

**LONDON
METROPOLITAN
UNIVERSITY**



Collaborative Partnerships Operational Manual 2024-25

Version 6.0

Approval date: September 2024

Next revision due: September 2025

Table of Contents

1. Introduction	5
2. Who's Who at London Met – Introduction to Key Departments and People	5
2.1 University Governance	5
2.2 University Senior Leadership Team	6
2.3 Key University Contacts	6
3. Managing Collaborations - Overarching Principles	10
4. Definitions and Glossary	11
5. Categories of Collaboration and Key Features	11
6. Introduction to the Schools and Subject Areas	13
7. Academic Quality and Development (AQD)	14
8. Marketing	15
9. Competitions and Markets Authority (CMA) Compliance	16
10. Student Admissions, Enrolment and Registration	16
10.1 Student Admissions and Registration	16
10.2 Applicants Under the Age of 18	18
10.3 Academic Credit Transfer	18
10.4 Student Enrolment and Re-enrolment	18
10.5 Enrolment of New Students	19
10.6 London Met Student ID Cards	19
10.7 Enrolment of Continuing Students	20
10.8 Withdrawal of Students	21
10.9 Breaks in Study	21
10.10 Attendance and Engagement Monitoring	22
11. Staff Induction	23
12. Student Induction	24
13. Assessment and Marking of Student Work	24
14. External Examiners	26
15. Subject Standard Boards and Progression and Awards Boards	27
15.1 Subject Standard Boards	27
15.2 Progression and Awards Board	28
16. Awards, Certificates and Transcripts and Award Ceremonies	29
16.1 Initial Review of Awards Proposals	29
16.2 Conferral (Approval) of Awards	29
16.3 Publication of Awards	29

16.4	Preparation of Awards and Transcripts	29
16.5	Queries Regarding Award Calculations	30
16.6	Replacement and Additional Documents and Verification of Awards	31
16.7	Sample certificates and transcripts	31
17.	Awards (Graduation) Ceremonies	31
18.	Alumni	32
19.	Access to University Resources	32
19.1	Library Services	32
19.2	Student Services: Counselling	33
19.3	Careers and Employability	34
19.4	IT Accounts (Students and Staff)	35
20.	Student Partnership, Engagement and Feedback	36
21.	Course Committee Meetings	36
22.	Academic Regulations	37
23.	Students' Union	37
24.	Appeals, Mitigating Circumstances, Complaints and Academic Misconduct	38
24.2	Mitigating Circumstances	38
24.3	Academic Misconduct	38
24.4	Academic Appeals against Decisions of Assessment Boards	39
24.5	Complaints and Student Conduct	39
25.	Safeguarding	39
26.	Awards Taught and Assessed in a Language other than English	40
27.	Course Management	41
28.	Change of Ownership	42
29.	Freedom of Information	42
30.	Data Protection	43
31.	Repeat Due Diligence	43
32.	Recruitment Forecast	45
33.	Fees and Funding	45
34.	Finance Operations	46
	Appendix 1 - University Committee Structure Organogram 2024-25	47
	Appendix 2 - Overview of Schools and Subject Areas	48
	Appendix 3 - Head of Collaborative Partnerships and Academic Liaison Tutor	49
	Appendix 4 – Sample Student Induction Checklist	56
	Appendix 5 - Moderation Procedure	57

Appendix 6 - EVision Mark Entry (Training Manual)	58
Appendix 7 - Sample Agenda for Course Committee	59

1. Introduction

- 1.1. We are delighted to welcome you as an approved collaborative academic partner of London Metropolitan University (London Met). This Collaborative Partnership Operational Manual (POM) explains the key stages of our procedures for managing our approved collaborative taught provision, and also looks at the additional activities involved in maintaining robust partnerships with educational providers to deliver courses in the University's name and to provide an excellent student experience.
- 1.2. The POM forms part of the University's approach to collaborative academic partnerships and is guided by the [University's Strategy](#). It also forms part of the [Quality Manual](#) (QM).
- 1.3. If you are a prospective partner seeking to form a partnership with London Met, please contact the [Partnerships Office](#) in the first instance and see the [Collaborative Academic Partnerships](#) section of the QM which explains the process of becoming an approved partner at London Met.
- 1.4. The POM is structured into different sections based on the normal life cycle of a course and the overall partnership. Each section contains explanatory text, contextual information and, as appropriate, links to the forms necessary to complete the procedures. At various points you will find links to the University's Governance and Regulations.
- 1.5. The procedures within the POM and QM represent best practice and conform as far as possible to the [Quality Assurance Agency \(QAA\) Quality Code 2024](#), the [QAA Sector Agreed Principles](#) and adhere to the ongoing [conditions of registration](#) set out by the Higher Education regulatory body in England, the Office for Students (OfS). These procedures are designed to enable London Met to assure the quality and standards of awards granted in its name and to provide a high-quality student experience.

2. Who's Who at London Met – Introduction to Key Departments and People

2.1 University Governance

- 2.1.1 Governance is the way in which the University is structured to ensure that it has effective strategic leadership and executive management in the realisation of its mission.

Key areas of governance include:

- [Board of Governors](#) and its [sub-committees](#)
- [Regulations and Scheme of Delegation](#)
- [Executive committees](#)
- [Legal status](#)
- [Constitution](#)

2.1.2 The Board of Governors has delegated authority to a number of committees which report to the Board. These include the University’s Academic Board, a committee which the University’s Articles of Association require the Board of Governors to establish. Please refer to [Appendix 1](#) for the diagram illustrating the University’s committee structure.

2.1.3 The Academic Board delegates responsibility for ongoing oversight of new course proposals and developments for collaborative provision to the Collaborative Partnership Committee (CPC).

2.1.4 The Academic Board delegates responsibility for ongoing oversight of the University’s quality assurance and enhancement procedures as they relate to its on-campus provision to the Learning Teaching and Quality Committee (LTQC) and as they relate to its collaborative partnership provision to the Collaborative Partnership Committee (CPC).

2.2 University Senior Leadership Team

2.2.1 Executive leadership within the University is provided by the Vice-Chancellor and Chief Executive, Professor Julie Hall.

2.2.2 The Senior Leadership Team (SLT) is responsible for advising the Vice-Chancellor on the exercise of the functions and responsibilities delegated by the Board of Governors to the Vice-Chancellor as the University’s Chief Executive. SLT comprises the executive of the University for the purposes of the University’s Regulations and Scheme of Delegation. Detailed information about the University’s SLT is available on the University’s [website](#).

2.3 Key University Contacts

2.3.1 The Dean of School will appoint an Academic Liaison Tutor (ALT) who will lead on the academic management of the course with the support of the School Heads of Collaborative Partnerships.

2.3.2 Other key contacts for each of the activities and named sections are listed here:

Name	Role	Contact Email Address	Overview of responsibilities

Prof. Gary Davies	Deputy Vice Chancellor, Student Recruitment and Business Development	gary.davies@londonmet.ac.uk	<ul style="list-style-type: none"> ● Student recruitment ● Business development ● Admissions
Prof. Nona McDuff	Interim Deputy Vice Chancellor and Provost, Academic	n.mcduff@londonmet.ac.uk	<ul style="list-style-type: none"> ● Academic developments / activities ● Works with the Vice Chancellor to deliver the University's strategic plan
Associate Prof. Wendy Bloisi	Head of Academic Partnerships	w.bloisi@londonmet.ac.uk	<ul style="list-style-type: none"> ● Partnership development
Kelly Griffin	Head of Partnerships Office ¹	k.griffin@londonmet.ac.uk OR partnershipsoffice@londonmet.ac.uk	<ul style="list-style-type: none"> ● Legal contracts ● Invoicing ● Commercial operations ● Attendance Monitoring Visits² ● Partnership letters for external bodies
David Hood	Head of Enrolment and Graduation	Graduation@londonmet.ac.uk	<ul style="list-style-type: none"> ● Student enrolment ³

¹ The Partnerships Office shall be the initial point of contact for any financial matters and they shall liaise with the appropriate team within the Finance department.

² Attendance monitoring visits are currently conducted at Partner institutions where students receive tuition and maintenance loans from the Student Loans Company (SLC).

³ The Enrolment and Graduation Team support the enrolment process of students for specific partnership arrangements. Majority of Partner Institutions shall be responsible for the enrolment of students unless otherwise stated in the legal agreement.

			<ul style="list-style-type: none"> • Graduation ceremony⁴
Alistair Dyer	Head of Fees and Funding	Feequery@londonmet.ac.uk	<ul style="list-style-type: none"> • SFE funding
Marva de la Coudray	Director of Teaching & Learning	m.delacoudray@londonmet.ac.uk	<ul style="list-style-type: none"> • Development of Teaching & Learning • Course Enhancement Process (on campus) • Staff development
Ian Pearson	Academic Registrar	i.pearson@londonmet.ac.uk	<ul style="list-style-type: none"> • Academic quality and development • Student Administration and Records • Student Systems and Returns • Timetabling
Moyra Throssell	Quality Manager (Partnerships)	m.throssell@londonmet.ac.uk	<p>Quality Processes for Collaborative Partnerships including:</p> <ul style="list-style-type: none"> • Quality Enhancement • Continuous Monitoring • Approvals • Partner Reviews

⁴ Graduation ceremonies taking place for main campus and partner students in London. Partner institutions may host their own graduation ceremonies and are expected to inform London Met of the proposed dates of such events and are responsible for oversight and management of such events.

Subi Darbhanga	Director of Admissions and Enrolment	s.darbhanga@londonmet.ac.uk	<ul style="list-style-type: none"> • Admissions and enrolment • Fees and Funding • Attendance and Engagement Monitoring • Partnerships Office
Simon Williams	Assessment Manager	Simon.williams@londonmet.ac.uk	<ul style="list-style-type: none"> • Assessment & Progression • Certificates and transcripts • Mitigating Circumstances
Gemma Holleran	Deputy Academic Registrar	g.holleran@londonmet.ac.uk	<ul style="list-style-type: none"> • Student Registrations and Admissions • Module results confirmation
Kate Stanbury	Head of Marketing	k.stanbury@londonmet.ac.uk	<ul style="list-style-type: none"> • Marketing & Branding guidelines
Lara Bulut	Head of Student Services	l.bulut@londonmet.ac.uk	<ul style="list-style-type: none"> • Student Services
Amy Brazier	Head of Student Conduct and Student Casework	a.brazier@londonmet.ac.uk	<ul style="list-style-type: none"> • Academic Misconduct • Appeals • Complaints
Laura Simmons	Head of Library Operations	l.simmons@londonmet.ac.uk	<ul style="list-style-type: none"> • Library Services

Naomi Elliott	Head of Academic Liaison and Content	n.elliott@londonmet.ac.uk	Partner Libguides and access to library resources
Sandra Heidecker	VLE Manager	s.heidecker@londonmet.ac.uk	WebLearn
Charlie Snelgrove	Head of School Offices	c.snelgrove@londonmet.ac.uk	ARMS accounts
Income Collection	Finance	Incomecollection@londonmet.ac.uk	Finance operations – receiving payments from Partners and Students
Sundry	Finance	Sundry@londonmet.ac.uk	Finance operations - Issuing invoices to Partner institutions
Accounts Payable	Finance	Accountspayable@londonmet.ac.uk	Finance operations – paying Partner institutions (where invoices are raised against a purchase order)
Simona Boeva	Head of International Recruitment	s.boeva@londonmet.ac.uk	<ul style="list-style-type: none"> • Study Abroad • International Summer School

3. Managing Collaborations - Overarching Principles

3.1 London Met takes ultimate responsibility for the academic standards and quality of awards given in its name, irrespective of where these are delivered or who provides them. Oversight of collaborative academic partnerships is included in the terms of reference of University level committees to ensure that this is embedded institutionally and this, in turn, is reflected in the terms of reference for School level committees to ensure consistent practice across the University.

3.2 Collaborative academic partnerships can bring many benefits, but the activity also poses risks for the assurance and maintenance of academic standards and quality, and the quality of the student experience and outcomes. To address this, London Met provides clear policies, guidance and training for both University and partner staff.

3.3 Each partnership will usually be subject to a partner review after three years in the first instance, and usually every five years thereafter to ensure that the quality of provision, student experience and outcomes meets the required standards. Detailed information relating to partner reviews can be found in [the Collaborative Partnerships](#) section of the QM

4. Definitions and Glossary

4.1 The [University Quality Assurance Glossary](#) can be accessed on the University’s website.

5. Categories of Collaboration and Key Features

5.1 There are various categories of collaborative arrangement at London Met, the definitions in Table 1 are used. These definitions take into account [Quality Assurance Agency’s \(QAA\) guidance on partnerships](#) (November 2018, and principles of quality as updated in 2024).

5.2 Each collaborative arrangement is unique and not every partnership falls neatly into these categories. Variation is permissible within London Met’s regulations. The key points to remember are:

- The requirements of any local government or regulatory bodies must be met.
- Course management arrangements must be proportionate to the likely level of risk to quality and standards.

5.3 Categories of collaborative arrangements:

Type of collaboration	Description	Awarded by	Delivered by
Franchised	This is where London Met licences another institution to deliver some or all of one of its awards; the award comprises of modules that have been designed by London Met staff, and London Met retains the responsibility	London Met	The Partner

	<p>for the academic content of the course, the teaching and assessment strategy, the assessment methods, and quality assurance of the course. The Partner will adhere to this as the franchisee.</p> <p>The course and module learning outcomes will be the same but different assessment methods and timings could be agreed upon, provided no student is advantaged, or disadvantaged, depending on where they study for the award.</p>		
Validated	<p>Validated courses are designed and taught by another Collaborative Partner. The Collaborative Partner is responsible for the course design, academic content, the teaching and assessment strategy, the assessment methods, and quality assurance with advice from London Met.</p> <p>London Met oversees the quality of such courses and is responsible for issuing the award.</p> <p>London Met wouldn't usually have provision in the same subject area as the validated partner, although there would still need to be a 'home' academic school with which the partner has a link.</p> <p>Although the course and content belongs to the partner, only London Met can award a degree. The course is subject to London Met's Academic Regulations and quality assurance and enhancement processes.</p>	London Met	The Partner
Dual award	<p>These are hybrid awards involving elements of London Met and the collaborative partner's degrees. They may be developed by both institutions agreeing to accept credit from the other partner's modules towards their own award. Typically students will spend</p>	London Met and the Partner	London Met and the Partner

	<p>periods of study at London Met and the collaborative partner institution. The student must meet the requirements of each separate award. London Met and the collaborative partner are responsible for its own award and each certificate is awarded separately.</p>		
--	--	--	--

5.4 Other types of collaboration:

Articulation agreement: London Met grants credit to applicants from a partner's course and allows them to enter a related London Met course with advanced standing. Please contact the Student Recruitment and Business Development department for further information on articulation agreements: international@londonmet.ac.uk.

Credit rating: An external organisation delivers a module or programme and London Met's only role is to confirm the equivalent credit value and level of the programme. The University does not award credit, and takes no role in assessment.

CPD course: Collaborative partners may be approved to deliver individual modules or a small number of modules that do not lead to a formal award. Such modules are generally delivered for the purpose of Continuing Professional Development (CPD).

6. Introduction to the Schools and Subject Areas

6.1 There are six Schools within the University that work in partnership with our Collaborative Academic Partners to deliver London Met awards. Each School is led by a Dean of School:

1. Guildhall School of Business and Law (GSBL)
2. Art, Architecture and Design School (AADS)
3. School of Computing and Digital Media (SCDM)
4. School of Human Sciences (SHSC)
5. School of Social Sciences and Professions (SSSP)
6. School of the Built Environment (SBEN)

6.2 Within each School there are Subject Areas which are led by a Head of Subject. Heads of Subject and Deans of Schools may work with the appointed Academic Liaison Tutor (ALT), School Heads of Collaborative Partnerships, other University staff and the Collaborative Academic Partner in key activities throughout the partnership lifecycle. Please refer to [Appendix 2](#) for a full list of subject areas within each School.

7. Academic Quality and Development (AQD)

7.1 The Academic Quality and Development (AQD) department provides a range of quality assurance and enhancement services to the Schools, Professional Service Departments, and Collaborative Academic Partners. Details on AQD staff can be found [here](#).

7.2 AQD works with London Met Schools, departments and partners to ensure and assist in the maintenance and enhancement of the quality of the University's education provision, including provision at London Met's Collaborative Partners. AQD does this by supporting, managing, and having oversight of London Met's quality assurance and enhancement policies, processes and procedures. The key responsibilities include:

- i. Leading on, managing and providing support for the development and implementation of London Met's quality assurance and enhancement strategies, policies and procedures;
- ii. Supporting and advising Schools and Collaborative Academic Partners on the approval of new courses, and review and monitoring of the partnership as a whole and existing courses within a partnership;
- iii. Management and administration of London Met's External Examiner policies and procedures;
- iv. Acting as Officers to London Met central committees including Learning Teaching and Quality Committee (LTQC), Collaborative Partnerships Committee (CPC) and Academic Portfolio Committee (APC);
- v. Acting as members for London Met committees including LTQC, APC, CPC, Academic Board, School level meetings and approval and partner review panels;
- vi. Acting as London Met's representative and key point of contact for external bodies, such as the Quality Assurance Agency (QAA) in relation to London Met's responsibilities for quality and standards.

7.3 The full [Quality Manual](#) which includes a section on collaborative academic partnerships is available on the University's website.

7.4 The [Collaborative Academic Partnership Lifecycle Process](#) document contains information for Collaborative Partners in relation to the following activities and events which may arise for partners from time to time:

- Changes to an Approved Location of Study
- Addition of a Further Location of Study
- Additional Cohort Request
- Modifications to an Approved Course
- Approval of Additional Courses

- Partner Review
- Cause for Concern / High Risk Partner Process
- Continuous Monitoring Process
- Course Closure or Course Suspension

8. Marketing

- 8.1 The Collaborative Academic Partner is responsible for arranging and bearing the cost of all course marketing and publicity.
- 8.2 The publicity material should not lead with the University's brand (that is to say, it must not appear to be an advert for the University). However, when using the London Met logo, the partner must ensure it complies with the sizing and exclusion zone stated in our [logo sizing and positioning guidelines](#) and the University must only ever be referred to as London Metropolitan University or London Met (not LMU, Londonmet, LondonMet, Ldn Met or any other variation). All publicity must clearly indicate that the course leads to an award of the University and is a University franchised / validated course delivered in association with the partner.
- 8.3 The publicity material for any campaign is subject to the approval of the University's Marketing department. Publicity materials should be submitted to marketing@londonmet.ac.uk for approval no later than 30 days prior to the production (print) or go live (online) deadline and must not go into production or go live before any requested changes are made and final approval is received.
- 8.4 Subsequent approval of the publicity materials by the University's Marketing department is required if there are amendments to their content or if a period of one year has elapsed since the last approval. Again, these must be submitted to marketing@londonmet.ac.uk for approval no later than 30 days prior to the production (print) or go live (online) deadline and must not go into production or go live before any requested changes are made and final approval is received.
- 8.5 The Collaborative Academic Partner may be required from time to time to update their publicity material to reflect any changes to the University's brand identity and guidelines.
- 8.6 The Collaborative Academic Partner should not compete with the University for terms related to the University brand when it comes to online advertising (for example, the partner institution should not run advertising to catch Google search traffic for the term "London Metropolitan University").
- 8.7 The University's Marketing department may provide some advice (for a fee) in relation to publicity and marketing and joint marketing activities may be considered when appropriate.

9. Competitions and Markets Authority (CMA) Compliance

- 9.1 London Met, as an English Higher Education Institution is required to comply with the Consumer Protection Regulations (2008) and Consumer Contracts Regulations (2013) and the [ongoing conditions of registration](#) with the Office for Students in order to protect the rights of students on their chosen course of study. For students on courses with collaborative partners, the University seeks to ensure the partner student experience is similarly protected. To promote best practice across all of its partnerships, London Met expects all partners to comply with the [CMA's guidance](#) when considering changes to approved courses, which includes consulting students and offer holders and allowing sufficient time to make informed decisions. Partners are obliged to offer and deliver London Met approved courses in the mode they were approved as per the Course Learning Agreement (CLA); for example if a course has been approved for face to face delivery, then partners must offer and teach a course face to face. If a partner wishes to change the delivery mode of a course in approval, the partner must first seek the permission of London Met to do so.
- 9.2 For any proposed courses in the process of undergoing approval, the Partner should record the following statement on all marketing materials:

All Higher Education courses taught in partnership with London Metropolitan University undergo a rigorous process of approval before students can enrol. This course is currently going through the approval/ validation process. Course approval/ validation involves external subject experts and academic staff from across the University and (Enter Partner Institution Name), who look at the course's strengths as well as proposals for improvement.

This course cannot be taught until it is formally approved. The outcome of the approval process will be confirmed by (Enter Partner Institution Name) to all applicants. Once approved, the course will be reviewed and revalidated every three to five years.

For further information regarding the approval status of this course please contact XXXX

10. Student Admissions, Enrolment and Registration

10.1 Student Admissions and Registration

- 10.1.1 All students on collaborative courses must be enrolled at the Partner institution and the University.
- 10.1.2 All student personal information and registration data must be shared securely. Documents containing personal information including name, date of birth and

nationality must be password protected and submitted to studentrecords@londonmet.ac.uk. The password connected to the document should be submitted to the Student Records Officer connected to the individual partnership (partners will be notified who their link Student Records Officer is).

10.1.3 The Collaborative Academic Partner is responsible for all aspects of the assessment of applicants and the admissions process. This includes:

- Receiving applications;
- Processing applications;
- Obtaining documentary evidence of qualification and work experience as well as proof of identity;
- Assessing fee status and right to study;
- Conducting entry tests;
- Conducting academic interviews.

10.1.4 The Student Records Department is responsible for:

- Receiving student data from partners;
- Creating student records, IT and EVision account;
- Confirming lists of enrolled student details to partner;
- Creating a record of modules on which students are enrolled, students will be on a fixed diet of modules for the full course;
- Recording the module credit/pathway credit on the student records system.

10.1.5 Assessment of applicants is in line with previously agreed entry standards between the Collaborative Academic Partner and London Met.

10.1.6 Upon receiving an application for a course, the Collaborative Academic Partner has the responsibility to assess the application in line with the admission criteria outlined in the course specification, to the point that they determine the application is suitable for a conditional or an unconditional offer.

10.1.7 If an applicant has prior knowledge, academic qualifications or experience that does not exactly match the course entry criteria this would be considered a non-standard application and the Collaborative Academic partner should discuss the application with the appointed Academic Liaison Tutor (ALT) who can provide further advice and guidance prior to making a final decision.

10.1.8 When conducting repeat due diligence, the Partnership Office may audit a selection of admissions records.

10.2 Applicants Under the Age of 18

- 10.2.1 The minimum age for entry is 16 years at the point of admission, there is no upper age limit. All applicants are considered on their individual merits. Accordingly the Collaborative Partner and the University may admit students who are under the age of 18 years. These students and their parents/guardians should understand that the Collaborative Partner and the University predominantly admits students who are over the age of 18 years and that they will be entering into an adult environment. The Collaborative Partner and the University treats all its students as independent, mature individuals and students who are under the age of 18 years will be treated in the same way.
- 10.2.2 The usual personal and academic support arrangements will apply to students who are under 18 years. However, the Collaborative Partner and the University acknowledges that anyone under the age of 18 is legally a child and recognises that students under the age of 18 may therefore have additional needs in relation to their wellbeing. Applicants under the age of 18 will be required to provide confirmation of appropriate guardianship prior to being offered a place on the course.
- 10.2.3 Any academic who will be teaching an applicant who is under the age of 18 would need an **enhanced** Disclosure and Barring Service (DBS) / criminal convictions check in order to meet safeguarding requirements. The Partner is responsible for ensuring the appropriate level of checks are completed for all staff.

[Further guidance on admissions process for applicants under the age of 18 can be found on the University website.](#)

10.3 Academic Credit Transfer

- 10.3.1 Academic Credit Transfer requests by an applicant wishing to study at a Collaborative Partner institution is considered a non-standard application. The Partner will submit the student application to the ALT for review and approval as part of the non-standard application process.
- 10.3.2 If an Academic Credit Transfer is approved, the ALT will request the relevant Credit Transfer Form from Student Records and on completion submit it to Student Records. Student Records will process the credits and add to the Student Academic Record. Student Records will confirm to the ALT that the credits have been added as approved.

10.4 Student Enrolment and Re-enrolment

- 10.4.1 New students must enrol, and continuing students re-enrol, before the start of course delivery. All student personal information and registration data must be recorded on the [Student Registration Template](#) and shared securely with the

University's Student Records Team.

10.5 Enrolment of New Students

- 10.5.1 Before the start of course delivery, the Collaborative Academic Partner must complete the student enrolment list template received from the University, then submit a list of students by course to the University's Student Records Team at studentrecords@londonmet.ac.uk
- 10.5.2 For late registrations, these should be sent on a new spreadsheet within two weeks of the start date of the course. Failure to inform London Met of late registrations will mean that students will be significantly delayed in being able to access key resources at London Met.
- 10.5.3 Upon submission of this information, Academic Services will complete the enrolment process and send the students' their ID account information.
- 10.5.4 An IT account will also be created for each student which gives them access to a university email address, the University's student record system and an agreed package of electronic library resources.
- 10.5.5 IT login details are emailed directly to students the day after they are enrolled onto the University's student record system. A confirmation email with login details is sent to the student.

10.6 London Met Student ID Cards

- 10.6.1 As the majority of the students on collaborative provision do not require a physical ID card, they will not be automatically produced and sent to the Collaborative Academic Partner. All partner institutions who request ID cards will be given access to a Partner Student ID Card template which can be used by the Partner institution to create a pdf ID. The Card Exchange or Salto card Creator software can be used to generate the PDF ID cards if the University's template is used or a Partner can recreate the ID Card design using another design software e.g. Adobe Indesign, Illustrator or Photoshop. The PDF ID can be used by the Student for the duration of the course. The Student ID Card (PDF) template can be accessed via the Partnerships Office. An example of the ID Card (PDF) is in Image 1 below.

Image 1 – Student ID Card (PDF)



10.6.2 With prior agreement between the University and the Partner, if a student studying at a Partner Institution requires access to London Met's main campus library, following enrolment, students may be issued with a London Metropolitan University student ID card. If this has been agreed, the Partner will need to submit scanned passport photos of the students along with their ID number and full name to the Student Records team. Once issued, this ID card should last for the duration of the student's course.

10.7 Enrolment of Continuing Students

10.7.1 Before the course resumes in the following academic year (from the 1st August), the Collaborative Academic Partner must complete the [Student Registration Template](#) received from the University for all continuing students together with their registered modules to the Student Records at studentrecords@londonmet.ac.uk

10.7.2 Partners must complete and submit the [Student Registration Template](#) for all students progressing to year two of a two year course and years two or three of a three year course within two weeks of the second or third year starting. Where there are students waiting for confirmation of Resit Marks these should be submitted as soon as the resit marks are made available and the student has confirmed their intention to continue. The Student Registration Template can be accessed via the Partnership Office.

10.7.3 Student Records will enter the progression code onto the University's student record system and a complete programme of studies will be registered onto the system.

10.8 Withdrawal of Students

- 10.8.1 Withdrawal is when a decision has been made by a student to leave their course before they have completed the programme on which they are enrolled, without intending to return.
- 10.8.2 Partners must follow university policies with regards to attendance and finance. See [section 10.10 Attendance and Engagement Monitoring](#) below.
- 10.8.3 Partners must complete and submit to Student Records the [Change of Enrolment Status Template](#) for students who have withdrawn as soon as possible. The Change of Enrolment Status Template includes Student ID, Name, Course, Date, Last Date of Attendance, Date of Withdrawal and Reason for Withdrawal. The Change of Enrolment Status Template can be accessed from the Partnerships Office.
- 10.8.4 The Student Records team will amend the student record.

10.9 Breaks in Study

- 10.9.1 London Met recognises that some students may experience something that has an impact on their studies resulting in the need to take time out from studying. This is known as a Break in Studies. There are two types of Break in Studies, known as interruption and intermission.
- 10.9.2 **Interruption** – this is an approved break requested when the student is not enrolled as a student at London Metropolitan University (i.e. between academic years)
- 10.9.3 **Intermission** – this is an approved break from studies whilst enrolled as a student at London Metropolitan University.
- 10.9.4 For an interruption, the break would normally be for one entire semester or an entire academic year (depending on the course structure). For an intermission, it may be for a shorter time period, though not for 3 weeks or less.
- 10.9.5 The interruption or intermission will contribute towards the student's total registration period.
- 10.9.6 During a break in studies, the student will remain registered as a student, but not normally have access to University facilities.
- 10.9.7 The student will need to inform the Partner and London Met of their intention to return to their studies. If the student fails to return after the agreed period, they will be deemed to have withdrawn and their registration will be terminated. London Met may impose conditions of return.

10.9.8 Students should continue to attend until a decision is made on their application for intermission.

10.9.9 The Partner must follow university policies and should consider claims in accordance with the university's regulatory requirements ([Academic Regulations and General Student Regulations](#)). The Student Records team or Subject Standards Board Secretary can advise and assist on regulatory matters relating to intermission.

10.9.9.1 Partners must complete and submit to Student Records the [Change of Enrolment Status Template](#) for students who have Intermitted as soon as possible following the Change of Status. The Change of Enrolment Status Template includes Student ID, Name, Course, Date, Last Date of Attendance, Date of intermission starts and Reason for intermission. The Change of Enrolment Status Template can be accessed from the Partnerships Office.

10.9.9.2 The Student Records team will amend the student records.

10.10 Attendance and Engagement Monitoring

10.10.1 Student engagement is an important determinant of achievement of learning outcomes in higher education. Students who are engaged with their studies have an increased chance of continuation, on time progression, a stronger sense of belonging within the course and the community at the University and Partner Institution and improved attainment outcomes.

10.10.2 Through a clear engagement monitoring system, the University and Partner Institution will be able to identify those students at risk of non-continuation and provide a range of support and interventions to reduce the numbers of students who do not achieve their full potential.

10.10.3 The University has a duty to monitor the attendance and engagement in all aspects of the teaching and learning of a course on which a student is enrolled by the Partner Institution and leads to an award by the University. Therefore, as part of the repeat due diligence and continuous monitoring processes, the University may request attendance data from the Partner.

10.10.4 There are some UK based partnerships where students may be able to apply for tuition fee loans and/ or maintenance loans via the Student Loans Company (SLC) and are registered as a student at London Metropolitan University. The University ensures that all students enrolled on an approved course are also registered on the University's systems. If a student is in receipt of tuition fee loans and/or or maintenance loans via the Student Loans Company (SLC), the University has an obligation to report the student's attendance during the academic year and to notify the SLC of any changes in their enrolment status.

- 10.10.5 If a student is in receipt of tuition fee loans and/or maintenance loans via the Student Loans Company (SLC), the Admissions and Enrolment department are required to visit the Partnership Institution's campus to confirm the attendance of students enrolled and registered onto the courses that lead to an award validated by the University. Blended and distance learning students who are not attending lessons on campus during the visit will have their attendance confirmed by checking their attendance to scheduled sessions delivered online on the Partner Institution's VLE. The University has an obligation to report the student's attendance during the academic year and to notify the SLC of any changes in their enrolment status.
- 10.10.6 The Admissions and Enrolment department shall conduct attendance monitoring visits at the Partner Institution teaching sites around the relevant SLC liability points for a sample of applicable students per academic year. The Partner Institution shall be given a minimum of four calendar weeks' notice in writing prior to an attendance monitoring visit taking place.
- 10.10.7 The University has statutory responsibilities to report non-attendance and changes in the enrolment status of a student to funding bodies. In the case of international students who require a student visa, the University is also required to inform UK Visas and Immigration if a student is no longer engaging with their studies.
- 10.10.8 Further details on attendance and engagement monitoring can be located in the [University's policy and associated procedure document](#) in the General Student Regulations.

11. Staff Induction

- 11.1 It is incumbent on the University to provide training for partnership staff on all University processes and expectations such as the Academic Regulations and Quality Management processes and systems.
- 11.2 The Staff Induction will usually occur in the month prior to the commencement of the first delivery of the courses. Normally, training shall be conducted by the responsible department but may be provided by the Head of Academic Partnerships and/or Head of Partnerships Office in liaison with the Schools, Professional Services Department and the Academic Liaison Tutor (ALT).
- 11.3 The Staff Induction may consist of:
- University Academic Philosophy
 - University Quality Processes and expectations for partners
 - University Operational Processes and expectations for partners

- Familiarisation with the processes contained in the POM
- Introduction to University Systems
- Academic Business Calendar and the time of activities for the academic year

12. Student Induction

- 12.1 It is recommended that the ALT and / or the School Head of Academic Partnerships attends a student induction session at the collaborative partner institution at the start of the year. If this is not possible, the ALT or Head of Academic Partnerships will provide the partner with an induction checklist, see [Appendix 4](#).
- 12.2 The partner will provide the induction which will include introductions to academic skills, library resources, programme regulations, virtual learning environment, timetable and term dates. The partner will provide information on student support services which may include: pastoral support, disability support, study skills, careers advice, financial assistance, learning resources.
- 12.3 The partner will produce Student Handbooks to support the student induction process. The Student Handbook should include a clear and approved explanation of the collaborative partnership relationship with the University.
- 12.4 A copy of the Student Handbook should be shared with the ALT and Head of Academic Partnerships and Academic Quality Department.
- 12.5 During the Student Induction the partner will discuss with the student body the need for two student representatives from each cohort to represent their peers each semester at a Course Committee Meeting.

13. Assessment and Marking of Student Work

- 13.1 The assessment of students' performance will be carried out fairly by duly appointed, competent and impartial internal examiners within the collaborative partnership institution and External Examiners appointed by the University. External and internal examiners are responsible collectively for ensuring that the standard of the University's Awards is maintained, that the performance of students is assessed in relation to those standards and that justice is done to individual students.
- 13.2 Principles of assessment and marking of student work are set out in the [Academic Regulations](#) at section 5.

- 13.3 Collaborative partners are initially responsible for ensuring that the marking of student work is undertaken in a timely way which allows all student marks to be considered at the relevant Subject Standards Board. Internal markers (examiners) are normally members of the partner institution with designated responsibility for marking items of assessed work on which they have competence. They mark work objectively in line with marking criteria. This process is known as first marking.
- 13.4 Once first marking has occurred, the partner needs to organise for second marking to take place. The purpose of second marking is:
- To perform a moderating role;
 - To ensure consistency of marking;
 - To examine special cases;
 - To give confidence to students that marking will be objective and impartial.
- 13.5 Each module will be assigned a second marker, who will mark at least 20% of the work submitted, or a minimum of 10 items for postgraduate dissertations or 20 items for all other assessments (whichever is higher). If there are fewer than the minimum number of items required, then the total number of items will be moderated.
- 13.6 The sample must include items from each first marker (in situations where there is more than one) - and cover a whole range of marks and fails.
- 13.7 At Level 4, all work falling within the 35-45% range will be second marked.
- 13.8 The partner must notify the ALT that the second marking process is completed and the partner is required to submit the sample to the University via the ALT who will confirm moderation is sufficient. See [Appendix 5](#) for details of the moderation procedure.
- 13.9 If there is a disagreement over marking, the first and second marker will try to reach a consensus by discussion. If this fails, the ALT in the first instance and ultimately the Chair of the relevant Subject Standards Board will be responsible for finding a suitable course of action, such as identifying a third marker.
- 13.10 Feedback on all items of assessed coursework will be given to students. Feedback on examinations will be made available on request.
- 13.11 Marking will usually be reported in percentage marks. **Students must be made aware that all marks are provisional until such time as they have been formally ratified through a Subject Standards Board.**

13.12 Mark Entry

- 13.12.1 Mark entry for Level 5, 6 and 7 modules should be complete at a minimum of ten working days in advance of the Subject Standard Board (SSB). Levels 3 and 4 modules do not require external moderation. The mark entry can be completed at a minimum of five working days in advance of the SSB.
- 13.12.2 Partners should enter marks onto EVision for each student once second marking and moderation has been completed. Partners should set EVision to “complete” which will automatically notify Student Records marks are available, see [Appendix 6](#) for a link to the EVision Marking Guide.
- 13.12.3 The ALT will liaise with the External Examiner who will review the sample and confirm the marking standards by completing the External Examiner Annual Report. Marks are set to ‘Provisional’ on EVision until the external moderation process is completed and marks are confirmed at the Subject Standards Board.
- 13.12.4 To facilitate external examination, the ALT will usually be the person with responsibility for making the sample available to the External Examiner, for example, ensuring that the sample is available and that the External Examiner has sufficient access to the sample material.

14. External Examiners

- 14.1 London Met aims to ensure that its provision meets threshold standards and that the quality of provision and the student experience is continuously reviewed. External Examiners are a key element in this and the University requires that an External Examiner is appointed for every course that leads to an award of the University.
- 14.2 London Met Schools are responsible for identifying and nominating appropriate academics for External Examiner positions. AQD will support the School and Collaborative Partner to ensure that External Examiners are appointed, inducted, and provided with all necessary information to fulfil their roles.
- 14.3 The School(s) working with the Collaborative Partner will ensure that External Examiners for collaborative provision have full oversight of the modules and courses to which they are appointed, including resources which are available at the partner institution. This may be facilitated through electronic meetings (e.g. via video conference) with academic staff members based at the partner institution.
- 14.4 Communication with External Examiners is usually conducted by the ALT / School(s).

- 14.5 External Examiners can be appointed as Awards Examiners to sit on the University Progression and Awards Board. Awards Board Examiners are expected to attend Progression and Awards Boards.
- 14.6 Subject Standards Examiners appointed to modules at Levels 5, 6 and 7 (and where applicable Preparatory and Certificate levels) will review a sample of students' work to enable them to carry out their full responsibilities specified in the [Academic Regulations](#).
- 14.7 The sample will normally be a minimum of 20 items of assessed work for each module (or, if fewer, the total number of items of assessed work submitted). This will be spread across the range of assessment tasks and all classification bands and failing grades. For postgraduate dissertations, the normal sample size will be 10 items of assessed work.
- 14.8 Subject Standards Examiners will also affirm that the marks proposed by the Module Internal Examiner(s) are appropriate for confirmation and publication to students or recommend to the Chair of the Subject Standards Board that a remarking of some or all of the assessment components be undertaken prior to the publication of marks. (It should be noted that Subject Standards External Examiners are not authorised to request alteration to the marks of individual students).
- 14.9 Deans of Schools and Heads of all relevant professional service departments will be accountable to the Academic Board for the conduct of the assessment process as a whole.
- 14.10 Further details about the External Examining process are outlined in the [Quality Manual](#), in the [External Examiners Handbook](#) and in the [Academic Regulations](#).

15. Subject Standard Boards and Progression and Awards Boards

15.1 Subject Standard Boards

- 15.1.1 Subject Standard Boards (SSBs) are run by the University at various times during the academic year to confirm student marks for each module.
- 15.1.2 Results confirmed by the SSB will usually be published to students within five working days after the SSBs.
- 15.1.3 SSB dates are set at the beginning of each academic year by the Student Records and Assessments Team based on the Academic Calendar submitted by

the Partner and then coordinated by the School. Once set, the Student Records and Assessments team will confirm the dates to the School and the Partner.

15.1.4 To become a member of the Subject Standard Board, the internal examiner will be nominated by the Head of School/ Faculty or equivalent within the Collaborative Partner institution and appointed by the Head of School within the University.

15.1.5 The Subject Standard Examiner will be a member of the relevant Subject Standards Board.

15.1.6 Further information on Subject Standard Boards can be found in the University's [Academic Regulations](#).

15.2 Progression and Awards Board

15.2.1 The Progression and Award Assessment Board is the senior Assessment Board for all the University's courses, responsible to the Academic Board and the Board of Governors for the conduct of student assessment in the University. The Progression and Award Assessment Board shall report at least once a year to the Academic Board and the Board of Governors.

15.2.2 The Progression and Award Assessment Board shall, on the basis of marks confirmed by Subject Standards Boards, confer awards on individual students in accordance with the relevant University Awards framework, scheme regulatory framework, or other relevant regulations. This shall include awards made under the Aegrotat procedures as detailed in the [Academic Regulations](#).

15.2.3 Subject Standard Examiners appointed by the University are not part of the membership list of the Progression and Award Assessment Board.

15.2.4 The Progression and Awards Board determines all progression decisions by the University.

15.2.5 The Progression and Awards Board will occur after the completion of all SSBs scheduled for the academic year.

15.2.6 The Student Records and Assessments Team will send a list of enrolled students to the Partner after the last scheduled SSB of the academic year in readiness for the Progression and Awards Board.

15.2.7 The Partner will review the spreadsheet and populate the student status where known. During the Progression and Awards Board, the University and Partner will discuss each student and determine if the student should progress. The decisions of the Progression and Awards Board determine if a student record will be prepared for the following academic year.

16. Awards, Certificates and Transcripts and Award Ceremonies

16.1 Initial Review of Awards Proposals

16.1.1 Where there is a collaborative Subject Standards Board (SSB) specific to the partnership, award proposals (normally proposed by the partner) are initially considered at the SSB meeting. Where there is no SSB specific to the partnership, awards proposals (prepared by the Student Records and Assessments Team) are initially considered (along with the proposals for London Met's own taught provision) by a designated senior member of School staff, commonly the chair of the SSB responsible for the modules.

16.2 Conferral (Approval) of Awards

16.2.1 As with the University's own provision, awards for collaborative taught provision cannot be conferred until agreed by the University's Progression and Awards Board (including Awards by Chair's Action). A profile for the proposed award for each student is prepared by Student Records and Assessments, taking into account the advice received at the initial review stage, and presented by Student Records and Assessments to the Awards Board for agreement.

16.2.2 Regulations do not permit the Progression and Awards Board to exercise any discretion in agreeing awards and award classifications, in the same way that there is no discretion allowed to Subject Standards Boards in agreeing the module marks on the basis of which awards are subsequently calculated.

16.3 Publication of Awards

16.3.1 Awards are normally published to students via EVision on the day after they are conferred by the Progression and Awards Board. The award is published as provisional if it depends upon one or more modules for which the mark is provisional (awaiting external examiner confirmation of marking standards).

16.4 Preparation of Awards and Transcripts

16.4.1 The Student Records and Assessments Team is responsible for producing and issuing certificates and transcripts. Certificates are usually issued six weeks from the date the awards are signed off by the Progression and Awards Board.

16.4.2 When the awards have been signed off by the Progression and Awards Board, a list of graduates is sent to the Partner to check the recording of their names, date

of birth etc. Once this information is confirmed by the Partner, the Student Records and Assessments Team then start certificate production.

16.4.3 The format of the award certificate is predetermined, and may not be varied at partner request. A transcript providing details of the modules the student has studied, the marks and grades for each, the award classification, and other information specific to the student's study and other achievements during the course, is also printed and provided, in the same envelope as the award certificate.

16.4.4 If a student completes a 'top-up' course, the word 'Top-Up' will appear on the transcript if it is part of the course title however it will not appear on the final certificate.

16.4.5 The University shall provide transcripts and certificates.

16.4.6 The transcripts shall state:

- "taught in association with" the partner institution
- Credits achieved
- When not English: Language of Instruction & Language of Assessment

16.4.7 Certificates and transcripts can either be sent directly to the students or to the partner themselves if they wish, for then passing onto the students. If certificates and transcripts are to be sent directly to the Partner institution in the first instance, the Student Records and Assessments Team will require a contact name, delivery address and contact number.

16.4.8 The regulations and procedures concerning the conferral of awards and the provision of certificates and transcripts apply equally to collaborative provision and to the University's own taught provision. The regulations may be found in the [Academic Regulations](#).

16.5 Queries Regarding Award Calculations

16.5.1 Students / graduates from collaborative partner taught provision who have queries about their award calculation should raise them initially with the teaching institution, which will, if clarification is required, raise queries with the Secretary to the collaborative SSB, or where there is no dedicated SSB, raise queries by emailing awards@londonmet.ac.uk.

16.5.2 Graduates who have been advised that they have been awarded may raise queries concerning the provision of certificates and transcripts by emailing the partner who will coordinate queries with the Student Records and Assessments.

16.6 Replacement and Additional Documents and Verification of Awards

16.6.1 Student Records and Assessments also provides on request, replacements for lost or damaged certificates and transcripts, certified copies of certificates and transcripts, Awards Confirmation letters, and interim transcripts. In addition, Student Records and Assessments provides document verification services. For students who require replacement certificates and transcripts these can be requested via [Eshop](#) and are chargeable.

16.7 Sample certificates and transcripts

16.7.1 Student Records and Assessments provides on request, sample copies of certificates and transcripts to Partners for recruitment and admissions purposes. Partners can request a sample via the Partnerships Office who shall liaise with the Student Records and Assessment department. Sample copies can only be requested if the course has been approved for the Partner to deliver and there is a course level agreement signed by both parties. Hardcopy samples cannot be posted to the Partner but shall be sent via email.

17. Awards (Graduation) Ceremonies

17.1 The University holds formal awards ceremonies in London, in the summer and winter every year. Graduates from collaborative partner taught provision will be invited to an appropriate ceremony. Student Recruitment and Business Development (SRBD) are responsible for planning and organising the ceremonies. Please note that due to capacity, Partner students are typically only invited to one of the ceremonies, currently as of writing this is the Summer graduation.

17.2 Invitations are normally issued via email, along with reminders, direct to the graduates. Graduates need the details contained in their individual invitation to book to attend, and the booking procedure is entirely online.

17.3 General details about awards ceremonies and procedures are published [online](#). Details of dates and times for each year's awards ceremonies are advised to partners by SRBD staff who will also email directly to senior staff at the partner to advise the applicable dates and to invite partner staff.

17.4 All graduates with London Met awards are entitled to attend the awards ceremony to which they are invited, provided they complete their booking by the deadline for doing so, but attendance is entirely voluntary. Graduates with an

outstanding debt (such as tuition fee debt) to the University are not normally invited, until it is confirmed that their debt has been cleared.

- 17.5 Teaching staff from partner institutions are also very welcome to attend the ceremonies and join the stage party, providing they advise SRBD in good time.
- 17.6 Certificates and transcripts are not issued at London Met's awards ceremonies. They are provided at different times, by post or via the Collaborative Academic Partner.
- 17.7 Collaborative Academic Partners who issue their own awards may run their own graduation ceremonies, to which they may invite London Met graduates, but this will not affect the right of graduates with University awards to attend the London Met awards ceremony.
- 17.8 Where a Collaborative Academic Partner intends to run their own graduation ceremony, it is expected that they will inform London Met, usually through the Partnerships Office and / or Student Recruitment and Business Development of the proposed ceremony and date.

18. Alumni

- 18.1 If the student has completed the course for a year or longer and successfully achieves a London Met degree, they will join the London Met alumni and will have full access to the same benefits and resources as on campus graduates. London Met will send a welcome email to the graduates just after graduation, outlining how to become a member. Graduates will be able to request an alumni card. Students will get a 20% discount on postgraduate courses, get the Alumni newsletter via e-mail, access to the physical library and a few discounts listed on the [alumni website](#).

19. Access to University Resources

19.1 Library Services

- 19.1.1 In the first instance, all partners are required to purchase student copies of core texts (hard copies and e-resources) for all courses and modules in approval with London Met. Partners are expected to ensure that partner staff and students have access to relevant resources appropriate to the learning and student experience. For some resources, London Met Library Services may be able to arrange access to partner staff and students for a cost, partners interested in negotiating such an arrangement are advised to contact the Partnerships Office in the first instance.

- 19.1.2 For each partnership, Library Services will provide a guide showing the relevant open access resources and London Met produced study skills guides for the courses delivered by that partner. Access to Library e-resources (databases, e-journals and e-books) is subject to the licences/contracts imposed by publishers/suppliers and can only be granted after approval by the supplier and payment of a fee to extend the licence/ contract to partnership students. The Library can provide a list of databases where negotiated extended licences at a cost are possible. Where extra funding is required to increase the licence coverage or to supply additional e-resources for students, the Collaborative Academic Partner will be required to cover the additional costs.
- 19.1.3 Appropriate induction material for Library Services and tutorials for how to find and use e-resources and relevant open access resources will be available online within the [Subject Guides and Skills Hub area of LibGuides](#)
- 19.1.4 Where available, Library Services will collect usage statistics and monitor usage. Un-used or under-utilised resources may be subject to cancellation. The Schools and AQD will be informed if this is the case.
- 19.1.5 In normal circumstances students may access the Learning Centre, students are advised to contact London Met in advance if borrowing rights are required. During force majeure events access may be unavailable.
- 19.1.6 Student groups of more than five students can request tours of the library and the available facilities. This should be coordinated by the library staff at the collaborative Partner institution who can request this on behalf of the students by emailing library@londonmet.ac.uk to arrange tours.
- 19.1.7 Students may email library@londonmet.ac.uk for any general library questions they have, [Skills Hub tutorials](#) are available online and during working hours Library Chat is an online facility for students to submit questions through.
- 19.1.8 Dissertations are not published at London Met for any students. The print copies of doctoral level theses are held in the Library and the digital versions are added to the institutional repository. These then are harvested and appear on the British Library's EThOS platform of UK theses.

19.2 Student Services: Counselling

- 19.2.1 Counselling is a chargeable service - for costs please contact the Head of Student Services. The service usually meets each student for one assessment session (referred to as a 'pre-counselling meeting') and this is generally followed by six further sessions.
- 19.2.2 Referrals are made via the [Counselling Service](#). This ensures that the counselling referral has been approved by the partner organisation. The Counselling Service will seek further approval when additional sessions are recommended.

- 19.2.3 The Counselling Service requires the partner organisation to have an explicit and accessible confidentiality policy (addressing counselling issues) and one which enables the Counselling Service; in cases of risk or serious concern to make contact with a named person at the partnership college. A second named person will act as deputy at times when the key named person is absent.
- 19.2.4 The named person will be responsible for dealing with students from partnership colleges, who present with: (a) immediate risk, e.g. risk of self-harm, risk of suicide or (b) in cases of a mandatory reporting requirement.
- 19.2.5 The Collaborative Academic Partner is expected to have a full understanding of the [Equality Act](#) and its implications for disabled students and students who have a Specific Learning Difference (SpLD). The partner organisation is also expected to be familiar with procedures whereby UK disabled students can obtain financial support through the [Disabled Students' Allowance \(DSA\)](#).
- 19.2.6 Should further time be required in Counselling then the cost would be as set out above.

19.3 Careers and Employability

- 19.3.1 The Careers and Employability Team is available to help students develop the knowledge, skills and experience needed to make informed decisions and to build a rewarding career. Services are available to students and graduates for up to three years following graduation.
- 19.3.2 The Careers and Employability team is guided by the principles of equality of opportunity, accessibility, impartiality, transparency, and confidentiality. In addition services offered are delivered in line with the relevant professional code of practice, specifically the [Association of Graduate Careers Advisory \(AGCAS\) Code of Practice](#) on Guidance and the National Association of Student Employment Services (NASES) Code of Practice.
- 19.3.3 Students studying at a Collaborative Partner institution can use their London Met email address to log into the [Student Zone](#) and access a wide range of resources on the [Career and Employability Advice portal](#).
- 19.3.4 Students studying at a Collaborative Partner institution do not have access to the University Job Shop, placements or volunteering opportunities. The Careers and Employability team will be unable to provide one-to-one advice to students at Collaborative Partner institutions. London Met provides up to date careers information and interactive resources to support the students' career journey on the Career and Employability Advice portal. We also encourage all Collaborative Partners to have resources in place to support their students with developing

their knowledge and employability skills and supporting them with accessing employment opportunities.

19.4 IT Accounts (Students and Staff)

- 19.4.1 Student IT accounts are automatically created at the point of enrolment at the University. Students are encouraged to use their London Met email address as relevant information is sent to them from time to time, for example invites to graduation. Student IT accounts are required to access EVision.
- 19.4.2 Students should be encouraged to ensure their contact details are kept up to date (these can be updated via EVision).
- 19.4.3 Designated staff from each partner institution can have IT accounts and therefore access to some University resources, including EVision, WebLearn (where applicable) and e-resources. This is particularly relevant for key members of staff like course leaders, and staff responsible for entering marks and is managed through the Academic Records Management (ARMs) System.
- 19.4.4 Academic Records Management (ARMs) accounts are **only valid for one year**.
- 19.4.5 Partners will submit a request to the ALT with an explanation of need and CV for all academic staff. If approved the ALT will notify the School Office who will arrange for the accounts to be created or renewed. Access is authorised by the University's IT department. The ALT or the School Office staff should be recorded as the 'sponsor' of the account. The sponsor will be able to access the details relating to that specific ARMs account.
- 19.4.6 It is essential that one month prior to the beginning of the course each year the partner must submit a full list of partner staff who require new and renewed accounts to the ALT who will liaise with the School Office.
- 19.4.7 All confirmed new and renewed account details will be communicated by the School Office to the Collaborative Partner via the ALT.
- 19.4.8 After the ARMs account is setup and if the staff member at the partner institution requires access to WebLearn, the ALT will submit a request on behalf of that member of staff by completing the WebLearn Staff Account Request Form.
- 19.4.9 The WebLearn Support Team will confirm staff access to WebLearn to the Collaborative Partner via the ALT.
- 19.4.10 The ALT is responsible for supporting the Collaborative Partner with having access to the correct module content on WebLearn. The ALT should contact weblearnsupport@londonmet.ac.uk for further guidance on how to request access to specific module content on behalf of a Partner.

- 19.4.11 The ALT is responsible for specifying the purpose of the request to the WebLearn Team e.g. adding partnership staff from Partnership X as students to London Met modules to view learning materials.

20. Student Partnership, Engagement and Feedback

- 20.1 London Met is committed to improving every aspect of the students' experience and we will work together to ensure the partnership is built for student success, especially for those who are already facing barriers.
- 20.2 London Met's [Student Success Strategy](#) has been developed and co-written by our students and staff. It represents our shared goals and it translates our University vision, mission and values into a number of commitments to our students.
- 20.3 In the context of collaborative provision, Student Representatives (Student Reps) help to make a difference to the lives of London Met students by raising issues around specific course-related areas such as tutor feedback or library resources. Each course is represented by its own Student Rep elected by their fellow students. Gathering the views of their classmates and presenting them to the course team, Student Reps have the opportunity to work closely with teaching and management staff. The Collaborative Partner is responsible for ensuring that Student Reps of each student cohort are nominated at the start of each intake.

21. Course Committee Meetings

- 21.1 Partners are required to hold bi-annual course committees with Student Reps. Dates for the meetings should be agreed between the Collaborative Partner and the ALT. Course Committees should be chaired by an appropriate member of staff at the Collaborative Partner institution e.g. Course Leader and a member of the University from the relevant School (usually the ALT).
- 21.2 Student Reps will be invited to Course Committee meetings to feedback on the experience of the cohort. We also expect that student representation is reflected in the governance structure where appropriate.
- 21.3 There may be instances where the ALT may wish to get feedback from the Student Reps without the Partner being present. This should be agreed in advance of the meeting.
- 21.4 A sample agenda for a Course Committee meeting is contained at [Appendix 7](#). Minutes of the Course Committees should be written by the Partner and be in a format consistent with that of the University and should be sent to the ALT and AQD within four weeks of the meeting taking place.

- 21.5 Course evaluation shall be carried out by the Collaborative Academic Partner. A summary of the survey results should be made available to the ALT and AQD as part of the continuous monitoring process.
- 21.6 Students studying in the United Kingdom at a Collaborative Partner institution on a Level 6 course will be eligible to complete the National Student Survey (NSS).

22. Academic Regulations

- 22.1 The [Academic Regulations](#) apply to all taught courses and research degree courses. Certain sections apply only to a particular type of award or groups of awards as identified in those sections.
- 22.2 The University's academic regulations ensure that:
- the structures of our courses are appropriate and meet expectations for higher education in the UK;
 - we treat students fairly and consistently in the management and assessment of courses; and
 - the academic standards of our awards are maintained.
- 22.3 It is the University's responsibility to ensure timely communication to Collaborative Academic Partners of proposed changes and to ensure that they are adequately documented.
- 22.4 The University and the Collaborative Academic Partner are jointly responsible for ensuring effective communication to students. Academic Registry will engage with senior management in each School and Academic Liaison Tutors to agree the implementation timeframe and communications.

23. Students' Union

- 23.1 [London Metropolitan University's Students' Union \(London Met SU\)](#) is an independent, democratic organisation that voices the views and concerns of our students on a range of issues relating to the University and the wider community. The London Met SU is student-focused and student-led with external trustees in place.
- 23.2 Students are at the forefront of everything the London Met SU does. This means they prioritise student satisfaction and engagement in order to improve the student experience. The Union's Advocacy and Advice service is currently unavailable to students studying at Collaborative Partner institutions and students studying at a partner institution are encouraged to contact their institution where they study for advice and guidance.

- 23.3 Whilst Collaborative Partners are not expected to have a Students' Union in place, the London Met SU will endeavour to share good practice and information with Collaborative Partners that can help with enhancing student partnership, engagement and feedback practices. For further information on the Students' Union, please visit its [website](#).

24. Appeals, Mitigating Circumstances, Complaints and Academic Misconduct

- 24.1 University procedures relating to mitigating circumstances, appeals and academic misconduct can be found in the [Academic Regulations](#) and [General Student Regulations](#).

24.2 Mitigating Circumstances

- 24.2.1 Mitigating Circumstances are defined as circumstances that are acute, severe, unforeseen and outside a student's control, that occur immediately before or during the assessment period in question.

- 24.2.2 Partners are generally expected to have procedures and arrangements in place which, if not identical, are consistent with the University's. For the University's Mitigating Circumstances Procedures please refer to the [Mitigating Circumstances Policy and Procedure](#) in [General Student Regulations](#) for the full procedures, including appeals, on mitigation whereby unforeseen circumstances, which have prevented a student from submitting an item of assessed work for the published deadline date or from attending an examination can be brought to the University's attention.

- 24.2.3 Partners are asked to note that the University deadline for submission of a claim for Mitigating Circumstance is 10 working days from the published submission date of the component concerned or the date of the examination. Students are however encouraged to submit a claim as soon as practicable.

24.3 Academic Misconduct

- 24.3.1 The term 'Academic Misconduct' includes all forms of cheating (i.e., examinations, formal assessments, commissioning another person to complete an assessment or buying work online), plagiarism and collusion.
- 24.3.2 The University takes academic misconduct very seriously and seeks at all times to rigorously protect its academic standards. Plagiarism, collusion and other forms of cheating constitute academic misconduct.

24.3.3 Partners are generally expected to have procedures and arrangements in place which, if not identical, are consistent with the University's. For details of the University's Academic Misconduct procedures, including appeals, please refer to the [Academic Misconduct Policy and Procedure](#) in the [General Student Regulations](#).

24.4 Academic Appeals against Decisions of Assessment Boards

24.4.1 The University's [Appeals Policy and Procedures](#) are in place to protect students against the possibility of unfair assessment or from unforeseen circumstances. The procedures also provide an appeal mechanism for students whose student status has been terminated by the University.

24.4.2 Partners are generally expected to have procedures and arrangements in place which, if not identical, are consistent with the University's.

24.5 Complaints and Student Conduct

24.5.1 Partners are generally expected to have procedures and arrangements in place which, if not identical, are consistent with the University's and shall cover complaints about the course or centrally provided services and/or complaints about members of staff. Please refer to the University's [Complaints Procedure](#) and /or the [Student Conduct Policy and Procedure](#) contained in the [General Student Regulations](#)

24.5.2 As part of the Continuous Monitoring process partners must inform the University of the number of student discipline and complaints recorded during the academic year.

24.5.3 Students who are dissatisfied with the outcome of the Partner complaint procedures should be informed that they have the right to request a review of the complaint by the University.

24.5.4 A student can submit a Request for Review to the Student Casework Office who will conduct a Review of the decision in accordance with London Met's Final Complaint Review Stage 2.

24.5.5 Students who remain dissatisfied with the outcome have the right to submit a complaint to the [Office of the Independent Adjudicator \(OIA\) for Higher Education](#).

25. Safeguarding

25.1 The [University's Safeguarding Policy](#) provides a framework, which is used to report concerns and incidents relating to children, vulnerable adults,

radicalisation, violence against women, harassment and hate crime, to ensure that students, staff and vulnerable members of the community are protected.

- 25.2 Collaborative Partners are responsible for managing their own safeguarding procedures, which must be consistent with this policy.
- 25.3 All partners should have the following in relation to safeguarding:
- an overall policy;
 - a clear procedure outlining the process for handling any safeguarding reports;
 - within the procedure their escalation process and also management of risk;
 - confidentiality statement;
 - outline of who does what, when and how in the partner institution;
 - assessment procedures:
 - oversight of risk assessment and triage processes for students
 - staff trained to the appropriate level to promote and support all safeguarding processes
 - a trained designated safeguarding lead who has ultimate responsibility and oversight of safeguarding and is familiar with escalation and referral processes
- 25.4 Partners may report a cause for concern directly with the University via the safeguarding report form located on our [website](#).

26. Awards Taught and Assessed in a Language other than English

- 26.1 An award delivered by a Collaborative Academic Partner and validated by London Met will normally be written, taught and assessed in English.
- 26.2 Exceptions to this may be agreed where the provision meets a business need and reflects strategic priorities, such as widening participation or internationalisation. Delivery in a language other than English will only be approved when the University is working with a partner that has a track-record for high quality higher education provision and evidence is provided showing that the benefits of the partnership are likely to substantially outweigh the risks associated with delivery in a foreign language.
- 26.3 Where the course (or any significant part of it) is to be delivered and assessed in a language other than English, whether overseas or in the UK, stringent measures will be put in place to ensure that the University can meet its responsibility for the academic standards of awards given in its name.

- 26.4 Further detailed guidance is available in the [Quality Assurance of Awards Taught and Assessed in a Language other than English](#) process.

27. Course Management

- 27.1 The ongoing day-to-day management of collaborative academic partnerships sits at School level. For each course or course cluster delivered by a Collaborative Academic Partner, the School will assign one or more Academic Liaison Tutors (ALT).
- 27.2 The ALT will ensure that the partnership adheres to London Met's systems and procedures, taking advice as necessary from the AQD team on quality assurance matters. For more information on the role and responsibilities of the ALT please refer to [Appendix 3](#). In one or more of the Schools, there may be a Head of Collaborative Partnerships in place. The responsibility of the Head of Collaborative Partnerships is to support the ALTs across their School in all activities that take place during the lifecycle of all partnerships associated with that School.
- 27.3 At the partner institution, a Course Leader will be appointed and will act as the main course contact. The Course Leader will be appointed prior to the Approval Event, any changes to the Course Leader should be notified to ALT and AQD within seven days of the change.
- 27.4 At the relevant touchpoint of continuous monitoring, the partner must complete and submit the Academic Business Calendar.
- 27.5 The Academic Business Calendar will consist of all activities and deadlines relating to academic management and progression throughout the academic year. This must be submitted for each course which will record activities for all cohorts enrolled on that course in the academic year (if start dates are confirmed). The Academic Business Calendar will allow partners to record the names of modules, module start dates, assessment submission dates, moderation dates, exam dates and resits dates.
- 27.6 On receipt of the Academic Business Calendar, internal departments within the University will review and confirm to the Partner the dates each cohort will be submitted to the relevant Subject Standard Board, External Examiner for moderation and the date of Awards and Progression Boards. The dates will be recorded in the Academic Business Calendar.
- 27.7 Partner Teaching Staff will be reviewed and approved as part of the Course Approval Event. The University must receive CVs for approval of any new Teaching Staff one month prior to the course start date or within seven days of

any changes. The partner must submit CVs to ALT for reviewing and approval. The ALT will notify the partner and AQD of the decision.

28. Change of Ownership

- 28.1 Change of Ownership of an approved collaborative academic partner will require a refresh of due diligence and institutional approval. This would usually be a desk-based process. The AQD Partnerships team will advise in these cases.
- 28.2 If the change is approved by the Partnerships Office and AQD Partnerships team, new contracts will be required to reflect the change of ownership and the University's relationship with a new institution. This may also require changes in partnership suffix code and/or course or module codes.

29. Freedom of Information

- 29.1 The [Freedom of Information Act 2000](#) (FOIA) gives the public a general right of access to the recorded information held by all UK public authorities. The Act is designed to promote openness across the public sector.
- 29.2 London Met is subject to FOIA and the [Environmental Information Regulations \(EIR\) 2004](#) (which cover information relating to the environment). The above links explain how the public can use FOI and EIR to obtain information about London Met.

29.3 Requests

- 29.3.1 Under the Freedom of Information Act 2000, Collaborative Partners and students are entitled to request access to recorded information held by the University.
- 29.3.2 Before submitting a formal request, the partner or student should check the University's website to see if the information is available online. The partner or student should also consider if the information required is personal. If so, the partner or student should visit the University's [data protection pages](#).
- 29.3.3 If the partner or student cannot find the information needed online, then an FOIA request will need to be submitted to the University. The partner or student should be clear and specific when describing the information needed. Requests should be submitted by email to: foi@londonmet.ac.uk
- 29.3.4 Inevitably, there is some information the University needs to keep restricted. If the University refuses to disclose something to a partner or student, the

University will explain the reason for withholding the information under the FOIA.

30. Data Protection

- 30.1 London Met has to collect and process large quantities of information, much of it personal, and some of it sensitive data. It is crucial that such data, whether in electronic or hard copy format, is managed effectively, securely and in accordance with the General Data Protection Regulation (GDPR).
- 30.2 The Data Protection Policy is binding on all staff, so staff should familiarise themselves with the policy which can be accessed [here](#).
- 30.3 Collaborative Partners are responsible for having a Data Protection Policy in place and managing their own data protection procedures, which must be consistent with this policy.
- 30.4 The University also provides data protection guidance for staff and privacy notices for students about how we handle their data which can be accessed [here](#).
- 30.5 Requests for information about individual students: Sometimes a third party may request information about a student or wish to discuss a student with the University (not to be confused with Exceptional Disclosures, see point 36.6). These requests may come from parents or other representatives of the student. Consent should be obtained from the student via a [Consent to Disclosure to Third Party form](#) before proceeding to share information with others.
- 30.6 [Exceptional disclosures](#): If a third party requests information about a student and it would not be appropriate for the student to be aware of the request, for example, if the request is part of a police or other government agency enquiry in compliance with the Data Protection Act 2018, then the enquirer should be directed to the University's Information Compliance Manager.
- 30.7 Data Protection Impact Assessment (DPIA): In cases where any changes are proposed that will affect how data is managed and processed, the Partnerships Office shall liaise with the Partner to review and update the original DPIA established from the outset of the partnership. All changes shall be shared with the University's Data Compliance Manager for review and approval. Changes to the clauses in the Institutional Memorandum of Agreement (IMoA) may be required. Any changes to the IMoA shall be led by the Partnerships Office.

31. Repeat Due Diligence

- 31.1 All collaborative partnership arrangements will be subject to institutional level review at regular points throughout the duration of the collaborative agreement. This is the process of Repeat Due Diligence.
- 31.2 The Repeat Due Diligence process will be conducted after the first two years of a partnership and will be co-ordinated by the Partnerships Office. The process will be informed by the Head of the Partnerships Office who will be responsible for ensuring that the partner information section of the Repeat Due Diligence template is completed as comprehensively as possible.
- 31.3 Repeat Due Diligence will also include:
- **Finance Review:** The Partnerships Office, working with the Finance Department where applicable, will review an up to date Credit Check report for each Partner institution. It may be necessary in cases where a Credit Check report is not publicly available to liaise with the Partner to obtain the audited finance statements for the last two financial years. The Partnerships Office/finance team shall complete the annual finance review and report their findings which may include potential risks and mitigating actions to be considered by the University.
 - **Legal Review:** It is highly unlikely that there will be a requirement for the Office of the University Secretary's legal team to comment on all partner Repeat Due Diligence, as any changes to company structures, ownership or governance, should be undertaken at the time of declaration by the partner. On occasion, it may become apparent during the Repeat Due Diligence process that there have been changes to the legal standing of the partner which have not been made known to the University, in which case a legal review will become necessary.
 - **Marketing Review:** All Partner course web pages shall be reviewed annually to ensure course information including admissions entry requirements are accurate and reflect the terms agreed in the course level agreement. The webpages shall also be checked to ensure London Met's branding guidelines are adhered to where appropriate. The review of the course webpages is led by the Partnerships Office who shall liaise with the Schools, AQD, Admissions and the Marketing departments. Any follow up actions as an outcome of the review shall be communicated to the Partner and internal colleagues.
 - **Admissions Review of Standard Applications:** The Admissions department and Partnerships Office shall lead on the audit of a sample of the total number of standard applications that led to enrolment of new students by the Partner and registration at the University. The Partnership Office shall lead on communication with the Partner Institution and work with Student Records to confirm the students that will be included in the review sample. The policy and process can be requested by Partners via the Partnership Office.

31.4 The outcome of Repeat Due Diligence must include an overall risk rating of Low, Medium or High. As a consequence of the rating, due diligence will be repeated for the ratings as follows:

- Low – repeat due diligence every two years;
- Medium – repeat due diligence every year;
- High – production of a high-risk partner report and further detailed investigation potentially involving discussions with the partner institution as this could lead to a decision to terminate the collaboration.

32. Recruitment Forecast

32.1 The Partnerships Office shall request a recruitment forecast from Partners between January – February each academic year. A forecast spreadsheet template will be shared with Partners to complete and submit back to the Partnerships Office. The forecast shall include the predicted number of new and continuing students that are going to be enrolled and registered on all approved courses including courses in teach-out the following academic year.

32.2 The Partnerships Office shall oversee the communication of recruitment forecasts to the University's Finance department. Recruitment forecast data shall be communicated to the Finance department by March each academic year.

32.3 The Partner is responsible for communicating any changes to the recruitment forecast to the Partnerships Office in a timely manner. The University and the Partner shall take into consideration the potential impact to the minimum contract value in the case where the forecast numbers are lower than originally reported.

33. Fees and Funding

33.1 Students studying at a Partner Institution are not eligible for reductions, bursaries, grants, scholarships or any other type of discounts on their fees from the University.

33.2 The Partner Institution is responsible for providing advice and guidance to an applicant or student on fees, funding and any financial support available.

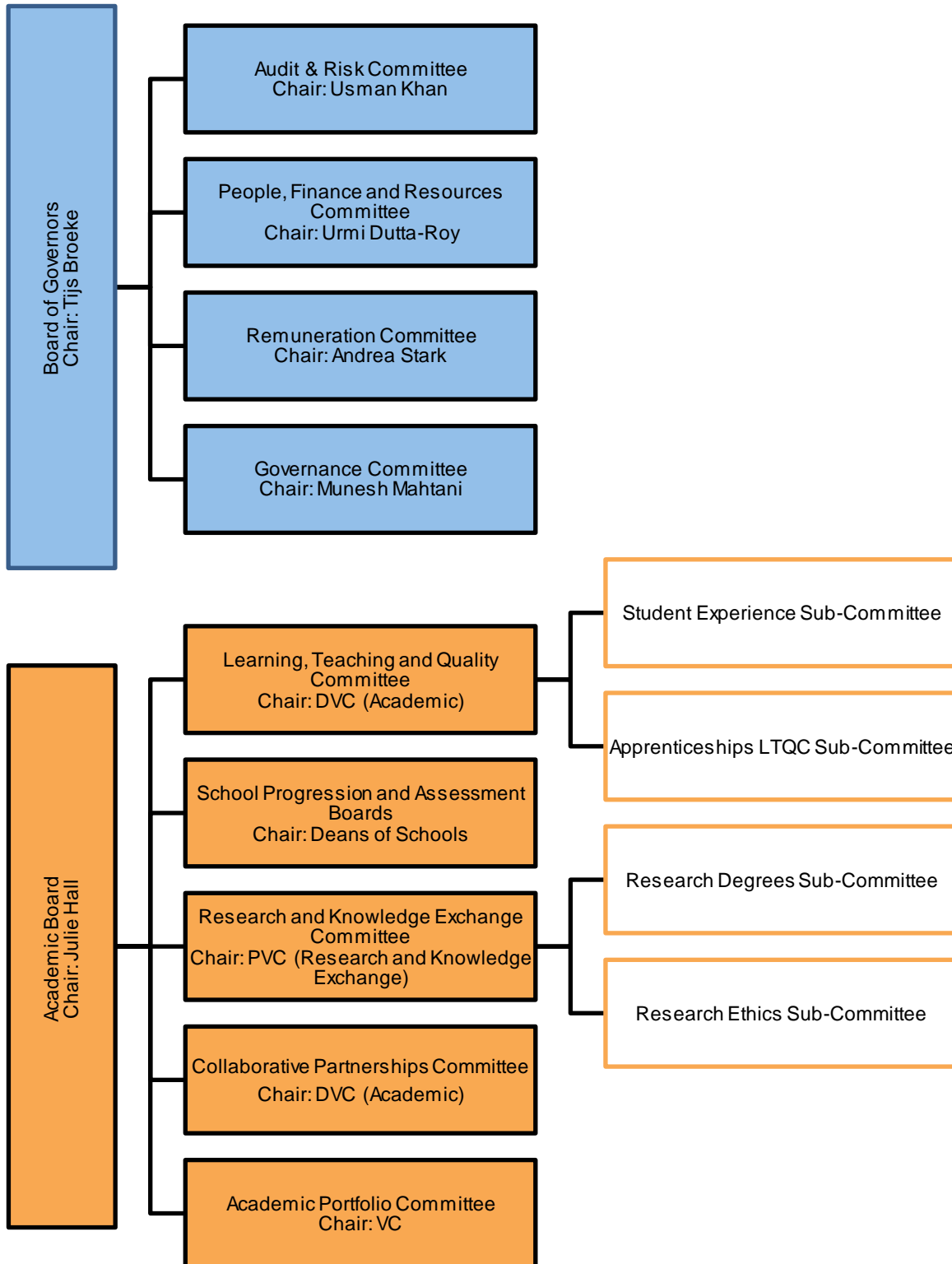
33.3 Where a student is required to pay their fees directly to the University, the Student shall comply with the terms regarding fees in the University's General Student Regulations. In the event that any personal sponsor, sponsoring company or authority or the Student Loans Company (SLC) fails to pay the Fees the student remains liable to pay the Fees. Further information regarding how a student can

pay their fees directly to the University (subject to this arrangement being agreed between both Parties and in the IMoA) can be found on the University's [website](#).

34. Finance Operations

34.1 Fees relating to the partnership arrangement are articulated in the Institutional Memorandum of Agreement and/or Course Level Agreement. Arrangements for invoicing, paying fees to the University or the University making SLC payments to the Partner (Shared Fee payment) will also be articulated in those agreements. Please contact the Partnerships Office who will liaise with the Finance department for further guidance on payment arrangements and process to be followed.

Appendix 1 - University Committee Structure Organogram 2024-25



Appendix 2 - Overview of Schools and Subject Areas

School and Abbreviation	Subject Areas	School and Abbreviation	Subject Areas
Guildhall School of Business and Law - GSBL	Strategic Management Accounting, Banking and Finance Marketing and Creative Enterprise Law Languages	School of Computing Digital Media - SCDM	Computer Science and Applied Computing Digital Media and Communications Communications Technology and Mathematics Creative Technologies
School of Art, Architecture and Design - AADS	Art Architecture Design	School of the Built Environment - SBEN	Construction Management Construction and Commercial Management Construction and Project Management Quantity Surveying
School of Human Sciences - SHSC	Biosciences Sports Science, Therapy and Management Chemical and Pharmaceutical Sciences Dietetics, Food and Nutrition Nursing	School of Social Sciences and Professions - SSSP	Education and Young People Social Work Health and Social Care Criminology and Sociology Psychology Politics and International Relations

Appendix 3 - Head of Collaborative Partnerships and Academic Liaison Tutor

Overview of responsibilities

1. The purpose of this guide is to give an overview of the key responsibilities of the ALTs working with partners and the main sources of information and support for staff undertaking this role.
2. An Academic Liaison Tutor (ALT) is a member of London Met staff appointed by the Head/ Dean of School and their objective is to help the University ensure that the quality of learning opportunities offered through a collaborative arrangement is sufficient to enable students to meet the standard of the London Met award for which they are studying.
3. The ALT is the key communication link between the University and its partners, and the role therefore carries significant responsibilities. The role of the ALT can be very rewarding, as it gives colleagues the opportunity to work with a range of different partners, which can bring a new perspective to their own teaching.
4. However, the ALT role can also be quite demanding, and may require a significant amount of travelling. Schools should ensure that staff taking on this responsibility are given a realistic time allowance in their workload plan to enable them to be effective in the role.
5. Schools should also provide support, and a reporting mechanism, for their ALTs, through forums or their School Learning Teaching and Quality Committee.
6. There are many different types of partners and collaborative arrangements, within the UK and overseas, so the ALT role is likely to vary across the range of partnerships. There are a number of models in use at the University, the standard one being where a single ALT links with a programme manager at a partner organisation, for a course or a programme of courses within their broad discipline area.
7. The Head of School Partnerships is responsible for coordinating communications between the appointed School and a specified partner organisation (UK or International) on any issue relating to specific courses that are part of the School's collaborative portfolio.
8. The Head of School Partnerships supports the Academic Liaison Tutor to ensure the provision of an excellent student experience, and to safeguard the academic standards and quality of any provision leading to a London Met award or credit. This includes aspects such as University regulations and policies, course delivery, learning support and administration.

9. The Head of School Partnerships and the Academic Liaison Tutors are responsible for ensuring that the collaborative portfolio of courses are being delivered as approved by the University. They work with the AQD department to provide advice and guidance to the partner to enable them to meet the University's requirements and a substantive element of their role involves ongoing relationship management.
10. Where applicable, they should also facilitate communications between colleagues leading equivalent modules delivered at London Met or other colleges, to ensure the comparability of standards and consistency of approach to delivery.
11. The Head of School Partnerships and/or Academic Liaison Tutor are not responsible for the collaborative provision business plan, ongoing marketing plan or financial negotiation/monitoring (this is the responsibility of the Head of Partnerships based in the Student Recruitment and Business Development department).

A detailed guide of the role of the ALT is as follows:

Title of role: Academic Liaison Tutor

Date last reviewed: September 2023

Department/ School: Various

Grade of role: Senior Lecturer or above

Workload allowance: As appropriate to the Collaborative Partner and the type of collaborative arrangement. Details to be discussed with the Dean of School.

Principal location of work: London Met campuses. Will be required to visit the Collaborative Partner organisation/s in the UK and/or abroad, as appropriate.

Accountable to: Dean of School

Will be required to work closely with: Academic staff and management (Collaborative Partner institution), Head of School Partnership or Principal Lecturer and Partnerships Coordinator, Module leaders, Course Leaders, Academic Quality and Student Administration teams, Head of Partnerships and the Partnerships Office.

Qualifications required for the post: Commensurate with Senior lecturer or above.

Role Description

An Academic Liaison Tutor (ALT) is a member of London Met staff appointed by the Head/Dean of School and their objective is to support the Collaborative Partner and University in ensuring an excellent student experience that leads to successful outcomes and to safeguard the academic standards and quality of any provision leading to a London Met award or credit. This includes aspects such as University regulations and policies, course delivery, learning support and administration.

The ALT is the key communication link between the University and its partners, and the role therefore carries significant responsibilities. The role of the ALT can be extremely

rewarding, as it gives colleagues the opportunity to work with a range of different partners, which can bring a new perspective to their own teaching.

The ALT for the course(s) will work closely with academic staff and other departments within the University and the partner institution to ensure that the course(s) run smoothly. The role will cover all aspects of the academic delivery of the course which includes:

- Development of the course and module specifications for approval and review purposes;
- Oversight of the delivery of the course in conjunction with the academic business calendar;
- Co-chair or be an attendee at course committee meetings at the collaborative partner institutions;
- Complete individual bi-annual report after visit to collaborative partner and report to School Collaborative Partnerships Committee;
- Contributing to the continuous monitoring documentation and attending meetings to discuss action plans;
- Liaison over external moderation;
- Liaison over assessment and assessment boards;
- Resolution of queries of an academic nature;
- Supporting ongoing staff development at Collaborative Partner institution where appropriate.

Main duties:

1. Course Approval and Partner Review:

- 1.1. Work with AQD in co-ordinating preparations for approval and partner review events and attend meetings with University panels, as required.
- 1.2. Supporting the Collaborative Partner with the development of course documentation for approval and review events;
- 1.3. Supporting the Collaborative Partner and the School with meeting conditions and/or recommendations set by the approval or periodic review panel.
- 1.4. Working with Academic Quality and Student Administration in requesting and recording modules and course codes on course documentation.

2. Admissions:

- 2.1. The ALT will be responsible for reviewing non-standard applications submitted by the Collaborative Partner. All offers made to non-standard applicants must be authorised by the ALT.
- 2.2. The ALT will be updated by the partner on student enrolments as agreed in the business schedule.

- 2.3 The ALT will support where appropriate, with the Student Records and Assessments Team to ensure that students are enrolled.

3. Course Materials:

- 3.1 The ALT will liaise with the Collaborative Partner to produce a course handbook which is localised and suitable for the partner institution.
- 3.2 The ALT will liaise with module leaders at the University to ensure that module booklets and teaching materials are available where appropriate (franchise provision only).

4. External Examining:

- 4.1. The ALT will liaise with Course and Module leaders in the School in nominating External Examiners in a timely manner for the courses that are being delivered by the Collaborative Partner.
- 4.2 The ALT will liaise with Academic Quality and Development (AQD) in ensuring that External Examiners are appointed in a timely manner for the courses that are being delivered by the Collaborative Partner.
- 4.3. The ALT will liaise with Academic Quality and Development (AQD) in ensuring that External Examiner(s) are briefed on their role, the course/ modules and the Collaborative Partner prior to and after appointment is confirmed by AQD.
- 4.4. Work with the Collaborative Partner and AQD to ensure that External Examiners are provided with sufficient information to carry out their role. This will include taking part in the External Examiners Induction programme where required.
- 4.5. The ALT will receive all the assessments from the partner and will liaise with the module leader at the university and the External Examiner where appropriate to agree the assessments.
- 4.6 Ensure all draft assignment briefs and examination papers are approved by the appropriate London Met staff and External Examiner prior to issue to students.
- 4.7. Forward confirmation of the External Examiner's approval of grades to Student Records and Assessment and AQD.
- 4.8. Ensure that the External Examiner Annual Reports and Module Sampling Feedback Forms are forwarded to the Collaborative Partner and coordinate response to the External Examiner(s).

5. Mark entry:

5.1. The ALT will work with the Collaborative Partner and the Student Records and Assessment Team to ensure that training on mark entry is completed and that marks are entered onto EVision in a timely manner.

5.2. The ALT will work with the Collaborative Partner and the School Office to ensure the Collaborative Partner has an ARMs account.

6. Assessment Boards:

6.1. The ALT will attend the Subject Standards Boards where module marks will be considered. The results are formally communicated to the Collaborative partner by the Student Records and Assessments Team at London Metropolitan University.

7. Partner Staff Accounts:

7.1. The ALT will support the Partner with arranging the set up and renewal of ARMs accounts and access to WebLearn.

8. Continuous Monitoring:

8.1. The ALT will support the Collaborative Partner in complying with the University's policy and procedures for continuous monitoring.

8.2. The ALT will contribute to continuous monitoring documentation and any other supporting documents.

8.3. The ALT will support the Dean of School by contributing to School level reports as part of continuous monitoring activities.

8.4. Take part in continuous monitoring events and support the partner in the completion and submission of documentation for continuous monitoring activities.

8.5. The ALT will complete the Collaborative Partner Visit Report Form (AQDC015) twice a year and submit to AQD and School Collaborative Partnerships Committee.

8.6. With the support of the School, other PSD teams and AQD, the ALT will monitor changes in statutory regulations that may affect any aspect of course delivery.

8.7. Carry out an annual review of course documentation and resources supporting the delivery of collaborative provision.

8.8. Ensure any updated course documentation is logged with AQD annually.

8.9. Monitor the ongoing suitability of, and student access to learning resources.

9. Course Modifications:

- 9.1. Provide advice on any minor/major changes required to any aspect of course delivery and coordinate the modification approval process, as necessary.
- 9.2. Support with the communication and implementation of any changes taking place with on-campus modules that will have an impact on franchise courses at the collaborative partner institution.

10. Regulations:

- 10.1. Provide advice to partner staff on the implementation of new University policies and regulations applying to the courses.
- 10.2. Have a good understanding of information flows within the partnership, and work with partner staff to ensure that all information relating to courses which lead to London Met awards is processed in accordance with current Data Protection legislation, and in line with the relevant University policies.

11. Student Induction and Engagement:

- 11.1. Participate in student induction events (if available) and/or contribute to student induction material that informs the students about the University and the School.
- 11.2. Attend bi-annual Course Committee meetings and submit meeting minutes to AQD and colleagues in the School.
- 11.3. Monitor quality of teaching through peer teaching observation if appropriately qualified (please note there is no formal requirement to produce a written evaluation of this activity, a summary can be included in the visit report form).
- 11.4. Monitor collection and analysis of student feedback by the Collaborative Partner.

12. Approval of teaching staff:

- 12.1. Ensure all new members of teaching staff at the partner institution that are involved in the delivery of London Met awards are formally approved via appropriate channels at the University.

13. Staff Development:

- 13.1. When and if appropriate, support the sharing of best practice between the School and the Collaborative Partner which includes staff development resources, invitation to university events and hosting staff development sessions.

14. Teaching Sites:

- 14.1. Support the AQD with the review and approval of new collaborative partner teaching sites including physical learning resources.

- 14.2. Take part in a formal site visit if partner teaching premises change or evolve with the completion of appropriate report.

15. Communication, Visits and Relationship Management:

- 15.1. Regular communications with, and visits (when necessary) to the partner to ensure that the provisions of the Partnerships Operations Manual and aspects of the Quality Manual are being implemented, and the courses are being delivered as approved.

16. Problem Identification and Resolution:

- 16.1. Work with the partner to resolve problems and issues with the delivery and management of the courses, as they arise.
- 16.2. Escalate any issues that cannot be resolved promptly, and at the earliest possible stage, in the first instance via the School, AQD or Partnerships Office.
- 16.3. Ensure that AQD and the Partnerships Office are notified of any potential breaches in meeting expectations relating to academic quality and/or standards.
- 16.4. In the case where a Collaborative Partner may have or has breached the legal agreement which leads to an improvement action plan, the ALT will contribute to the development of the plan and support the monitoring of actions where appropriate.

17. Partnership Termination and Course Teach-out

- 17.1. Support the Collaborative Partner and departments in the University with the partnership termination and course teach-out processes as articulated in the Partnerships Lifecycle Process and the Quality Manual.

18. Additional note:

- 18.1. For further information regarding specific policies, regulations or processes that will support tasks undertaken in this role, please refer to one or more of the following documents for further guidance:
- 1 Partnerships Operational Manual
 - 2 Quality Manual (with reference to the Partnership Lifecycle Process document)
 - 3 Academic Regulations
 - 4 General Student Regulations
 - 5 Academic Liaison Tutor Handbook
 - 6 Continuous Monitoring guide

Appendix 4 – Sample Student Induction Checklist

Induction Checklist

Introduction to the Partner

Introduction to the University

Student enrolment

Student ID numbers

Course Information

University and Partner regulations

Staff introductions

Personal tutors (pastoral support)

Library services – access to partner and university facilities

Student support – partner

Students' Union

Timetable information

Tour of partner building and facilities

Icebreaker for students

✓

Appendix 5 - Moderation Procedure

The following modules are expected for moderation:

Course		
Module Code	Module Title	Year/semester

We use SharePoint to share information with our external examiners. SharePoint is a cloud directory that we are now using for sharing work with externals.

We require the following information. Please ensure each module is in a separate file and clearly labelled.

- 1) All coursework and exam rubrics
- 2) All grading criteria for all assessment rubrics
- 3) spreadsheet of all students grades on the module
- 4) Samples of student work –

A minimum sample of 20% or at least 20 pieces of work which are representative of all the grades and including fails across the assessments. All work must show clear student feedback and show evidence of internal moderation– if separate feedback sheets have been used these must also be included

Appendix 6 - EVision Mark Entry (Training Manual)

The up to date training manual can be accessed here:

<https://staff.londonmet.ac.uk/academics-and-teaching/teaching-and-research-support/evision-for-staff/evision-mark-entry/>

Appendix 7 - Sample Agenda for Course Committee

	Apologies for Absence
1	Membership and Purpose of a CCM
2	Minutes from previous CCM:
	<u>2.1 To approve:</u> Minutes of previous meeting
	<u>2.2 To consider:</u> Matters arising
3	Reports from students
4	External Examiner Reports
5	Learning, Teaching, Assessment
6	Course / Module Survey Results
7	Course Developments
8	Learning Resources
9	Operational Issues
10	Any other business
11	Next Meeting