|  |
| --- |
|  |



**Strategy for the Delivery of Academic Collaborative Provision 2013 to 2018**

**1. Context**

**1.1 Our Mission** is to provide and promote excellent and accessible higher education which enhances the lives of individuals and fosters the development of the communities to which we belong. In so doing, the university will embrace four guiding themes: sustainability; creativity; employability and enterprise

### 1.2 Our Vision

We will be a dynamic, creative and entrepreneurial university, rooted in our region, with strong and sustainable national and international connections.

We will be a larger university than in 2012, more sustainable and more resilient. Our work will be focussed on the professions and be both business-relevant and research-informed.

**Our students** will be contributors to a vibrant academic community committed to excellence in learning and teaching underpinned by research and enterprise, which equips them for employment, individual fulfilment and lifelong learning.

**Our staff** will be innovative, enterprising and professionally outstanding individuals, focussed on enabling our students and other university partners to realise their ambitions, and to drive the continuing success of the university.

**Our university** will be the first choice for students, employers, professional bodies, civic organisations and other partners and will engage with them creatively and effectively to meet their needs.

**Our communities** will be shaped by the demonstrable impact we and our graduates have on their intellectual, social, cultural and economic development.

### 1.3 Our Approach to Academic Collaboration and Partnerships

The University recognises the transformational nature of Higher Education and as such it is committed to providing and promoting excellent and accessible higher education locally, regionally, nationally and internationally. Consistent with its mission the University will ***provide*** and ***promote*** excellent and accessible higher education through working in a range of collaborations and partnerships with relevant and appropriate partners, including formal Academic Collaborative Partnerships. As such the University recognises the value of Academic Collaborative Partnerships alongside other models of partnerships in enabling it to deliver its mission by extending its reach, capacity and capability and it places a high value on developing strong partnerships locally, regionally, nationally, internationally and within Europe.

**2. The University of Cumbria’s Definition and Models of Academic Collaborative Provision**

Across the breadth of its provision, the University recognises the QAA’s definition for working with others; ‘The management of all learning opportunities leading or contributing to the award of academic credit or a qualification that are delivered, assessed or supported through an arrangement with one or more organisations other than the degree-awarding body’ ([Quality Code Chapter B10: Managing Higher Education Provision with Others](https://owa.cumbria.ac.uk/owa/redir.aspx?C=7d622930870d4b49b1599096166d33be&URL=http%3a%2f%2fwww.qaa.ac.uk%2fPublications%2fInformationAndGuidance%2fPages%2fquality-code-B10.aspx), page 3). Within this definition the University has identified a taxonomy of working with others (see appendix 1).

In general terms, arrangements whereby delivery and/or assessment of academic content leading to the achievement of University award is undertaken by another organisation pose a higher threat to the University’s ability to safeguard its Academic Standards.  For this reason, these forms of ‘Working With Others’ are referred to as ‘Academic Collaborative Provision’ (see Appendix 1):

**3. Future Direction for Academic Collaborative Provision**

The University will:

* develop Academic Collaborative Provision (ACP) which enables it to provide and promote excellent and accessible higher education;
* continue to develop its ACP within the changing HE and FE context in a staged manner allowing it to realise the full potential of this work whilst managing the risk and maintaining the quality and integrity of its provision;
* support the development of ACP partnerships which maximise the effort and investment of the University and make the best strategic and most sustainable financial returns for it, whilst ensuring that the quality of its awards, learning and the student experience are maintained;
* differentiate its approach to ACP partnerships based on a tiered approach;
* develop ACP with partners who have a clear synergy with the mission of the University and who provide an excellent and high quality student experience. In deciding whether or not it will enter a partnership it will utilise a set of core principles (see Appendix 2).

**4. A Tiered Approach to Academic Partnerships**

The University has adopted a tiered approach to its partnerships and differentiates its partnership approaches based upon these tiers. When considering the development of a new or existing partnership the University will take a proactive, and not merely reactive, approach to ACP. These tiers are:

* A Regional Tier (including Cumbria and North Lancashire, East London for ITT southern Scotland, the North East, North and West Yorkshire, and Greater Lancashire) within which the University may share a concern for developing a complementary curriculum with partners through the co-development and delivery of curriculum in order to widen participation and meet the Educational and higher skills needs of the area, progression and developing higher skills. These could be seen as partnerships that the University must have to enable it to deliver its mission.
* A National Tier within which the University may share a concern for progression, widening participation, developing higher skills and delivering niche and specialist curriculum areas. These could be seen as partnerships that the University could do to enable it to deliver its mission
* An International Tier (European and Overseas) through which the University will develop its internationalisation and European activity in niche and specialist areas and within which the University may share a concern for progression and articulation. These could be seen as partnerships that the University must do to further to deliver its mission, realise its targets for internationalisation and could do to enable income generation.

**5. Monitoring and Management Arrangements**

The responsibility for managing and monitoring progress against this strategy, and the related targets, performance indicators and milestones, sits with the Academic Collaborative Partnerships Subcommittee and will be facilitated by the Academic Partnerships Team working with the relevant senior roles within the faculties and professionals services.

**6. Overarching Performance Indicators and Milestones**

|  |  |  |  |
| --- | --- | --- | --- |
| **Overarching Performance Indicators and Milestones** | Baseline2013 | Milestone2016 | Target2018 |
| Number of partners with formal collaborative agreements with UoC | 16 | 34 | 54 |
| Percentage of partners with guaranteed progression or articulation agreements | 19% | 73% | 100% |
| Percentage of partners delivering multiple UoC Awards | 38% | 38% | 48% |
| Number of students from formal partnerships who progress or articulate to an award delivered by the University at level 4 | 140 | 230 | 345 |
| Number of students from formal partnerships who progress or articulate to an award delivered by the University at level 5 or 6 | 42 | 140 | 230 |
| Number of students registered on UoC awards in School Direct partnerships | 15 | 1000 | 1000 |
| Number of students registered on UoC awards in partnerships (Non SD) | 1516 | 1940 | 2185 |

**The University of Cumbria’s Approach to Academic Collaborative Provision within the Regional Tier**

|  |  |
| --- | --- |
| **Where is this tier?** | Cumbria and North Lancashire, East London for ITT southern Scotland, the North East, North and West Yorkshire, and Greater Lancashire |
| **Who is in this tier?** | FE Colleges, Other publicly funded HE providers, private and work based learning and training providers, other learning and education providers, employers and other relevant/ suitable partners |
| **Why do we want to work with this tier?** | * Widening participation, recruitment and progression opportunities
* Developing higher skills
* A shared concern for complementary curriculum through the co-development and delivery of curriculum
 |
| **What will we do with this tier?** | We will prioritise:* Guaranteed Progression or Articulation
* Franchise of partial awards with UoC delivery of final level(s) to FECs and other publicly funded HE providers
* Shared Delivery of UoC Awards with FECs and other publicly funded HE providers
* Off Site delivery
* Full validation and franchise at levels 4 and 5 or level 6 where a partner has FDAP with FECs and other publicly funded HE providers and may consider other ACP relationships
 |
| **Where we are now:**  | Currently we have 9 local partners with formal agreements (institutional approval and progression/articulation agreements) and 296 students studying on UoC validated programmes [May 2013]. The programmes offered are mainly foundation degrees with two partners offering BSc and BEng. |
| **Where we want be:**  | * We want to have strong relationships with regional partners to support progression, articulation and widening participation. We want to be a partner of first choice working with these partners to support the delivery of HE within the region and to support the development of higher skills.
* Our aim is to consolidate work with our existing partners and increase the number of local partners to include a small number of publicly funded training providers whilst rationalising the programmes being offered by existing partners. We will aim to increase the numbers of students progressing to the UoC via progression agreements.
* We aim to have formal agreements with all regional FECs.
 |
| **How will we get there:**  | We will work with our local partners to identify opportunities for further partnership activity with them. This work will be supported by WP access activity alongside partnership development. We will offer an approach to partnership which encourages local partners to see us as their partner of first choice.We will work with 10 potential new partners in this area with the initial aim of developing progression and articulation agreements.  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Performance Indicators and Milestones (Local tier)** | Baseline2013 | Milestone2016 | Target2018 |
| Number of regional tier partners with formal collaborative agreements with UoC | 9 | 13 | 19 |
| Number of regional tier partners with guaranteed progression/articulation agreements | 1 | 11 | 18 |
| Number of regional tier partners with franchise/ validation arrangements leading to UoC delivery of final level(s) of award | 4 | 9 | 12 |
| Number of regional tier partners with franchise/ validation arrangements not leading to UoC delivery of final level(s) of award | 3 | 9 | 9 |
| Number of UoC delivered Off Site programmes in region | 0 | 5 | 10 |
| Number of Shared Delivery programmes in region | 2 | 2 | 5 |
| Number of regional tier partners delivering a single UoC Award | 2 | 0 | 0 |
| Number of regional tier partners delivering multiple UoC Awards | 4 | 8 | 15 |
| Number of School Direct Partners in the Regional tier | 1 | 12 | 30 |
| Number of students registered on UoC awards in Regional tier School Direct partnerships | 15 | 625 | 675 |
| Number of students registered on UoC awards in regional tier partnerships (Non SD) | 296 | 230 | 360 |
| Number of students from regional tier partnerships who progress or articulate to an award delivered by the University at level 4 | 140 | 200 | 290 |
| Number of students from regional tier partnerships who progress or articulate to an award delivered by the University at level 5 or 6 | 40 | 60 | 80 |

**The University of Cumbria’s Approach to Academic Collaborative Provision within the National Tier**

|  |  |
| --- | --- |
| **Where is this tier?** | UK outside of the region (not local or regional tiers) |
| **Who is in this tier?** | Further Education Colleges and other publicly funded HE providers, major employers and other relevant and suitable partners |
| **Why do we want to work with this tier?** | * Widening participation, recruitment and progression opportunities
* Developing national activity and reputation in niche and specialist areas
* Developing sustainable income streams
 |
| **What will we do with this tier?** | We will prioritise:* Guaranteed Progression or Articulation
* Franchise of partial awards with UoC delivery of final level(s) to FECs and other publicly funded HE providers
* Off Site delivery
* Shared Delivery of UoC Awards

and may consider other ACP relationships |
| **Where we are now:**  | Currently we have five partners in this tier with 220 students on four different programmes. |
| **Where we want be:**  | We want to actively develop niche areas of provision in order to raise the profile of the UoC and to support the mission of the University in relevant areas. We want to develop strong, effective and mutually beneficial relationships with appropriate partners  |
| **How will we get there:**  | We will actively pursue opportunities for activities which have a national coverage for which UoC has specialism. Our priority alongside this will be the development of progression and articulation agreements with the longer term aim of partial (or full) franchise or validation. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Performance Indicators and Milestones (National tier)** | Baseline2013 | Milestone2016 | Target2018 |
| Number of national tier partners with formal collaborative agreements with UoC | 3 | 6 | 7 |
| Number of national tier partners with guaranteed progression/articulation agreements  | 0 | 3 | 10 |
| Number of national tier partners with franchise/ validation arrangements leading to UoC delivery of final level(s) of award  | 0 | 3 | 6 |
| Number of national tier partners with franchise/ validation arrangements not leading to UoC delivery of final level(s) of award  | 3 | 3 | 3 |
| Number of UoC delivered Off Site programmes | 0 | 5 | 10 |
| Number of national tier Shared Delivery partnerships | 0 | 3 | 5 |
| Number of national tier partners delivering a single UoC Award | 2 | 3 | 3 |
| Number of national tier partners delivering multiple UoC Awards | 1 | 3 | 5 |
| Number of School Direct Partners in the national tier | 0 | 3 | 10 |
| Number of students registered on UoC awards in national tier School Direct partnerships | 0 | 375 | 325 |
| Number of students registered on UoC awards in national tier partnerships (Non SD) | 220 | 250 | 325 |
| Number of students from national tier partnerships who progress or articulate to an award delivered by the University at level 4 | 0 | 10 | 15 |
| Number of students from national tier partnerships who progress or articulate to an award delivered by the University at level 5 or 6 | 0 | 20 | 30 |

**The University of Cumbria’s Approach to Academic Collaborative Provision within the International Tier**

|  |  |
| --- | --- |
| **Where is this tier?** | EU and EEA countries with a medium term focus on priority regions as identified through the IDO. Worldwide outside Europe with a particular focus on China, Malaysia and Pakistan, with emerging developments in Russia and the USA  |
| **Who is in this tier?** | Primarily Public and Private Colleges and other HEIs |
| **Why do we want to work with this tier?** | * Internationalisation
* Recruitment
* Developing international activity and reputation in niche and specialist areas
* Developing sustainable income streams
 |
| **What will we do with this tier?** | We will prioritise:* Guaranteed Progression or Articulation
* Shared Delivery
* Flying Faculty
* Franchise of partial awards with UoC delivery of final level(s) to FECs and other publicly funded HE providers

and may consider other ACP relationships |
| **Where we are now:**  | We have formal arrangements in place with 4 European institutions and a range of MoUs in place with overseas partners |
| **Where we want be:**  | We wish to develop a number of key international partnerships delivering a range of collaborative and other activity across subject areas. For the effective maintenance of these partnerships, they should be clustered in a few countries/regions. The foundation activity for most of these partnerships will be progression.We wish to have productive, multi-faceted international partnerships, ‘owned’ jointly by faculties, and delivering increasing numbers of students to UoC awards, as well as offering opportunities for research, short courses etc. |
| **How will we get there:**  | We will seek new activity with existing partners and identify opportunities to develop further work with them and within their region. We will identify key geographical regions and identify appropriate and new partner institutions within those regions through our contacts across Europe e.g. Erasmus partners and other contacts, and overseas. We will focus our efforts on developing partnerships with institutions of similar ranking and reputation. We will work to raise our brand awareness in key areas and actively pursue a relationship with these new partners.We will seek to develop regional clusters of productive international partnerships within our target geographical areas, building our brand awareness and reputation in these focused areas. We will raise awareness amongst academic colleagues of the various forms of collaboration so they can be alert to, and equipped to develop, new opportunities during international visits. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Performance Indicators and Milestones (International tier)** | Baseline2013 | Milestone2016 | Target2018 |
| Number of European tier partners with formal collaborative agreements with UoC | 3 | 5 | 8 |
| Number of Overseas tier partners with formal collaborative agreements with UoC  | 1 | 10 | 20 |
| Number of European tier partners with guaranteed progression/articulation agreements | 1 | 4 | 10 |
| Number of Overseas tier partners with guaranteed progression/articulation agreements  | 1 | 7 | 16 |
| Number of joint awards delivered with European tier partners | 1 | 2 | 3 |
| Number of joint awards delivered with Overseas tier partners | 0 | 1 | 2 |
| Number of UoC programmes delivered by Flying Faculty in the European tier | 0 | 2 | 5 |
| Number of UoC programmes delivered by Flying Faculty in the Overseas tier | 0 | 3 | 5 |
| Number of European tier franchise partnerships with arrangements leading to UoC delivery of final level(s) of award | 0 | 1 | 2 |
| Number of Overseas tier franchise/ partnerships with arrangements leading to UoC delivery of final level(s) of award | 0 | 2 | 4 |
| Number of European tier partners delivering a single UoC Award | 0 | 1 | 1 |
| Number of European tier partners delivering multiple UoC Awards | 1 | 1 | 3 |
| Number of Overseas tier partners delivering multiple UoC Awards | 0 | 1 | 3 |
| Number of students registered on UoC awards in European tier partnerships | 1000 | 1400 | 1500 |
| Number of students registered on UoC awards in Overseas tier partnerships | 0 | 60 | 100 |
| Number of students from Overseas tier partnerships who progress or articulate to an award delivered by the University at level 4 | 0 | 20 | 40 |
| Number of students from European tier partnerships who progress or articulate to an award delivered by the University at level 5 or 6 | 2 | 35 | 70 |
| Number of students from Overseas tier partnerships who progress or articulate to an award delivered by the University at level 5 or 6 | 0 | 25 | 50 |

**Appendix 1:**

**The University of Cumbria’s Definition and Models of Academic Collaborative Provision**

Across the breadth of its provision, the University recognises the QAA’s definition for working with others; ‘The management of all learning opportunities leading or contributing to the award of academic credit or a qualification that are delivered, assessed or supported through an arrangement with one or more organisations other than the degree-awarding body’ ([Quality Code Chapter B10: Managing Higher Education Provision with Others](https://owa.cumbria.ac.uk/owa/redir.aspx?C=7d622930870d4b49b1599096166d33be&URL=http%3a%2f%2fwww.qaa.ac.uk%2fPublications%2fInformationAndGuidance%2fPages%2fquality-code-B10.aspx), page 3). Within this definition the University has identified a taxonomy of working with others:

* Franchised programmes delivered by non-degree awarding bodies (approved as an Associate Partner) through a variety of models.
* Validated programmes delivered by non-degree awarding bodies (approved as an Associate Partner) through a variety of models.
* Joint Awards, jointly delivered with a single joint award granted by the University and one or more awarding bodies (approved as an Associate Partner).
* Dual Awards, jointly delivered with separate awards granted by the University and one or more awarding bodies (approved as an Associate Partner).
* Shared delivery where the University makes uses of expertise from another organisation to input substantially into its award (note, Shared Delivery may be with an Associate Partner or another organisation).
* School Direct arrangements with school alliances to deliver the University’s PGCE programme(s).
* Articulation Arrangements.
* Guaranteed Progression.
* Offsite Delivery.
* Flying Faculty arrangements for international arrangements (including the provision of resources or use of local administrative staff to support the arrangement).
* Accreditation of Employer-based Training.
* Placements.
* Work-based learning opportunities where the workplace is used as a site of learning.
* Distance Learning.
* Provision of learning support, resources or specialist facilities.
* Study abroad and student exchange.

In general terms, arrangements whereby delivery and/or assessment of academic content leading to the achievement of University award is undertaken by another organisation pose a higher threat to the University’s ability to safeguard its Academic Standards.  For this reason, these forms of ‘Working With Others’ are referred to as ‘Academic Collaborative Provision’:

**Associate Partner (Institutional)**

Associate Partners (Institutional) are approved by the University to deliver programmes leading to a University of Cumbria award. Associate Partners (Institutional) undergo an institutional approval process leading to an Institutional Agreement. Once approved, the following arrangements are permitted:

***Validated Programme*** – a programme of study designed, delivered and assessed by an Associate Partner on its premises. The programme is validated by the University (but not delivered by the University) and subject to the quality assurance procedures of the University. Validated programmes are Academic Collaborative Provision.

***Franchised Programme*** – a programme of study designed and validated by the University but approved to be delivered and assessed by an Associate Partner on its premises (the same provision may also be delivered and assessed by The University on its premises). The programme would be subject to the quality assurance procedures of the University. Franchised programmes are Academic Collaborative Provision.

***Networked Validated or Franchised Programmes*** – as above but design, delivery and assessment involves a number of Associate Partners each delivering on their premises (The University may also be involved in the design delivery and assessment on its premises). The awards are subject to the quality assurance procedures of the University. Networked programmes are Academic Collaborative Provision.

**Associate Partner (Joint Award)**

These partnerships enable a programme of study to be jointly designed and delivered by the University and the Partner(s), leading to students gaining a single, jointly awarded certificate. Joint awards are Academic Collaborative Provision.

**Associate Partner (Dual Award)**

These partnerships enable a programme of study to be jointly designed and delivered by the University with the Partner(s), leading to students gaining separate awards from each partner involved. Dual awards are Academic Collaborative Provision.

**Associate Partner (School Direct)**

The University has a number of models of working with School Direct. Associate Partner (School Direct) is the model that falls under the category of Academic Collaborative Provision, enabling a school that has secured student numbers from the National College for Teaching and Leadership to works with the University to offer a school-based PGCE programme through its own alliance. Associate Partners (School Direct) are Academic Collaborative Provision.

**Associate Partner (SCITT)**

Associate Partner (SCITT) is a mixture of Associate Partners (Institutional and School Direct) and so is categorised differently to reflect this. A School Centred Initial Teaching Training (SCITT) is a consortium of schools and/or colleges that is accredited to recommend Qualified to Teach Status (QTS). Associate Partners (SCITT) are Academic Collaborative Provision.

**Associate Partner (Shared Delivery)**

These partnerships enable the University to enter into arrangements whereby the design and delivery of a programme leading to a University award is shared with another organisation. Associate Partner (Shared Delivery) models are regarded as Academic Collaborative Provision.

**Articulation Agreement**

Articulation is a form of Entry with Advanced Standing. It is a process whereby all students who satisfy academic criteria from one programme (studied at another organisation) are automatically entitled (on academic grounds) to be admitted with advanced standing to a subsequent stage of a programme at the University. Articulation Arrangements are regarded as Academic Collaborative Provision.

**Guaranteed Progression**

Guaranteed Progression is an arrangement whereby a student completing an agreed programme of study to an agreed level of achievement at another organisation is guaranteed a place on a particular University programme.

A Guaranteed Progression arrangement does not recognise credit. However, it is engaging in significant partnership activity which may be used by the other organisation in its own promotional materials. For this reason, Guaranteed Progression is regarded as Academic Collaborative Provision.

**Flying Faculty**

Flying Faculty is an arrangement whereby a University programme (or substantial part) is delivered by University staff in an overseas venue (not a University premises). Flying Faculty is defined separately to UK-based Offsite Delivery and is regarded as Academic Collaborative Provision.

**Appendix 2: Core Principles**

The University has adopted the following core principles for its Academic Collaborative Provision Partnerships:

1. The University will pursue opportunities for ACP where:
* the arrangement offers the opportunity for net income contribution within an agreed timescale; and
* the arrangement enables an increase in educational or vocational learning opportunities within the Region; or
* the arrangement enables the University to develop niche national and international activity which reflects its expertise; or
* the arrangement enables progression to a University of Cumbria Award; or
* the arrangement adds to the expertise or capacity of the University to deliver its core curriculum; or
* the arrangement adds to the academic reputation of the University; or
* the arrangement makes a demonstrable contribution to social or economic well-being within Cumbria and the Region; or
* the arrangement contributes to the internationalisation of the University
1. In developing any ACP the University will always assure itself that:
* there is a synergy of mission between the University and the proposed partner
* there is a solid and sustainable financial and business case for the partnership
* That the partner has a strong quality record
* That both partners have the capacity to make the partnership work
1. The University will utilise a clear and robust due diligence process and consider the financial, legal

and academic issues within any partnership. It will always ensure that financial considerations never override academic quality.

1. The University will work with partner organisations where their educational objectives are compatible with those of UoC
2. The University will consider new Direct Funding and Full Cost relationships (dependent upon impact on UoC SNC) but will not normally ‘franchise’ any further UoC SNC numbers
3. The University will not normally validate a programme which directly competes with provision in a geographical or subject area where a relevant offer is already delivered/ supported by the University.
4. The University will consider proposals in subject areas for which it has academic expertise and an appropriate and academically relevant ‘home’ that can support and manage the partnership. It may consider requests/ opportunities outside of this when the University is able to secure such academic expertise.
5. The University will work, but not exclusively, to develop ACP partnerships which lead to students progressing to a UoC award or UoC delivery of the final level(s) of a UoC award.
6. The University will work to develop ACP partnerships which offer the potential for multi-disciplinary and multi-faceted activities to develop and consolidate its international and European partnerships wherever possible based on geographical clustering
7. The University will develop models of ACP with a partner which are commensurate with the status of the partner, the longevity of the partnership, the HE experience and capacity of the partner and the ability of both partners to mitigate any risks associated with the proposed model.
8. The University will never use its CAS allocation for a partner.