



## Partnership and Articulation Policy

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| <b>Policy Category</b>                 | Academic  |
| <b>Policy Code</b>                     | ACA-HE-24   |
| <b>Policy Owner</b>                    | Chief Executive Officer   |
| <b>Responsible Officer</b>             | Chief Executive Officer   |
| <b>Approving authority</b>             | Academic Board  |
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| <b>Commencement date</b>               | 26 May 2022   |
| <b>Review date</b>                     | 3 years   |
| <b>Version</b>                         | 2022.1  |
| <b>Related Documents</b>               | Partnership and Articulation Procedure<br>Quality Assurance Framework<br>Institutional Quality and Governance Framework<br>Australian Qualification Framework (AQF)<br>Advanced Standing Policy<br>Advanced Standing Procedure<br>Student Placement Policy<br>Student Placement Procedure |
| <b>HESF (Threshold Standards) 2021</b> | 5.4.1; 5.4.2  |

### 1. Purpose

This Policy is to set out the principles and processes which apply to the development, approval, monitoring and review of educational partnerships with external organisations.

### 2. Principles

Key principles informing this Policy and the associated Procedure are:

- The Institute will actively seek alliances with key institutions domestically and abroad who can contribute to supporting the Institute's identified goals and objectives;
- The Institute will only enter into partnerships that after due diligence is conducted;
- All partnerships will be established as a documented agreement;
- Consistency of process in the development of partnerships is maintained through alignment to the Institute's policies and procedures compliance with required legislation;
- Articulation arrangements will be accessible to students and maximise opportunities for students to progress into and between qualifications; and
- Academic integrity is ensured through transfer credit evaluation and equivalency determination by academic experts.

### 3. Context

This Policy has been developed in order to aid the development of meaningful and productive engagements with external partner(s).



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## 4. Scope

This Policy applies to:

- All staff responsible for developing and maintain educational partnerships;
- All institutions or entities wishing to establish an educational partnership including:
  - Benchmarking partnerships;
  - Student exchange partnerships;
  - Academic co-operation partnerships (teaching and learning, and training);
  - Articulation/pathways agreements or Memorandums of Understanding;
  - Internships and student placement partnerships; and
  - Other third party educational delivery arrangements.

This policy does not apply to business agreements for the delivery of services to the Institute on a commercial or employment basis, including:

- Procurement arrangements for the supply of goods or services;
- Education agent agreements;
- Employment or consultancy arrangements; and
- Property transactions or leases.

## 5. Definitions

See the AIH Glossary of Terms for definitions.

## 6. Policy details

### 6.1 Requirements for establishing a partnership

Before a partnership can be established the Institute must assess the appropriateness of the proposed partnership taking into consideration the following:

1. The legal status of the prospective partner;
2. Is the prospective partner registered with the required accrediting bodies and are there any conditions placed on their registration;
3. Are any relevant courses accredited with the required accrediting bodies and are there any conditions place on the accreditation;
4. If the prospective partner has an acceptable record of partnership with other institutions (where applicable); and
5. If the prospective partners goals and objectives align with the Institute's.

A feasibility record must be completed as outlined in the Partnership and Articulation Procedure.

### 6.2 Approving authority for partnerships

All partnerships must be approved by:

1. The Principal/Chief Executive officer (for all partnerships and pathways agreements);
2. The Academic Board and/or the relevant sub-committees (only where there is an academic issue to ensure academic integrity);
3. The Academic Board (for all offshore partnerships).



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### **6.3 6.3 Review and monitoring of partnerships**

Educational partnerships are monitored in a range of ways to ensure on-going quality and standards and to ensure that any issues identified are addressed in the appropriate manner. Monitoring may occur through:

1. An annual review;
2. An analysis of progression and attrition from pathway/articulation providers;
3. Results of students studying with a partner or coming to the Institute from a partner;
4. Feedback from students;
5. Complaints and appeals in relation to partnerships.

Any serious issues of concern which arise through any of the monitoring and review processes can prompt a full review of the partnership.

### **6.4 Suspension and termination of a partnership**

All agreements must be for a specified period of time.

If a partner has breached an agreement or there are serious concerns regarding quality assurance, the partnership can be suspended or terminated at the discretion of the approving authority.

Any partners who are suspended or terminated will be notified in writing in the timeframe outlined in the partnership agreement.

## **7. Legislation**

This Policy and the associated Procedure comply with Higher Education Standards Framework Standard 5.4 (Delivering with Other Parties), which specifies that:

- Work-integrated learning, placements, other community-based learning and collaborative research training arrangements are quality assured, including assurance of the quality of supervision of student experiences.
- When a course of study, any parts of a course of study, or research training are delivered through arrangements with another party(ies), whether in Australia or overseas, the registered higher education provider remains accountable for the course of study and verifies continuing compliance of the course of study with the standards in the Higher Education Standards Framework that relate to the specific arrangement.

The Policy and the associated Procedure also complies with the Australian Qualification Framework (AQF) Pathways Policy, which specified (in summary) that:

- All issuing organisations are to have clear, accessible and transparent policies and processes for qualifications pathways and credit arrangements for students. The policies and procedures must be made publicly available.
- Credit granted as part of an articulation agreement must be academically defensible and take into account the students' ability to meet the learning outcomes of the qualification successfully.



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- Giving credit into or towards an AQF qualification should not impinge upon the responsibility of issuing organisations to make decisions on admission, prerequisites or programs of study, and the students' likely successful completion of the qualification.

## 8. Version Control

This Policy has been endorsed by the Australia Institute of Higher Education Board of Directors as at June 2022 and is reviewed every 3 years. The Policy is published and available on the Australian Institute of Higher Education website <http://www.aih.nsw.edu.au/> under 'Policies and Procedures'.

| <b>Change and Version Control</b> |  |   |                       |                        |
|-----------------------------------|--|---|-----------------------|------------------------|
| <b>Version</b>                    | <b>Authored by</b>                         | <b>Brief Description of the changes</b>   | <b>Date Approved:</b> | <b>Effective Date:</b> |
| 2017-1                            | Registrar                                  | New Policy  | 7 June 2017           | 13 June 2017           |
| 2019-1                            | Principal                                  | Minor Update: Title changes.  | 20 November 2019      | 21 November 2019       |
| 2021-1                            | Director, Student Recruitment & Admissions | Approval for offshore partnerships given to Academic Board other minor amendments | 7 July 2021           | 13 July 2021           |
| 2022.1                            | Registrar                                  | Updated Higher Education Standards Framework [Threshold Standard] 2021            | 25 May 2022           | 26 May 2022            |