



LSHTM Academic Manual 2023-24

Chapter 6: Collaborative Provision

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6.1 Introduction

6.3 Strategic Development and Proposal of Collaborative Provision Partnerships

6.3.1 Although in practical terms collaborative partnerships involve mainly LSHTM Faculties, they are a formal relationship between the LSHTM and the partner organisation. The Pro-Director Education should be informed early on, and will brief the Executive Team. Once the relevant Dean of Faculty and Executive Team have approved any proposal of collaborative provision partnerships, governance in terms of mandating and decision-making, sits with Senate.

6.3.2 In the first instance, the LSHTM staff member seeking to explore and instigate a collaborative partnership must seek initial endorsement to proceed from the Dean of Faculty and inform the Pro-Director Education and the International Partnerships Officer. Such partnerships must be considered in line with LSHTM Strategy and Mission. The Dean of Faculty may seek advice from the Associate Dean of Education (21084) / Academic

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before collaborative provision can be recruited to. The authorised signatory at LSHTM is the Director.

It will normally include:

- a. Specifying loci of accountability at each partner for the management and oversight of the provision, identifying roles, responsibilities and channels of communication.
- b. Scoping and determining student registration arrangements, student entitlements and student support arrangements with respect to the different partners, as well as safeguards on the long-term interests of students.
- c. Specifying how quality assurance of the provision will operate on an ongoing basis for the future. This will cover areas including (but not limited to) public information, admissions, curriculum, teaching, assessment and certification. Beyond purely academic matters, LSHTM will satisfy itself that controls are in place to ensure the wider integrity of the provision.
- d. Specifying how each partner will recognise credit, where relevant, for elements of provision delivered; and how LSHTM will assure that this is consistent with internal LSHTM policies and the UK Quality Code on the assignment of credit level and volume.
- e. Confirming whether and how any external accreditation for the provision will be sought and maintained.

6.5.5 As part of the management of collaborative provision arrangements, and in accordance with good practice, LSHTM keeps all signed agreements in a central repository overseen by the International Partnerships Officer.

6.5.6 The [Quality & Academic Standards office](#) (QAS) keeps an up-to-date [Collaborative Provision Register](#). The Register includes information about the partners, type of collaborative provision, agreement start-dates, and when agreements are due to expire and the institutions(s) concerned.

6.5.7 From time to time, it may be necessary to adjust a current collaborative agreement to acknowledge a change in the terms or details of collaboration. This should be done through writing and appending an addendum

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and monitoring provision this will usually be an agreed adaptation of existing review procedures already in place across all partners. The course or programme will therefore be reviewed in line with the arrangements agreed at design stage and confirmed in MoAs and other legal documents as required;

Joint Programme Committee to be established to meet once per term and manage and review the course or programme activities (or as defined in the MoA);

Academic Lead for the course or programme to sit on the relevant Faculty Postgraduate Taught Committee and report back to the Joint Programme Committee on LSHTM and Faculty developments;

Representation from all partners on the joint Exam Board;

A biennial site visit to the partner/s to review facilities for students and to meet with key academic and professional support staff, undertaken by members of Senate as identified by the Chair of Senate.

When the programme is being reviewed/revalidated periodically the MoA should also be reviewed as part of that process.

Collaborator Supported Provision

6.6.8 Collaborator Supported Provision takes place when an organisation, other than the degree-awarding body supplies support, resources or specialist facilities for student learning opportunities. This partner may be a higher education provider without degree-awarding powers, a degree awarding body other than gra

6.6.10 A distinction is drawn between a collaborative provision arrangement that applies to a cohort of students (i.e. to a course or programme as a whole) and to collaborative provision arrangements that are negotiated on an individual student basis. The most common example of the latter category would include taught programme project placements, and arrangements for these are managed in a different way to other forms of Collaborator Supported Provision.

6.6.11 LSHTM's monitoring arrangements for Collaborator Supported Provision are set out below:

For Courses or Programmes

- o Programme Team to follow LSHTM procedures for annual monitoring as set out in [Chapter 3 of the LSHTM Academic Manual](#);
- o An annual site visit to the partner/s to review facilities for students and to meet with key staff, undertaken by members of the Programme Team.

For Individual Students

For arrangements relating to individual students, LSHTM's Combined Academic & Risk Assessment Ethics Approval (CARE) Form requires all postgraduate taught students to undertake and articulate a necessary risk assessment. Faculties are responsible for managing arrangements relating to individual research students registered in their Faculty via existing processes and procedures.

6.7 Suspension and Discontinuation of Collaborative Provision

6.7.1 Each Memorandum of Agreement contains information about the procedure to be followed should collaborative provision need to be discontinued or suspended prior to the end of the active agreement period.

6.7.2 The principles for the suspension and discontinuation of collaborative provision will be the same as for any LSHTM-only provision, detailed in section 3.3 of [Chapter 3 of the LSHTM Academic Manual](#).