**CP1: COLLABORATIVE PROVISION: CHECKLIST**

This checklist has been designed to help SGUL consider a range of issues, **before** proceeding with any potential development. At an early stage the checklist may be used to understand key risks and areas for discussion with the collaborative partner (e.g. a ‘RAG’ rating could be used rather than narrative text), and at a later stage the checklist may be appended to course approval documentation. The questions may also help in later discussions, development of the Liaison Document, the site visit and preparation of any legal agreement, should the collaborative arrangement be approved in principle.

The checklist is comprehensive for all types of provision; not all sections will be relevant to all potential collaborations. Some questions will require a simple yes/no answer, others will require more detailed work. Where possible evidence should be located and stored with the checklist for audit and referral purposes. See also documents *E2: Collaborative Provision: Due Diligence Checklist, E3: Collaborative Provision: Liaison Document and E4: Collaborative Provision: Allocation of Responsibilities template.*

The checklist is for the institution to complete and is not designed tobe sent to the proposed collaborative organisation for completion.

**Details of the Proposed Collaborative Arrangement**

|  |  |
| --- | --- |
| Institute |  |
| Proposer and lead contact |  |
| Qualification and Title of Proposed Award/Mode of Delivery |  |
| Proposed Start Date |  |
| Type of Collaborative Arrangement | See Quality Manual |

|  |  |
| --- | --- |
| Full Name of Collaborative Organisation |  |
| Full Address  |  |
| Date of Foundation |  |
| Other Background Information |  |

# Summary of rationale for the Proposed Collaborative Arrangement (taken from detailed sections)

|  |  |
| --- | --- |
| Fit with SGUL strategies / Strategic Plan |  |
| Fit with the Institute’s Strategic / Operational Plan |  |
| Fit with SGUL’s existing portfolio of programmes |  |
| Academic advantages of collaboration and opportunities for further collaborations, including research |  |
| Financial implications |  |

# Checklist

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| --- |
| SECTION A: About the potential collaborative partner |
| A1 | What is the legal status/identity of the organisation and its capacity to contract with SGUL? | *e.g. public or private body, charity, UK HEI with degree awarding powers, overseas HEI, etc* |
| A2 | Has SGUL any existing links with this organisation? |  |
| A3 | Has the organisation links with any other UK/overseas HEI or other bodies? Please provide details. Are any of these being transferred, and if so, why? |  |
| A4 | Will the organisation/programme be subject to national or local governmental requirements and/or professional, statutory and regulatory bodies? Describe the HE regulatory framework and licencing or approval arrangements in the state/region/government as appropriate. |  |
| A5 | What will be the financial and resource implications for the Institute/SGUL? |  |
| A6 | Will the full costs of the arrangement be covered by consequent income? |  |
| A7 | What are the sources of funding for the programme? |  |
| A8 | Does the Division have adequate staff/time to service the arrangement (over-reliance on an individual member of staff should be avoided in both SGUL and the organisation)? |  |
| A9 | What is the risk assessment rating for this organisation, including financial standing? |  |
| A10 | Are there any current or pending disputes concerning the organisation? | . |
| SECTION B: Operational arrangements |
| **Quality Assurance** |
| B1 | What are the quality assurance arrangements of the organisation? |  |
| B2 | What was the outcome of any recent audit or external scrutiny (for example, professional, statutory or regulatory bodies) of the organisation? |  |
| Marketing, Publicity, Recruitment, Admissions |
| B3 | What market research been carried out? |  |
| B4 | Does market research indicate that there is sufficient demand for this programme? |  |
| B5 | How will the programme be marketed? By SGUL? Jointly by SGUL and the organisation? Primarily by the organisation? |  |
| B6 | How will brands, logos be used? |  |
| B7 | What will be the targets for recruitment? |  |
| B8 | By whom will the students be selected and recruited? If by the organisation, what will be SGUL’s involvement? |  |
| B9 | What will be the admissions criteria and English Language requirements? |  |
| B10 | How will non-standard applications be handled? |  |
| B11 | Will Criminal Record Bureau checks be required? |  |
| B12 | How will recruitment and marketing be monitored on an ongoing basis, and by who? |  |
| Programme Management |
| B13 | How will programme design, approval, monitoring, amendment, programme review be carried out? |  |
| B14 | Regulations: Collaborative arrangements for organisations offering programmes of study leading to awards of SGUL are subject to SGUL’s Regulations, but may be subject to separate programme regulations approved by Senate or its delegated authority. Will this programme be subject to separate regulations? |  |
| B15 | How will the programme be managed? Who will be the programme leader? Will there be a programme management committee? What will be its terms of reference and membership? |   |
| B16 | Who will prepare the programme handbook? If the organisation, what will be the input from the Institute? |  |
| B17 | Will the programme be delivered and assessed in English? |  |
| B18 | Will any of the programme be delivered by academic members of SGUL? |  |
| B19 | Will there be progression onto/from other University programmes? Please provide details |  |
| Assessment, Examination and Related Matters |
| B20 | How will student assessment, progression within the programme and onto other programmes of this University or other institutions, advice and feedback be handled? |  |
| B21 | Is there a sufficient pool of potential external examiners? |  |
| B22 | How will the Board of Examiners be managed? |  |
| B23 | How will student mitigations, appeals, complaints, plagiarism, academic misconduct be handled? |  |
| B24 | Will the programme be subject to Fitness to Practise and Professional Conduct? |  |
| Administrative Arrangements and Legal Agreement |
| B25 | Who will prepare the student handbook? If the organisation, what will be the input from the Division? |  |
| B26 | With which organisation will the students be registered? |  |
| B27 | What will be the arrangements for student funding? |  |
| B28 | What will be the arrangements for the collection of tuition fees? |  |
| B29 | What will be the arrangements for student records management? |  |
| B30 | What will be the arrangements for HESES, HESA and other returns? |  |
| B31 | What will be the arrangements for student representation and student feedback? |  |
| B32 | What will be the arrangements for the suspension and termination of the arrangement? |  |
| B33 | Has the Institute/SGUL appropriate experience to “cover” teaching the programme if the agreement or organisation should collapse? If not, what arrangements might be in place to ensure that SGUL’s residual duty to the students can be met? What provisions would be made to ensure that students could complete their programme if SGUL were to suspend or withdraw from the agreement should the organisation fail to fulfil its obligations? |  |
| B34 | Are there existing legal agreements with the partner organization that may need update or renewal based on this agreement? |  |
| B35 | Will any exclusivity arrangements be required? |  |
| B36 | Will there be any IPR/Copyright issues? |  |
| B37 | What will be the legal jurisdiction under which disputes might be resolved? |  |
| SECTION C: Learning and Other Resources |
| C1 | Does the organisation possess sufficient resources to discharge effectively its part of the proposed arrangement? |  |
| C2 | Who will be responsible for health and safety? |  |
| C3 | Who will be responsible for disciplinary procedures and any fitness to practice issues? |  |
| C4 | Are the library facilities adequate? |  |
| C5 | Are the IT facilities and technical support adequate? |  |
| C6 | What are the facilities for English Language support, if required? |  |
| C7 | What are the facilities for dyslexia support, if required? |  |
| C8 | What are the general welfare arrangements and interface with existing St George’s policies e.g. mitigating circumstances or religious observance? |  |
| C9 | What tutorial support, both academic and pastoral, will be available? |  |
| C10 | What other learning support resources are available? |  |
| C11 | What facilities are there for student counselling? |  |
| C12 | What support is available for disabled students? |  |
| C13 | Are the staff resources sufficient for the programme? |  |
| C14 | What staff development arrangements are in place? |  |
| C15 | Are the physical resources, e.g. teaching rooms, study areas, sufficient? |  |
| C16 | Will there be any constraints on students’ access to these resources? |  |
| C17 | Will access to SGUL’s resources, other than the library and e-resources, be required? If yes, please provide details. (If yes, additional costs may accrue to the organisation.) |  |
| C18 | What careers’ advice is available? |  |
| Section D: Non-UK based Collaborative Arrangements |
| D1 | Will government approvals/licenses be required? If yes, how will SGUL be assured that these have been secured? Any sanctions or export or import controls in force against the partner country? Any political, ethical or cultural considerations? |  |
| D2 | Will local taxes be payable by SGUL or the organisation? If yes, how will SGUL be assured that these are handled appropriately? |  |
| D3 | Will an award gained through the collaboration be recognised locally? |  |
| D4 | Under whose legal system will the collaboration operate? |  |
| D5 | Will there be any local conditions which might affect the organisation’s ability to comply with the principles of UK higher education? |  |
| D6 | Will there need to be any arrangements for the translation of legal agreements, programme materials, candidate’s scripts, etc? |  |
| D7 | Will external examiners need to be bi-lingual to cope with any arrangements for the provision of instruction/examination in another language? |  |
| D8 | Are there any visa limitations? |  |

This checklist is based on a form developed at the University of Birmingham, adapted initially for SGUL in 2011 and subsequently adapted again by SB 12/7/2015