Proposed Operational Principles for Articulation Arrangements

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| Operational Principles  |
| There is a signed Memorandum of Agreement in place before any student is admitted to the University and this sets out the agreed programmes at Queen’s and the partner institution and any required actions by both parties to support a good student experience and good student success outcomes. This will be co-ordinated by Academic Affairs.  |
| The School Director of Education or nominee must be included in the mapping of the partner institution’s curriculum to the identified University’s programme(s) to ensure that educational quality assurance considerations are met prior to submission to School Management Board for review and endorsement. |
| General Admissions criteria and good practice guidance must be observed when considering articulation requirements. |
| Endorsement is secured from the Global Risk Committee in advance of submission to the relevant Approval Authority when appropriate. |
| Approval Authorities must* Not delegate the approval process to other committees/groups.
* Ensure that paperwork is completed and submitted, and that all necessary actions – such as consultation stakeholders – have been completed.

The rationale behind the decision should be documented in the minutes of the Approval Authority.  |
| That the documentation demonstrates alignment with the University’s Regulations and other required compliance and procedural frameworks and that relevant stakeholders such as Admissions, Finance, Student Records. Information Compliance and Immigration Support Services as appropriate are consulted in the development of the Memorandum of Agreement.  |
| Anticipated programme changes at Queen’s or the partner institution that could lead to revisions of signed articulation agreements are communicated in a timely manner in order to facilitate any required review of the articulation agreement are communicated in a timely manner. |
| That appropriate pre-entry and on-entry academic and student welcome programmes are put in place to support students and ensure their success. |
| That focus groups are conducted with articulating students within a School/Faculty to identify any additional academic or on-boarding support requirements.  |
| The approval authority for the business case for a new/renewal articulation agreement rests with the Faculty in which the relevant School is based. Where an articulation agreement spans more than one Faculty, all of the Faculties involved must approve the business case. |
| The business case should address all of the following factors:* Realistic and evidenced projection of student numbers for new arrangements and analysis of updated costs for the renewal of existing arrangements
* Any fees payable to the partner
* Any fee discounts or other financial incentives for students to proceed through the link
* Costs associated with maintaining the relationship, such as visits to the partner or associated marketing costs.
* Operational costs including School and Faculty specific student support mechanisms.
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| That a University Co-ordinator is appointed to oversee the arrangement and that appropriate partnership management processes are established where a partnership is intra/inter-Faculty. |