

Working with Partners: We have an MoU, now what?

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Heard this before?

A few quick Qs:

- In your institution, who do you work with most often (Schools, FE Colleges etc) – who do you consider your partners to be?
- What's the most common request (after support with anything UCAS)?
- Why, do you think, they ask for this?

Have you been asked for any these?

Bonus points if you know what the acronyms stand for

Type of Agreement	Legally binding?
MoU	
MoC	
IMoC	
CLA	
Articulation Agreement	
Strategic Partnership Alliance / Agreement	
Partnership Contract	
Collaborative Agreement	
Co-operation Agreement	
Progression Agreement	
IMoA	

The (potentially) legally binding ones...

MoC

- Memorandum of Cooperation
- A form of contract for collaborative partnership arrangements

IMoC

- Institutional Memoranda of Cooperation
- Usually has CLAs attached to it

IMoA

- Institutional Memoranda of Agreement
- Largely the same as an IMoC

CLA

- Course Level Agreement(s) which would sit under an IMoA / IMoC
- A specified agreement for each course running within the partnership agreement

Collaboration/ive Agreement

- Usually a form of contract that defines a collaborative partnership arrangement
- May not be binding – depends on the contents and what is meant by collaborative agreement

Co-operative Agreement

- As above for Collaboration Agreement

(Collaborative) Partnership Contract

- A traditional contract that contains the specified details governing the collaboration arrangement
- Usually would contain a number of appendices which can be varied easily and quickly

The (usually) non-legally binding ones...



Articulation Agreement

Formally recognises HE learning taking place at level 4 or 5
A formal recognition of prior learning that allows students to access level 6 with advanced standing



Progression Agreement

Some form of agreement that acknowledges post-GCSE study and provides an 'easier' entry to level 3 / 4 or 7
We need to be cautious with the terms of Progression Agreements



MoU

Memorandum of Understanding
Not legally binding in the law of England and Wales
Sets out an agreement that two parties are willing to work together and the 'understanding' of how the parties will work together, stopping short of a legally binding contract



Strategic Partnership Alliance

A glorified MoU
Usually accompanied by glossy photos and a press release!

Progression Agreements vs Articulation Agreements?

- **Articulation Agreements:**

- Provide for a progression of learning (of sorts)
- Require curriculum mapping to ensure we're not setting students up for failure
- Need an in-built review period
- A good tool for 'LLL' and sharing the marketplace with local colleges / providers offering HNC / HND
- [Pearson Degree-Finder](#)

- **Progression Agreements:**

- Usually requested by FE / Schools to provide a 'guaranteed progression of learning'
- The 'guarantee' may include interviews, place on a course, lower tariff
- Often seem like a great idea but can be very difficult to manage and maintain

Dangers of Progression 'guarantees'

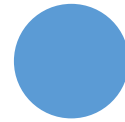
- Is this a good time to mention OfS?
- The danger is that a Progression Agreement can start to look like an unconditional offer
- What exactly can we guarantee?
- Can we incorporate a contextual offer into a progression agreement?



UUK: Fair Admissions Code of Practice

Pitfalls to avoid

- A Progression Agreement is only as good as the person who knows about it
- Is it ever revisited when the landscape changes?
- It can offer much but deliver nothing
- It can cause damage to a relationship
- It can be used as a bargaining chip with another provider



Other ways of thinking?

- Working with Level 3 providers to develop curriculum pathways for progression
- Building an anticipated learner journey
- Strategic Alliances
- Adult learner specific agreements
- Agreements directly with Awarding Bodies



Close working with your UK Collaborative Partnerships team?

Collaborative Partnerships teams very often 'get where water can't'

They speak to very different teams within FE providers / schools

They often know about the strategic decisions and directions of a provider and how these might affect the HEI as a feeder institution

They may have context that explains low or high applications

They are excellent at brokering relationships



Hub and spoke model?

Put your HEI at the centre of your feeder institutions and create a 'Recruitment Hub'

Bring the providers together, put the HEI 'agenda' in the centre and develop meaningful initiatives and opportunities as a Community of Practice



Observations,
reflections, questions?