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**Academic Quality Handbook**

**Chapter I: Collaborative Partnerships**

**Appendix I.3: Collaborative Partnership Proposal Form**

This form should be completed to provide all necessary information about a proposed new partnership for final approval. The purpose of the Proposal Form is to record all necessary and final information in relation to the delivery and management of the partnership, including financial details, quality management, student administration and learning and teaching activities, as agreed with the proposed partner where appropriate.

Appendix A should be completed for all proposals.

For **Study Abroad** proposals, Appendix B should also be completed.

For **Articulation** proposals, Appendix C should also be completed.

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| **KEY INFORMATION** | |
| Name and title of partnership proposer |  |
| Name and address of partner institution |  |
| Name, role and contact details of contact person at partner institution |  |
| Type of partner institution | [e.g. publicly-funded higher education institution] |
| Link to partner institution website |  |
| **PARTNERSHIP DETAILS** | |
| Partnership type | Articulation  Progression  Collaborative delivery  Study abroad |
| Programme(s) or module(s) the partnership relates to |  |
| Proposed start date or academic year for partnership activity |  |
| Summary description of proposed partnership activity (max. 200 words) | [describe each partner’s main responsibilities in particular] |
| Summarise the rationale for the collaborative partnership | [benefits to TL; strategic fit; benefits to student experience] |
| How will the partnership’s progress towards achieving its objectives and targets be monitored? |  |
| State any additional resource implications for Trinity Laban because of the partnership |  |
| Will there be any financial transactions between TL and the partner institution? Please describe. |  |
| Will any intellectual property (IP) be developed jointly by TL and the partner institution for the purposes of the partnership? |  |

**Appendix A. The below questions relate to the operational, quality and academic management of the partnership and programme or module. Not all questions are relevant to all types of partnerships, but they should all be considered for each partnership even if the answer will be N/A.**

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| **MARKETING, RECRUITMENT AND FEES** | |
| Describe the proposed marketing strategy for the partnership. |  |
| What are TL’s responsibilities in marketing and recruitment? |  |
| What are the partner institution’s responsibilities in marketing and recruitment? |  |
| Will the partner institution be using the TL logo and vice versa? |  |
| What is the process at each institution to review and approve the marketing materials and any other publicity issued by the other institution prior to publication? |  |
| What are the expected student numbers? |  |
| Describe the arrangements for setting and collecting fees from students. |  |
| Are there any other financial arrangements relating to students as part of the partnership (scholarships, bursaries etc.)? |  |
| Are there additional costs to tuition fees that the students are expected to cover because of the partnership activity? |  |
| **ADMISSIONS AND INDUCTION** | |
| Describe the application and admissions process. | *[each institution’s responsibilities and involvement in the application and admissions process; timeline]* |
| How will the admissions decisions be made between the institutions for the programme or module (by TL, by partner institution or jointly)? |  |
| What are the entry requirements/admissions criteria? |  |
| Are there any Student Visa implications of the partnership activity? |  |
| How will the students be prepared for study at the other institution? Will the partners collaborate in arranging an induction for the students? |  |
| What student and applicant data will be shared between TL and partner institution as part of the collaboration? |  |
| **STUDENT POLICIES, ADMINISTRATION AND PROGRAMME DELIVERY** | |
| Will TL’s Academic Regulations and Academic Quality Handbook be applied in full for the partnership or are any modifications required? |  |
| How will the institutions communicate with each other formally and informally? |  |
| How will student feedback be collected and monitored for the partnership activity? |  |
| How will the quality of the learning experience at the partner institution be monitored? |  |
| Does TL need to consult the partner institution when making changes to the programme or any module, and vice versa? |  |
| How will   1. extenuating circumstances; 2. academic complaints; 3. non-academic complaints; 4. academic misconduct (plagiarism etc.) 5. student discipline;   be dealt with between the institutions? |  |
| What student support services will the student have access to at each institution? |  |
| Is the partner institution committed to implementing any reasonable adjustments (relating to both learning difficulties and physical disabilities) the student is entitled to, to a standard equivalent to what is required under English law? |  |
| Which institution Virtual Learning Environment (VLE) will be used for the programme/module and how will relevant staff from the other institution have access to that VLE? |  |
| How will relevant information about the programme/module be created, updated and provided to students in collaboration with the partner institution? |  |
| Will TL and the partner institution collaborate in programme or module design and development? If so, how? |  |
| How will assessment be dealt with for the students? |  |
| How will resits and reassessment be dealt with? |  |
| List each module on the programme and indicate for each module whether it is   1. taught by the partner institution, by TL or jointly (if jointly, indicate how teaching/supervision on the module is shared); 2. first marked by the partner institution or by TL; 3. moderated/second marked the partner institution or by TL;   iv. subject to the TL or partner institution marking scheme. |  |
| Will grades be imported from the partner institution to TL? Do grades need to be translated between TL and the partner institution’s marking schemes?  If grades need to be translated between the institutions, please include the grade conversion table that will be used here. |  |
| Are there placements involved in the partnership activity? How will they be managed between TL and the partner institution? |  |

**Appendix B. Study Abroad Questionnaire**

**The below questions must be completed for Study Abroad proposals.**

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| Which modules will the Study Abroad period replace on the TL programme? |  |
| How long will TL students spend at the partner and at what point in their programme? |  |
| What is the credit system at the partner and how does it compare to TL’s credit system? Provide evidence that the volume of learning is equivalent to the credits being replaced on the TL programme. |  |
| Do the learning outcomes and content of the modules at the partner institution map to the TL modules they will replace? Attach the relevant module specifications from the partner institution. |  |
| Are there any language requirements at the partner institution that the TL students need to meet or consider? |  |
| Will the partner institution arrange accommodation for the incoming TL students? |  |
| What TL modules will be available for the incoming students from the partner institution? Have these been agreed with the partner? Are there guaranteed spaces on the modules? |  |
| What other student support services will be provided to incoming students at TL? Have these been agreed with the relevant teams? Are there any requirements from the partner institution that need to be considered? |  |

**APPENDIX C. Articulation mapping**

**This appendix must be completed for articulation proposals only.**

Articulation is a process whereby all students who

1. successfully complete a specified programme of study at the partner institution;
2. pass the Trinity Laban audition process; and
3. meet the applicable English language requirements

are entitled to be admitted, with advanced standing, to a non-final year of a named undergraduate programme at Trinity Laban.

As part of the articulation process, Trinity Laban counts the credit earned by the student at the partner institution towards its undergraduate degree. Trinity Laban must therefore reassure itself that the learning completed by the students at the partner institution is equivalent in

1. level;
2. volume; and
3. content

to the parts of the Trinity Laban programme it replaces. This is especially important to ensure that the students have all the prerequisite knowledge and skills to be able to successfully complete their programme at Trinity Laban.

This template must be used to undertake a mapping of the above on the partner programme to the relevant years of the applicable Trinity Laban programme.

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| TL programme name (if the articulation applies to more than one): | | Partner programme name (if the articulation applies to more than one): | |
| **Trinity Laban programme learning outcomes *(from the programme specification)*** | | **Corresponding learning outcomes of the partner programme** | |
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| Analysis of the learning outcome mapping at programme level: | | | |
| **Trinity Laban modules**  *Complete for each module that the students will* ***not*** *have studied at Trinity Laban.* | | **Corresponding Partner modules**  *Complete for each module the students will have studied before transferring to Trinity Laban.* | |
| Module title:  Level:  Credit-weighting:  Contact hours:  Assessment methods and weightings:  Overview of topics covered:  Learning outcomes: | | Module title:  Level/year of delivery:  Credit-weighting/learning hours:  Contact hours:  Assessment methods and weightings:  Overview of topics covered:  Learning outcomes: | |
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| Analysis of the mapping of modules: | | | |
| **Assessment practices at the partner institution** | | | |
| What are the marking practices *(is there double marking or moderation, externality etc.)* and the process for confirming the grades *(Exam Boards etc.)?* | | |  |
| What is the grading scale at the partner institution? *(This only applies if certain grades are expected for advanced standing to Trinity Laban, see 2.3.)* | | |  |
| **Sampling of assessment**  A review of performance-based classes should be undertaken by appropriate staff during a visit to the partner institution, or through recordings if possible. | | | |
| 5.1 Is the standard of students’ technique and performance-based teaching equivalent to that on corresponding modules at Trinity Laban? | | |  |
| **Conclusion**  Please confirm whether the **level**, **content** and **volume** of learning at the partner institution are equivalent to the learning at Trinity Laban on the modules the partner learning will replace based on the mapping exercise, with a brief rationale for each aspect. | | | |
| Level |  |  | |
| Content |  |  | |
| Volume |  |  | |