

Policy on Higher Education Provision with Others

Annex 1: Typology

Notes

Categories of Educational Collaborative Arrangement

This Typology includes definitions of distinct types of educational collaborative arrangement for general information. They are listed alphabetically in two sections; those supported by the Academic Quality and Policy Office and those supported by other professional service teams within the University.

The *Partnerships Register* lists the educational collaborative arrangements that are currently active at the University of Bristol, categorised by type. (Some arrangements may fall under more than one category).

Reference should be made to the *Policy Framework on Higher Education Provision with Others* (www.bristol.ac.uk/academic-quality/edpart/) for further information as to the types of educational collaborative arrangement endorsed by the University of Bristol.

Arrangements excluded from the scope of the Regulations and Code

Educational collaborative arrangements falling within the scope of the Regulations and Code are defined as arrangements where the achievement of the learning outcomes for a unit/ programme are dependent on the collaboration. The following types of activity therefore fall outside of scope:

- Voluntary placements or work experience organised by the student
- Visiting students (i.e., those not studying for credit or on a student exchange arrangement)
- Sponsorship or Funding only agreements
- Visiting academics and staff with honorary or associate status
- Research only partnerships that do not lead to a formal award
- Relationships e.g., with industry (such as Advisory Boards) that do not involve student-related activity.

Typology: Core Types of Partnership Activity Supported by the Academic Quality and Policy Office (AQPO)

Centres for Doctoral Training (CDTs)

These are Centres providing training for cohorts of research students within focused research areas, often defined strategically by the Research Council funder(s). Centres can be focused on academic or industrially relevant research topics, or both. CDTs may be awarded to either individual institutions (a Bristol only CDT) or to consortia (a partnership between institutions). Only the latter constitutes an educational collaborative arrangement.

See also – Doctoral Training Partnerships

Clinical Academies

This is a Bristol-specific model of partnership between the University and local healthcare providers to share their expertise in healthcare provision, research, and innovation across the NHS, thus providing undergraduate medical students with the best possible experience. The model allows for teaching at campuses for medical education both in Bristol and elsewhere in the region. The medical curriculum is delivered in Clinical Academies by NHS doctors and hospital specialists, led by an Academy Dean.

Delivery/Service Provision

An arrangement whereby a partner organisation (whether academic or non-academic) is involved in the provision of teaching and/or assessment and/or facilities and/or resources integral to one or more units of the university programme of study. For example, the partner organisation may deliver specialist didactic or practical scheduled teaching and provide accompanying resources (e.g., equipment). Some examples of delivery/service provision could be (i) a local college providing access to facilities and delivering teaching for some practical classes; (ii) professional studies units where students are required to have an industrial mentor and some lectures are delivered by company staff; (iii) access to specific objects from an organisation's collection, which students use to produce research and interpretation materials as one of the unit outcomes.

Distance Learning

Educational provision which is delivered and/ or supported and/ or assessed by means which generally do not require the student to attend the institution. Distance learning provision might involve a collaborative arrangement, for example where a partner institution provides learning support or access to facilities. See: the relevant annex to the [PGR Code of Practice](#) or the Guidance Document for [Distance Learning Principles](#) in taught education.

Doctoral Training Partnerships (DTPs)

These provide training for cohorts of research students across a broad range of subjects as determined by the research institution(s). 'Partnership' here refers to that between the research institution(s) and the Research Council funder(s). DTPs, like CDTs, can therefore also involve either individual institutions or consortia of institutions, although DTPs are most commonly awarded to consortia. Only DTPs involving consortia constitute an educational collaborative arrangement.

See also – Centres for Doctoral Training

Dual PGR Awards/ Cotutelle

A dual PGR award (also known as a Cotutelle) is a partnership arrangement which leads to **separate awards** from two partner institutions involved in a jointly delivered research degree programme. Each award certificate will refer to the jointly delivered programme. The University permits dual PGR awards. Please see Annex 4 of the Regulations & Code of Practice for Educational Collaborative Arrangements for further guidance (www.bristol.ac.uk/academic-quality/edpart/).

See also - Joint/ External Supervision.

'Flying Faculty'

Arrangements where a programme is delivered in a location away from the University, usually overseas, but is still taught and assessed by University staff. Local support and administration may be provided by non-University staff at the delivery location.

Joint Award

A joint award is one which leads to a **single award** for a programme which is jointly offered by the partner institutions. The single award certificate will be endorsed by all partners.

See also – Jointly Delivered Programme.

The University permits joint taught and PGR awards. For joint PGR awards, please see Annex 5 of the Regulations & Code of Practice for Educational Collaborative Arrangements for further guidance (www.bristol.ac.uk/academic-quality/edpart/).

Jointly Delivered Programme

This refers to a programme which is delivered in collaboration with partner institution(s) - which may be academic or non-academic institutions - under a *Collaboration Agreement*; as distinct from the nature of the award (single, joint/dual, multiple etc). 'Jointly delivered programme' here refers to the relationship with external partner institution(s), rather than to a joint honours programme (a programme jointly delivered with another School/ Faculty internal to the institution).

See also – Joint Award.

Joint/ External Supervision

Collaborative PGR arrangements for joint supervision of research degrees involving supervisors from two different organisations. This may be applicable either to individuals or to cohorts of students. The partner organisation may be another academic institution or an industrial organisation.

See also – Split Site PhDs; Cotutelles.

Split Site PhDs

These are forms of *Collaborative PhD* partnership in which a student spends time at both their 'home' institution and another organisation as part of their doctoral research studies. They receive supervision and make use of facilities (e.g., IT, lab, library, pastoral care and other student support services) at both partners; the student is registered at, and the first supervisor is based at, the home institution.

See also – Joint/ External Supervision

Typology: Types of Partnership Activity Supported Elsewhere

Memorandum of Understanding (MoU)

This is a document that should not establish a legally binding relationship (although whether it in fact does so or not depends on the actual wording used in the document rather than the designation 'MoU'). The MoU sets out the intentions of the collaborating partners with respect to promoting positive discussion and co-operation, which facilitates and provides a framework within which educational collaborative activity or research activity might be developed. An MoU is often used by Faculty International Directors looking to build relationships with overseas HEIs or by Research and Enterprise Development (RED) looking to build relationships with research partners.

Placement/ Work Based Learning/ Year in industry

Any placement or workplace learning opportunity, taking place outside the higher education institution, which forms part of the student's programme of study and contributes to achievement of the relevant learning outcomes. This includes individual placements in industry, PGCE placements in schools, social work placements and experience necessary for qualifications in the medical, dental, and veterinary professions (such as electives and extra mural studies). Talk to your school or faculty about setting these up for 'taught' programmes. There is a policy document for PGR placements included as an annex of the [Regulations and Code of Practice for Research Degree Programmes](#). AQPO would only become involved in these types of partnership activity if the programme learning outcomes became dependent on a particular partner relationship.

Recruiting Partnerships (Articulation or Progression Arrangement)

A formal agreement between partner organisations whereby students satisfying the academic criteria on a programme delivered by one provider are guaranteed

admission with advanced standing to a programme delivered by a second provider (the degree-awarding body) resulting in a single award. At UoB, this type of arrangement is handled by the [International & Partnerships Office](#) (Contact: international-partnerships@bristol.ac.uk).

Study Abroad/ Student Exchange

A programme of study may involve a year spent in formal study abroad, for the award of credit, as an integral requisite of the programme (as reflected in the programme title); or a teaching block period may be spent in formal study abroad (not as an integral part of the programme, but for the award of credit, in lieu of units the student would normally have taken at their home institution).

The term 'study abroad' includes student exchange arrangements/ mobility programmes such as ERASMUS or TURING schemes. A student exchange programme allows students to study abroad at a designated partner institution under a reciprocal arrangement with that institution. Exchange students are enrolled as non-degree students at the host institution. Their home institution determines whether any units of study completed at the host institution will be credited to them, contributing towards their programme of study at the home institution. At Bristol, the Global Opportunities Team support these types of arrangement (<https://www.bristol.ac.uk/global-opportunities/>). See also - the relevant section of the *Regulations and Code of Practice for Taught Programmes*: www.bristol.ac.uk/academic-quality/assessment/codeonline.html#studyabroad