

Supporting University of London
students worldwide

Becoming a
**RECOGNISED
TEACHING CENTRE**



UNIVERSITY
OF LONDON

INTRODUCTION

Almost 200 years ago, the University of London became the first university in the UK to open higher education to all, regardless of religious qualification; and the first to admit women.

Today, we remain committed to promoting access to higher education opportunities universally, and are active in 190 countries worldwide, delivering cutting-edge, employment focussed programmes to transform peoples' lives through education, whoever they are, wherever they are, and at whatever stage they are in their lives or careers. Some of our graduates have gone on to win Nobel Prizes; and many thousands occupy roles in the fields of management, economics, business, technology, law, education, health and diplomacy.

All our students can access our virtual learning environments, study guides and online library to complete their programme. However around 50 per cent of students (and a significantly higher proportion of undergraduates) choose to complement their study with tutorial support from one of the University of London's global network of Recognised Teaching Centres. Our Teaching Centre-based students can enjoy the benefits of a rich virtual learning environment alongside those of on-the-ground delivery, combining the world class of the University of

London with the quality-assured provision of a University of London Recognised Teaching Centre.

Studying a University of London programme with support from a Recognised Teaching Centre helps thousands of students each year to graduate successfully. This is particularly the case with undergraduates, for whom it is more important to have face-to-face tuition; structured study patterns and support; and a campus-based environment with the benefits that this brings in terms of peer engagement, physical facilities, and other advantages such as clubs and societies, and career guidance. For some undergraduate programmes, attendance at a Recognised Teaching Centre is compulsory.

Postgraduate students seeking study support that fits around work and family commitments may also find added value in tuition support. A number of Recognised Teaching Centres offer extensive arrangements to support postgraduate learners through seminars and professional workshops, often with expert input from local sectors.

We have produced this booklet for institutions interested in the opportunities to work with us, supporting our students worldwide. It describes how we work with our Member Institutions, and our Teaching Centres Recognition Framework that underpins our engagement with independent Recognised Teaching Centres around the world.

FACTS

- The University of London is a federation of 17 Member Institutions, with some world-renowned universities among their number, including London School of Economics, UCL, King's College London, Royal Holloway and Queen Mary.
- The University is the world's oldest distance learning provider, pioneering unique forms of transnational education since the mid nineteenth century.
- The University of London partners with its Member Institutions to offer at-scale, affordable, accessible, high quality education to learners all over the globe.
- The University has around 48,000 students in 190 countries, in addition to the 120,000 who study on campus in London.

HOW THE UNIVERSITY OF LONDON WORKS

The University of London is one of the world's leading universities, internationally recognised for its high academic standards and its global reach.

This reputation is based on the outstanding teaching and research of our 17 Member Institutions. The majority of programmes offered through the University of London are developed by our

Member Institutions, which are also responsible for preparing study materials and assessing all of our programmes (the academic direction).

Information on how the University of London ensures quality and standards across its portfolio of over 200 qualifications produced in collaboration with its Member Institutions is covered in another publication in this series 'Ensuring Quality and Standards Worldwide', available online at bit.ly/UoLW_Quality_Standards



**UNIVERSITY
OF LONDON**

A federation of
17 independent member
institutions and
3 central academic bodies



**UNIVERSITY
OF LONDON**
WORLDWIDE

A central academic body
in collaboration with
11 of the member
institutions



Goldsmiths
UNIVERSITY OF LONDON

KING'S
College
LONDON



 **Queen Mary**
University of London

 **SOAS**
University of London

LSE THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE ■

RVC Royal
Veterinary
College
University of London



ACCESS

An important part of the University of London's mission is to provide worldwide access to the programmes and awards of the University of London and its Colleges.

The University's student body therefore includes students in poorer and developing countries, mature learners, those with special needs due to disability, geographic, economic, environmental, professional and social factors, and those with limited educational opportunities.

THE UNIVERSITY ENABLES ACCESS THROUGH:

- flexibility in terms of periods of registration and intensity of study
- admissions criteria based on minimum academic prerequisites rather than any quota-based system
- ability to deliver resources and provide examinations whatever the student's location
- student choice over whether to access supplementary learning support from a Recognised Teaching Centre



STUDYING FOR UNIVERSITY OF LONDON QUALIFICATIONS

There are three ways to study towards a degree with the University of London:

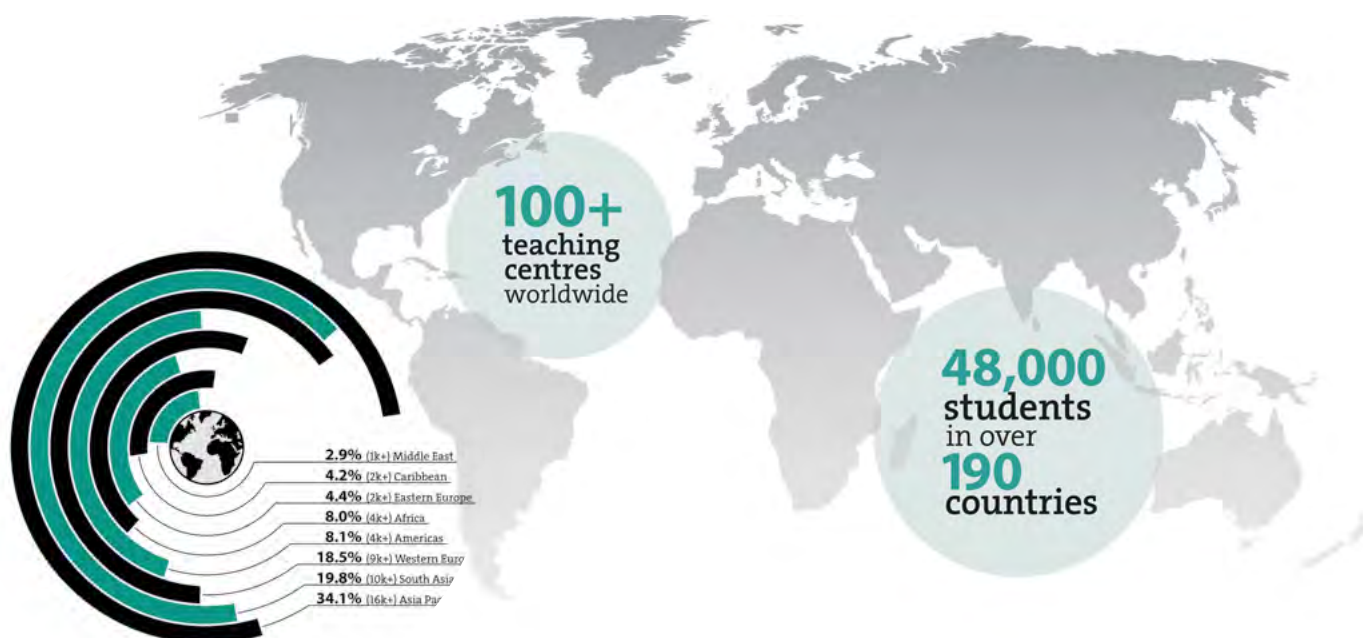
- On campus, at one of the Member Institutions of the University of London
- Studying independently via online, flexible and blended learning
- Studying at one of our network of Recognised Teaching Centres worldwide.

Whatever study experience our students choose, the University of London makes no distinction in the ultimate academic standard of the award, which is the same, irrespective of how students study.

We have around 48,000 students in 190 countries preparing for examination towards more than 100 qualifications.

Their programmes of study have a number of common characteristics:

- International curriculum, providing expertise in a wide range of subjects
- Distributed learning materials that encourage independent, critical and creative thinking
- Flexibility – students may study on a full or part-time basis, and sit examinations in almost all countries worldwide
- Assessment standards that have earned the trust and confidence of employers and regulators
- Students can choose to study at one of our Recognised Teaching Centres in over 40 countries; or study independently
- Employment prospects in law, business, politics, education, health and IT, as well as in economic, financial, cultural and diplomatic fields, among others, both at home and internationally.



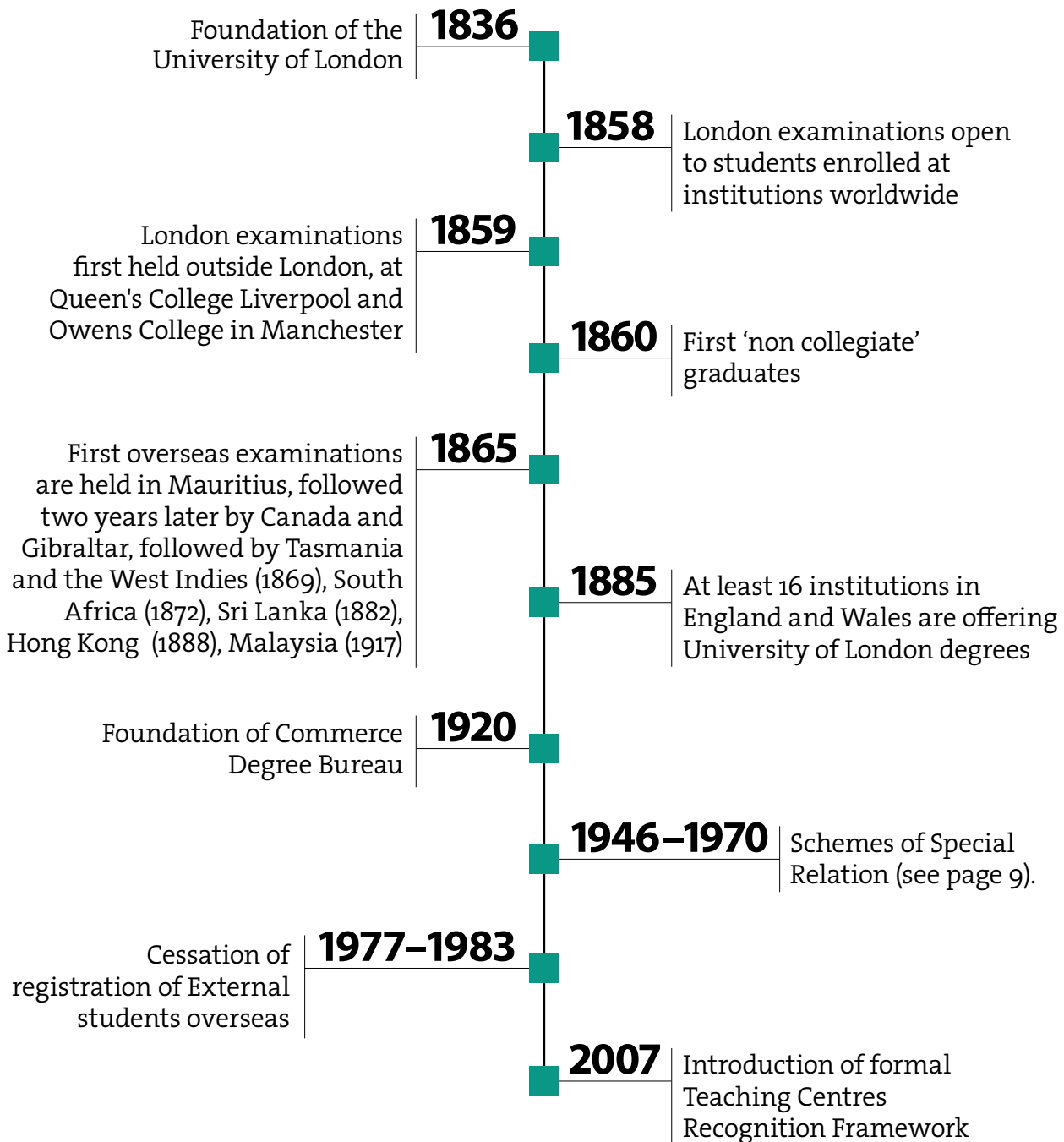
ABOUT RECOGNISED TEACHING CENTRES

- A global network of over 100 independent Recognised Teaching Centres worldwide formally recognised by the University of London to supplement its distance learning programmes with local tuition and a range of non-academic support.
- Recognised Teaching Centres are identified as meeting a set of specific quality criteria and quality assured through regular monitoring by the University of London.
- Recognition encompasses both state and private sector institutions in more than 40 countries.
- Recognised Teaching Centres structure, stimulate and direct students' learning and revision activity in a conventional learning or digital environment.
- In this way, students can interact and work with their peers, receive teaching and pastoral support as well as access to extracurricular activities. This is a unique model that ensures higher retention and completion.
- Recognised Teaching Centres benefit from teaching for internal benchmarking and development, alongside University of London activities and initiatives to develop competence in online and distance teaching and education.

For further information on the Teaching Centre Recognition Framework and becoming recognised, please contact: global@london.ac.uk



A HISTORY OF COLLABORATION



THE EVOLVING PROVISION OF TRANSNATIONAL HIGHER EDUCATION

SCHEMES OF SPECIAL RELATION

Between 1946 and 1970, the University entered into 'schemes of special relation' with university colleges across the Commonwealth of Nations, encouraging the development of independent universities through a relationship with the University of London. These include:

- University of the West Indies
- University of Ibadan (Nigeria)
- University of Zimbabwe
- University of Nairobi (Kenya)
- University of East Africa (Tanzania, Uganda and Kenya).

A number of major universities also originated as university colleges teaching 'external' degrees of the University of London. These include:

- University of Birmingham
- University of Bristol
- University of Exeter
- University of Leicester
- University of Liverpool
- University of Nottingham.

This tradition continues today as institutions engage closely with the University, to benchmark their own provision, develop their staff, and offer their students access to the world class awards of the University of London.

For much of its history the University of London has operated primarily as an examining body. This traditionally left an opportunity for teachers, as the University concentrated on supplying the syllabus and reading lists and ensuring the integrity of the assessment process (see page 20).

While many students successfully studied on their own, for well over a century, most received tuition where the pedagogy was often 'instructivist': teachers telling students what they thought London was looking for in the examinations.

Except for the access pathways described on page 18, and the portfolio of programmes developed by the LSE, the majority of our undergraduate and postgraduate programmes are designed for independent study. However, with its modern, reflective and student-centred approach to learning and teaching, today's University recognises the vital importance of student learning as an active, rather than passive, business. While the broad aim remains to give students as much control as possible over what, when, where and how they learn, this no longer means that they are simply left to work it all out for themselves.

Today, the University of London provides a vastly expanded range of educational inputs, including direct teaching on some programmes, but the concept of 'guided study' remains at the core of its provision. Local institutions and teachers remain as important as ever in activating students to take responsibility for their studies, offering pathways and support structures, developing competencies to access the extensive materials and resources provided to students, and providing feedback on their accomplishments.

The pages that follow describe our approach to working with Teaching Centres, and the steps involved in securing recognition status.

HOW THE UNIVERSITY WORKS WITH RECOGNISED TEACHING CENTRES

The University's distance learning provision for students has seen significant recent revision and enhancement, but local teachers and institutions remain vital in enabling students to make best use of University of London materials and resources, and creating situations and settings where they can participate in learning activities.

Around 70 per cent of our undergraduate students choose to receive support from local Recognised Teaching Centres in order to supplement their studies. These centres are independent of the University of London, but extensive provision is made to facilitate blended environments that enhance use of student learning activities across many media, maximise active learning opportunities, and significantly reinforce development of employability skills and local comparative knowledge, in addition to substantive subject knowledge and understanding.

Support for University of London students is provided in diverse ways, with approaches varying according to programme and audience. To steward this global programme of cooperation and collaboration, the University maintains a Recognition Framework that allows such institutions to meet the standards to describe themselves as University of London Recognised Teaching Centres, thus helping to guide students in their choice of study support.

Our Teaching Centre Recognition Framework (TCRF) is a mechanism for formally recognising teaching centres offering support for the University's online, flexible and blended programmes to a defined standard.

It is important to note that:

- No aspect of the University's responsibilities are delegated to any third party for any reason.
- The University retains all responsibility for all matters relating to admission, registration, assessment of students, and for the final award.
- Students pay fees directly to the University of London, and pay fees separately to Recognised Teaching Centres if they choose to seek additional support.
- The University does not affiliate, validate, accredit or franchise programmes at Recognised Teaching Centres.



THE UNIVERSITY OF LONDON'S MODEL FOR COLLABORATION

The University of London's model for working with Recognised Teaching Centres is distinct from franchising or validation arrangements.

Under a franchising model, the awarding body authorises a local institution to offer and teach their programme in overseas country, and in relation to assessment, the local partner will take the lead, while the Awarding Body samples. In some franchised relationships students are taught by flying faculty for all or part of their programme. Some arrangements allow students to complete their degree in the country of the awarding body. Under a validation model, all aspects of the programme, including assessment, are designed and managed by the local partner, while the awarding body ensures the programme meets its standards and awards the final degree.

Under the University of London's model, the University remains the registering and awarding body. The University of London Member Institution provides the academic direction for the programme, designs the programme and is responsible for all aspects of assessment, including setting and marking assessment. No summative assessment takes place within University of London Recognised Teaching Centres. University of London is responsible for managing the student lifecycle and has a direct relationship with the student through the Student Terms and Conditions. In addition, the University of London's TCRF provides a streamlined policy scaffold to encompass a diverse range of supplementary tutorial support provided to our students worldwide.

All such relationships involve a formal written agreement and inspection of resources and services. Centres entering into formal relations with the University may incur additional costs and the process of application, inspection and decision can take some time.

In all cases students must register with the University of London as well as enrolling with the Recognised Teaching Centre.

THE RELATIONSHIP BETWEEN THE UNIVERSITY AND ITS STUDENTS

Students pay fees to the University and receive their study materials directly from us. Every student is registered with the University of London and may, in addition, choose to enrol at a Recognised Teaching Centre.

The University maintains a direct and ongoing relationship with each student, beginning with their first enquiry, continuing as they submit their online application, register, receive study materials, sit for examinations and then graduate, joining our global alumni network. Even when students submit their applications and payments directly through the Recognised Teaching Centre, our response and subsequent correspondence is always addressed directly to the student.

YOUR RELATIONSHIP WITH OUR STUDENTS

You are responsible for organising and delivering the teaching programme for students enrolled at your institution. The University may offer advice, but will not manage or direct the teaching you provide.

Your relationship with a student is separate from the student's relationship with the University.

Enrolling with a Recognised Teaching Centre is not the same as registering with the University of London. To be eligible for examinations, students must be registered with the University.

BENEFITS FOR RECOGNISED TEACHING CENTRES

Success in preparing University of London students for examination has been the foundation upon which the reputation of many institutions in the UK and overseas has been built.

- You will be teaching students who are working towards a degree from a University whose quality and excellence is internationally acknowledged.
- The curriculum has already been developed by academics in London, enabling you to focus on developing your teaching programme and local resources.
- You are provided with induction and introductory study materials for your staff and students. The information we send to you can provide the foundation for other resources.
- You are free to decide the type of tuition you will offer, and how much you will charge, without reference to the University.
- Although you may provide periodic tests and formative assessment for students, the final examinations are organised by the University of London. Examination papers are returned to London for marking by staff appointed by the University.
- There is no financial arrangement between you and the University. Students pay their tuition fees directly to you, but they also pay fees to the University. You are free to decide the level of your fee and the method of payment.
- You will be joining a global network of successful Recognised Teaching Centres for whom the University of London programme is a valuable aid to internal benchmarking and staff development.
- The University provides you with a range of marketing resources to enable you to promote University of London programmes effectively in your local context.
- Recognised Teaching Centre staff can study a wide range of University of London programmes with a 20 per cent bursary.
- Teaching staff at Recognised Teaching Centres can take the University's Postgraduate Certificate in Learning and Teaching in Higher Education and gain University of London Worldwide Recognised Tutor status.
- Some Recognised Teaching Centres offer their own degrees alongside a University of London degree. Such articulations allow for programme enrichment, curriculum internationalisation and enhanced employability. Parallel degree arrangements have been put in place with Universities in countries such as Russia, Serbia, Turkey, Germany, Kazakhstan, Japan and Peru.



THE TEACHING CENTRES RECOGNITION FRAMEWORK (TCRF): OVERVIEW

The University of London TCRF encompasses agreements with over 100 Recognised Teaching Centres in more than 40 different countries.

The aims of the TCRF are to:

- Protect the interests of students studying at recognised centres by assuring a high quality student experience.
- Provide students with information and guidance about the choice of institutions offering tuition support.
- Assure the University of London's international reputation for quality programmes and rigorous academic standards.
- Provide confidence in the provision offered by Recognised Teaching Centres.
- Build a global network of institutions supporting University of London programmes worldwide.
- Create strong links and continually enhance the relationship through the sharing of good practice across the network.

Teaching Centres that have been formally recognised by the University receive a range of benefits (outlined on page 12), guidance and support from the University across marketing and student support services.

Teaching Centres go through robust due diligence processes and must demonstrate that they meet a set of quality criteria in order to be granted, and subsequently maintain, Recognised Teaching Centre status. Criteria for recognition include the local centre's compliance with relevant law and regulation, finances, organisation and resource. They also cover academic management and administration, staffing, teaching and learning and the student experience, appropriate systems for quality assurance and enhancement, and robust business and marketing plans.



QUESTIONS

Before making a decision to apply for recognition in order to support students of one or more of our programmes, you may want to consider the following questions:

- Do the local school leaving requirements satisfy our entrance requirements?
- Are your current staff appropriately qualified or will you need to hire specialists?
- Can you provide appropriate library and student support services?
- Are you able to satisfy the criteria provided at bit.ly/teaching-centre-rf?
- Are there other centres teaching University of London students locally? If so, can the market support another University of London programme?



BECOMING RECOGNISED

Over 100 centres worldwide are recognised by the University for the purposes of providing tutorial support to our students. They may range in size from centres in Hong Kong and Singapore which teach thousands of our students, to centres that support fewer than a hundred.

Some have been supporting our students for many decades, whereas those with smaller numbers may only have been teaching for a few years. What they have in common is that they have developed a supporting administrative structure, and a successful teaching programme.

By undertaking practical research and plenty of early planning it is likely that your institution can be successful in preparing University of London students for examination.

A wide range of administrative and academic support is available from the University to assist recognised centres teaching students towards our exams. The precise arrangements will vary according to programme, and are described broadly on the following pages. Some case studies are also provided from page 22 onwards.

Staff at the University of London are on hand to help you with this process, which is discussed in the following pages and on our website. Dedicated regional development managers are available to support you with the practicalities of getting started, achieving recognition, and any issues arising around local regulations or compliance. It is always a particular pleasure to meet with principals, academics and administrators from prospective teaching institutions, and if you are able to come to London, we would be delighted to arrange a meeting.

If you, in consultation with the University, decide to proceed with your plans to teach, we will put you in touch with the University of London Member Institution responsible for academic direction of the qualifications you have chosen to support, so that you can discuss academic and other matters with the Programme Director and academic team.

The University only extends support to centres that have been specifically assessed and approved as satisfying the criteria for Recognised Teaching Centre status.

Recognised Teaching Centres are subject to regular monitoring and review against the conditions of the Teaching Centres Recognition Framework and established performance indicators for each programme supported. Monitoring is largely data driven in order to enable a proportionate, risk-based approach which in turn may inform decisions about the need for enhanced monitoring or intervention.

Recognition within the TCRF is subject to a central agreement with the University, with additional Programme Schedules agreed between Recognised Teaching Centres and each Member Institution/ Consortium responsible for the academic direction of the Programme(s) being supported.

These schedules will articulate the University's expectations and the Recognised Centre's obligations and performance thresholds in respect of each named qualification. These will cover any applicable recruitment targets, examination performance targets, and any standard or bespoke support arrangements in place for that Centre, varying by Programme

For information on TCRF criteria, monitoring, principles and mechanisms, please see our website: bit.ly/teaching-centre-rf

For further information on the Teaching Centre Recognition Framework, in the first instance please contact: global@london.ac.uk

SUPPORT FOR RECOGNISED TEACHING CENTRES

All Recognised Teaching Centres enjoy access to a wide range of additional benefits and support.

Administrative support

University of London staff are on hand to support you with advice and information on matters such as promotional materials, student application and registration, examinations, changes to the degree programmes, copies of study materials for your staff, among others. A wide range of resources are now available on our dedicated Recognised Teaching Centres Portal. You will also be put in contact with the academic Programme Director to address any academic questions, and a dedicated account manager from the Teaching Centres Support team.

Access to learning materials, the VLE and Online Library

All tutors at Recognised Teaching Centres will be granted access to the Virtual Learning Environment (VLE). Online content will be fully available to students and faculty (for the modules selected), and this is included in the price of the programme. All the mandatory and supporting readings are embedded in the VLE and available to both faculty and staff. In addition, both students and faculty are given access to the University of London Online Library, which contains over 100 million items. There are no additional charges for use of the VLE or the online library.

Marketing support

In addition to listing in University of London publications and websites, all of our Teaching Centres have access to a range of advice and marketing support, including the University of London MediaLibrary. University of London or Member Institution staff may also be available to attend promotional events that you are holding or participating in. For more information on marketing, see page 21.

Academic support

Academic support arrangements and initiatives for Recognised Teaching Centres will vary considerably according to the programme, and level of study. This is explained in greater detail on the following pages.

Broadly, academic support comprises:

- Full access to academic materials
- Support and networking opportunities through a programme of events, conferences, symposia, workshops and webinars to promote good practice, innovation and development opportunities
- Promoting appropriate teaching for students studying remotely, through a range of tutor training packages, bulletins and other resources for tutors
- Academic and professional support visits
- Student experience support including community-building, well-being, digital resources and employability
- Professional development for teachers
- Regular monitoring, and opportunities for feedback and review.

APPROACHES TO SUPPORTING UNIVERSITY OF LONDON STUDENTS AT UNDERGRADUATE LEVEL

The TCRF provides a streamlined policy scaffold that encompasses a diverse range of provision.

The type of relationship will depend on the qualification being supported, as the nature of relationship and support arrangements will vary according to the Member Institution in charge of academic direction, the level of student qualifications on entry, and the level of support made available to students by the University. For a full list of qualifications in the University of London portfolio, please see our website.

Standard Undergraduate Level teaching arrangements

Some 35,000 students annually prepare for University of London examinations at UG level, in around 190 countries. Undergraduate programmes offer the broadest scope for Centres to add value to students' preparations for examination.

The majority of Teaching Centres offer support for the University's undergraduate degrees in Law, Computing, Humanities, and the LSE-led portfolio in Economics, Management, Finance and the Social Sciences (EMFSS), but relationships are rapidly flourishing around new and popular programmes such as Business Administration and Psychology.

In line with the University's access mission, the general entrance requirements for these programmes are broadly set at the equivalent of two passes at 'A' level. Moreover programme fees are relatively inexpensive, to permit students to seek additional support with their studies where it is appropriate or available. Programme and support structures ensure provision can be scaled up rapidly across a number of subject areas.

Credit articulations and Parallel Degree Programmes

Parallel degree articulations are increasingly deployed at undergraduate level, enabling University of London qualifications to be undertaken in parallel with a separate degree programme offered by the Recognised Teaching Centre, leading to separate awards.

This enables considerable enrichment of the programme and learning experience, helps internationalise the curriculum and build international and comparative perspectives to study, and supports employability.

It is important to note that such arrangements do not preclude mutual recognition of APL and in-course credit.



ESTABLISHING A PARALLEL DEGREE ARRANGEMENT

- Identification of demand
- Mapping of respective entry criteria and programme content
- Agreement in principle to proceed
- Financial, legal and academic agreement
- Programmes launch.

SPECIAL PERMISSIONS FOR TEACHING AT FOUNDATION AND CERTIFICATE LEVEL

Students who do not satisfy the entry requirements for undergraduate degrees may be made an offer admission to one of the University's Certificate of Higher Education (CertHE) qualifications in Economics, Social Sciences, Business Administration, Computing and Law.

These qualifications have been specially designed to provide entry to undergraduate degrees for students who do not satisfy General Entrance Requirements for undergraduate study and students are obliged to attend a specially designated Recognised Teaching Centre on a full time basis in order to sit examinations. 3,000+ students worldwide study with the University on its programmes at Foundation and Certificate level.

The University of London boasts a proud history of involvement in secondary education. The University's International Foundation Programme

(IFP) was established in 2012 to equip students with the knowledge and skills necessary to succeed at university-level study. The IFP has since provided a foundation for students globally to pursue offers with universities in the UK and other major international education destinations.

The IFP is taught full time at University of London Recognised Teaching Centres. The direct teaching is not provided by University of London staff, but rather via approved faculty at independent teaching centres that are supported and monitored by the University of London. All final examinations are marked and verified in London.

In view of the entry qualifications of students, the IFP and CertHE may only be studied through full time attendance at designated Recognised Teaching Centre. In the case of the CertHE Common Law, Centres must be able to demonstrate a track record of successful provision at undergraduate level before an application will be invited. In all other cases Centres are free to apply for permission from the outset.



COLLABORATIONS AT POSTGRADUATE LEVEL AND OTHER QUALIFICATIONS

Our postgraduate degrees have generally been developed as fully supported distance learning qualifications, which means teaching model for postgraduate students at Recognised Teaching Centres can be quite different to that offered at undergraduate level.

In view of the greater levels of direct tuition and support from the University, these programmes require a greater investment from students, who as a result may be less likely to afford, or seek, supplementary support.

Nevertheless, as noted, opportunities exist to support students' preparations for examination at postgraduate level, in particular on programmes such as the LLM, Masters in Professional Accountancy, Global MBA, MSc Data Science and MSc Supply Chain Management. Around 1,000 of our c13,000 postgraduates receive some support from one of 30 recognised centres supporting these programmes.

Typically, support arrangements will involve intensive revision weekends, lectures and seminars for postgraduate learners.

However due to the typical working/life circumstances of a University of London postgraduate student, classes tend to be scheduled for small numbers, in evenings and at weekends.

Careful market research must be undertaken to ensure evidence of demand before making an application to support University of London students at postgraduate level.



QUALITY AND STANDARDS YOU CAN TRUST

The University of London degree is valued for its standards and reputation, its graduates benefitting from:

- the consistent reputation of University of London for assessment and quality
- comprehensive learning materials using the latest developments in learning and teaching and distance learning pedagogy
- the collaboration with our Member Institutions, providing excellence in learning and teaching that is based on world-leading research
- the focus on employability outcomes driving continuous enhancement in our student experience
- extensive external scrutiny that ensure standards are consistent with best practice across the UK HE sector as well as in specialist areas of programme accreditation.

The University of London and its Member Institutions are committed to the maintenance of the quality and standards of the University of London's transnational provision, and to the widening of educational opportunity worldwide. Our awards carry the same standards as those awarded by University of London to graduates who have studied on campus in London. With the reputations of the University and its constituent institutions at stake, quality assurance mechanisms are long established, and continuously developed and enhanced.

To reinforce equivalence with on campus delivery:

- all learning materials are written, and all assessments are set and marked, by academic staff appointed by the University and required to apply the University's academic standards
- all University of London qualifications align with the UK's National Framework for Higher Education Qualifications of UK Degree Awarding Bodies
- the University is registered with the Office for Students (OfS), on whose behalf the Quality Assurance Agency for Higher Education (QAA) is responsible for assessing the University's quality and standards; in QAA's latest published report on University of London was awarded the highest judgement of 'Confidence'.

Quality and standards at the University of London are underpinned by the rigour of assessment; embodied in the quality of student experience and associated learning outcomes; and underpinned by appropriate monitoring and approval procedures, including extensive external scrutiny and student engagement. The University's assessment model provides the cornerstone to quality and standards, and is typically a summative process testing subject knowledge, understanding, analysis, synthesis and written communication skills.

Assessments are set and marked by academics appointed by the University, and examinations are hosted and invigilated by appropriate external organisations; and subject to independent audit. No aspect of assessment is delegated to teaching centres.



ADVERTISING AND PROMOTION

Teaching Centres are required to follow our Code for Advertising.

All marketing materials, including brochures, banners and website and social media content must be sent to the designated University of London marketing contact for approval before they are published.

Advice on marketing, including use of logos and social media usage are provided, and we are constantly looking for new ways to support Recognised Teaching Centres with work on more items, such as poster and presentation templates, now available for Recognised Teaching Centres' use in a full range of programme marketing toolkits available in the online University of London MediaLibrary.

All Recognised Teaching Centres are provided with a dedicated webpage on the University of London website. A wide range of marketing support and material is available for Recognised Teaching Centres, including prospectuses, posters, merchandise and other promotional collateral, as well as programme specific guidance and resources and promotional support for Recognised Teaching Centre recruitment events.

All Recognised Teaching Centres have access to the University of London MediaLibrary, an online platform where you can search, view, and download a wealth of University of London assets, including photos of Senate House and Member Institutions, graduations, alumni events, and promotional and corporate materials. We will continue to add new resources, including programme specific videos, student testimonials, and other marketing templates. Recognised Teaching Centres are able to use these assets in their marketing materials, website, and for any other University of London related communications.



FINAL DIPLOMA

Recognised Teaching Centres names do not feature on the degree certificate. The final diploma is awarded by the University of London. All graduates will automatically be invited to the graduation ceremony in London. Staff members at our Recognised Teaching Centres are invited to attend the graduation ceremony in London. The ceremony takes place in March every year and is a wonderful opportunity to celebrate the successes of your students!



CASE STUDIES

University of London's long-term engagement
with three Teaching Centres

HONG KONG UNIVERSITY SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION (HKU SPACE)

Background

Hong Kong is a mature market for UK transnational education, but when the University of London began its relationship with HKU SPACE (in 1964) transnational provision was in its infancy. HKU SPACE was established in 1956 as the Extra-Mural Studies Department of the University of Hong Kong. As such, its mission was to provide adult, continuing and professional educational opportunity to the wider community beyond the University. The University of London LLB was offered in Hong Kong from 1964 and led to the establishment of the HKU Law School in 1969.

The long-term nature of the engagement has paid significant dividends. From the late 1980s, degrees were added in Economics, Finance, Management and Social Sciences, with academic direction by the LSE. All degrees remained, and remain, University of London awards. During the 1990s, masters programmes with academic direction by SOAS and Royal Holloway were included in the portfolio. These were followed by undergraduate programmes in computing, with academic direction by Goldsmiths. In addition, diploma programmes were introduced to provide enhanced access routes. University of London degrees were initially delivered largely through part-time provision in the evenings and at weekends. However, since 2000 there has been significant expansion of postsecondary education in Hong Kong and with the option of a University of London degree taken locally full-time provision has expanded significantly. Today, there are some 1,300 students studying a range of undergraduate and postgraduate programmes.

How the relationship works

Today, students enrol at both HKU SPACE and University of London, and access a content-rich VLE that provides not only the University of London curriculum but also a range of supplementary learning resources and opportunities for peer interactions. HKU SPACE provides tuition support in face-to-face classes. Exams are set by University of London and sat locally in sessions administered by the Hong Kong Exams and Assessment Authority. Successful graduates gain a University of London degree.



My decision to study a law degree with University of London has truly changed my life. Throughout the programme, I have gained more than just legal knowledge. I have developed practical skills that will assist me in my future legal career like an eye for precision and detail, a skill to dissect and analyse complex problems and time management skills to juggle multiple tasks concurrently and efficiently.

Mr Chan Wan Wai Donald,
LLB Graduate with First Class
Honours, University of London

Notable drivers for success

Up to the early 2000s demand was from students who for a variety of reasons could not progress from school to full-time degree study in Hong Kong, instead opting to work and study part-time. Given the recent expansion of post-school study opportunities, there has been growing demand for full-time top-up degree study and masters programmes. The range of University of London degrees, allied to HKU SPACE's growing capacity, has helped to meet this demand - including offering pathways via graduate diplomas in fields such as law, finance and computing for students wishing to change career focus. Also of significance was an element of bespoke curriculum development: the Laws module Civil and Criminal Procedure was developed with and for HKU and SPACE, to secure local exemptions from the PCLL exams. Finally, and unusually for University of London, the collaboration has been underpinned by frequent visits by University of London faculty from the Law Schools, allowing for both direct student engagement and interaction with local faculty.

Challenges overcome

As provision grew, it became clear that there was a need for additional local capacity in admissions throughout the region. To address this, University of London and HKU SPACE set up a dedicated local admissions office which shifted the locus for initial processing from London to Hong Kong. This unprecedented step required extensive set up and training, but significantly enhanced the student experience, and provided greatly increased efficiency.

Experience to date

What characterises this relationship above all is its longevity – by some margin the single longest-standing institutional link in University of London's 160 years of transnational provision. The fact that the engagement has evolved through successive phases of Hong Kong's development, including across the 1997 political watershed, is testament to its continued relevance.



Impacts and outcomes

HKU SPACE has commented: "The relationship with University of London has enabled a through train of educational progress to be offered to a wide variety of students as well as interaction between our academic staff and University of London Member Institutions (LSE, SOAS, Goldsmiths, Royal Holloway, UCL and Queen Mary)." Elsewhere, HKU SPACE teachers have perceived the benefits of the flipped classroom approach with more recent programmes such as the MSc Professional Accountancy: "It's very helpful, because by offering a variety of learning and teaching activities, the students can stay more engaged than otherwise." "Viewing the online module, watching the videos and reading the materials before class attendance are activities that are highly encouraged."

For Hong Kong generally, HKU SPACE has commented: "University of London provision has enabled thousands of students to achieve degrees and to embark on professional careers where they may otherwise have missed out. With the evolution of the Hong Kong economy from manufacturing to services, the value added in terms of human capital has been enormous."

Lessons learned

Clarity on the mutual benefits arising is key, as well as on broader societal relevance.

New TNE providers should be aware of three things:

- Hong Kong is a saturated TNE market with a declining tertiary education age cohort; so new providers need to be clear about the distinctiveness of their offer.
- There are opportunities for increased postgraduate provision and CPD in specific sectors.
- Parameters for broader engagement with Mainland China from Hong Kong should be scoped at the outset.



One of the reasons for choosing this programme is that it is widely recognized, so it is bound to be conducive to my future career. Given the University of London's long history in education, I am assured of the quality of the programme. By studying locally at HKU SPACE for this international degree, I could pursue my studies without having to sacrifice time with my family as well.

Ms Leung Yan, LLB Graduate with First Class Honours, University of London

HIGHER SCHOOL OF ECONOMICS INTERNATIONAL COLLEGE OF ECONOMICS AND FINANCE, MOSCOW

Background

Established as an autonomous division of the Higher School of Economics, the International College of Economics and Finance (ICEF) began in 1997 as a collaboration with the LSE. The initiative was a response to a perceived need for up-to-date degree programmes in economics, finance, banking, management and accounting that offered a globalised perspective and the support of a world-leading international partner. Support for this innovative development came in the form of a strong alliance of Russian corporate trustees, and, for the first 2 years, a grant from the UK Government's Know How Fund.

In terms of scale, provision has grown from one undergraduate programme to six; and in 2007 an MSc in Financial Economics was added. The faculty complement at ICEF has gone from a small group of part-time teachers to 120 (including 20 full-time) academics recruited from the international market. Crucially, ICEF has upgraded its student support structures with pastoral as well as careers guidance, complementing University of London provision in this regard.



Once I entered ICEF, I had the feeling of being a citizen of the world. Analyzing that metamorphosis now, I realize that the key was in the faculty's academic staff. It was not just comprised of people of different origins, it was more than that: all of the teachers maintained that spirit of globalization.

**Anfisa Loboyko, BSc graduate
2013, LSE, MSc Finance &
Private Equity, Credit Suisse,
Investment Banking Analytics**

How the relationship works

Students enrol at both ICEF and University of London in a parallel degree arrangement: two parallel programmes of study leading to two awards. University of London provides access to a content-rich VLE that delivers not only the University of London curriculum but also a range of supplementary learning resources and opportunities for peer interactions. ICEF provides tuition in face-to-face classes, often complemented by LSE faculty. Exams are set by University of London and sat locally in sessions administered by IPT Russia. Successful graduates gain a University of London degree, and a degree of the Higher School of Economics.

Notable drivers for success

- Engagement with the LSE from the outset, from project design; and both corporate and governmental support on both sides.
- Local and global market demand for BSc graduates in Economics, Finance, Banking and Management who have been prepared at an international level, and are capable of pursuing careers in leading companies and institutions in finance, commerce and industry.
- Unique design of the ICEF parallel degree programme, combining British and Russian traditions of in-depth academic and professional education, as well as increasingly sophisticated student support structures.

Challenges overcome

Initially, part-time teachers worked alongside visiting LSE lecturers. This was costly, and full coverage was challenging. To build more sustainable provision a series of workshops with ICEF teachers was delivered that equipped core staff to both engage with the full breadth of the University of London curriculum and provide cascade training for further groups. Gaining traction in student recruitment was a major challenge with a brand new institution. This was exacerbated by economic difficulties in Russia in the late 1990s. The key factors in overcoming this were firstly the association with the LSE; and secondly the provision of scholarships by Russian corporate donors.

Experience to date

More than twenty years down the line, the ICEF project remains unique in its vision and scope. The academic engagement on both sides has been sustained, and the parallel degree offer has attracted students of the highest calibre that have gone on to further study in world-leading institutions and employment in top multinationals.

ICEF

ICEF is appealing not only due to the quality of the education on offer. ICEF has a unique atmosphere, a culture fostering successful, committed people, full of energy and ambition. What you study is, of course, important, but so are the people that surround you. ICEF also has a big pool of very successful graduates, who are open to talking about any problem.

Vladimir Mukharlyamov, BSc graduate 2008, LSE, MSc Economics & Finance, Harvard University, PhD, Georgetown University, Assistant Professor in Finance



Impacts and outcomes

Some 30per cent of ICEF alumni have gone on to study for Masters or PhDs in the UK, the EU and the USA, at universities which include the LSE, Oxford, Imperial, Harvard, MIT, Stanford, Princeton and Yale. Overall, most graduates have since joined leading banks, financial institutions and multinationals in Russia and around the world. This has cemented ICEF's reputation as a premier institution in its field. Institutional development has been significant in terms of both curriculum and staff development, allowing ICEF to deploy cutting-edge provision in an increasingly crowded sector.

For Russia generally, of more than 1,500 ICEF graduates, some 70per cent have remained in Russia and occupy senior positions in commerce and industry as well as in Russian state organisations. Many have become top managers, financial directors, chief analysts, presidents and vice presidents, started their own business, contributed to research, and established new academic programmes in Russian universities.

Lessons learned

The success of this project has rested on sustained academic engagement; an attractive and distinctive programme offer; and institutional, corporate and government support on both sides.

New TNE providers should be aware of three things:

- New providers need to be clear about the distinctiveness of their offer.
- Commitment to an academic partnership of equals is key; joint, dual and parallel degrees are in demand.
- Be aware of evolving tax regimes.



ICEF is a springboard from which one can simply start a successful career or continue education at the top universities of the world. The teachers at ICEF are outstanding, so it is not surprising that each year ICEF students achieve the best results at the University of London exams, and receive University of London awards for academic achievements. ICEF has provided me with a solid basics of knowledge, which I rely on in my research and business projects.

Artem Neklyudov, BSc graduate 2007, Carnegie Mellon University – Tepper School of Business, PhD, Economics and Finance Assistant Professor of Finance, HEC Lausanne

SINGAPORE INSTITUTE OF MANAGEMENT

Background

Singapore is a long-established market for UK TNE, but when the University of London began its relationship with the Singapore Institute of Management (SIM) in 1986 this was the only initiative of its kind. SIM, which started as a not-for-profit membership institution in 1964, was looking to further build its role as a leading private-sector alternative for Singaporean school-leavers and lifelong learners alike. With this, SIM sought to provide the opportunity to study for prestigious international degrees while in Singapore; and the University of London was seeking a credible partner to widen access within Singapore and the region to its range of UG and PG degrees.

In terms of scale, provision has grown from 40 students in 1986 to around 8,000 today; and from one undergraduate programme to some 40 programmes, both undergraduate and postgraduate. In all, there have been an astonishing 33,600 University of London graduates since the start. To mark 30 years of engagement in 2016, University of London and SIM signed an MOU that led to the establishment of a joint Regional Centre, to help develop provision not only in Singapore but across the ASEAN region. As part of this, University of London also established a post in Singapore, based at SIM.

How the relationship works

Students enrol at both University of London and SIM. University of London provides access to a content-rich VLE that delivers not only the University of London curriculum but also a range of supplementary learning resources and opportunities for peer interactions. SIM provides tuition in face-to-face classes, in a large campus supporting an optimal student experience. Exams are set by University of London and sat locally in sessions administered by RELC – the Regional Language Centre of the Southeast Asian Ministers of Education Organisation. Successful graduates gain a University of London degree.



To me, having a global edge means being able to adapt and excel in any new situations. Especially in finance and accounting, where talents often come from all over the world. That's why it's vital to be able to understand how to work in an international environment. So whether it's Singapore or overseas, I'll be able to do well.

Jerwin Antony,
BSc Accounting and Finance





Notable drivers for success

- Shared philosophy and values; and consistent trust and openness between the institutions. Being responsive to the demands and needs of the local economy; in doing so, it is noteworthy that SIM has grown in tandem with Singapore.
- Rigorous and robust academic quality, and relevance and currency of the programmes.
- Strong and comprehensive institutional quality assurance framework and procedures are in place for both institutions (awarding university and host institution).
- SIM's sustained commitment to delivering high standards in respect of its teaching, and also student support and administration.
- Joint commitment to continuously improving the student experience. Effective mechanisms are in place to seek and consider student feedback e.g. regular meetings of students and staff to provide two-way feedback on academic issues.
- Closer ties and continuously improved communication, underpinned by regular visits and skype sessions.
- SIM has always ensured that resources are optimally deployed for sustainable growth and development, in particular investment in continual improvements to quality in its programmes, services and infrastructure.

Challenges overcome

Close consultation with SIM as a major stakeholder to resolve challenges on branding – from University of London External System to University of London International Programmes; and, most recently, simply University of London. Admissions evolved from individual hardcopy forms to block admissions to University of London, making the admissions process faster and improving the student journey, alongside a similar streamlining of fee payments.

Experience to date

SIM remains University of London's single largest teaching institution by some margin, and the will on both sides to invest in the relationship has been sustained over 32 years. SIM describes it as "a satisfying and rewarding partnership, which is growing stronger."

Impacts and outcomes

Reputation through more than 3 decades of providing quality British education to students in Singapore. University of London's is the largest student population group at SIM. 15 Bridging courses were set up to strengthen the mathematical and economics foundation of diploma holders, thus enhancing access to the programmes and improving student outcomes. SIM diplomas were created to meet the manpower needs of the nation as well as to articulate into University of London degree programmes. Extension of buildings and facilities for the students. Teaching and learning support for SIM faculty from University of London Member Institutions, including LSE.

For Singapore generally, the relationship has presented diverse learning opportunities and alternative upgrading pathways for many individuals to fulfil their aspirations. It has helped prepare students to be informed and active contributors in societal development. Capacity building – help to broaden the range and quality of courses to students. Meeting national skills gap needs.

Lessons learned

Develop a common agenda and shared understanding of each other's expectations. Strong institutional commitment and support to the partnership, and not merely interested individuals/departments.

New TNE providers should be aware of three things:

- New providers need to be clear about the distinctiveness of their offer in an overcrowded TNE market; and ensure alignment with national skills strategies (eg Skills Future).
- Stay abreast of evolving regulatory requirements (Committee for Private Education).
- Considerations and implications of Singapore as a regional education hub, alongside Malaysia.



The University of London programme provided me with an in-depth understanding in my field. My subject guides help me even now, during my master's at Warwick Business School. The programme tests our ability to manage our time effectively as the flexibility allows us to design our own schedule. SIM GE provides the best environment for students to study for a University of London qualification. All the lecturers are experts in their field and were very helpful to me during my studies.

Winston Ongko,
BSc Economics and Finance





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