enters into a partnership with another degree awarding body to design and jointly deliver a programme of study, but with only one awarding institution.
  - *Double or Multiple Award*, a partnership arrangement whereby the University and one or more partner(s) provide a single jointly delivered programme for the same qualification that leads to separate awards and separate certification being granted by both King's and the Partner(s).
  - *Dual Award*, a partnership arrangement whereby the University and another Partner work together to offer a jointly conceived programme leading to separate awards (and separate certification) being granted by both King's and the Partner.
  - *Joint Award*, a partnership arrangement under which the University and one or more partner(s) provide a programme leading to a single award made jointly by King's and the Partner(s). A single certificate or document (signed by the competent authorities) attests

to the successful completion of this jointly delivered programme, replacing the separate institutional or national qualifications.

- 2.3 The key characteristics defining each type of activity are set out in Table One of the University's '[\*Definitions of collaborative activity\*](#)'.

### 3. Principles underlying jointly delivered programmes

- 3.1 The partner(s) must represent a suitable strategic fit with the University. For International Partners this will be decided by the relevant Vice Dean (International) and Vice President (International, Engagement & Service) in consultation with Global Engagement.
- 3.2 The arrangement entered into must be fully compliant with King's governance arrangements with Faculties being responsible for undertaking the detailed scrutiny of the proposal at the approval stage and overseeing the management and monitoring of the programme once it has been approved.
- 3.3 The arrangement entered into must, where practicable, be compliant with King's policies and procedures and meet the requirements of the relevant academic regulations. Variations in practice should be considered and resolved at the outset. Where a bespoke set of academic regulations is required for the programme this will need approval from the College's Academic Board.
- 3.4 The partner institution must be legally empowered through their relevant statutes and charters to enter into an arrangement with the University. Both parties will need to ensure that they are fully aware of any legal restrictions, and compliant with the laws of that country to be able to satisfy the academic standards of each degree awarding body, which cannot be shared amongst partners, ensuring that the standards of all jurisdictions are met. Where the arrangement is for a Joint Award, a check should be made as to where permission resides in permitting a Partner to pool their degree awarding powers with those of King's to be able to confer a joint award. For example, a Partner in China will need the approval of their Ministry of Education in China.
- 3.5 Partnership arrangements should be based on shared academic interests and complementary expertise and be organised between specific academic units in both institutions. Risk management strategies should be established with appropriate and proportionate safeguards put in place to manage the risks involved.
- 3.6 Proposals must undergo the appropriate due diligence processes and should be proportionate and relevant in nature and intensity to risks identified. The process should ensure the academic standing of the partner is satisfactory, financial and legal obligations have been met, staff are appropriately qualified to deliver those parts of the programme for which they are responsible, and the appropriate resources are in place to support the student. The arrangements for access to learning resources should be clearly communicated to students.
- 3.7 The roles, responsibilities, and obligations of each partner in respect of the jointly awarded programme(s), particularly the operational aspects around the student lifecycle, must be clearly set out in the Memorandum of Agreement and accompanying Activity Schedule, and where appropriate the programme and/or module specification.
- 3.8 The proposal should ensure that the University is able to retain proper control of any aspects of the arrangement delegated to the Partner to safeguard the academic standards of the award from the University's perspective.

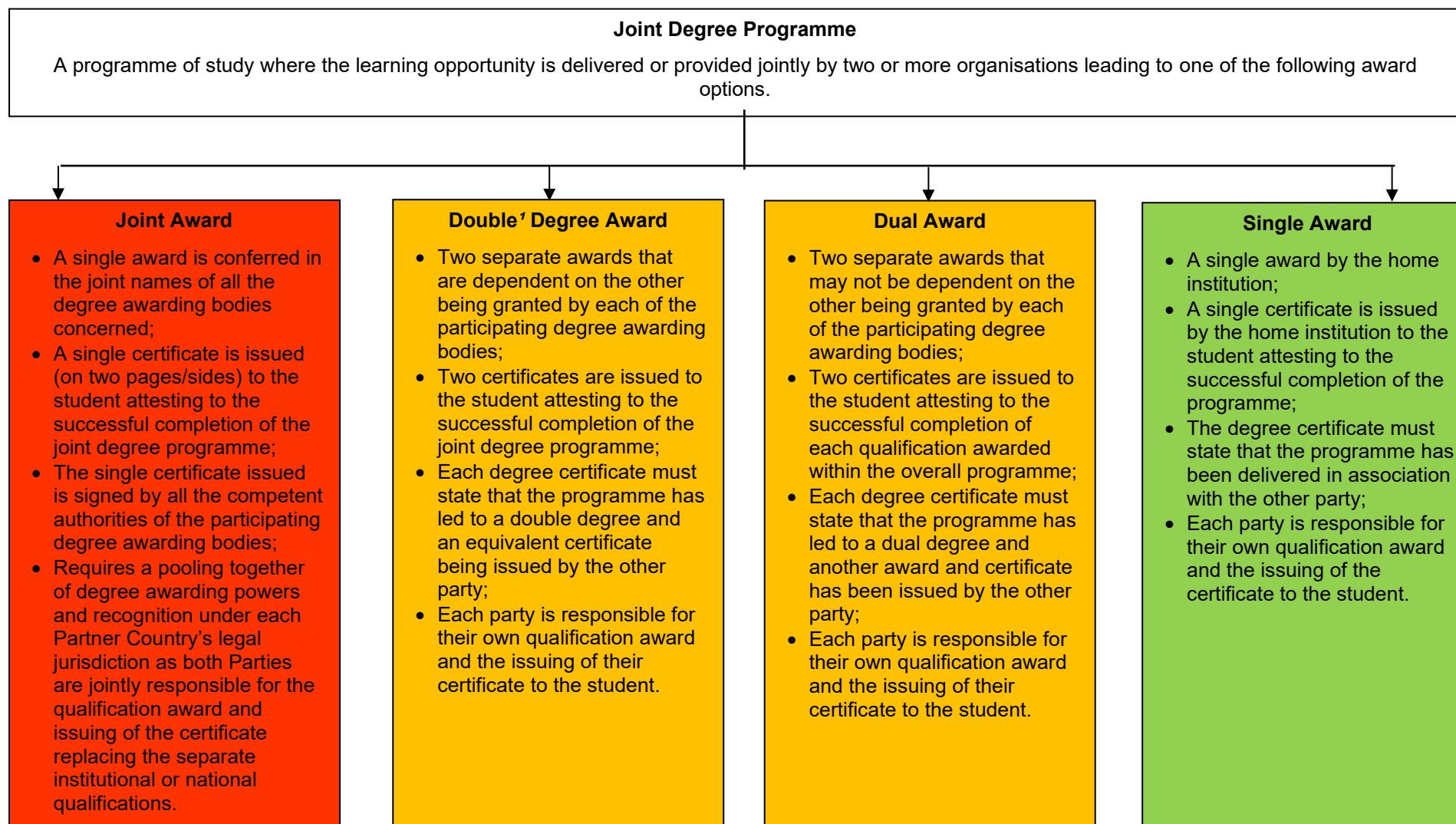
- 3.9 Teaching out arrangements should be put in place to ensure that students are able to complete their programme of study and be granted the joint award in the event that one or other of the partners withdraws from the arrangement earlier than planned.
- 3.10 Arrangements must be recorded on the University's register of activity as this will be made available publicly to interested parties.
- 3.11 The standards of award made by the University where the activity has been jointly delivered with the Partner must be maintained irrespective of any requirements of the Partner institution and should ensure parity with other awards conferred at the same level by the University, including ensuring consistency with any UK national requirements. Where the arrangement is for a Dual award, care should be taken that academic standards are not compromised by ensuring that credit awarded for transfer and accumulation purposes are not multiplied.
- 3.12 Where appropriate, the design of the programme(s) and type of awards offered take into account any [\*Professional, Statutory and Regulatory Body \(PSRB\)\*](#) requirements.
- 3.13 It is expected that jointly designed or conceived programmes will offer students clear benefits that will add to their academic development and employability. The programme specification should be submitted in accordance with the University's '[\*Procedures for programme and module approval and modification\*](#)'. Details should be provided on the learning delivered by the Partner as well as by the University. Where the Partner is providing specific modules or components for the programme, confirmation is sought of their approval process as part of due diligence enquiries. Details of the final awards made, particularly where this differs to the award made by the University, should also be stated in the programme specification. The arrangements for how the programme will operate around the student lifecycle should be clearly set out in the Activity Schedule that is considered as part of the programme approval process.
- 3.14 Partners should determine the division of responsibilities for the management of the admissions process and how these responsibilities are shared. The obligations of each partner should be communicated to students in their offer letter in accordance with CMA compliance. The '*home*' institution for the student should be designated as the administrative lead for co-ordinating the operational aspects of delivering the programme.
- 3.15 Partners should determine the division of responsibilities relating to assessment and regulations and which requirements apply; any deviation from the University's published regulations must be explicitly approved as part of the programme approval process. Mapping of the marking criteria for all marks assessed by a partner counting towards the classification of the final award will require approval from the Assessment and Regulatory Oversight Sub-Committee (AROSC).
- 3.16 The appointment, induction and role of external examiners must be clearly defined at the outset and conform to the requirements of the University regulations. The external examiner should have oversight of the totality of the programme and comment on this in their report. As a rule of thumb this means that the external examiners should be invited to attend any meetings where results are being jointly considered, should be given access to samples of students work and all relevant marking schemes and any other material to support them in their role.
- 3.17 Arrangements should be put in place to ensure the effective monitoring and review of jointly delivered programmes. This includes the establishment of a Joint Programme Management Committee to oversee the programme. Information on the Partner relationship and teaching and learning support for students, including how their expectations are being managed should

be included in the Continuous Enhancement Review for Programmes process for each programme with the report being submitted in the relevant academic year as per the University '[Procedures for programme and module monitoring and review](#)'. The partnership arrangements should be reviewed a minimum of 12 months prior to the expiry of the agreement and where possible should be completed in conjunction with the University's periodic review processes. Any proposed deviation from these expectations will need to be explicitly approved as part of the programme approval process.

- 3.18 The arrangements for marketing and publicising the programmes should be clearly defined to ensure the University has effective control over the accuracy of public information, publicity and promotional material and agreed between the parties at the outset. Each administrative lead for the programme will have designated responsibility for this purpose.
- 3.19 In the interests of transparency, the certificate and/or record of achievement should (where possible) indicate whether the programme has been jointly awarded or leads to a double/multiple, dual or single award<sup>1</sup>. Care should be taken to ensure that the certificate of award is not issued until the student has fully completed their programme of study in accordance with all participating institutions regulatory framework. The expectations for each type of arrangement are set out in the table below:

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<sup>1</sup> Partner in-Country regulations may also apply to the information stated on a degree certificate. This should be explored and approved by both parties prior to the signing of the final agreement.



<sup>1</sup> Where more than one partner is awarding the qualification alongside King's leading to a minimum of three separate qualifications this is referred to as a Multiple Degree Award



#### 4. Areas for agreement with prospective partner institutions

- 4.1 The following areas should be agreed during the establishment of a new joint award arrangement, the establishment of a programme, its approval and subsequent monitoring and detailed in the memorandum of agreement and accompanying Activity Schedule before the commencement of the activity.

Administrative arrangements	<ul style="list-style-type: none"> <li>Consider who will be acting as the lead institution for the purposes of the collaborative arrangement, particularly in cases where home rules will be applying to the students.</li> <li>Consider the role, responsibility and obligations for each Partner, particularly where these arrangements may be joint in all aspects of programme design, development, equal academic contribution, assessment and review, including related IPR (Intellectual Property Rights) where there is shared ownership of the curriculum.</li> <li>Consider how oversight of the programme arrangements and student activity will be maintained.</li> </ul>
Financial arrangements	<ul style="list-style-type: none"> <li>Consider the level of tuition fees to be charged, including division of fee and any other relevant income for example OfS funding body grants taking into account any additional fees borne by the lead institution.</li> <li>Consider sponsorship and funding arrangements offered to the student.</li> </ul>
Marketing and Publicity	<ul style="list-style-type: none"> <li>Consider the content of how the arrangement will be publicised, including any costs associated and the use of crests, logos and trademarks or registered images in publicity material.</li> <li>Consider how the programme will be marketed and actively promoted to students, including launch date, taking into account CMA compliance.</li> <li>Consider the contents of the material information sheet provided to students and agree information to be included from the Partner, ensuring CMA compliance.</li> </ul>
Recruitment and Admissions	<ul style="list-style-type: none"> <li>Ensure that the admissions criteria meet the minimum entrance requirements of both King's and the Partner.</li> <li>Consider any requirements from external accreditation processes.</li> <li>Consider how decisions will be made for admitting students to the programme, including the application process.</li> <li>Consider who will be responsible for advising students of the decision on their application, including rights of appeal.</li> </ul>
Enrolment and Registration	<ul style="list-style-type: none"> <li>Consider the periods of registration at King's and the Partner, including mapping the programme structure taking into account relevant academic year start and end dates, periods of attendance.</li> <li>Consider student entitlements and access to facilities for the duration of the programme, particularly where students are unable to attend the relevant campus in person to enrol and register for their studies.</li> <li>Consider any student visa implications for the duration of the programme, particularly where the status of the student may be different for the Partner Country. In addition, it should be noted that where the Partner is also based in the UK with the student spending periods of their time there the agreement with the partner will need to be added to our UKVI sponsor licence. The turnaround for UKVI approval is a minimum of eight weeks.</li> </ul>

## Guidance on jointly delivered taught programmes

Student Records	<ul style="list-style-type: none"> <li>Consider status of student and how changes to student status and student registration, progression through the programme will be managed between King's and the Partner.</li> <li>Consider how student data will be shared to ensure consistency in record keeping, taking into account Data Protection and FOI legislation.</li> <li>Consider any statutory reporting requirements for the programme (e.g. UK HESA returns) and who will be responsible for completing these.</li> </ul>
Student Support	<ul style="list-style-type: none"> <li>Consider what pastoral support is available and how this can be jointly provided to students e.g. careers advice, language support, liaison between pastoral care tutors and accommodation.</li> <li>Consider what academic support will be provided to enable student integration into the programme e.g. induction events, student materials and liaison between academic tutors.</li> </ul>
Teaching arrangements	<ul style="list-style-type: none"> <li>Consider how teaching arrangements will be shared and organised to meet the expected learning aims and outcomes for the programme.</li> <li>Consider how any opportunities for transferable skills will jointly considered and made available to students, including whether the programme facilitates any work-based learning opportunities.</li> <li>Consider if the student will be instructed in a different language at the Partner and what arrangements would be put in place to ensure the student understands what is expected of them.</li> <li>Consider how student feedback on their modules will be integrated.</li> <li>Consider any joint arrangements for ethical approval of research activity.</li> </ul>
Assessment arrangements	<ul style="list-style-type: none"> <li>Consider the assessment regulations to be applied, including mapping the relevant marking schemes. Approval for mark translation schemes will be needed from the University's Assessment and Regulatory Oversight Sub-Committee (AROSC).</li> <li>Consider timing and reporting of assessment results to enable student progression and conferment of award.</li> <li>Consider opportunities for students re-sitting any elements of the programme and how this will impact on student progression and conferment of award.</li> <li>Consider arrangements for joint reporting of assessment results through relevant assessment board structures, including the opportunity for the external examiner to</li> <li>Consider how students will be routinely advised of their results.</li> </ul>
Language requirements	<ul style="list-style-type: none"> <li>Consider whether the Partner has any regulations on how elements of the programme will be taught and assessed. It is expected that the teaching, learning and assessment practices will be delivered in the English language. Where this is not possible, reference to this should be made in the Activity Schedule and the relevant Programme Specification including arrangements for ensuring that academic standards of the King's award will not be compromised e.g. the appointment of an external examiner with expertise in English and the other language.</li> </ul>
External Examiner arrangements	<ul style="list-style-type: none"> <li>Consider arrangements for the nomination and appointment of external examiners and whether appointments can be made jointly, induction arrangements and sharing of expenses. Degree awarding bodies are responsible for the academic standards of their own awards and for the appointment of external examiners even if part or the whole of a course is delivered by a partner.</li> </ul>

	<ul style="list-style-type: none"> <li>Consider arrangements to enable the external examiner the opportunity to have the necessary oversight of the totality of the degree and joint reporting mechanisms. Where one degree awarding body is UK-based and the other is not, the former needs to ensure that the standards of its awards and the quality of its provision are secure. Other countries may have other means of assuring the standards and quality of higher education courses and awards, for example national programme accreditation. It is the responsibility of the UK institutions to ascertain the quality assurance arrangements that are in place in the partner's country, and therefore the levels and types of scrutiny by the UK institution that are appropriate.</li> </ul>
Conferment of Award	<ul style="list-style-type: none"> <li>Consider the classification scheme that will apply. Where the intended classification scheme differs to King's this will be subject to approval from the University's Assessment and Regulatory Oversight Sub-Committee (AROSC) at the outset.</li> <li>Consider what the student's final qualification award or awards will be, including exit award availability within each awarding body charter and statutes.</li> <li>Consider how final assessment outcomes will be shared to ensure conferment of the award meets the academic standards of each awarding body, including date of award and student expectations should they meet the requirements of one awarding body, but not the other. It is expected that for Joint and Double/Multiple awards students will need to satisfy requirements of all awarding bodies to be awarded the degree. However, for Dual awards, students may meet the requirements of one awarding body where this does not impact on the requirements of the other awarding body.</li> </ul>
Certificates and Graduation	<ul style="list-style-type: none"> <li>Consider the information that will be stated on the final degree certificate or certificates, including any national or institutional legal requirements. Where the programme leads to a joint award, consideration should also be given to how the certificate will be jointly undertaken and issued to the student to make clear to the student that they are receiving a single certificate not two certificates.</li> <li>Consider the mechanism that will need to be put in place in the event that any awarding body needs to revoke the student award.</li> <li>Consider where students will attend their graduation.</li> </ul>
Student Conduct and Appeals	<ul style="list-style-type: none"> <li>Consider how information relating to student conduct, appeals and complaints will be shared between the relevant parties to meet the expectations of the OIA that King's and their collaborative partners should make sure that procedures properly signpost students to the OIA scheme and follow the guidance set out in the <a href="#">Good Practice Framework: Delivering learning opportunities with others</a>.</li> <li>The procedures given to students should clearly set out whether, when and how the student can take their complaint/appeal etc. to an awarding partner.</li> <li>It should be noted that the University will need to issue a 'completion of procedures' letter to a student even if the matter was handled under the Partner's regulations.</li> </ul>
Quality Assurance and Management processes	<ul style="list-style-type: none"> <li>Consider how arrangements will be jointly managed to meet the academic standards of award and is compliant with each awarding body quality assurance framework, particularly where all aspects of programme design, development, delivery, assessment, management and decision-making on student achievement are subject to both/all awarding institutions quality assurance processes.</li> <li>Consider what mechanisms are in place for ensuring that staff are suitably qualified to deliver the elements of the programme they are responsible for to meet the University's expectations.</li> </ul>

## Guidance on jointly delivered taught programmes

	<ul style="list-style-type: none"> <li>Consider joint arrangements for student engagement and feedback within the programme.</li> <li>Consider what arrangements will be put in place to support the student should the agreement terminate before all students have completed the programme. It is expected that as a minimum a transition plan will be put in place taking into account the timeframe for enrolled cohorts of students to complete the programme, arrangements for teaching out the programme, student expectations, financial arrangements, reporting requirements and future relationship with the Partner.</li> </ul>
Monitoring arrangements	<ul style="list-style-type: none"> <li>Consider how the programme will be monitored on an ongoing basis to ensure the effective oversight of the programme and student expectations. The expectation is that a Joint Programme Management Committee will be established for this purpose.</li> <li>Consideration should be given to how outcomes will be shared across all partners to ensure that the academic standards of the award are being maintained and that the content of the programme and quality of learning opportunities is appropriate.</li> </ul>
Alumni Programme	<ul style="list-style-type: none"> <li>Consider how information relating to alumni events will be advised to students.</li> </ul>

4.2 Further information can be found in the '[Guidance on the operation of collaborative teaching activity](#)'.

### 5. Approval, Monitoring and Management

5.1 Jointly delivered programmes are subject to an enhanced monitoring and review process as set out in Section D of the QA handbook for the approval and monitoring of collaborative provision..

5.2 Where there are modifications to the programme due to changes in the partner relationship identified as part of the annual monitoring or review of activity processes these will be considered a major modification and will require final approval by the Programme Development and Approval Sub-Committee (PDASC). Where a collaborative programme is suspended or terminated this will be subject to approval from APOC.

5.3 Management oversight of the programme rests with the relevant Faculty.

### 6. Further information

Information and guidance on collaborative provision, including definitions of collaborative activity and a register of collaborative partners, can be located on the [policy hub](#).

Relevant template forms are available can be downloaded via our [Collaborative Provision SharePoint site](#). If you require access to our SharePoint site, please contact the [Head of Collaborative Provision](#).

QAA [Characteristics Statement](#) on Qualifications involving more than one Degree Awarding Body.

QAA Quality Code Advice and Guidance – [Principle 8 – Operating partnerships with other organisations](#).

## Guidance on the design of taught interdisciplinary, joint honours and major/minor combination programmes

### 1. Introduction

- 1.1 For the purpose of these guidelines a programme is defined as an interdisciplinary programme if teaching is provided by a department in King's other than the lead department. The College Education Committee would like to encourage appropriate and challenging programmes of this type, but recognises that some questions need to be addressed at the outset. These are listed and addressed below followed by a checklist to ensure that all these questions are addressed during programme approval and monitoring.

### 2. Lead department<sup>1</sup>

- 2.1 All taught programmes in the University must have a designated 'lead department' which is responsible for all aspects of the programme unless other, defined, responsibilities are allocated elsewhere. There should always be one King's department to which the students on the programme belong. It is very important that students know who to approach with questions or problems, do not feel ignored by any department providing teaching, and are confident that their home department will follow up any areas of concern they have. The lead department will normally (but not always) be that of the programme leader.

- 2.1 The lead department will be responsible for:

- providing the appropriate facilities, or arranging that they be provided elsewhere;
- administrative support;
- overseeing timetabling;
- ensuring appropriate representation for students on the relevant fora (e.g. staff/student liaison committee);
- ensuring the allocation of a personal tutor/s.

- 2.2 The Chair of the Faculty's Education Committee for the lead department will have oversight of the arrangements; but he/she will consult their opposite number in the collaborating Faculty where necessary, depending on the level of collaboration.

### 3. Advertising

- 3.1 Departments may wish to promote their interdisciplinary programmes independently of other provision and agree to share the costs. Otherwise the University's web pages should include such programmes, linked to both participating departments, using keywords which will lead students to the relevant information.

### 4. Admissions

- 4.1 The administrative admissions procedures should be done by the lead department (or admissions office as appropriate), but they must ensure that the letter offering the student a place makes clear the nature of the interdisciplinary programme. All admissions correspondence should be copied to the other department so that they are kept fully informed.

### 5. Funding

- 5.1 Any grant or studentship allocated to the student should be administered by the lead department.

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<sup>1</sup> In the following "department" is used to cover Divisions or Institutes as appropriate.

**6. Facilities**

- 6.1 The collaborating departments must agree at the planning stage what facilities should be provided, by whom and where. The student must have comparable facilities to the students studying in the collaborating departments and must be located within a community of students. He/she should have access to the seminars, specialised courses, facilities and lectures within both departments.

**7. Financial split between departments**

- 7.1 Normally the financial split will be formally recorded in the module approval form; for individual student projects this will be negotiated as required.

**8. Programme approval and monitoring**

- 8.1 As part of the programme approval process, the responsibilities of the collaborating departments must be defined in writing in the appropriate sections of the form.
- 8.2 Programme monitoring is the formal responsibility of the lead department but the contributing departments should have an input into the process.

**9. Responsibilities for assessment and examiners**

- 9.1 Responsibilities for the organisation and management of assessment, including external examiner arrangements and reporting, must be agreed. If external examiners do not have full expertise in the subject, then two (or three) examiners, with complementary expertise, should be chosen.

**10. Procedures if there are problems**

- 10.1 These will, in the first instance, be dealt with by the lead department and the programme leader, who should keep the collaborating department informed, and consult them if necessary. Where a department is contributing teaching worth 90 credits or more, a named contact from the department should be designated for the programme (in addition to the programme leader in the home department).

**11. Checklist ('standard' recommended practice in brackets)**

- 11.1 The following areas should be agreed during the establishment of a new programme, its approval and subsequent monitoring. Not all of them require formal notification in the programme approval form but all should be agreed between the contributing departments:

- Programme
- Collaborating departments/divisions
- Lead department
- Faculty (of the programme leader)
- Name and contact details of departmental leads where 90 credits or more is delivered
- Advertising for project organised and funded by (lead department)
- Admissions procedures (lead department)
- Funding administration (lead department)
- Facilities – specify what will be provided, by whom (department of programme leader)
- Financial split
- Programme approval and monitoring (lead department and collaborators)
- Nomination of External Examiners (assessment sub board)
- Named individual who is responsible for ensuring problems are resolved (lead department and Faculty)

## Guidance on key principles relating to the management, monitoring and assessment of joint PhD programmes

### 1. Basic principles underlying joint PhD programmes

Each programme should:

- (a) Be arranged with partner institutions of the same academic standing as King's or higher;
- (b) Be organised between specific academic units in both institutions, so as to ensure that support structures for the joint degree are appropriate;
- (c) Be based on shared academic interests and complementary expertise;
- (d) Offer students clear benefits that will add to their academic development and their employability.

### 2. Management and monitoring of a joint PhD programme

- 2.1 All programmes will meet the requirements of the *King's Academic Manual* and chapter 6 the *Framework for Postgraduate Research Awards*.
- 2.2 All students should have a home institution, faculty and department/division/school and these will be responsible for quality assurance, pastoral care and progress monitoring.
- 2.3 Students will be managed by the faculty that is hosting the programme at the home institution.
- 2.4 Students are subject to the regulations of the home institution, e.g. relating to suspension of studies or complaints.
- 2.5 Students will be selected against the host institution's usual criteria through normal admissions mechanisms.
- 2.6 Programmes will be reviewed by Joint Academic Committees made up of academics from both institutions, see the below [\*Core terms of reference for a Joint Academic Committee for joint PhD programmes\*](#).
- 2.7 Students will have supervisors from both institutions, with both being active.
- 2.8 The University will maintain oversight of programmes via annual reports that are submitted to the Postgraduate Research Students Sub-committee, which will ensure that the programme is functioning as intended and that students are receiving the support they need and making the progress expected of them.
- 2.9 It is imperative that a timetable is devised early on for each student, so that there is agreement about when the student will be studying in each institution and information is shared and suitable arrangements can be made well in advance. Depending on the requirements of the partner the timetable may need to be available before the student is admitted to the programme.
- 2.10 Where it is intended that examination procedures will vary from those that are normal at King's (e.g. the need for a public defence of the thesis), then approval for variations need to be sought from the University's Research Degrees Examination Board. This needs to be agreed before the programme commences.
- 2.11 Where the form of the thesis varies from what is normal at King's (e.g. length of abstract) this needs to be approved, in advance, by clear specification of the variance in the

Guidance on key principles relating to the management, monitoring and assessment of joint PhD programmes  
programme documentation presented to the Postgraduate Research Students Sub-committee.

### 3. Key principles relating to the assessment of joint degrees

- 3.1 For students registered for a research degree dually or jointly with another institution, the Research Degrees Examination Board may, at its discretion, and on application to it by the faculty concerned, approve a different composition to the oral examination. Details of specific arrangements must be detailed in the Activity Schedule.
- 3.2 In general, the Research Degrees Examination Board will be content with the academic standards of the institution with which the University has formed a partnership, and will permit the processes of the home institution to be followed. It is assumed that the practices and procedures of the home institution, that is the institution at which the student is initially registered, will be the ones followed in the assessment.
- 3.3 Notwithstanding the above, the principles listed below are a core requirement of any University research degree offered and must be met even where they are not the practice of the partner institution:
  - (a) The examination process must be *bona fide* and must include a rigorous assessment of the thesis. This will normally be by means of an oral examination, but it is accepted that oral examinations are not held in all parts of the world and there are other equally valid ways to undertake the assessment. In countries where the oral examination is normally a public showpiece with the agreement to award the degree already agreed, one possible solution will be to hold both a full oral examination of the candidate and a subsequent public examination;
  - (b) The assessment of the thesis (whether it is carried out by oral examination or not) must include at least two examiners that meet the criteria set down in the University regulations under "Appointment for Examiners"; though it will not necessarily be required to have one internal and one external examiner;
  - (c) The candidate's supervisors shall not form part of the panel which assesses the thesis (whether by oral examination or not), although they may attend an oral examination as an observer;
  - (d) All members of the oral examination or thesis assessment panel must be approved by the relevant Subject Area Board.
- 3.4 When a joint degree is in the process of being established, it will be important for a full dialogue to take place at this stage, to ensure that the assessment arrangements are fully agreed and set out in the Activity Schedule between the two institutions.
- 3.5 These principles also apply to students admitted onto individual joint programmes, whether or not under a co-tutelle or similar scheme.



## Core terms of reference for a Joint Academic Committee for joint PhD programmes

Where a Joint Academic Committee (JAC) is established for the oversight of a research degree jointly offered with another institution, the following core terms of reference will apply:

1. For a joint PhD degree programme/partnership, a JAC must be established between both institutions and have academic membership from both.
2. Each University-based JAC will normally work independently to assess and monitor applications, but will meet as a larger group as necessary to discuss any developmental issues and review progress.
3. A single academic and administrative lead must be nominated, who will be responsible for taking issues forward and liaising with the scrutiny panel and partner institution.
4. For partnerships with a Joint PhD Schedule of Activity covering more than one faculty/department, there will be one JAC per international partner and they will oversee all programmes with that partner. Within King's, the JAC will normally be composed of at least two Associate Deans for Doctoral Studies from participating faculties and will be established and supported by King's Doctoral College.
5. Where a department-specific Joint PhD Schedule of Activity exists, the participating department/faculty will establish and support its own JAC and must comply with the below points.
6. The JAC will report, on an annual basis, to the Postgraduate Research Students Sub-committee (PRSS), chaired by the Dean for Doctoral Studies. The Sub-committee will have responsibility of overseeing the operation of joint degrees within the University as a whole.
7. The role of the JAC will be:
  - (a) to ensure an approximate balance in admissions to the programme from both institutions;
  - (b) to approve the admission of students onto the programme and oversee the quality of students admitted;
  - (c) to review and approve a plan for each student's programme, including the probable time and dates to be spent at each institution, research training arrangements and progression monitoring and reporting;
  - (d) where necessary, to seek approval from the University's Assessment and Regulatory Oversight Sub-Committee and/or Research Degrees Examination Board for variations to examination and assessment procedures;
  - (e) to ensure that each student is assigned two supervisors (one from each institution);
  - (f) to oversee the functioning of the programme; monitor outcomes for students and deal with any institutional barriers to the smooth functioning of the programme;
  - (g) to provide annual reports to the scrutiny panel on individual students, programmes and the partnership as a whole



## Guidance on Doctoral Training Partnerships/Centres for Doctoral Training<sup>1</sup>: approval, monitoring and review

### 1 Introduction

- 1.1 This guidance is produced by King's Doctoral College to assist those developing proposals for Doctoral Training Partnerships and/or Centres for Doctoral Training, where students are based in more than one university and should be read in conjunction with the University's 'Procedures for the approval and monitoring of collaborative provision' that sets out the framework for how the University's collaborative provision activity will be managed.
- 1.2 The guidance draws on and is consistent with the various components of the QAA's *UK Quality Code for Higher Education*, and associated guidance, and is designed to make clear the responsibilities of departments, schools, faculties and the University at the various stages of the process.
- 1.3 All of UKRI's research councils have moved to funding and training students through Doctoral Training Partnership / Centres for Doctoral Training (DTP / CDT) type models.
- 1.4 King's hosts CDT/DTPs which are in partnerships of two or more HEIs.
- 1.5 The UKRI drive for doctoral training partnership models is to encourage more structured programmes, embed cohort learning, and focus funding in key research-led institutions. The UKRI DTP/CDT status can be viewed as a benchmark and increasingly additional funding opportunities and partnerships (academic, industrial and cultural) are being channelled through the DTP/CDT networks. UKRI have encouraged and engendered a consortia approach to DTP/CDTs and it is in response to this collaborative provision approach that these guidelines have been developed to ensure King's has a robust and effective approval and monitoring programme across all our DTPs and CDTs.

### 2 Definition and key characteristics

- 2.1 Multi-institutional *Centres for Doctoral Training (CDT) and Doctoral Training Partnerships (DTP) are Educational Partnerships*, and defined by QAA as a partnership arrangement whereby two or more awarding bodies collaborate in the delivery of studentships, collaborative PhD research and co-supervision, taught programmes with core and advanced skills, personal, professional and career development skills training for PhD students.
- 2.2 The key characteristics of DTPs/CDTs as outlined by QAA are as follows:
  - One Partner is designated as the administrative lead for the partnership;
  - Each student will have a home institution depending on where the student has primarily been registered;
  - Each partner is responsible for the content, delivery, quality and standards of its own provision;
  - May be used as a model of effective practice in providing research methods and skills training for PhD students and early career researchers;

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<sup>1</sup> From Jan 2024, the UKRI terminology has changed. DTPs became Doctoral Landscape Awards (DLA) and CDTs are Doctoral Focal Awards (DFA). All pre-2024 awarded Doctoral Training Entities remain operational under DTP/CDT.

- May involve a planned period of experience at the partner institution or co-supervisory arrangements;
- Normally, funded by UKRI Research Council studentships and other key funders;
- Governed by relevant sections of the King's Academic Manual. The student is awarded a Doctoral degree from their home institution.

### **3. Approval Process for new DTPs/CDTs and renewal**

- 3.1 The approval and renewal of Doctoral Training Partnerships/Centres/Programmes are covered by the process detailed below:

**Stage 1:** New opportunities for DTPs/CDTs/Programmes must initially be discussed with Vice-President/Vice-Principal (Research), the Faculty Associate Dean for Doctoral Studies, the Dean for Doctoral Studies, Director of Research Talent and Head of Doctoral Partnerships (King's Doctoral College). This group will advise on whether King's will centrally support the application.

**Stage 2:** New opportunities for externally funded DTPs/CDTs are presented through key funder bidding calls for DTP/CDTs. The Funder (UKRI, WT, other) will publish the key requirements for the bidding proposal, aligned with the UK strategic priorities in research and training of future research leaders.

**Stage 3:** In response to the Funder's Call for a DTP/CDT, the King's internal major bidding process will be initiated by King's Doctoral College and coordinated across RMID and faculty academic and professional services staff. Usually, there will be a triage process in place, with the Expression of Interest (EoI) panel and review of internal applications, followed by selection of best proposals and academic leads for CDT/DTPs, whether only one or multiple proposals from King's are invited to submit an EoI and/or a full proposal to the funder.

**Stage 4:** If central institutional match funding is required/agreed, then outline approval to proceed with an application will be given by the Vice-Principal (Research & Innovation), King's Doctoral College, the Faculty's Vice Deans Research and Executive Deans where appropriate), and Finance based on outlined business and strategic case. Additionally, where the DTP/CDT is in partnership with another Research Organisation a Memorandum of Understanding will be agreed between partners.

**Stage 5:** For applications requiring central institutional funding Vice-Principal (Research & Innovation) and/or Dean for Doctoral Studies will provide final sign-off to all applications. From June 2024 all Applications for Doctoral Training are submitted on WorkTribe, costed and approved, as per WorkTribe workflow

- 3.2 When the funding is awarded to a CDT/DTP, all activities and operational delivery will be underpinned by a legally binding Institutional Collaboration Agreement (ICA) between King's and the partner(s) setting out the roles, responsibilities and obligations of each partner for the duration of the activity. This may include a risk assessment for the partners involved.

### **4. Monitoring, review and governance of DTPs/CDTs**

- 4.1 Doctoral Training Partnerships and Centres for Doctoral Training are monitored and reviewed at King's by the University's Postgraduate Research Students Sub-Committee and relevant faculty research committees. All King's led DTPs/CDTs, including multi HEIs CDT/DTPs, are subject to:

- **King's Annual reports (including all CDT/DTPs, not only multi-HEIs):** to be submitted to the Postgraduate Research Students Sub-committee (PRSS). PRSS receives and considers the Annual Reports and responds to DTEs feedback and provides feedback to CDT/DTPs. King's DTE Directors Committee Chair attends PRSS to present the Summary of all DTE Annual reports and take questions. KCL Annual reports have a dedicated template, which is available through PRSS secretary.
  - Periodic (e.g. mid-term reviews) site visits are normally undertaken by the relevant Research Council/Funding Body in accordance with their policies and award requirements. In addition, the Postgraduate Research Students Sub-Committee may undertake internal reviews of Partnerships and Centres as necessary. This might include preparation for renewal, or resolution of issues identified by the DTP/CDT itself or the funding body.
  - **Reports to funders (e.g. UKRI):** will be submitted to the research council/funding body in accordance with their policies and award requirements.
- 4.2 In addition to central University oversight via the Postgraduate Research Students Sub-Committee, all CDT/DTP Directors formed the DTE Directors Committee which is chaired by one of the Directors. The DTE Chair sits on the PRSS. Managers are members of the King's Doctoral Training Entity Managers Network, to share best practice, to collaborate and to horizon scan for new opportunities.
- 4.3 Each DTP/CDT has its own embedded governance structures, this normally includes a Management/Operations Board (or similar group) that help the Director/academic leads ensure the efficient and effective running of the DTP/CDT and the allocation of its resources. This Board will normally be made up of the key stakeholders who have responsibility for the DTP/CDT delivery. Some DTPs, including the King's led ESRC LISS DTP, have cross-institutional Governing Councils, chaired by Executive Dean (SSPP) and with representation from senior academic leads from each partner-HEI. For example, the London Interdisciplinary Social Science Doctoral Training Partnership's Governing Council is chaired by the Executive Dean of the Faculty of Social Science and Public Policy.
- 4.4 A list of Doctoral Training Partnerships/Centres will be reported to the Quality Assurance and Enhancement Sub-Committee on an annual basis.



## Guidance on equality of opportunity and access in programme and module review

### 1. Introduction

- 1.1 This guidance aims to ensure that when programmes are periodically reviewed, this takes account of inclusion issues for all the protected characteristics. The [Procedures for programme and module monitoring and review](#) asks that the Self Reflection Document (SRD) includes:
- An assessment of the effectiveness of teaching, learning and assessment and how these support equality of opportunity and access
  - An assessment of the learning environment and how this facilitates equality of opportunity and access
  - Consideration of relevant statistical data covering progression and attainment and the outcomes achieved by different protected groups, Completion data is no longer available in Power BI. Alternative metrics are: continuation, non-continuation and/or transition (see [here](#) for available Power BI data).
- 1.2 Furthermore the Periodic Programme Review Report must also make an assessment about the degree to which the programme has achieved the requirements above.
- 1.3 The University is committed to providing an inclusive and welcoming environment for all its students. It also has a responsibility under the Equality Act 2010, to promote an environment free from all forms of discrimination, pre-empt any differential outcomes, aiming to prevent the differential outcomes rather than take them as given, and to proactively address any differential outcomes. To achieve this, the University must proactively design in equality to programmes and closely monitor and assess the impact of its key activities and where differential outcomes are identified, alter its provision to meet the needs of students from different groups, hence the purpose of this exercise.
- 1.4 The University has made reducing the attainment gap for Black and Minority Ethnic (BME) students a key priority and this now features within the corporate KPIs. It is also an Office for Students requirement. Nationally BME students of equal ability are less likely to achieve a 1<sup>st</sup> or 2.1 degree than their White counterparts. While there are many teams within the College working to reduce this gap, a couple of examples are our Student Attainment Steering Committee and our King's [WhatWorks](#) that aims to address this issue and programmes are encouraged to pay particular attention to this issue when undertaking programme review.
- 1.5 It is important to note, that inclusive practice is a key way of ensuring academic standards are maintained and improved upon; developing inclusive practice should not necessitate the compromising of academic standards. It should allow an area of knowledge or expertise to be conveyed as effectively as possible within a learning environment that is accessible to all, in order to assist a diverse range of students to attain agreed academic standards. Inclusive practice will benefit all students and is essential for a world-class University seeking to deliver excellent teaching.

### 2. Contents of equalities guidance

- 2.1 The Guidance is divided into three sections and should help those preparing SRDs and review reports to address the requirements of the procedure summarised above:

## Guidance on equality of opportunity and access in programme and module review

- Section 4: provides examples of the sorts of issues that might be experienced by students with different protected characteristics<sup>1</sup> which may impact on their experience at the University and hence their progression and attainment;
- Section 5: explains how the equalities data<sup>2</sup> produced by Student Planning and Analytics should be used to help complete the SRD and review report;
- Section 6: provides examples of good practice which can be used proactively to help embed equality of opportunity and access into the delivery of programmes and mitigate any negative impacts experienced by students identified using the equalities data.

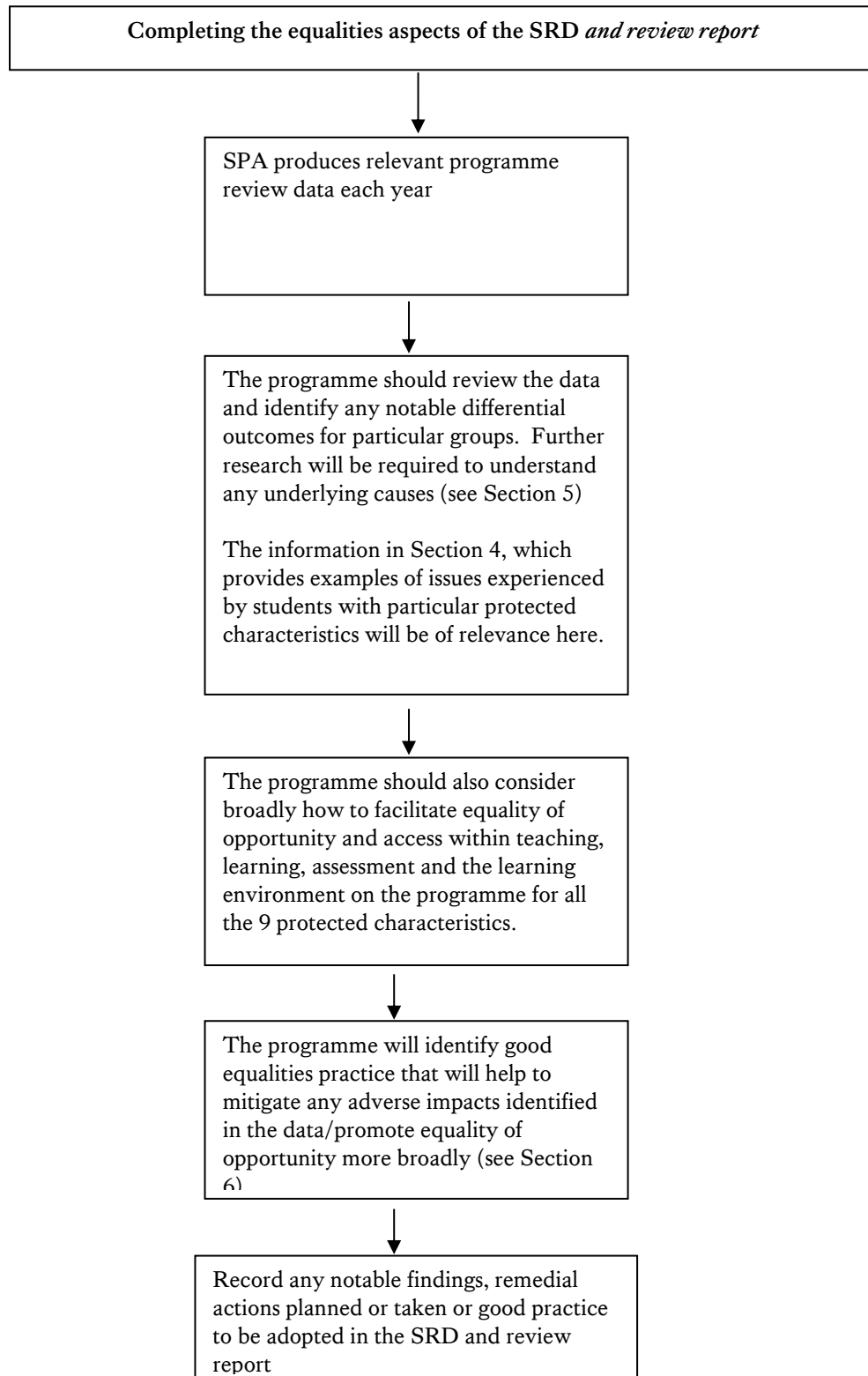
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<sup>1</sup> & <sup>1</sup> A legal term used to describe the nine equality areas covered by the legislation, including gender, gender reassignment, race, disability, sexual orientation, religion/belief, pregnancy and maternity, marriage and civil partnership and age.

<sup>2</sup> This data currently covers the protected characteristics of race, gender, disability and age only.



3. **Flowchart of stages for completing the equalities aspects of the SRD**



4. **Possible equalities issues experienced by students.**

- 4.1 Below are examples of the sorts of issues that students with different protected characteristics might experience in relation to teaching and learning, assessment and the learning environment. These are provided as a guide to the issues and barriers that might arise and should not be used to form assumptions about the challenges experienced by

Guidance on equality of opportunity and access in programme and module review particular groups. Some issues relevant to social class are also highlighted. Social class is not covered by equalities legislation but is highlighted here as a causal factor.

#### *Teaching and learning*

- Feeling inhibited to participate or experiencing feelings of not fitting in/being on the outside, where the student is in the minority on the programme
- Unfamiliarity with approaches to independent study and thinking, self study or particular teaching styles and exercises that are part of the programme because either previous education was overseas, utilised different approaches or because the student has been out of education for some time
- Lack of confidence in ability because of extended period out of an education environment.
- Lectures and group work are not accessible to disabled students
- Handouts and course materials are not accessible to disabled students
- Inability to fully participate in practicals, field work or placements due to a disability or religious observance
- Timing of modules is not sufficiently flexible to accommodate religious observance or medical appointments
- Modules scheduled within insufficient time to make appropriate childcare arrangements
- Family expectations or family and childcare commitments inhibit the time available for dedicated study
- Course materials and content take a heterosexist view point or focus exclusively on areas which are traditionally associated with the opposite gender

#### *Assessment*

- Assessment methods are not accessible and no attempt is made to modify them
- Timing of course work and assessments is not sufficiently flexible to accommodate medical appointments, periods of illness, religious observance and other non-negotiable external commitments
- Assessments scheduled within insufficient time to make appropriate childcare arrangements

#### *Learning environment*

- Challenges in obtaining accessible materials from the Library
- Adjustments are not made to the information technology available so that it is accessible for disabled students
- Student is not comfortable with sharing personal information relating to mitigating circumstances with the University due to different cultural norms or the sensitivity of the information
- Increased volume of administration in order to facilitate personal disability adjustments
- Student support services are not familiar with cultural needs or those relating to gender transition
- Difficulties adjusting on being away from home for the first time because student is particularly young, from overseas etc.
- Accommodation, social and leisure activities on offer do not take account of particular needs such as age, disability, race, religion
- Catering arrangements do not take account of health conditions or religious needs

#### *Other factors*

- Financial concerns/hardship
- Working part-time
- Experiences of racial, sexual, homophobic or trans-phobic harassment
- Fellow students and staff take a heterosexist view point

## 5. Using equalities data to support periodic review

- 5.1 This section provides specific guidance on how to use the equalities data produced by SPA to support the programme review process.
- 5.2 *Key transition points:* For the purpose of programme review, key transition points have been identified within the student life-cycle that help to characterise a student's experience at the University. These transition points include:
- normal progression to second year (undergraduate programmes only);
  - normal completion within expected time period;
  - attainment of an upper degree classification/grade (first or upper second class degree for undergraduate and distinction or merit for taught postgraduate).
- 5.3 *Key tables:* Periodic review data is available, offering equalities specific tables that focus on the key transition points and enable the outcomes of students to be compared for the protected characteristics of gender, race, disability and age. These are detailed in:
- Student Composition –outlining attainment and composition data
  - Student Performance – Completion, Progression and Award Reports - outlining progression and completion data.
- 5.4 Programmes should consider the data and identify any differential outcomes in respect of progression, completion and attainment for students with particular protected characteristics. Where these are considered to be notable they should be explored further.
- 5.5 As mentioned above, the University has made reducing the attainment gap for BME students a key priority and this now features within the corporate KPIs. Nationally BME students of equal ability are less likely to achieve a 1<sup>st</sup> or 2.1 degree than their White counterparts.
- 5.6 Where notable differential findings are identified, further research is likely to be required to pinpoint specific issues/causes and identify relevant courses of action. Further quantitative analysis or qualitative research such as focus groups, questionnaires or desk research might be required.
- 5.7 Sections 4 and 6 of this guidance can be used to help identify probable causes for these differentials and good equalities practice that will help to mitigate any adverse impacts.
- 5.8 Where no notable differences in outcomes are observed a programme should focus broadly on how to facilitate equality of opportunity and access within teaching, learning, assessment and the learning environment using Sections 4 and 6 of this guidance.
- 5.10 *Completing the SRD and review report:* Where time permits research should form part of the periodic review process. Where this is not possible, areas for further research and exploration should be identified and included and subsequently followed up and reviewed in order to achieve sustained improvements.
- 5.11 The SRD and review report must contain a record of any notable differential findings, remedial actions planned or taken or good practice to be adopted.
- 5.12 *On-going review of findings:* Any notable differential findings, should be examined for a further 3 years and any changes in the data and actions taken reported on as part of the annual monitoring reports produced for College Education Committee.

## 6. Areas of good equalities practice

The information provided here should be used as a checklist by programmes to help them identify areas where they can proactively embed measures to support equality of opportunity and access. It should also be used to help mitigate any adverse impacts emerging from the analysis of programme review data in relation to progression, completion and attainment.

Teaching and learning		
Specific area /element	Areas of good practice	Additional comments
Delivery methods – lecturers, group work, seminars, tutorials etc.	<ul style="list-style-type: none"> <li>Where possible modify lecture and group work arrangements to enable all students to be fully included</li> <li>Respond to requests for reasonable adjustments<sup>3</sup> and where necessary, consider whether the same material/competencies can be taught in an alternative way</li> <li>Use a variety of teaching and learning methods to cater for a range of preferred learning styles</li> <li>Instructions should be clear and explicit and backed up in writing</li> <li>Challenge any inappropriate/intimidating behaviour occurring between students or groups of students</li> </ul>	<p>Delivery methods can be made more accessible by giving due consideration to the following:</p> <ul style="list-style-type: none"> <li>Room layout</li> <li>Acoustics</li> <li>Lighting</li> <li>Communication support</li> <li>Pace</li> <li>Materials provided in advance in alternative formats</li> <li>Facilitating the use of assistive technologies</li> <li>Use of interactive multi-media approaches</li> <li>Good communication skills and use of plain language</li> <li>Inclusion of regular breaks</li> <li>Allowing recording devices</li> <li>Pairing students so that they can work with another who acts as a mentor</li> </ul>
Materials and learning resources	<ul style="list-style-type: none"> <li>Design module and programme materials so that they are accessible to all</li> <li>Where possible make written materials available in advance and compatible for use with assistive technologies</li> <li>Where appropriate to the discipline, consideration should be given to promoting the needs of a multi-cultural/diverse society by providing positive images of different protected characteristics</li> <li>Ensure that the language used is sensitive and demonstrates an awareness of the impact on certain protected characteristics</li> <li>Provide glossaries of difficult terminology</li> <li>Where possible incorporate the use of memory aids and visually stimulating materials such as tables and graphs</li> <li>Provide reading lists in advance and separate into essential and further recommended reading</li> <li><a href="#">King's guidance on creating accessible content</a></li> <li><a href="#">Flexible Teaching and Learning Course</a></li> </ul>	<p>The following are examples of accessible written and visual materials:</p> <ul style="list-style-type: none"> <li>Typed lecture notes and PowerPoint downloads that can be used with assistive technologies</li> <li>Videos and audio-visuals with subtitles</li> <li>Paper-based materials in alternative formats such as in large print, on disk, online or different coloured paper</li> <li>Workstations with enabling technologies</li> <li>Virtual learning environments where the layout and structure are suitable for students with dyslexia or with partial sight and where sound clips have text alternatives or sub-titles</li> <li>Software which allows students to go at their own speed or take rest breaks</li> </ul>

<sup>3</sup> Providing reasonable adjustments is a legal requirement under the Equality Act. It involves employers altering their practices and premises to accommodate disabled people so that they have equal access to employment, education, good and services.

Teaching and learning		
	<ul style="list-style-type: none"> <li>• <a href="#">Blackboard Ally</a></li> <li>• <a href="#">Siteimprove</a></li> <li>• <a href="#">Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018</a> and <a href="#">WCAG 2.1</a></li> </ul>	<ul style="list-style-type: none"> <li>• Sourcing diverse materials, from different countries/cultures and not just white/Eurocentric e.g. decolonised curriculum</li> </ul> <p>See the Action for Blind People <a href="#">Guidelines for producing written materials</a> for people with visual impairments.</p>
Practicals and laboratory work	<ul style="list-style-type: none"> <li>• Where practical elements are essential to the programme, considerations of inclusivity should occur at the design stage.</li> <li>• Where it is not possible to design practicals so that they are inclusive to all students, it will be important to consider whether there are alternative ways to assess the required learning outcomes, requiring 'reasonable adjustments' to be put in place</li> <li>• When assessing what reasonable adjustments are required, consider whether it is essential for the student to physically complete the experiment or whether it would be sufficient for them to direct it</li> <li>• Consideration of the timing and spacing of assessed practicals might enable students with fluctuating illnesses to participate fully</li> <li>• In most cases there should not be tensions between health and safety requirements and an individual's religious observance in terms of dress. Where specific factors pose a risk, these should be identified, and where possible reasonable adjustments or alternative learning activities put in place</li> </ul>	<p>Other issues to consider:</p> <ul style="list-style-type: none"> <li>• An audit of the physical environment to assess whether any reasonable adjustments are required and whether the necessary assistive technology is in place</li> <li>• See Additional Comments in the 'Delivery methods' section above</li> </ul>
Field trips, placements, study abroad	<ul style="list-style-type: none"> <li>• Where field trips, study abroad and academic/vocational placements are offered it is important to ensure that, wherever possible, all students have access to these opportunities</li> <li>• Where possible, it will be important to ensure that placement providers have relevant equalities policies in place and that their facilities are accessible</li> <li>• Placement coordinators should be trained in Disability Awareness</li> <li>• Systems should be in place in order to pick up and respond to the needs of particular students</li> <li>• Where placements are a formal requirement or standard component of the programme, ways to ensure the specified learning opportunities are available to all students must be considered – including whether the same learning might occur virtually</li> <li>• Where particular students are unable to participate, appropriate alternative arrangements must be made</li> <li>• For overseas placements in particular, it will be beneficial to provide students with a</li> </ul>	<p>To increase accessibility, where possible, seek to:</p> <ul style="list-style-type: none"> <li>• Find placements in accessible contexts</li> <li>• Offer a range of destinations to choose from that can meet a range of needs</li> <li>• Consider re-locating field trips to alternative sites, provide alternative experiences or comparable opportunities which satisfy the learning outcomes</li> <li>• Build in flexibility regarding the required length of time in the field</li> <li>• Build in flexibility regarding the assessment of field work components, so that it is possible to demonstrate learning outcomes via other means</li> <li>• Clarify lines of responsibility for equalities legal compliance with collaborating institutions</li> <li>• Provide support before, during and after placements that takes account of the needs of any</li> </ul>

Teaching and learning		
	<p>cultural orientation to prepare them for their stay, which might include background information about what a placement in that country/institution may entail, and commonly held attitudes and beliefs of the host country that might impact on different student groups differentially</p>	<p>disabled students, including transport needs</p> <ul style="list-style-type: none"> <li>• Avoid scheduling placements during school holidays or during times of religious significance</li> <li>• Consider that some students will request to work or stay with those of the same sex, for reasons of religious observance</li> <li>• Understand how faith needs might pose restrictions on social and other activities</li> <li>• Key areas for consideration will be: travel arrangements, accommodation, curriculum, delivery methods and social and informal elements</li> </ul>
Programme structure	<ul style="list-style-type: none"> <li>• A programme which is flexible in structure will almost by definition be more accessible, although the scope for flexibility will vary between programmes</li> <li>• In order to consider where greater flexibility might be incorporated it will be important to clarify the core elements or aspects of a programme, in order to make an assessment of where adjustments to teaching practices can occur</li> <li>• Students who work to finance study, who have family or religious commitments, who may have intermittent health conditions, as well as students with impairments, are among those who can benefit from a programme of study incorporating substantial choices within it</li> <li>• Where possible timetables should be scheduled well in advance so that appropriate childcare arrangements can be made</li> </ul>	<p>A programme can be made more flexible by:</p> <ul style="list-style-type: none"> <li>• Clearly identifying which aspects of the curriculum are essential to a prescribed learning outcome and progression and which are more flexible</li> <li>• Clearly identifying whether flexibility exists over the pace of delivery for the whole programme of study, allowing students to choose to study part-time or full-time, or a mixture of both, at different times of their programme</li> <li>• Clearly indicating whether flexibility exists over the pace of delivery of individual modules or credits, allowing students to either complete all aspects of a module or credit as it is scheduled, or perhaps postpone some elements of it, such as parts of the assessment or a placement, for completion at a later date. This will allow students to take breaks without losing continuity for periods of illness or pregnancy etc</li> <li>• Providing a choice of modules within programmes of study and ease of movement between such elements</li> <li>• Enabling flexibility over method of delivery (e.g. learning packages, use of e-mail)</li> <li>• Flexibility can also be incorporated by acknowledging that there may be many ways of demonstrating competence in relation to a clearly defined programme objective. This may mean making available to, or</li> </ul>

Teaching and learning		
		developing with, students a variety of ways of demonstrating programme specific learning

Assessment – examinations, coursework and in-class assessment		
Specific area /element	Areas of good practice	Additional comments
	<ul style="list-style-type: none"> <li>It is important to utilise a range and variety of assessment methods, in order to enable students with a range of learning styles and experiences to demonstrate their aptitude</li> <li>Assessment procedures should also be scrutinised to ensure that they are balanced and do not unfairly discriminate against any individual or group of students</li> <li>If literacy skills such as spelling and grammar are to be assessed, this needs to be made clear and transparent</li> <li>Assessment methods should be designed with inclusivity in mind, including computer-based tests</li> <li>Where disabled students are unable to perform particular types of assessment, alternative assessment methods will need to be considered in order to test the relevant programme objectives</li> <li>Where possible assessments should be scheduled well in advance so that appropriate childcare arrangements can be made</li> <li>Where possible build in flexibility regarding the deadlines and timetabling of assessments, to take account of domestic commitments, part-time working, periods of illness and religious commitments</li> <li>Where possible coordinate the assessment deadlines for particular modules of a programme, so that the timing of assessments is staggered. This will benefit all students, but in particular those with specific learning difficulties such as dyslexia, who may become overwhelmed when assessments are clustered at one point during the year</li> </ul>	<p>Alternative assessment methods might include:</p> <ul style="list-style-type: none"> <li>Problem-based assessment</li> <li>Signed presentations</li> <li>Viva voce examinations</li> <li>Audio-visual materials</li> <li>Performance</li> <li>Additional coursework</li> </ul>

Learning environment		
Specific area /element	Areas of good practice	Additional comments
Student support mechanisms - includes pastoral support and monitoring of attendance and progress	<ul style="list-style-type: none"> <li>The student handbook should include reference to the policies, resources and support that are available from within the Department to disabled students in relation to teaching, learning and assessment, including the Personal Tutor system</li> <li>The handbook should also list other relevant sources of support such as the Disability Advisory Service, Disabled Student's Allowance, Organisational Development Unit, Counselling, Welfare, Student</li> </ul>	<p>Student support mechanisms will play a key role in identifying and helping to resolve student concerns arising from:</p> <ul style="list-style-type: none"> <li>Financial issues including hardship</li> <li>Challenges settling in</li> <li>Periods of illness</li> <li>Family commitments which place restrictions on opportunities for study</li> </ul>

Learning environment		
	<p>Funding and Chaplaincy and relevant policies such as Student complaints, bullying and harassment, special examination arrangements, alternative assessments and mitigating circumstances arrangements</p> <ul style="list-style-type: none"> <li>• Student handbooks and other important course materials should be provided in advance and in alternative formats</li> <li>• Personal Tutors should be informed about equality and diversity and be alert to issues that arise that might hinder a student's attendance, progression or achievement and be able to make relevant referrals as necessary. They might also need to be willing to meet more frequently with certain students</li> <li>• Additional study skills support might be necessary for certain groups of students</li> <li>• Personal Tutors and Departmental Administrative Offices should be located in accessible venues and ensure that their appointment times are sufficiently flexible to enable those with additional external commitments to schedule and attend an appointment</li> <li>• Staff should be alert to issues relating to English language ability and make appropriate referrals to the English Language Centre</li> <li>• Special induction and social activities should be organised for international students to help them adjust to their new environment</li> <li>• Pair students with particular needs such as mental health disorders, under 18s, students on programmes where the vast majority of students are of the opposite gender, with other students who can act as a mentor</li> </ul>	<ul style="list-style-type: none"> <li>• Challenges experienced because student is unfamiliar with the UK Higher education system</li> <li>• Challenges experienced because previous School Type or class background differ from the majority of students on the programme</li> <li>• English not being the student's first language</li> </ul>
Learning resources - including information services, staff and accommodation	<ul style="list-style-type: none"> <li>• Where possible a range of learning resources should be utilised including multi-media approaches and alternative formats to suit a variety of learning styles</li> <li>• Ensure library staff are notified about the needs of any disabled students so that where relevant, adjustments can be made to the physical access, specialist equipment, assistive technologies, printed materials, alternative formats, software, book retrieval and loan arrangements and any relaxation of fines</li> <li>• Booklists should be provided in advance to allow materials to be located and prepared in alternative formats</li> <li>• Postgraduate students may require a wider range of learning materials which may be less accessible in their original form. Consideration needs to be given to accessibility at the point of need for</li> </ul>	



Learning environment		
	<p>resources such as archive material, print stock and e-resources</p> <ul style="list-style-type: none"> <li>• Where necessary disabled, mature or international students might require an in-depth tailored induction to the library</li> <li>• Part-time students and those with additional external commitments may need to attend the library when specialist staff are not available, so alternative support mechanisms will need to be considered such as on-line support or accessing provision at a more convenient location</li> </ul>	

## 7. Case studies

### Identifying and tackling differential outcomes

Statistics for achievement at Cambridge University revealed that all students performed well above the national average, whatever their ethnicity but that the three lowest performing groups were Black Caribbean, Bangladeshi and Pakistani students. Students from these three groups were less likely to get a first class or upper second degree than other groups and were more likely to get a lower second or third class degree. Consequently an in-depth research project was undertaken utilising both questionnaires and interviews. This revealed that for those students whose academic performance was weaker they were more likely to experience:

- Low levels of intrinsic motivation
- A difficulty in 'fitting into' Cambridge socially, or a fear of not 'fitting in'
- Severe financial hardship and/or extreme worry about financial issues

As a result the project produced key recommendations that Cambridge could explore to improve the experience of ethnic minority students during their degree, these included:

- Reviewing the role of alcohol in college social events and during Fresher's' week, and finding ways in which more events could be staged without having alcohol as an integral component
- Exploring the possibility of providing Halal food in college canteens
- Identifying ways of providing additional financial support to those in extreme financial need
- Exploring the possibility of subsidised vacation accommodation for those without homes to go to during the vacation and for those who do not wish to return to parental homes in which conditions are not conducive to vacation study

### An example of a project-based approach to analysing equality data

The Programme Coordinators in a particular Faculty (Institutes/School) identified that a large proportion of students were not completing their assessed coursework and therefore failing the programme. As a result they undertook some detailed data analysis using SPSS software which identified that this issue was more prevalent for students from particular ethnic origins, males and those who were more mature. When they explored the issues in more detail the most influential factor was the length of residence in the UK. Students who had been living in the UK for less than five years were struggling with the written work necessary to complete the course work assignments.

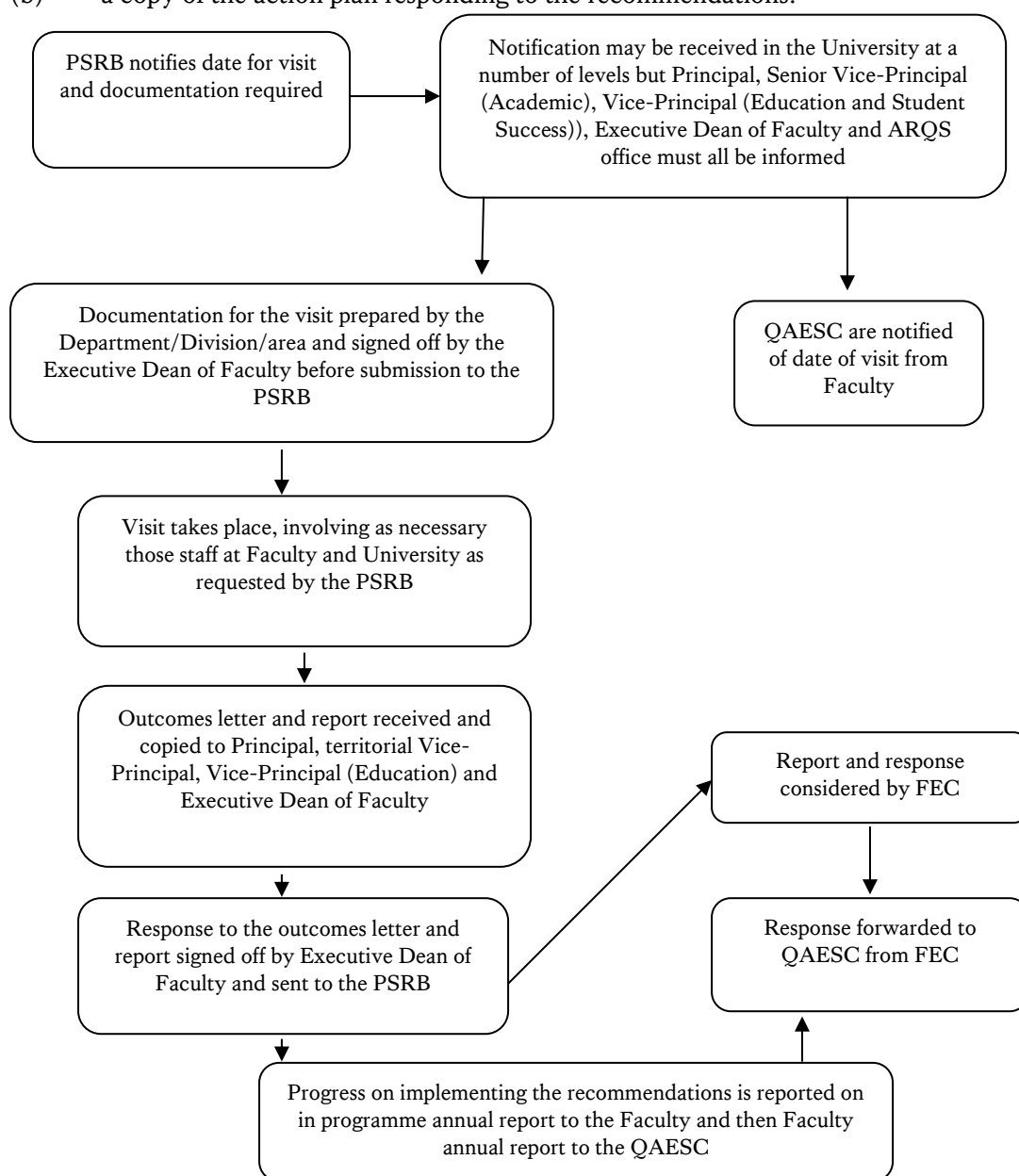
As a result the admissions process was modified to include a written assignment. Where students are not able to reach the necessary standard of written work, they are offered study skills support so that they can apply again the following year.

Further focus groups are being conducted to explore some of the other issues that have arisen from the initial data analysis.



## Guidance on professional, statutory and regulatory body (PSRB) reporting

1. Where the PSRB visit is combined with the University's periodic review process the procedure to be followed is set out in the [\*Procedures for programme and module monitoring and review\*](#).
2. Where the PSRB visit is not combined with periodic review the following procedure will apply. The procedure specifies that authority for sign-off of the documentation and subsequent response to the report has to be at least at the level of the Executive Dean of Faculty, however some PSRBs may deal directly at Vice-Principal or Principal level.
3. The outcomes letter and report are considered by the Quality Assurance and Enhancement Sub-Committee and should be accompanied by:
  - (a) a copy of the response made to the report;
  - (b) a copy of the action plan responding to the recommendations.





## Translation of credits/marks attained through study away from the University

The University regulations make provision for students registered in the University to undertake, as a requirement or by request, a period of study at another institution (whether in the UK or abroad), subject to conditions. One of the conditions is that the Faculty/Institute/School must ensure that there are satisfactory arrangements for the assessment of the student's performance while attending the institution and that these have been approved by the appropriate Assessment Board on an annual basis.

The University's default position regarding how best to recognise a student's achievements whilst studying away from the University is to transfer only the credits (not the marks) that they attain externally.

### [Chapter 5: Progression and Award for Taught programmes](#)

- 1.59. Students taking level 4-5 modules can transfer credits only. Exception: BA European Studies (approved by College Academic Standards Committee May 2014)
- 1.60. Students taking level 6-7 modules can transfer marks and credits on condition that a mark translation scheme has been approved by the Assessment and Regulatory Oversight Sub-Committee. The marks will contribute to the degree algorithm.

A students' final results would be calculated solely on marks obtained in modules studied at King's. Students would be required to pass any modules undertaken externally in order to gain the requisite number of credits for an award. The raw marks obtained from the external institution would appear on a student's transcript, clearly labelled as being obtained at an institution other than King's.

### University transfer of marks

There is still provision within the regulations for Programmes that wish to translate the marks attained externally on the understanding that the following guidelines are adhered to:

- Before any translation scheme is drawn up a thorough understanding of the partner institution's assessment practices and standards needed to be established by the programme;
- Existing translation schemes should be the starting point for departments looking to send students abroad for the first time to see if an existing scheme can be adopted;
- Departments must ensure that a translation scheme is in place before any student study including placements are agreed;
- Translation schemes must be transparent and students must be aware of how their marks will be translated before they begin their study abroad;
- New translation schemes must be recommended by Assessment Board to the Assessment and Regulatory Oversight Sub-Committee for approval;
- All schemes must be re-approved at both Faculty and University level on an annual basis.

## Translation of credits/marks attained through study away from the College

The marks awarded for studying abroad are translated according to the approved schemes (which has been drawn up in accordance with the above) and incorporated into the C-score calculation.

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Approved June 2011 College Assessment Board  
Updated July 2016 College Assessment and Standards Committee

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<sup>1</sup> Applicable to student who registered prior to September 2013 only. New students registered from September 2015 onwards Regulations T25 and T26 applies.

## Higher Education Achievement Report (HEAR)

### 1. What is the HEAR?

- 1.1. The HEAR is an initiative developed following a report (Beyond the Honours Degree Classification) produced by the Measuring and Recording Student Achievement Steering Group, in 2007. The report concluded that the development of the HEAR would assist in providing a richer record of student activity, as well as modernising the traditional degree classification system. The HEAR was formally introduced by the Burgess Implementation Steering Group in October 2012, through the publication of a report entitled 'Bringing It All Together: Introducing the HEAR, which provided a comprehensive breakdown of the HEAR and its implementation. The first [HEARs](#) were issued by King's from August 2013.
- 1.2. The HEAR provides students with detailed information about their learning and achievement to supplement the traditional degree classification and standard transcript and is intended to replace the need for a Diploma Supplement.

### 2. Section 6.1

- 2.1. Section 6.1 of the Higher Education Achievement Report (HEAR) covers additional information (extra-curricular activity) All extra-curricular activity achieved by the student must be verified before it can be added to the HEAR.

### 3. Criteria for Approval

- 3.1. Currently, Achievements eligible for 6.1 must:
  - a. Demonstrate a student's commitment, skill, ability, or knowledge in an activity undertaken under the auspices of King's College London or KCLSU.
  - b. Be verifiable by a Programme Assessment Sub-Board or delegated committee or office.
  - c. Be verified before students have completed their academic programme. Final HEAR's will be issued to graduating students shortly after their final Assessment Board. The date of the Board will be the final date for inclusion and verification of items.
  - d. Not be a direct part of the academic curriculum (reflected in section 4.3 of the HEAR).
  - e. Be available to all students (a) at the University or (b) on a specific academic programme, or (c) within a specific Department or School; except for certain representative roles which may be restricted to ensure democratic representation of the whole student population.
  - f. Not overlap with an accredited achievement already recorded in 4.3 or with other achievements listed in section 6.1.
  - g. The unit within King's College London proposing the new item can undertake its administration. This will involve approving and / or verifying the achievement, maintaining an audit trail, and adding the details of the achievers via e:vision student records<sup>1</sup>.
  - h. The activity must be advertised to all eligible students in advance by the relevant unit.
  - i. Students must have fulfilled any requirements for obtaining the recognition.

### 4. Examples of items

- 4.1. Examples of items that may be included in section 6.1 are defined below;
  - *Prizes:* A prize is something (usually a cash sum) given to an enrolled student in recognition of a specific academic achievement while studying at the University;

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<sup>1</sup> Where a unit is unable to gain access to e:vision student records a request to have an achievement added can be made directly by the student by raising a ticket through the Student Services Online portal.

- *Associateship of King's College:* The award granted by the University on completion of the Associateship of King's College London programme;
- *King's Awards:* Awards made by the University for study taken outside of their taught programmes, including the King's Experience Awards (e.g. King's Experience Global Award) and Leadership & Professional Skills Awards;
- *KCLSU office holder:* An elected sabbatical officer of the King's College London Students' Union;
- *Active in KCLSU societies or sports clubs:* A demonstrably active role within a society or sports club beyond membership of the club, for example as President or Treasurer;;
- *Working as student ambassador:* Completion of a task or period of time as an appointed ambassador of the University, for example at induction or graduation events;
- *Student representation:* Acting as an elected representative of students, for example as a Student-Staff Liaison Committee representative;
- *Active in official departmental student societies:* A demonstrably active role within a society, established by a department, beyond the membership of the club, for example as President or Treasurer;
- *Work related experience:* An internship or placement opportunity organised by the University that enables students to apply their academic instruction in a real working environment that is taken outside of their taught programme (e.g. Global Internships Programme);
- *Scholarships:* A scholarship is a financial award made to a student, often at the beginning of their programme, based on academic merit.

## 5. Process for “adding” an item to section 6.1

5.1. The Data Governance & Security Team are the business owners for the Gradintelligence platform on which the official HEAR sits. The process for adding an item to section 6.1 is as follows:

- The Faculty (Institute/ School) or relevant division approves the proposal to add a new item via either its Programme Assessment Sub-Board or relevant Faculty (Institute/ School) Committee.
- The proposer sends details of the achievement to the [Head of Data Security & Access](#) to add to SITS. Information provided should include the title of the achievement, the description, how the achievement will be advertised to students and who will be responsible for approving or verifying the achievement.
- The Data Governance & Security Team may contact the Head of Collaborative Provision in the Academic Regulations, Quality and Standards team for advice if the achievement to be added does not fully meet the criteria for approval in section 3 or fall into a recognisable category, see section 4.1 for examples.
- The Data Governance & Security Team will create either a GAT or MAV record on SITS, advising the Faculty (Institute/ School)/ department) of this addition to the system.
- Once the relevant section (e.g. Faculty Board) has confirmed which student is to be awarded the item the Faculty/ Department or relevant division<sup>2</sup> allocates the item to the student via e:vision student records (HEAR Achievement Management process).
- Where a proposal is made to add a prize to the system, the proposer should ensure that the University Prizes book managed by the Graduation and Ceremonies team has been

<sup>2</sup> Where a staff member within a Faculty does not have access or is having problems with accessing the HEAR tab on e:vision student records they should contact the IT Service Desk or submit a ticket via the IT Remedy Force self-service portal.



updated prior to the request being submitted to the Data Governance & Security Team.

# **Section J**

## **Templates and forms**

## Templates and forms

The following templates and forms are available:

### Programme Development and Approval Sub-Committee

<https://emckclac.sharepoint.com/sites/SEeg/SitePages/Programme-Development-and-Approval-Sub-Committee.aspx>

- Collaborative Activity Risk Assessment Tool  
<https://emckclac.sharepoint.com/:w:/s/SEcp/EWJmlfZg0wBHIFGKqbsbFAkBAc9cUKdkatRAzSK1YQOtA?e=qElrey>

### Programme / Module Approval and Modification

<https://emckclac.sharepoint.com/sites/SEeg/SitePages/Programme-Approval-and-Modification.aspx>

- Curriculum Modifications Table  
<https://emckclac.sharepoint.com/:x:/s/SEeg/EdYb-xFkKRpJnBzlrV0l0q8BxL1edsPNq7XN05p52tgxUg?e=wtdnsz>

### Collaborative provision

- Collaborative Activity Risk Assessment Tool
- Template for Review of Activity (prior to re-signing a Memorandum of Understanding and related Agreements)  
<https://emckclac.sharepoint.com/sites/SEcp>

### Programme and module monitoring and review

- Continuous Enhancement Template  
<https://emckclac.sharepoint.com/sites/SEeg/SitePages/AnnualMonitoring.aspx>

### Module Evaluation

- Module Evaluation SharePoint  
<https://emckclac.sharepoint.com/sites/SEeg/SitePages/Module-Evaluation.aspx>

### External peers and external specialists

- External peers nomination form
- External peers and specialists financial forms  
<https://www.kcl.ac.uk/policyhub/academicregulations/college-chief-external-examiner>

### Postgraduate research degrees

- Programme approval form: research programmes  
<https://emckclac.sharepoint.com/sites/SEeg/SitePages/Research-programme-approval-and-modification.aspx>

### External Examiners

- External examiner nomination form  
<https://www.kcl.ac.uk/policyhub/academicregulations/external>
- External examiner extension to contract form
- <https://www.kcl.ac.uk/policyhub/academicregulations/external>
- External Examiners UG/PGT report form, which includes the sections for responding back to the report  
<https://www.kcl.ac.uk/policyhub/academicregulations/external>
- External Examiner financial forms  
<https://www.kcl.ac.uk/policyhub/academicregulations/external>