

Educational Partnerships Procedure

1 Purpose

To establish the process for proposing, assessing, approving, establishing, implementing, monitoring, reviewing, renewing, amending and terminating educational partnerships.

2 Scope

This Procedure applies to all educational partnerships covered by the Educational Partnerships Policy. Requirements are applied proportionately according to the partnership category, tier, scale, complexity, risk, Student impact, financial commitment, regulatory implications and level of external delivery.

3 Procedure Overview

This Procedure establishes the lifecycle and requirements for the development, approval, establishment, implementation, monitoring and review of educational partnerships. It applies a risk-based and proportionate approach to different types of partnership arrangements and provides a consistent framework for assessing strategic alignment, partner suitability, academic feasibility, organisational readiness, financial viability and governance requirements.

The Procedure uses a nine-stage lifecycle that aligns with the five operational phases used in the Educational Partnerships Establishment and Operational Guidelines. The Guidelines provide the practical implementation guide for applying this Procedure, including supporting workflows, evidence prompts, checklists and templates.

Table 1: Educational Partnership Lifecycle Phases and Procedure Stages

Operational phase	Procedure stages
Phase 1: Concept Development	Stage 1: Strategic Opportunity Assessment
Phase 2: Preliminary Evaluation	Stage 2: Partner Due Diligence; Stage 3: Academic Feasibility
Phase 3: Detailed Proposal Development	Stage 4: Organisational Readiness; Stage 5: Financial Viability
Phase 4: Agreement Preparation and Approval	Stage 6: Governance Approval; Stage 7: Establishment

Phase 5: Implementation, Monitoring and Review	Stage 8: Monitoring and Review; Stage 9: Renewal, Amendment or Termination
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4 Procedures

4.1 Third Party Education Arrangements

A Third Party Education Arrangement is an arrangement under which a Third Party Provider delivers all or specified components of the University's Coursework Program and/or associated support services on behalf of the University:

- program or Course delivery, including teaching, learning and Assessment
- Student admissions
- Library and information technology service delivery
- Student support service delivery
- Infrastructure/physical resources, including teaching accommodation for UniSQ Employees and Students where required.

4.2 Transnational Education Arrangements

Transnational Education (TNE) is an educational arrangement where learners are located in a country outside Australia and undertake study at the University supported via a range of different transnational education agreements.

TNE arrangements may include:

- Third Party Education Arrangements
- Articulation and Credit Transfer Pathways
- Coursework Dual and Joint Awards
- Academic or Research collaboration
- Exchange Programs
- Packaged Offers
- Licensing Arrangements
- Offshore Branch Campuses.

TNE partners will generally be educational institutions but may also include government departments, not-for-profit organisations and private corporations.

4.2.1 TNE partnership-specific committee

Each TNE arrangement must be implemented through a formal written agreement and managed through a TNE partnership-specific committee chaired by the Head of School responsible for the relevant academic delivery. Where more than one School is materially involved, the appropriate Head of School must be nominated as Chair through the approval process. The committee must coordinate the academic, operational and commercial pillars; oversee implementation, partner performance, academic quality, Student outcomes, risk, financial performance and regulatory compliance; and escalate matters through the approved governance pathway. All operational and commercial matters must be resolved before academic matters are referred to the Educational Partnerships Sub-Committee. The committee does not replace delegated approval authorities, Academic Board oversight or regulatory responsibilities established under this Policy Suite.

TNE arrangements must align with the University's strategic priorities for learning and teaching and be developed with due consideration of associated risks and benefits. All TNE arrangements must comply with applicable legislative and regulatory requirements, including the *Higher Education Standards Framework (Threshold Standards) 2021* and the *National Code of Practice for Providers of Education and Training to Overseas Students 2018*, where applicable.

TNE arrangements must not limit the University's authority to update, amend or discontinue programs, including programs delivered offshore, where required to maintain academic integrity, quality assurance or compliance with legislative and regulatory requirements.

For Transnational Education Arrangements, integrated management must be maintained across three pillars: academic quality and delivery; operational readiness and Student support; and commercial, financial and partnership management. Responsibilities under each pillar must be assigned in the agreement and implementation plan. The committee must consider each pillar collectively when making recommendations, monitoring performance and escalating issues.

Online-only offerings, short courses, field trips and similar activities that do not involve a formal TNE partnership arrangement are outside the scope of the TNE requirements in this Procedure.

4.3 Collaborative Arrangements

Collaborative Arrangements are arrangements between the University and an educational partner where the parties collaborate to provide an educational activity, and each institution is responsible for its respective components. This may include delivery of a University Course or program by the University using infrastructure, including teaching accommodation, library/IT provision, administrative or Student support services, provided wholly or partly by an educational partner.

Collaborative Arrangements may include, but are not limited to:

- Collaborative Double Degree arrangements

- domestic or Transnational Education arrangements involving delivery of a University Course or program using infrastructure provided wholly or partly by an educational partner
- Study Hub arrangements
- Packaged Offer arrangements.

4.4 Coursework Dual and Joint Awards

A Joint Award is a joint program between UniSQ and an educational partner involving close cooperation in the design of the program, program delivery, assessment of Learning Outcomes and requirements for completion. On completion of all program requirements, Students receive one single Award, with a single Testamur jointly conferred by UniSQ and the educational partner.

A Dual Award involves one or more Courses of study leading to two separate qualifications. Where the arrangement involves two providers, one qualification is typically conferred by each provider. Students are enrolled at both institutions, either simultaneously or consecutively, and receive separate Awards from each institution upon completion of the relevant requirements.

A Collaborative Double Degree is a form of Dual Award in which two institutions collaborate and Students complete the requirements of two separate qualifications, with each institution responsible for its own Award. Where applicable, the arrangement is governed by the Dual Award requirements of this Procedure and the relevant program accreditation requirements.

Table 2 – Joint and Dual Awards

Joint Awards		Dual Awards
Award	Single qualification with one Testamur jointly conferred by UniSQ and one or more partner institutions.	Two qualifications awarded separately by UniSQ and a partner institution, each with its own Testamur.
AQF Level	AQF 5–9	AQF 5–9
Course of Study	A course of study developed and/or delivered jointly by UniSQ and an educational partner, with close collaboration in curriculum design, delivery and award requirements.	Two separate courses of study with varying academic or administrative interdependence.
Enrolment	Students may be enrolled at either one or both institutions.	Students are enrolled at both institutions, either simultaneously or consecutively.

Course Duration	Usual course duration of the relevant AQF level.	Students may be able to complete two Awards in a shorter timeframe than if completed separately.
Mode of Study	Can be delivered fully on campus, online, or with a mix of delivery modes.	Can be delivered fully on campus, online, or with a mix of delivery modes.
Agreement	Requires an agreement between two or more providers.	Requires an agreement between the two providers.

4.5 Articulation and Credit Transfer Pathways

Articulation and Credit Transfer Pathways are qualifications pathways with educational partners that set out agreed Admission and/or Credit outcomes for qualifications which are fully or partially completed by Students at the educational partner and that lead towards a UniSQ Award.

UniSQ is not responsible for curriculum or teaching Courses at the educational partner. Provisions for granting Admission and/or Credit through qualifications pathways must comply with relevant Policy Instruments relating to Admission and Credit for prior learning.

4.6 Educational Partnership Procedure Stages

4.6.1 Stage 1: Strategic Opportunity Assessment

Purpose: To confirm whether the opportunity aligns with University strategy and warrants further development.

Minimum activities may include:

- Partner category and indicative tier
- Strategic alignment
- Student and institutional benefit
- Market or Student demand
- Partner reputation
- Executive sponsor
- Preliminary risks and capacity implications

4.6.2 Stage 2: Partner Due Diligence

Purpose: To assess partner suitability and external risks before negotiations or commitments proceed.

Minimum activities may include:

- Legal status and authority to contract
- Governance and ownership
- Financial sustainability
- Accreditation or registration status
- Academic or service delivery capability
- Reputation and probity
- Country, jurisdictional or local regulatory risk where applicable
- Foreign interference or foreign relations considerations where applicable

4.6.3 Stage 3: Academic Feasibility

Purpose: To confirm that the proposed arrangement can maintain academic quality, standards and Student expectations.

Minimum activities may include:

- Curriculum mapping
- Learning Outcomes and assessment alignment
- Admission and English language requirements
- Credit and pathway arrangements
- Program accreditation or program change pathway where required
- Student experience and support requirements
- Academic quality monitoring arrangements

4.6.4 Stage 4: Organisational Readiness

Purpose: To confirm that the University and the partner can operationalise the arrangement before approval or commencement.

Minimum activities may include:

- Workforce capacity and delivery logistics
- Service ownership

- Student lifecycle support
- Technology access and identity management
- Accommodation, facilities and infrastructure where relevant
- Travel and staff safety arrangements where relevant
- Critical incident arrangements
- Implementation plan, resourcing, preliminary transition arrangements and teach-out considerations for significant partnerships

4.6.5 Stage 5: Financial Viability

Purpose: To confirm that the partnership is financially sustainable and that costs, revenue assumptions and investment requirements are understood.

Minimum activities may include:

- Revenue assumptions
- Direct and indirect costs
- Hidden costs
- Workforce impacts
- Technology, accommodation and infrastructure costs
- Market size, anticipated enrolment demand, affordability, capacity to pay and minimum viable cohort or threshold assumptions where relevant
- Sensitivity analysis, long-term sustainability and preliminary transition or teach-out cost implications for significant partnerships

4.6.6 Stage 6: Governance Approval

Purpose: To obtain all required academic, operational, financial, legal, executive, committee and regulatory approvals. Supporting artefacts must be completed as applicable and may include due diligence, academic and financial business cases, contracts and agreements, implementation plans, governance terms of reference, credit schedules and other documentation specified in the Educational Partnerships Establishment and Operational Guidelines.

Minimum activities may include:

- Approval pathway confirmed
- Delegations confirmed
- Risk treatment and acceptance
- Committee endorsement where required

- Agreement reviewed and finalised
- Tertiary Education Quality and Standards Agency (TEQSA), Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS), *Education Services for Overseas Students (ESOS)*, *National Code of Practice for Providers of Education and Training to Overseas Students 2018*, regulatory, reporting and notification requirements and where applicable foreign regulatory requirements identified before commencement

4.6.7 Stage 7: Establishment

Purpose: To execute the agreement and establish operational, governance, reporting and support arrangements.

Minimum activities may include:

- Agreement execution
- Contract and records management
- Governance forums established
- Operational mobilisation
- Communications and Student information
- Systems and service set-up
- Regulatory notifications or approvals completed where required

4.6.8 Stage 8: Monitoring and Review

Purpose: To monitor partnership performance, academic quality, Student outcomes, compliance, risk and financial performance.

Minimum activities may include:

- Annual or periodic review
- Student outcomes and experience monitoring
- Quality assurance reporting
- Financial monitoring
- Partner performance review
- Risk and issue escalation
- Regulatory reporting where required

4.6.9 Stage 9: Renewal, Amendment or Termination

Purpose: To decide whether the partnership should continue, change or cease, informed by monitoring, review and reporting evidence, and protect Students through transition or teach-out arrangements.

Minimum activities may include:

- Renewal assessment
- Evaluation of strategic value
- Review of performance, risks and compliance
- Agreement amendment where required
- Student communication
- Teach-out or transition arrangements
- Termination approvals and records
- Regulatory notification or approval assessment before material change, cessation or transition where required.

5 References

Nil.

6 Schedules

This procedure must be read in conjunction with its subordinate schedules as provided in the table below.

7 Procedure Information

Accountable Officer	Deputy Vice-Chancellor (Students and Education)
Responsible Officer	Dean (Curriculum and Quality)
Policy Type	University Procedure
Policy Suite	Educational Partnerships Policy
Subordinate Schedules	Due Diligence, Risk and Assurance Schedule Governance, Delegations and Regulatory Compliance Schedule Partnership Classification and Requirements Schedule

	Partnership Readiness Schedule Partnership Approval Matrix Schedule
Approved Date	
Effective Date	
Review Date	
Relevant Legislation	<i>Australian Qualifications Framework</i> <i>Education Services for Overseas Students Act 2000</i> <i>Higher Education Standards Framework (Threshold Standards) 2021</i> <i>Higher Education Support Act 2003</i> <i>Information Privacy Act 2009</i> <i>National Code of Practice for Providers of Education and Training to Overseas Students 2018</i> <i>Tertiary Education Quality and Standards Agency Act 2011</i> <i>Australia's Foreign Relations (State and Territory Arrangements) Act 2020</i>
Policy Exceptions	<i>Policy Exceptions Register</i>
Related Policies	Academic Programs and Courses Quality Policy Admissions, Enrolment and Graduations Policy Coursework Curriculum Design Policy Handling Personal Student Information Policy and Procedure Intellectual Property Policy Marketing and Brand Policy Privacy Policy Student Grievance Resolution Policy
Related Procedures	Admissions Procedure Commercialisation of Intellectual Property Procedure

	Cotutelle PhD Program Procedure Course Quality Assurance and Review Procedure Coursework Program Quality Assurance and Review Procedure Coursework Curriculum Design and Structure Procedure Credit and Exemption Procedure English Language Proficiency Requirements Procedure Enrolment Procedure Intellectual Property Procedure Joint PhD Proposal Procedure Privacy Procedure Program Accreditation Procedure Program Change, Suspension and Discontinuation Procedure Sales and Student Recruitment Procedure Student Appeals Procedure Student Grievance Resolution Procedure Website Procedure
Related forms, publications and websites	Australian Qualifications Framework Educational Partnerships Establishment and Operational Guidelines Education Partner Application form – UniSQ service management system TEQSA – Material changes and other notifications TEQSA – Notifications required of providers with authorisation to provide Australian courses offshore Coursework Curriculum Design and Structure Schedule
Definitions	Terms defined in the Definitions Dictionary

	Admission
	Articulation
	Articulation and Credit Transfer Pathways (For Approval)
	Qualifications pathways with educational partners that set out agreed Admission and/or Credit outcomes for qualifications which are fully or partially completed by Students at the educational partner and that lead towards a UniSQ Award.
	Award
	Collaborative Arrangement (For Approval)
	Arrangements between the University and an educational partner where the parties collaborate to provide an educational activity and each institution is responsible for its respective components.
	Collaborative Double Degree
	Course
	Coursework Program
	Credit
	Credit Transfer
	Dual Award
	International Student
	International Study Hubs (For Approval)
	An agreement with a partner institution to provide administrative, learning and student support services to Students studying the University's Programs online in an offshore jurisdiction. Teaching, delivery of the University's Course content or assessment activity is excluded unless separately approved under the relevant partnership category and regulatory requirements.
	Joint Award
	Learning Outcomes

	Packaged Offer (For approval) A Packaged Offer is an Admission offer combining two or more sequential Programs, such as an English language or foundation pathway Course, a vocational qualification followed by an undergraduate degree, or an undergraduate degree followed by a postgraduate degree. Progression into the final principal Program depends on successfully completing the first Program of study. Policy Procedure Student Third Party Education Arrangement (For approval – addition of Education to title) An arrangement made by the University with another party (in Australia or overseas) to deliver some or all of a higher education program that leads to the Award of an Australian regulated higher education qualification. Third Party Provider (For approval – addition of Education within definition) A party with which the University has a Third Party Education Arrangement for the purposes of delivering some or all of a higher education program that leads to the award of an Australian regulated higher education qualification. Transnational Education Arrangement (For Approval) An educational arrangement where Students are located in a country outside Australia and undertake study at the University supported through one or more Transnational Education agreements. University
	Definitions that relate to this procedure only
Keywords	Educational partnerships, partnership agreement, Third Party Education Arrangement, Third Party Provider, Third Party Arrangement, Transnational Education, offshore delivery, International Study Hubs, Coursework Dual Awards, Coursework Joint Awards

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