Procedure for partner programme monitoring

[For guidance on the monitoring, of programmes involving delivery with a partner relating to;
Placements – contact the Placement and Development Manager
Study Aboard and Erasmus – contact the Erasmus and Study Abroad Manager]

The policy and procedure is relevant to all University activities including those at branch campuses. Where a branch campus has entered into a teaching and learning partnership they should follow the policy and process outlined below.

Introduction

1. The University delivers a number of programmes with academic partners which undergo formal annual and periodic monitoring processes as outlined in this document. These procedures refer specifically to University programmes delivered in partnership where the University retains responsibility for quality assurance and programmes which result in a University award.
2. Double Masters and 4+1 recruitment agreements are monitored through the International Partnerships Team Annual Review process. This monitoring process is used because the University’s programme remains independent of the partnership programme and is awarded independently of the partner award. The University’s programme is further monitored by the standard University monitoring process as outlined here (Section 3);
http://www.reading.ac.uk/cqsd/QualityAssurance/PoliciesandProcedures/cqsd-PoliciesandProcedures.aspx

Annual Programme Reporting

3. All programmes undergo monitoring as part of the Annual Quality Assurance Review (AQAR) process, detailed guidance of which can be found here (Section 3b):
http://www.reading.ac.uk/cqsd/QualityAssurance/PoliciesandProcedures/cqsd-PoliciesandProcedures.aspx

4. AQAR Reports provide an opportunity for Boards of Studies to routinely monitor the management and operation of their programmes during the previous academic year, thus fulfilling a quality assurance function, and also to reflect on ways in which they might enhance those programmes in future years.

5. As part of AQAR process, any programmes that involve delivery with an academic partner also require a Partner Programme Sub-report. The document is completed by the partner and feeds into the writing of the AQAR Report. Detailed guidance on the Partner Programme Sub-Report can be found here (Section 3c);
http://www.reading.ac.uk/cqsd/QualityAssurance/PoliciesandProcedures/cqsd-PoliciesandProcedures.aspx
The writing of the AQAR Report should also take into account comments from the Partnership Annual Review (Form 1) which is submitted to the Global Engagement Strategy Board.
6. The Partner Programme Sub-reports should be attached as an Annex to the AQAR Report.

7. Completed AQAR Reports are considered by the appropriate School Boards for Teaching and Learning, and, in summary, by the Sub-Committee on Delivery and Enhancement of Learning and Teaching (DELT) during the Spring Term. The Sub-Committee produces an evaluative commentary, highlighting examples of good practice and setting out any recommendations arising from the issues identified, which is submitted for approval alongside the reports to the University Board for Teaching and Learning (UBTL) at the end of the Spring Term. DELT will report back to the School Boards for Teaching and Learning detailing decisions taken as a result of the reports and any actions arising.

8. Based on AQAR reports and the associated Partner Programme Sub-report, the Centre for Quality Support and Development (CQSD) produce an Annual Overview Report on Collaborative Provision. The overview report is submitted to DELT during the Spring Term. The report is then referred to UBTL to consider any recommendations. The report is in turn referred to School Boards for Teaching and Learning for note on best practice and for creation of action plans on any amendments and/or enhancements required.

9. The purpose of the Annual Overview Report on Collaborative Provision is to draw together a number of issues from the AQAR Reports of all academic partnerships to help the University to maintain an institutional overview of the quality assurance of these programmes and to identify areas of good practice for dissemination. This may include comments on:
   - Management of programmes and key events
   - Supporting students and the student experience
   - Teaching and Learning Resources
   - Admissions
   - Progression and Classification

The Overview report will identify areas of good practice as well as identify recommendations to address consistent areas which require amendment and enhancement.

Partnership Annual Review (Form 1)

10. All programmes including delivery with an academic partner and those with progression or articulation arrangements must complete an Annual Partnership Monitoring Form (Form 1). The Form 1 template can be found here (section 3c):

   http://www.reading.ac.uk/cqsd/QualityAssurance/PoliciesandProcedures/cqsd-PoliciesandProcedures.aspx

11. All Form 1s are reviewed by an appointed panel of the Global Engagement Strategy Board and a report is prepared, considering in particular;
   - Quality Assurance
   - Financial Viability
   - Operational Management
   - Actions to be taken based on review

This document further highlights examples of good practice and sets out any recommendations arising from the issues identified.

12. The panel’s summary document will be considered by the Global Engagement Strategy Board in the Spring Term and subsequently submitted to the UBTL in the Summer Term. The outcomes and summary should also be disseminated to the relevant School Boards for Teaching and Learning where partnership programmes report. Where the Global Engagement Strategy Board recommends that a programme be withdrawn, the Teaching and Learning Dean is responsible for consulting the relevant Head of School and the School Board for Teaching and Learning, and for ensuring that the matter is considered by the
University Programmes Board, either as a proposal for the withdrawal of a programme or as a paper proposing that the programme continue. Where the withdrawal of a programme is proposed, the formal procedure for the withdrawal of an existing programme should be followed as detailed here (Section 5e);

http://www.reading.ac.uk/cqsd/QualityAssurance/PoliciesandProcedures/cqsd-PoliciesandProcedures.aspx

13. Where there is a gap expected between approval and delivery of, or recruitment to, a programme, ie: for progression arrangements with a 2 year period before students’ progress to UoR, the International Partnerships Team will capture information on progress made, ongoing preparations and expected student numbers in their annual partnership monitoring process and this will be reported to GESB in the annual review summary.

Periodic Review

14. Schools and Programme Areas undergo Periodic Review every six years and an appointed panel consider approval of a suite of programmes offered by the School to run for a further period of six years. Detailed guidance on the process can be found here (Section 3a);

http://www.reading.ac.uk/cqsd/QualityAssurance/PoliciesandProcedures/cqsd-PoliciesandProcedures.aspx

15. Periodic Review of a School or programme area will incorporate review of any programmes delivered with an academic partner. This will include progression and articulation arrangements.

Partner Programme Review

16. All partnership programmes undergo Partner Programme Review every six years which reviews the programme, the partner and considers approval of continuing the programme partnership for a further six years. Detailed guidance on the process can be found here (Section 11a);

http://www.reading.ac.uk/cqsd/QualityAssurance/PoliciesandProcedures/cqsd-PoliciesandProcedures.aspx