

PRINCIPLES AND GUIDANCE

FOR COLLABORATIVE TEACHING
PARTNERSHIPS DURING THE
PANDEMIC



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INTRODUCTION

Universities UK (UUK), Independent HE (IHE) and the Association of Colleges (AoC) have worked together to develop this guidance to support the continuation of effective collaborative teaching partnerships while the sector responds to the impact of COVID-19 on its academic provision. While the guidance has been developed for the context of the pandemic – addressing issues of continuation of provision in 2019–20 and planning and delivery for 2020/21 – the principles and ideas will remain pertinent beyond this. The scale, reach and uncertainty of the pandemic nevertheless poses particular risks, and attention has been paid to these accordingly.

The guidance has been developed in consultation with the UK higher education sector and draws on examples of how members from all three organisations have been dealing with the challenges posed by the pandemic. While acknowledging that partnerships are complex and can vary considerably, there is an opportunity to learn from others and share effective practices where appropriate.

The following five principles have been developed as an overarching guide to how providers – both the degree awarding body and the teaching partner – might effectively approach partnership working.

Overarching principles

1. Student and staff safety and wellbeing should be central to all decisions providers take in respect of their partnership arrangements, and they should be informed by public health and governments' advice where relevant.
2. Partnerships should be based on timely two-way information sharing with attention paid to the different levels and departments within providers that are making decisions on the COVID-19 response.
3. Partners should seek and develop opportunities to collaborate, to facilitate the best possible outcomes for students, protect quality and standards across validated and sub-contracted provision, and develop strategies for maintaining an effective partnership relationship.
4. Partners should embrace flexibility where changes to existing processes might be needed, to ensure decisions can be taken and communicated quickly and planning commence without undue delay.
5. Partners should agree communication plans for students to ensure decisions and any changes to planned provision are communicated quickly and with clarity, and to make sure students know where to access support and information.

The guidance suggests things for providers to consider in the spirit of the overarching principles, with an emphasis on quality and standards across the sector's academic offer. This is complemented by examples from the sector of effective practice which others may seek to learn from or replicate, where relevant. The suggestions are not intended to be exhaustive and given the differences in partnership arrangements, it will be up to partners to consider how these might apply to their own contexts.

A degree awarding body may have multiple different partnership models – for example validated and sub-contracted provision, domestic and transnational education (TNE) provision – and while this should not affect the overall approach, it may impact the specific processes and arrangements required in each scenario. Similarly, there will be differences across subject areas in their requirements for delivery and award.

Each degree awarding body may also have partnership arrangements with multiple teaching partners and likewise, each teaching partner is likely to work in partnership with more than one degree awarding body. Each of these relationships are different and unique, so this guidance offers overarching suggestions that could be applied in some form within most cases.

Depending on the issue area and organisational structure of a provider, responsibility for the issues covered by the guidance may sit with different teams and individuals. Some may be of more relevance for the degree awarding body and others may be more relevant to the teaching provider. However, the guiding principles apply across the partnership arrangement, emphasising the importance of both sides communicating and where possible being flexible to each other's needs to ensure student experience and outcomes are not compromised.

This guidance is intended to be advisory and supportive, focusing on academic provision. It does not take the place of regulatory and legal requirements and providers must assure themselves that they are continuing to meet the expectations of their respective national funders and regulators. This guidance does not offer advice on matters such as distribution of student numbers as part of the temporary student number controls introduced as part of the stability measures introduced by the UK government on 1 June.

STRATEGIC AND OPERATIONAL PLANNING

Planning arrangements for 2020–21

Partners should share planning arrangements for 2020–21 at the earliest possible stage. Encourage existing partnership and collaborative teaching groups/committees to meet remotely as frequently as required to ensure there is timely communication that fosters trust and reduces risk for students and partners. Consider whether teaching institutions have representation on an academic board or steering group of the degree awarding body to ensure their perspective is represented in decision making.

When considering plans for reopening, ensure that current and prospective students are kept informed of developments in as timely a way as possible. Where no new information is readily available consider developing a shared FAQ page with interim answers and links to support.

Teaching partners should discuss the impact of recruitment challenges and course viability early with the degree awarding body. Partners should then work collaboratively and explore how they can best act in the interest of students and the needs of local economies in the time of crisis. Consider the lasting impact on intentions around study and how changes may be made to meet the needs of learners. This may include responding to reduced applications from some learners and increased interest in local or flexible modes of study.

During periods of change it is important that partners consider the impact on different groups of students and staff. Consider introducing an equality and diversity impact assessment for the partnership strategy and operations.

Oxford Brookes University has used an existing 'Associate College Partnership Steering Group' to share contingency planning for 2020–21. All partners and faculties are represented on this group to ensure communications are consistent.

Operational planning

Partners may work collaboratively across the partnership to implement physical distancing measures and other government expectations for re-opening. Where partnerships operate across the different nations and sectors of education in the UK, always follow the relevant government guidance and latest updates. The [Department for Education](#) has provided guidance for providers in England on reopening buildings and campuses that meet the government's public health and physical distancing requirements. The [Welsh Government](#) has published guidance to support higher education institutions as they develop plans to reopen. The [nidirect](#) government service has collected advice for educational providers in Northern Ireland. The [Scottish Government](#) has published guidance for universities and educational settings. [UCEA](#) has worked with trade unions to collect principles for working safely on campus during the pandemic. It is important to consider that different rules may apply to teaching providers such as further education colleges that are largely subject to further education guidance on re-opening and operating during the pandemic.

Work across partners to reimagine what individual classrooms and physical environments may look like. When degree awarding bodies issue guidance they should be conscious of geographical challenges that may be present for the teaching provider, such as multi-site campuses, overlaps with public spaces, and transport accessibility. Communication about progress in this area should be regular and enable space for innovative practice to be shared.

Where shared spaces exist between partners, ensure the accessibility of these spaces is clear to students. Equally, if partners are planning to share more physical or digital spaces, ensure this is communicated to support students.

QUALITY AND STANDARDS

Changes to assessment and delivery of teaching and learning

The responsibility for quality and standards in partnerships mainly rests with the degree awarding body. Awarding bodies should instigate a dialogue with teaching partners to form a mutual understanding of responsibility within a particular partnership. Consider how this can be codified so that it is easily accessible to staff, and introduce opportunities to remind staff across the partnership.

Partners should engage in discussion or decisions about changing the method and location of delivery or the design and requirements of assessments as quickly as possible. Consider how decisions on changes can be made in a timely way so that they can be communicated to students as soon as possible. Consider if 'streamlined' academic processes can be created to support temporary amendments to assessment and delivery in the teaching partner.

Where a degree awarding body is developing new approaches intended to be applied across all its awards, it should convene discussions with its teaching partners as soon as possible to ensure this is appropriate for their provision and for any potential challenges to be flagged and addressed. Assessment and teaching models should always be responsive to public health guidance, and any changes that are made should consider adjustments for both virtual and physically distanced provision.

Degree awarding bodies should work with their validated and sub-contracted provider partners to explore if and where it is appropriate to implement alternative delivery or assessment models to what the awarding body is implementing. Where assessment procedures have been adjusted, consider if changes to academic regulations have been applied consistently, while acknowledging complete uniformity may not be appropriate in all settings.

Consider how staff from either partner who have experience of altering course material and assessments

SAE Institute invites a member of staff from their partner Middlesex University to each Academic Board. This ensures their partner is part of the local decision making process and can feed in changes from the Awarding body directly to the academic committee that needs to consider them.

for online, digital or small group delivery can share their knowledge with the other partner. This is especially pertinent for highly practical or studio-based subjects where it may be necessary to assess students' work outside of normal practices.

Credits and learning outcomes

Where the delivery order and scheduling of modules within a programme changes, degree awarding bodies should consider how more flexible credit structures might be beneficial where the teaching provider may find the standardised or intended structure challenging to implement in their own context. This may include exploring the adoption of different credit models to support the transition and delivery of blended learning or smaller class sizes.

Degree awarding bodies should explore with their teaching partners if temporary changes to standard practice are needed to meet learning outcomes. Consider whether increases to the number of credits that can be 'trailed' into the next level can be implemented or whether it is possible to break up modules into smaller credit modules. This would enable credits that cannot be studied due to public health and government guidelines (for example, assessment in simulated practice) to be deferred until they can be safely undertaken. This may mean putting in place different policies for the teaching provider, then the main provider.

Accreditation from Professional, Statutory and Regulatory Bodies (PSRBs)

Teaching partners should notify their degree awarding body where changes in delivery or assessment for their students may risk impacting on PSRB and accreditation requirements. If there are concerns that the award cannot be made, degree awarding bodies should consult with the relevant PSRB to establish whether flexibility exists in the requirements. The [Quality Assurance Agency](#) (QAA) has published guidance within the context of COVID-19 on how providers can work with PSRBs to secure academic standards and support student achievement.

Partners should work together to ensure consistent approaches that consider the graduating cohort as well as the longer-term impact for future students progressing or starting in 2020–21. Agree with partners how these challenges can be mitigated in future delivery models, and begin negotiations with PSRBs early where planned changes to a programme structure may impact on meeting learning outcomes. This may be particularly the case for existing students who may have lost learning in 2019–20.

Work-based learning

Degree awarding bodies should consider how work-based learning requirements for degrees and awards with placement hours are considered in light of quarantine and physical distancing arrangements where requisite hours cannot be met. Work-based learning may be particularly prevalent within a teaching provider and degree awarding bodies should explore where flexible approaches to requisite hours can be implemented. The QAA has [published guidance](#) on considerations for standards where work-based learning is not possible or has been shortened due to public health guidance.

Exam boards and re-sits

Degree awarding bodies should consider if amendments are needed to the operation of boards to respond to changes to assessments that may only impact students at the teaching partner. This may mean the use of a re-sit board as a first-sit board for some modules, and the need for additional re-sit boards beyond this.

Increased provision of exam boards from the degree awarding body may be necessary to take into account changed and deferred assessments. This may be particularly important when partners operate different semesters or term dates that could be impacted differently by restrictions from UK governments. Make sure teaching partners are informed when changes occur so they can use the additional boards for their own deferrals or delays. Partners should communicate earlier than normal to ensure there is capacity where large groups of students are delayed.

The University of Worcester has added an additional exam board in July and re-assessment board in August for students who have deferred assessments in their partners.

Delays

Decisions related to the delay of start dates and assessments will have knock-on impacts for both the teaching and awarding partners, and these should be explored in the early collaborative discussions. Initial planning concerning academic start dates should begin at the earliest possible time.

Due to the nature of the pandemic localised health interventions may be implemented in different regions. Consider the impact this may have on different partners and the impact if timelines of delivery are changed.

Degree awards and algorithms

Awarding bodies have a duty to maintain award standards and an overall responsibility for quality. Changes that impact degree outcomes should be led by the awarding body but created collaboratively to ensure they are implemented appropriately and consistently across teaching partners.

For providers in England, the [Office for Students \(OfS\)](#) quality and standards guidance during coronavirus sets out that awarding bodies are likely to have provisions in their academic regulations for events of significant disruption. Awarding bodies should assess the appropriateness of existing procedures for courses delivered through sub-contractual or validation arrangements and act collaboratively with partners to develop new procedures that protect quality and standards.

Providers may implement a 'no detriment' policy or make changes to the amount of trailed credits allowed. If 'safety net' style measures or 'no detriment' policies have been introduced, consider if this should be applied consistently across partners to ensure no student is negatively impacted by the pandemic. Partners should work closely to establish whether greater flexibility would be in the interest of partner students. For example, a 'no detriment' policy for an accelerated mode of delivery that exists in a teaching partner may not be appropriate.

Degree awarding bodies should consider what impact ‘no detriment’ will have on the degree algorithm and whether changes are required to how an award is calculated.

Teaching partners should be engaged in these discussions especially where delivery models may be different, for example, accelerated degrees, practice-based learning or flexible delivery models that may mean fewer assessments or credits have been achieved at the point to which the ‘no detriment’ policy is applied. Where changes are made, ensure that these are communicated across both partner institutions so that students are appropriately advised.

In designing its no detriment policies the University of Kent has sought to ensure that the specific requirements of partner institutions have been accounted for. This has included considering feedback from partners on issues the pandemic has created for their disciplines, and building measures into the university’s no detriment policy to help partners address these. Through existing partnership liaison mechanisms, individual meetings have been held with partners from an early stage in the process, while contextualised guidance on the measures in place has been provided for partners, and pre-Examination and Mitigation Board support for partners is being used to guide them through the application of measures.

Partners should engage in a discussion on how final year assessments and their design may impact degree outcomes. Explore with partners where there is flexibility over how these are managed, for example, could these be delayed in partners and not in the awarding institution? Planning for 2020–21 may require a built-in possible delay in final year assessments for the teaching provider that may not be needed in the awarding provider.

COMPLAINTS AND APPEALS

Joint decisions on complaints

Partners should coordinate and agree approaches to complaints and appeals so they are managed consistently between providers. Consider collaborating on a joint-working group to keep the other partners informed of any changes in the handling of complaints.

While measures may be put in place to reduce the need for students to take up a complaint, the process of submitting a complaint should be clear and transparent. Re-iterate to students how the complaints or academic appeals process works in your particular partnership.

For further areas of consideration, refer to the Office of the Independent Adjudicator's (OIA) [Good practice framework: delivering learning opportunities](#) and the ombudsman schemes [SPSO](#) in Scotland and [NIPSO](#) in Northern Ireland. Providers in England can also refer to the [OfS consumer protection guidance](#).

Changes to complaints and appeals processes

Teaching partners should ensure that complaint and appeal handling staff at awarding partners are fully informed of the changes made to learning, and in particular how vulnerable students have been supported. Any changes to policy, or instances of where a teaching partner has been unable to implement an existing policy should be shared with the awarding institutions.

Degree awarding bodies should assess the [Competition and Markets Authority's \(CMA\) requirements](#) for meeting consumer rights obligations in your partnerships. The OIA has published [two briefing notes](#) which detail their approach to complaints arising from the pandemic. Partners should work together to form a mutual understanding of their own consumer responsibilities when making changes and communicating to students within their particular partnership. Providers operating in England can also reference the [OfS guidance](#) for further information about student and consumer protection.

Compensation decisions

Partners should work together to ensure compensation policies are managed consistently and communicated effectively by both partners. This is relevant to franchised as well as validated arrangements, for example in the latter, if the validating higher education institution has a different compensation policy to the validated partner, students may find this confusing. Where compensation decisions differ, students may need further information to understand why this is the case and which policies apply to them.

COMMUNICATION

Student communication

Partners should consider producing a joint communication strategy during all periods of disruption caused by the pandemic. When developing strategies partners should consider the method of communication, including which partner should communicate information to students to avoid duplication and reduce burden. Teaching providers should consider how communications can be adapted so they can include information from the degree awarding body. Degree awarding institutions should consult and work with teaching partners before communicating to students. Provisions for specific groups of students such as apprentices or part-time learners may differ between the awarding and teaching provider, so it is important for partners to agree to both general and specific communications.

The University of Central Lancashire (UCLan), set up a Microsoft Teams group for collaborative working and used it to hold briefings and discussions with UK Partners on changes being implemented during the Covid-19 period. The University sent appropriate communications directly to all students including partner students. Where it was not appropriate for the University to send communication directly to partner students then these communications were shared with the partners to support their communications

Consider which provider is most appropriate to communicate with which students. It is important for students to have a consistent point of contact but there may be circumstances that benefit from agreed additional communication from the awarding body.

All information that is made publicly available must be clear on which body students should contact for more information (for example, to the teaching partner or the degree awarding body, or both), to avoid potential confusion among both students and staff. Consider what mechanisms can be put in place to ensure webpages, social media content and all student emails are mindful of the audience to avoid confusion and duplication. Consider providing communications and enquiries teams with information on how arrangements do or do not differ for partnership students.

Working with multiple partners

Partnerships can take different forms, and communicating with students where there are multiple partners may need additional consideration to ensure information is clear. This may be where a degree awarding body has multiple teaching partners or where a teaching provider delivers courses from multiple degree awarding bodies.

Where degree awarding bodies have multiple teaching partners, consider embedding opportunities for partner feedback and updates, including a meeting across partners to share best practice.

Falmouth University has given all partners access to a collaborative working space on Microsoft Teams. Through this they can share content and hold group discussion calls about key updates and changes to policy.

UCLan's Initial Teacher Education (ITE) Partnerships have created resources and maintained contact to enable a smooth transition to online work. Partners have been kept up to date with national and organisational changes, for example, guidance regarding Disclosure and Barring Service (DBS) checks or arrangements for virtual external examiner moderation.

Oxford Brookes University has put in place a sign-off procedure, with the head of UK partnerships, for all student emails to ensure that messages to students in teaching partners are appropriate and accurate.

Where teaching providers work with multiple degree awarding bodies, assess how confusion from divergent guidance can be mitigated. Teaching partners may also have multiple faculty level relationships within a degree awarding body. Partners should collaborate to put in place consistent communication channels between academic and professional services areas where possible. Supporting students

STUDENT SUPPORT

Clarify which partner is responsible for the different aspects of student wellbeing and ensure students are supported to access the right partner for the right support. Partners should agree on a communication plan for internal staff to ensure everyone is directing students consistently.

Consider if new or temporary arrangements can be established which encourage access to wellbeing and mental health support to enable student retention, progression and success. If you are the awarding partner you may have services that students at teaching partners can access. Consider establishing a list of what these are and share with the support staff across your own and your partner institutions.

Partners should collaborate and share their experiences of mitigating digital poverty. Where excess digital equipment exists partners should consider flexible approaches to meet these demands, such as pooling resources to enable students to access digital education.

Partners that have articulation arrangements in place for students topping-up from level 4 to 5 or from level 5 to 6 should share any lost learning and advise on extra support that the students might need.

The University of Chichester has used their preexisting 'partner portal' which enables staff and students at partners to access IT, library and e-resources allowable within licensing agreements.

The University of Wolverhampton has recognised the impact of the pandemic on its teaching partner colleges and has responded promptly to its regional partners. The university has provided bespoke virtual information, advice and guidance sessions for Sandwell College staff and students to ensure that students had information to make an informed choice of progressing to university and how their previous higher education learning can be counted for entry with advanced standing.

Student feedback

Consider how to collect feedback and concerns from students using the different channels each partner has to offer. Partners could work to create active routes to gain interim feedback on the changes being made and how they impact students in different teaching environments. Feedback should be discussed collaboratively across partners to ensure that solutions have the most effective impacts.

Partners should consider where student feedback differs between the students taught at the awarding body and those at the teaching provider. It may be that partners wish to apply different approaches to some policies and processes based on this feedback.

Pearson College London worked with their partner to collect feedback from students about 'no detriment' policies. Some students made clear they did not wish to have the same approach to the policy as that being taken at their awarding body. Pearson worked with their awarding body to create a modified policy and process which could apply to the students being taught at the college.

SUPPORTING STAFF

Sharing resources to support staff development and wellbeing

Staff are a key part of successful partnerships and it is important for them to be supported in times of change. During both distanced work and the return to on-campus activity, staff wellbeing across partnerships should be closely monitored with feedback. Partners should also consider how different staff groups may be impacted by changes to the work environment and may wish to explore these issues through an equality and diversity impact assessment.

Clear communication can help staff in both partners to feel positive and confident in their roles. Partners may wish to consider whether information about changes in either partner may be useful to staff at different levels of the organisation to support their work. This may include information to help staff at the teaching and awarding partners support students by directing them to the right partner resources.

Consider sharing curated resources that are relevant for partner organisations, particularly on best practice in online learning, pedagogy and supporting the wellbeing of students. Additionally, review whether licensing arrangements allow for additional resources, programmes and services to be distributed to partner staff or students.

Training and sharing expertise

Consider whether staff need training to help them manage changes to the delivery of teaching and learning. Many partners will have expertise in online teaching and assessment; consider how knowledge and advice can be appropriately shared. Where development and training sessions have moved online, consider whether this can be extended to partner staff.

Partners should consider collaborating to facilitate a support structure between the staff at the awarding provider and teaching provider to share expertise and

Falmouth University plans to use its annual academic training event to promote and train colleagues in digital learning. Staff from teaching partners will be invited to join these sessions so they can apply knowledge to their own delivery.

solutions on the challenges of the pandemic. This could be implemented within academic departments and across professional services teams.

TRANSNATIONAL EDUCATION

Local health and safety measures

Consider how local health and safety precautionary and preventative measures impact students and staff, including their mental health. Student health and wellbeing must be a priority, followed by measures to support and enable student retention, progression and attainment.

Consider mapping and monitoring health and safety measures applicable in different territories where partners operate, and take them into account in decision-making for contingency or business-continuity plans of action. There are several resources to support this such as the University of Oxford's [COVID-19 Government Response Tracker](#) and UNESCO's [Global monitoring of school closures](#).

Consider how overseas teaching partners can access any health and safety advice that you have developed, and whether it is appropriate for them to implement it. Engage early with partners on how to communicate health and safety precautionary and preventative measures, including those related to mental health, and to local students. Lack of coordination in communications can cause anxiety and confusion in students.

Online learning overseas

Consider the implications of moving online in different jurisdictions. Access to technology and the digital divide may have a different impact across partners and territories. Show flexibility and adaptability to allow partners to use different technologies as long as student outcomes are not compromised.

Ensure discussions with partners address issues related to access to learning resources overseas. Access to certain content can be restricted, for example in China there

The Leicester International Institute, Dalian University of Technology implemented a 'dual-track strategy' for the partnership's online teaching and learning, with course materials available on Blackboard Collaborate and delivery complimented by a series of online interactive sessions on Zoom.

are regulatory restrictions placed on certain platforms and certain content. Licensing requirements may place additional restrictions for students to access content overseas. A useful [forum to discuss digital access issues](#) (including international) has been created by Jisc.

Consider building capacity in partners to teach online. Digital literacy and online pedagogy may vary across territories so it is important to understand where the differences lie and create bespoke approaches depending on the partner and location. Tracking any changes and measuring student engagement, learning gain and outcomes can support adjustments as the situation evolves in each territory.

Consider under which conditions online teaching will be recognised by regulators and authorities in the jurisdiction where you operate in teaching partnership. Useful resources on global recognition of online learning have been published by the [QAA](#) and [UK NARIC](#).

Quality assurance and enhancement

Consider alternative arrangements for programme and partnership validation, revalidation and periodic review. It may be possible in some cases to review documentary evidence and conduct interviews and campus visits remotely (typically, this is more likely in low risk partnerships that have been running for some time), while in other cases a deferral may be agreed until a physical visit is possible, for example in higher risk partnerships or in new ventures. In the latter case, consider whether there are processes that can be started remotely, for instance, due diligence or gathering of documentary evidence. These measures may also be relevant to UK-based partnerships.

Consider how exceptional regulations in response to the pandemic may affect partners, students and staff based overseas. Amendments to regulations should be agreed with partners overseas when these affect locally-based students and staff. They may include modifications to policies and procedures on extenuating circumstances, assessments, degree classification, no detriment policies, examination boards or fitness to practice.

Consider how different subjects are affected by movement restrictions. There may be regulatory, quality assurance or PSRB requirements that affect different disciplines differently. Consider that they may be subject to local as well as UK requirements, for instance with regards to work-based, lab-based and other practice-based components. Understand the restrictions placed in partners and liaise with accrediting organisations early to alert them of potential modifications.

Consider how local organisations can support you and your staff and students overseas during this period. British Embassies and consulates, the British Council and local education sector associations and alliances can provide guidance and support.

The Zhejiang University – University of Edinburgh (ZJE) Institute partnership benefited from the advice and guidance of the China-UK Joint Institute Alliance, supported by the British Council and the China Education Association for International Exchange. The Alliance has been a vehicle by which member joint institutes can share good practice and discuss strategic directions within the dynamic landscape of China-UK transnational education, with particular attention to the effects of the COVID-19 pandemic.

Recruitment and admissions

Consider how lockdown measures and school closures affect access to university for local students. Flexibility may be needed to ensure students who have not been able to finish school, or to access English testing centres can still access higher education. Ensure regular dialogue with partners to understand what measures local authorities are putting in place to facilitate access to university. UK NARIC has developed a tool to [chart the impact of COVID-19](#) on UK admissions and recruitment.

Discuss with partners the implications of the pandemic for the upcoming student cohort. Overseas partners may have spare capacity that could be used to offer local

students who cannot or are not willing to travel to the UK the option of starting or continuing their course locally. On the other hand, restrictions to travel and gathering and economic difficulties may mean that the number of students will be reduced, and joint action to protect students' interests, including student protection plans, is advised.

Work creatively with partners to optimise resources dedicated to recruitment and admissions in TNE programmes. Elements of virtual open days such as taster lectures can be shared between partners. Resources developed in the UK can be shared with prospective and current students and alumni at partner institutions to engage with their UK-based peers and create a sense of community.

Careers and employability

Consider how progression to graduate employment will be impacted in the territories where you operate TNE programmes. Students in less advantaged regions may be disproportionately impacted in their job prospects by the pandemic and flexibility and additional support may need to be discussed with partners.

Consider scaling up mentoring and peer support programmes using online and other digital means, including social media. TNE partnerships can be leveraged to offer UK-based students a 'virtual mobility experience', including engaging with peers in other parts of the world and exchanging experiences of living, studying and finding employment under physical measures.

Consider engaging with partners to develop promotional and communication materials adapted to local employers, that emphasise the value of a UK education provided in partnership but are also respectful and mindful of local conditions and needs.

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Independent Higher Education (IHE) is the UK's representative body for independent providers of higher education, professional training and pathways. Our members are highly student-focused and include many small and specialist institutions which operate within a single industry or set of related disciplines. One of IHE's principal aims is to facilitate an SME model of higher education, enabling new approaches and innovation to flourish within a flexible regulatory environment

The Association of Colleges (AoC) is the national voice for colleges and exists to promote and support their interests. Everything AoC does is aimed at helping colleges deliver their purpose and to make an impact.



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