LANCASTER UNIVERSITY/XXXXX PARTNERSHIP REVIEW: XXXXX(Date)

Expectations/indicators/measurables	Evidence base (Docs or process)	Outcome	Further work required
Strategic issues and relationship development			
Partnership vision and future plans			
Implications of any significant developments since start of partnership XXX's responses to any other reviews since start of partnership			
Impact on the partnership of XXX's relationship with other organisations: • other educational institutions • employers • government agencies • other organisations			
Portfolio of degree programmes and possible new programme development			
Marketing and recruitment strategies and processes including student number targets			

Institutional framework/academic governance			
Organisational structure (administrative and academic) at XXX including division of responsibilities and reporting lines within the partner and between XXX and LU			
Academic governance at XXX: • committee structure and approval processes • responsibility for management of academic standards and quality, including policies and procedures and interaction with LU • responsibility for production of documentation of policies, procedures, student handbooks			
How student engagement is encouraged, supported and managed including student representation at institutional and departmental level.			

Expectations/indicators/measurable	Tested Y/N	Evidence base (Docs or process)	Outcome	Further work required
Quality Assurance Processes				
Admissions policy and procedures (including the setting of entry criteria) delegation of authority and division of responsibilities between XXX and LU: • is the process clear? • is it being followed?				
Programme approval process including delegation of authority and division of responsibilities between XXX and LU: • is the process clear? • is it being followed?				
Annual Programme review including delegation of authority and division of responsibilities between XXX and LU: • is the process clear? • is it being followed?				
Application of agreed assessment policies, procedures, regulations and guidelines including: • approach to achieving parity of treatment of students • approach to maintaining consistency of academic standards and quality from year to year • scrutiny and moderation of				

assessment • External Examiners – use of comments, recommendations and reports			
Management information: collection, analysis, evaluation and use, including: • student feedback on modules. programmes and overall experience • retention, completion and success (progression and achievement) data			
Institutional management of teaching and learning			
Overview of XXX's approach to the management of teaching and learning – who does what, links to LU.			
Learning Resources (including Library, IT, teaching and learning space): • how matched to programme requirements • how monitored and evaluated			
How staff research/scholarly activity is encouraged and supported and linked to learning and teaching including: • maintaining and developing the curriculum			
Support for teaching staff including: • recruitment, selection and appointment criteria and processes			

- induction, training and mentoring on newly appointed staff during probationary period - objective setting and performance review - career planning - staff development for teaching and research/scholarly activity - work allocation models - peer observation of teaching - development activities and support for academic management roles			
Student support and guidance: - academic - personal - personal development planning and skills development including skills for employment - special arrangements for different categories of student (undergraduate, postgraduate, mature, international, those with disabilities or special learning needs, those in work-based learning, on placement.			

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Quality and availability of published information				
Publicity materials				
Student Handbooks				
Programme Specifications and other course information				

Relevant indicators from QAA Quality Code Chapter B10

LU to ensure that appropriate governance arrangements are in place for all learning opportunities delivered by the partner and that the arrangements for delivery are agreed and managed in accordance with formally stated policies and procedures (Ind 2);

LU to ensure that the policies and procedures ensure that there are adequate safeguards against financial impropriety or conflicts of interest that might compromise academic standards and/or the quality of learning (Ind 3);

LU to ensure that we retain proper control of the academic standards on programmes leading to LU awards (Ind 8);

LU to ensure that standards of LU awards made at the end of programmes delivered by the partner are equivalent to the standards at Lu and with UK national requirements (Ind 11);

LU to ensure that modules and programme approval processes in the partner are as rigorous as those at LU (Ind 13));

LU to clarify which organisation is responsible for admitting and registering students and ensure that admissions are consistent with LU admission policies (Ind 14);

LU to ensure that LU's assessment regulations and requirements are understood and followed and the division of responsibilities is understood(Ind 15);

LU to retain responsibility for appointing and briefing Ext Examiners (Ind 16);

LU to ensure that modules and programmes delivered by partner are monitored and reviewed through same procedures as at LU (Ind 17);

LU to ensure that we have control over accuracy of all publicity material and information produced for prospective and current students (Ind 18).