

LSHTM Academic Manual 2025-26

Chapter 6: Collaborative Provision

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Annual Review of the Academic Manual

The LSHTM Academic Manual was introduced in 2019-20 bringing together all the academic regulations and procedures which constitute LSHTM's framework for quality and standards for credit-bearing taught provision, research degrees and special programmes. The Academic Manual consists of 11 Chapters all of which are reviewed annually and published as separate documents on LSHTM website together with a summary of amendments. With the exception of most minor editorial changes (e.g. typos, formatting and spelling or grammatical corrections), all revisions and amendments are noted and approved by Senate before the start of each academic year.

6.1 Introduction

- 6.1.1 In line with the London School of Hygiene & Tropical Medicine (LSHTM)'s [Strategy](#), we aim to extend our impact and potential through increased focus on national and international strategic partnerships and collaboration in order to deliver health and socioeconomic benefits across the world.
- 6.1.2 In recent years LSHTM has expanded its portfolio of collaborative courses (i.e. short courses) and programmes (i.e. MSc, PhD, MPhil, DrPH) delivered with partner institutions and bodies. These partners include other Member Institutions of the University of London (UoL), universities in the UK and overseas and other bodies (for example research centres).
- 6.1.3 Collaborative provision is an arrangement between two or more organisations to deliver aspects of teaching, learning, assessment or student support. It refers to collaborative arrangements involving students and/or awards which include those involving guaranteed progression and sharing of services. Partnership arrangements may apply to the delivery of whole courses of study or to elements of courses, individual modules, or self-contained components of study, including alternative sites and contexts for learning or assessment.
- 6.1.4 This chapter is designed to:
 - apply to credit-bearing provision and Professional Diplomas offered in collaboration with partner institutions;
 - provide a taxonomy of the various types of collaborative provision LSHTM is involved with and to provide guidance and information on models of design, delivery and awards;
 - provide a procedure so that proposals for new collaborative courses and programmes are designed with appropriate forethought and with the necessary level of planning for the management and development of such provision;
 - provide a framework for ensuring that new and existing collaborative programmes are managed and developed effectively;

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- take account of relevant sections of the Quality Assurance Agency's Quality Code for Higher Education, particularly the advice and guidance on [Partnerships](#) (2018).

6.1.5 It is important to recognise that each collaboration, whilst mapping to one of the categories in these regulations, will be unique. For that reason, it may be necessary to deviate slightly from the procedures set out in this chapter. Any deviations from this chapter will be discussed and detailed in full, usually at design stage, and approved by the Pro-Director Education and Dean of Students and Taught Programmes.

6.2 LSHTM'S Partner Institutions

6.2.1 LSHTM currently engages in joint provision and collaborator supported provision with its partner institutions.

6.2.2 The following institutions offer award-bearing collaborative provision with LSHTM:

- University of London Worldwide
 - MSc, PGDip and PGCert offered via Distance Learning
- King's College London (Institute of Psychiatry), University of London
 - Joint MSc
- London School of Economics & Political Science, University of London
 - Joint MSc
- Royal Veterinary College, University of London
 - Joint MSc
- Nagasaki University, Japan
 - Joint PhD

6.2.3 For full details of the collaborative provision programmes offered with these institutions, please see the [Collaborative Provision Register](#).

6.3 Strategic Development and Proposal of Collaborative Provision Partnerships

- 6.3.1 Collaborative partnerships are a formal relationship between the LSHTM and the partner organisation. As such, 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 Pro-Director Education or the Head of the Doctoral School regarding taught provision and Research Degrees, respectively. LSHTM should contact the University of London Worldwide (UoLW) [quality office](#) in the first instance, for advice and guidance for Collaborative Provision that may be delivered via distance learning.
- 6.3.3 At this stage the faculty should consult with LSHTM's legal department and International Partnerships Officer to identify whether LSHTM has a current standing partnership with the nominated institution. If it is a new relationship the legal department and faculty may wish to form a Memorandum of Understanding (MoU), particularly for partnerships involving international partners, outlining the potential activities LSHTM wishes to explore.
- 6.3.4 As part of the LSHTM strategic development, the Dean of Faculty and Pro-Director Education will present a high-level proposal to the Executive Team who will decide whether or not to pursue further. The proposal should include risk analysis and consideration of financial implications.
- 6.3.5 The faculty will be required to undertake a due diligence exercise to ensure that any proposed partnership does not pose any legal, financial, or reputational risk to LSHTM. This usually involves
 - Undertaking an investigation at the early stages of discussions to verify that the proposed partner has the necessary legal capacity and any required institutional and other approvals to enter into the partnership,

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- Undertaking a [site visit](#) at the early stages of discussions to verify, inter alia, that the proposed partner has appropriate resources and infrastructure to enable the creation of an effective and sustainable partnership.
- Ensuring governance arrangements, legal status, financial status and controls, external accreditation, staff and resources, student support procedures, operational processes and record-keeping, academic standards, quality assurance systems and public reputation all meet the high standards LSHTM expects.
- Identifying the conditions necessary for the success of the proposed provision, and any prospective risks for it or the partnership (including financial, legal, academic and reputational requirements and risks).
- As part of the partner/s' procedures, LSHTM encourages a reciprocal visit to take place.

6.3.6 Responsibility for Due Diligence: Sign off should be by the Audit & Risk Committee, Pro-Director Education and Registrar and Director of Education Services.

6.3.7 LSHTM has developed a due diligence document to be used at the early stages of planning a new course or programme with a partner.

6.3.8 A scoping exercise must take place to help the faculty to define the responsibilities of LSHTM and its partner/s in delivering and managing the course or programme. It will also help to identify details that should be included in the legal agreement and any other required legal documentation that will need to be drafted and processed by LSHTM's Legal Team and respective partners' legal offices.

6.3.9 The risk analysis, due diligence exercise and any peripheral research will inform the type of collaborative provision that can be developed. This will shape the basis of the new Collaborative Provision proposal, which is submitted to Senate, via Senate Education Committee for taught provision or, Senate Research Degrees Committee for research provision, for strategic development approval.

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6.3.10 For a proposal to be approved by Senate it will be expected to include:

- an outline of new collaborative provision;
- The outcome from the due diligence exercise conducted by the LSHTM Audit Committee, including the due diligence document and associated paperwork and evidence as appendices;
- A detailed breakdown of costs, income and resource implications with confirmation of the financial approval;
- Recruitment expectations and opportunities, including a forecast of student demand;
- Market comparison to major competitor courses;
- A brief outline for the Memorandum of Agreement (for more information please see section 6.5 of this chapter). This is to help inform the validation procedure and will not be confirmed until the process is complete.
- The impact on central resources after consultation with the Registry, Archive & Library Services and IT Services

6.3.11 Once the proposal is approved the Dean of the parent Faculty will appoint a lead academic to coordinate the development, design and approval procedure. The lead academic is expected to gain the support of colleagues to form a Development Team, to ensure there is a rounded approach to the curriculum design. The academic development team are encouraged to include key professional service staff (e.g. Registry, Admissions, Marketing, Quality & Academic Standards) in the consultation process.

6.4 Collaborative Provision: Design, Development and Approval (Validation)

6.4.1 LSHTM procedures for the design and approval of new modules and programmes can be viewed in [Chapter 3, Programme Management, Monitoring and Evaluation of the LSHTM Academic Manual](#).

6.4.2 For new collaborative provision that has had strategic, financial and planning approval from Senate (as outlined in section 6.3 of this chapter), [follow Chapter 3 Programme and Module Approval Procedure stage 2: Development Approval, through to Stage 5: Final Approval](#).

- 6.4.3 On the recommendation of the Chair of Senate Education Committee (Pro-Director Education) the approval procedures may be varied for proposals involving partner institutions. This should allow aspects of a proposed partner's procedures or standard documentation to be used, to minimise duplication of work. However, the approval procedure must always ensure that sufficient information is available for the Validation Panel to make informed decisions.
- 6.4.4 For approval of new LSHTM distance learning programmes run in collaboration with the University of London Worldwide (UoLW), UoLW documentation and forms may be used in lieu of LSHTM versions. However, it is expected that such documentation will be completed in a way that covers all the requirements of the LSHTM procedures—these have been written with awareness of UoLW requirements built in and should be broadly consistent with them. Staff should be aware that approval will be required through both LSHTM and UoLW procedures—the Head(s) of the Faculty Education Administration can provide further guidance and help act as a liaison point regarding UoLW procedures.
- 6.4.5 [Chapter 3 of the LSHTM Academic Manual](#) sets out an approximate timeline for the design and approval of new courses and programmes, two years from inception to the first intake. For provision involving significant collaboration this may be lengthened to two to three years, dependent upon the complexity of due diligence and legal requirements, comprehensive course/programme design and the need to articulate, in detail, how the course/programme itself and related financial and marketing/advertising and student recruitment aspects will be managed.
- 6.4.6 Staff must contact the [Quality & Academic Standards office](#) (QAS) at the early stages of the programme design and approval procedure so they can support the proposal through its lifecycle.

6.5 New Collaborative Provision Memorandum of Agreement (MoA)

- 6.5.1 In addition to the standard Validation procedure, all collaborative provision is subject to a formal signed fixed-term agreement which sets

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out the responsibilities of each partner, and provides assurance that both parties understand and agree to fulfil their roles and responsibilities. The form and content of the agreements vary according to the nature and scale of the collaboration. These are agreed to and signed as a Memorandum of Agreement (MoA).

6.5.2 The MoA will be based on the new provision proposal submitted to Senate, the scoping and due diligence exercises. It should be considered and drafted alongside the programme design and development procedure. It may also inform the way in which the validation is conducted for example, with cross-institutional panel members, required documents and consideration of resources.

6.5.3 LSHTM's Legal Services Office are responsible for drafting agreements. To successfully develop an agreement requires the involvement of a range of stakeholders, for example:

- The lead academic may be asked to complete a module mapping.
- Finance may be required to draft a financial schedule.
- Registry, Education Administration and the partner may be required to develop an administrative schedule.
- A Quality Assurance Schedule should be defined with the support of [QAS](#).

All of this information is collated by the Legal Services Office and forms part of the agreements.

6.5.4 Two original versions of the final agreement must be signed by an authorised signatory, one from each institution after validation and **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.

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- 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** which will need to be signed by both parties and attached to the existing agreement. LSHTM's Legal Services Office is responsible for drafting and finalising addenda in liaison with the partner institution. Two signed original copies of the addendum will be required, one for the partner and one for LSHTM. The final signed version will be filed with the original agreement.

6.5.8 Extensions to an agreement are only applicable in exceptional circumstances. Due to the changing nature of agreement templates, it is necessary to ensure that information is refreshed, current and relevant.

Programme Specification

6.5.9 As indicated in [Chapter 3 of the LSHTM Academic Manual](#), all programmes offered by LSHTM are required to have in place a programme specification prior to recruitment. A programme specification is a concise description of the intended learning outcomes of a course or programme, and the means by which the outcomes are achieved and demonstrated.

6.5.10 The Programme Specification for collaborative provision should be drafted in collaboration with the partner institution and must be compliant with LSHTM requirements and made accessible through LSHTM website.

6.5.11 LSHTM's programme specification template is available [here](#) and examples of [existing specifications](#) are also available to view.

6.5.12 Academic Leads should contact [QAS](#) for further guidance on completing the programme specification.

6.6 Managing, Monitoring and Evaluating Collaborative Provision

6.6.1 Courses or programmes with elements of collaboration present a higher risk to LSHTM's reputation and to the student experience than academic provision developed and delivered entirely by LSHTM. To counterbalance these risks, it is important that all elements of the management of the course or programme are considered and detailed at design stage and continuously developed and enhanced once the course/programme is underway.

6.6.2 Joint Programme Committees will be constituted as defined by the Memorandum of Agreement (MoA) to facilitate effective communication between partners and to manage the collaborative provision.

6.6.3 LSHTM maintains oversight of its collaborative provision through joint Exam Boards and Programme Committees with partner institutions.

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LSHTM operates a principle of proportionality with regard to the monitoring and review required for all collaborative programmes and courses. For each category of collaborative provision there are targeted mechanisms that address those principles for each category (see the sections on joint provision and collaborator supported provision below).

6.6.4 Any concerns about an academic partnership or collaborative provision should be referred to the relevant Faculty Associate Dean Education or Faculty Research Degree Director.

Joint Provision

6.6.5 Joint Provision is a programme delivered or provided jointly by two or more organisations, irrespective of the award (whether single, joint, dual/double or multiple). It refers to the education provided rather than the nature of the award.

6.6.6 For any programme leading to an award of LSHTM (under the aegis of the University of London), LSHTM retains full responsibility for assuring the quality of the provision and the standards of the award. Joint Provision may delegate responsibility for the delivery of part of the programme or course and the assessment of students outside of LSHTM. Where this occurs clear mechanisms and auditing tools are required to ensure that quality and standards remain appropriate. This is particularly acute where the provision leads to a joint, dual or multiple award.

6.6.7 LSHTM's monitoring arrangements for Joint Provision are set out below:

- The nature of a Joint Award necessitates, at design stage, the need to clearly assign responsibilities for all aspects of the management of the course or programme. When it comes to mechanisms for reviewing 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);

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- Academic Lead for the course or programme to sit on the relevant Faculty Education 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 granting the award (for example, in the context of some federal structures), an employer or another organisation approved by the degree awarding body.

6.6.9 For any course or programme leading to an award of LSHTM (under the aegis of UoL) LSHTM retains full responsibility for assuring the quality of the provision and the standards of its awards. Collaborator Supported Provision does not delegate responsibility for the delivery of the course/programme or the assessment of students outside of LSHTM, but will likely take some aspects or provision of support outside the direct control of LSHTM. Sufficient checks are required prior to and during delivery to ensure that the quality and standards remain appropriate, consistent and comparable to other parts of the programme.

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.

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

- For Courses or Programmes
 - Programme Team to follow LSHTM procedures for annual monitoring as set out in [Chapter 3 of the LSHTM Academic Manual](#);
 - 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](#).