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**ANNUAL OPERATIONAL CHECKLIST FOR COLLABORATIVE PROVISION (July 2015)**

The purpose of this document is to provide an *aide memoire* to assist the development of the operational relationships between both partners, enable them to schedule, co-ordinate and record regular activities that should occur each year in the delivery of a programme, including monitoring and enhancement, and identify and clarify responsibilities across the partnership for specific actions.

The focus is at award/course level. It is intended as a prompt for discussions between relevant UW and partner staff for a particular course, typically the University Link Tutor and the Partner Course Leader and Team. Input, advice and guidance will be provided as appropriate by the UW Head of Collaborative Programmes and Deputy Head of Academic Quality and individuals responsible for the coordination and management of Higher Education (HE) and quality assurance and enhancement within the partner organisation. It can be adapted to include Institute, course or partner specific requirements.

The Annual Operational Checklist builds on, rather than duplicates, other process documentation relevant to the annual operation of courses. It should therefore be read in the context of other related documents including the Partnership Agreement and the University Policies and Regulatory Framework, including the Taught Courses Regulatory Framework (previously the Undergraduate Regulatory Framework and Postgraduate Regulatory Framework).

* **University quality-related strategies, regulatory frameworks, policies and guidance** can be found on the Academic Quality Unit website in the section [**Policy & Regulatory Framework**](http://www.worc.ac.uk/aqu/658.htm) **and links to the Registry website**

A comprehensive list of [**current academic policies**](http://www.worc.ac.uk/aqu/documents/Policies_and_procedures_etc_list_of_docs_by_category.pdf) and associated documents is produced annually for ease of reference.

* Information related to **partnership working**, for example, becoming a registered lecturer or administrator and information for HE Managers and Link Tutors can be found on the [**Partner Institution Staff webpage**](http://www.worc.ac.uk/partners/index.htm)**.**  Also, specific policy and process related to [**academic partnerships and collaborative provision**](http://www.worc.ac.uk/aqu/656.htm).

* Information, guidance and associated templates and forms related to **quality assurance and enhancement processes,** for example, annual evaluation can be found on the Academic Quality website in the section [**QA&E Processes**](http://www.worc.ac.uk/aqu/666.htm) . There is also an [**A-Z of quality**](http://www.worc.ac.uk/aqu/649.htm)policy, processes and procedures.
* The University's arrangements for the **assessment, marking and moderation of student work and information related to external examiners** is located in the section on [**Assessment Practice**](http://www.worc.ac.uk/aqu/668.htm)

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**COURSE SPECIFIC KEY CONTACTS (to be completed by the Link Tutor and Course Leader)**

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| **UNIVERSITY KEY CONTACTS:** | **PARTNER KEY CONTACTS:** |
| **Link Tutor:**  **Contact details:** | **Partner Course Leader:**  **Contact details:** |
| **Institute Administrator:**  **Contact details:** | **Partner Institution Administrator:**  **Contact details:** |
| **UW Subject Academic Liaison Librarian:**  **Contact details:** | **HE Manager/Coordinator:**  **Contact details:** |
| **UW Registry Admissions:**  **Contact details:** | **Names of Module Leaders for academic year:** |
| **UW Registry Student Records:**  **Contact details:** |
| **Name of External Examiner:** |  |

| **Annual Operational Checklist/Roles and Responsibilities**  NB. To be read in conjunction with the Partnership Agreement | **Academic responsibility**  **(Identify person/role and whether UW/Partner)** | **Administrative responsibility (Identify person/role and whether UW/Partner)** | **Who to Notify/**  **Date for Completion** | **Related UW Policy or Guidance**  **[See sections of the AQU website and** [**AQU website A-Z**](http://www.worc.ac.uk/aqu/649.htm)**]** |
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| **Organise activities for forthcoming academic year** | | | |  |
| Agree calendar of events for the academic year (see indicative calendar in Link Tutor Guidance and points below) e.g. course team meetings, course management committees, course assessment boards |  |  |  |  |
| Update course documentation:   * Student Course Handbook * Programme Specification * Module Outlines, including reading lists |  |  |  | Templates on AQU website |
| Ensure External Examiner in post and communicate Course Assessment Board dates to External Examiner/s |  |  |  | AQU website section ‘Assessment Practice’ |
| Check all partner staff scheduled to teach on the course are Registered Lecturers with the University and have log-in identities prior to delivery |  |  |  | Registered Lecturers -Policy on Minimum Qualifications |
| Liaison with relevant external agencies as appropriate, i.e. PSRBs (e.g. monitoring visits) |  |  |  | PSRB (Professional Statutory and Regulatory Bodies) Guidance |
| Arrange key dates for Link Tutor visits to the Partner Institution |  |  |  |  |
| Identify opportunities for staff development activities for Partner staff, e.g. research and scholarly activity, new partner staff induction, Institute staff development, partner HE days |  |  |  | Registered Lecturers -Policy on Minimum Qualifications |
| Identify HE peer observation opportunities |  |  |  |  |
| **Other:** |  |  |  |  |
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| **Manage course resources** | | | |  |
| Check course/module staffing (i.e. module leaders, teaching team) and sequencing of delivery of modules |  |  |  | See [new Registered Lecturers approval process](http://www.worc.ac.uk/aqu/documents/Registered_Lecturer_Policy_July_2015.docx) and [application form](http://www.worc.ac.uk/aqu/documents/Registered_Lecturer_CV_Application_Form_July_2015.docx) on UW Partner Staff webpage [new for 2015] |
| Ensure all relevant module learning resources will be available for all students, including VLE, library resources, etc |  |  |  | See [Module Outline Guidance](http://www.worc.ac.uk/aqu/documents/ModuleOutlineGuidance2016-17.docx) [Updated 2016], Reading Resources Strategy and [Talis Aspire guidance](http://www.worc.ac.uk/aqu/documents/Talis_-_the_use_of_Talis_Aspire_in_module_specifications.docx) |
| Keep Link Tutor informed of any changes to staffing |  |  |  |  |
| **Other:** |  |  |  |  |
| **Admissions and Registration** | | | |  |
| Check public information related to course marketing and recruitment, e.g. prospectus, web site (at UW and Partner organisation). Advise UW Registry Admissions of any approved changes, e.g. entry requirements |  |  |  | Marketing and Publicity Materials - Policy for Partners |
| Agree arrangements for open days, visit days, taster days (including representation) |  |  |  |  |
| Identify key contact for communication in UW Registry Admissions |  |  |  |  |
| Identify Admissions Tutor or equivalent in partner organisation and access to the Admission Tutor Portal on SOLE where appropriate |  |  |  |  |
| Send UW Admissions Office relevant course information to send to successful applicants |  |  |  |  |
| Return applications to the UW Admissions Office for processing (where relevant – on-line application being implemented for all part-time applications) |  |  |  |  |
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| **Admissions and Registration (cont’d)** | | | |  |
| Ensure familiarity with current UW Recognition of Prior Learning (RPL) processes (replaces APL/APEL from September 2014) |  |  |  | [Procedure for the Recognition of Prior Learning](http://www.worcester.ac.uk/registryservices/documents/RPL_Procedures_and_Guidance_July_2014_(2).pdf) |
| Make admissions decisions including requests for direct entry and RPL claims |  |  |  | See [UW Admissions Policy](http://www.worcester.ac.uk/registryservices/942.htm) and Course Programme Specification |
| Notify UW of any specific requirements for enrolment, registration and induction of new students |  |  |  |  |
| Provide accurate and appropriate pre-entry information and support to applicants |  |  |  |  |
| Identify key contact in UW Registry Student Records and provide key contact details for partner course leader |  |  |  |  |
| Check students’ registration on UW Student Records System |  |  |  |  |
| Arrange induction programme at relevant location/s, including link with home Institute, introduction to University resources and services, to include ILS/Library, Student Services Support, Students’ Union |  |  |  |  |
| Ensure students are informed of appropriate documentation and its location (e.g. SOLE, Blackboard, Moodle, other) including   * Student/Course Handbook * Programme Specification * Module Specifications/Module Guides * Taught Courses Regulatory Framework (replaces Undergraduate RF from Sept 2015/Postgraduate RF from Sept 2016) |  |  |  |  |
| **Other:** |  |  |  |  |
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| **Manage assessment processes** | | | | **See** [**Assessment Policy (updated July 2016)**](http://www.worc.ac.uk/aqu/documents/AssessmentPolicy.pdf) **and Assessment Practice section of UW AQU website** |
| Provide/Check Registry Student Records contact has up-to-date/accurate diet of module assessment for course |  |  |  |  |
| Oversee the preparation of assessment items, assessment briefs, examination papers [NB Consistency across Franchise/multi-partner provision]  **NB New [‘Policy and Procedures on Inclusive Assessment, making reasonable adjustments and](http://www.worc.ac.uk/aqu/documents/Inclusive_assessment_and_reasonable_adjustments_policy_and_procedures.pdf)**  **[providing for alternative assessment arrangements’](http://www.worc.ac.uk/aqu/documents/Inclusive_assessment_and_reasonable_adjustments_policy_and_procedures.pdf) July 2016 replaces notion of ‘sensitive marking’** |  |  |  | See Assessment Policy  Guidance on UW EDU website  **New [‘Policy and Procedures on Inclusive Assessment, making reasonable adjustments and](http://www.worc.ac.uk/aqu/documents/Inclusive_assessment_and_reasonable_adjustments_policy_and_procedures.pdf)**  **[providing for alternative assessment arrangements’](http://www.worc.ac.uk/aqu/documents/Inclusive_assessment_and_reasonable_adjustments_policy_and_procedures.pdf) July 2016** |
| Ensure that all assessment items/assessment briefs/assessment criteria are approved, including reassessment items (in consultation with the External Examiners where appropriate) |  |  |  | Assessment Policy |
| Make arrangements for the timely and secure distribution of assessment materials [NB Franchise/multi-partner provision] |  |  |  |  |
| Ensure that agreed procedures are in place for invigilation (as required) |  |  |  |  |
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| **Manage assessment processes (cont’d)** | | | |  |
| Ensure that agreed procedures are in place for internal marking and moderation of assessment items (and standardisation meetings where a course is delivered at more than one venue, e.g. multiple partners, multiple sites or franchise) |  |  |  | Assessment Policy |
| Ensure that agreed procedures and arrangements are in place for external examiner moderation of sample of assessment items (including their receipt of appropriate supporting documentation, e.g. Module Outline, Assignment Brief, assessment criteria, module statistics) |  |  |  | Assessment Policy |
| Make arrangements for External Examiner meetings with students |  |  |  | [External Examiners' Section of the AQU website](http://www.worc.ac.uk/aqu/732.htm) |
| Agree (with UW Registry) deadline dates and person responsible for electronic submission of marks through Staff SOLE. NB marks can be entered throughout the academic year but must be entered by the mark entry deadline in the UW academic calendar (or as agreed through the Registry Services key contact for the course) in advance of the Course Assessment and Examination Boards. |  |  |  | Guidance on assessment and examination board practice |
| Make arrangements for return of students’ work and provide timely and effective feedback on each assessment item (and provisional marks) to students within 20 working days of receipt of the assignments |  |  |  | Assessment Policy |
| Ensure arrangements in place for Course Assessment and Examination Boards (in liaison with Registry Student Records contact), including chairing by UW Head of Institute or nominee (not link tutor).  NB the HN/FD Scheme Board was discontinued in 2013-14 therefore the two-tier process is arranged at course level within Institutes |  |  |  | Regulation and guidelines on examination boards and the two-tier assessment process of any award ([Section 11 in the TCRF](http://www.worcester.ac.uk/registryservices/documents/TaughtCoursesRegulatoryFramework.pdf)) |
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| **Manage assessment processes (cont’d)** | | | |  |
| Notify course leader, module leaders and link tutor of dates, times and venues for Course Assessment/Examination Boards and ensure all modules will be represented at the Board |  |  |  |  |
| Ensure UW Registry Student Records has information for reassessment items |  |  |  |  |
| Ensure minutes of Course Assessment Boards and Board of Examiners are prepared and circulated to Partner Course Leaders, HE Managers and Link Tutors |  |  |  |  |
| Analyse statistics on pass/fail/progression rates (both between levels and to Top-up degrees where relevant) for discussion at the Course Management Committee and to inform the Course Annual Evaluation Report (AER) |  |  |  | Annual Evaluation process and report templates |
| Ensure written response sent to the external examiner on receipt of their formal annual report and include response in Course AER |  |  |  | See External Examiner Report Template |
| Ensure external examiner reports are made available to students and discussed with the course management committees which includes Student Academic Representatives (StARs) |  |  |  |  |
| **Other:** |  |  |  |  |
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| **Student Representation, Feedback on Student Experience and Annual Course Evaluation Processes** | | | | **AQU Website Section on Annual Evaluation Process** |
| Ensure Student Academic Representatives (StARs)are identified for each academic year of the course (normally two per cohort) and prepared for the role and enter names on staff SOLE page for course |  |  |  | See AQU website A-Z – StARs Election and Selection process |
| Ensure all modules (for each occurrence) are formally evaluated by students, module evaluation reports completed and outcomes are discussed at Course Management Committees in line with the UW Module Evaluation policy |  |  |  | See [Module Evaluation Policy](http://www.worc.ac.uk/aqu/documents/Module_Evaluation_Policy.pdf) Updated JULY 2016  and [Guidance for Use and Dissemination of Module Evaluation Results](http://www.worc.ac.uk/aqu/documents/Module_Evaluation_-_Guidance_for_the_Use_and_Dissemination_of_Results.pdf) July 2016 |
| Make arrangements for Course Management Committees (at least one each semester) and communicate to course team, Link Tutor and StARs (see standard agenda for CMCs including discussion of the EE report) |  |  |  | See AQU website A-Z - [Course Management Committees and the role of Student Academic Representatives](http://www.worc.ac.uk/aqu/documents/Course_management_committees_and_StARs_October_2013.pdf) |
| Ensure Minutes of Course Management Committee (with action points) are prepared and circulated to relevant UW Head of Institute, Institute Quality Committee chair, key contact for partnership, Course Team, Academic Liaison Librarian at UW, students/StARs and Link Tutor |  |  |  |
| Review student module and/or course evaluation and feedback and consider and discuss potential changes to modules/course as appropriate with Course Team/Link Tutor. Seek formal approval where appropriate (NB check level of approval process) |  |  |  | See [Module Evaluation Policy](http://www.worc.ac.uk/aqu/documents/Module_Evaluation_Policy.pdf) Updated JULY 2016  and [Guidance for Use and Dissemination of Module Evaluation Results](http://www.worc.ac.uk/aqu/documents/Module_Evaluation_-_Guidance_for_the_Use_and_Dissemination_of_Results.pdf) JULY 2016  See [Course Planning and Approval](http://www.worc.ac.uk/aqu/655.htm) pages for guidance on amendments to modules and courses |
| Ensure any minor modifications to modules and/or course structure approved through IQCs or periodic review are communicated to Partner course team, registry officers and incorporated into Course Handbooks, Module Specifications and Module Outlines |  |  |  |  |
| Identify and plan approaches to promote student engagement with the NSS and other course related student surveys and actions in response to these. |  |  |  |  |
| **Other:** |  |  |  |  |
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| **Organise activities in preparation for end of academic year cycle** | | | |  |
| Monitor the student profile on entry and data on performance, retention, progression and completion |  |  |  | [Annual Evaluation process and report templates](http://www.worc.ac.uk/aqu/667.htm) |
| Gather information and data for preparation of Course Annual Evaluation Report (e.g. minutes from Course Assessment Boards/ Boards of Examiners, Course Management Committees, module and course evaluation, NSS data) and ensure outstanding actions complete |  |  |  | Annual Evaluation process and report templates |
| Ensure External Examiner/s receive response to their formal report and include formal response in Course AER |  |  |  |  |
| Prepare University Link Tutor Report and send copy to partner Course Leader (to append to AER and incorporate appropriate action points in response), HE Manager or partner key contact, Quality Officer - Collaborative Provision |  |  |  | Link Tutor Guidance Pack and partner staff section of AQU website |
| Prepare Course Annual Evaluation Report and send copy to HE Manager or partner key contact and UW IQC Secretary |  |  |  | Annual Evaluation process and report templates |
| **Maintain documentation** | | | |  |
| Ensure all course records and documentation are maintained |  |  |  |  |
| Plan and manage work-based and placement learning, review and keep up-to-date the ‘audit tool’, complete risk assessments and maintain WBL/Placement Records, where appropriate, including achievement of student placement hours and requirements. |  |  |  | [Policy on the Management of Placement and Work-based Learning](http://www.worc.ac.uk/aqu/documents/UW_Policy_for_Management_of_Placement_and_WBL.pdf) July 2016  [University Risk Assessment Form for Placement Learning](http://www.worc.ac.uk/aqu/documents/Appendix_1_-_University_Risk_Assessment_Form_for_Placement_Learning.docx) (Appendix 1) July 2016  [Placement Providers' Health and Safety Questionnaire](http://www.worc.ac.uk/aqu/documents/Appendix_2-_Placement_Providers_Health_and_Safety_Questionnaire.docx) (Appendix 2) - July 2016  [Student Placement Conduct and Health and Safety Agreement](http://www.worc.ac.uk/aqu/documents/Appendix_3_-_Student_Placement_Conduct_and_Health_and_Safety_Agreement.docx) (Appendix 3) - July 2016  [Placement and Work-based Learning - Audit Record](http://www.worc.ac.uk/aqu/documents/WBPLAuditRecord.docx) (Appendix 4a)  [Work Placements for Disabled Students - Guidance for Staff](http://www.worc.ac.uk/adpu/documents/Accessible_high_quality_placements_and_wbl_brochure_final_Sept_2011.pdf) |
| Identify and check the currency of the approved linked Honours progression route from FDs , the associated procedures for application/admissions arrangements (and any additional progression routes/conditions for progression) in Programme Specification, Course Handbook and marketing information (prospectus and course web pages) and identify and communicate the transition support arrangements in course handbooks |  |  |  | See [Policy on Progression from FDs to Top-Up/Honours Degrees](http://www.worc.ac.uk/aqu/documents/ProgressionfromFoundationDegreestoTop-Up.pdf) (updated 2016) and [Principles and Guidance for the Design of Foundation Degrees](http://www.worc.ac.uk/aqu/documents/PrinciplesandGuidancefortheDesignofFDs.pdf)  [in the Undergraduate Regulatory Framework](http://www.worc.ac.uk/aqu/documents/PrinciplesandGuidancefortheDesignofFDs.pdf) (Nov 2012) |
| **Other** |  |  |  |  |

**Updated July 2016**

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