

Establishment of a Board of Executive and Professional Education (BEPE)

A. Role and Remit of BEPE:

1. BEPE should develop a University-wide approach to Executive and Professional Education (see section D for definitions) and support the promotion and publicity of this activity at University level. (This would be expected to support promotional aspects such as the creation of a University set of web pages to highlight approved activities and courses.)

It is anticipated that BEPE's primary focus will be given to approving and promoting Executive and Professional Education (E and PE) activities and encouraging a wider range of institutions to engage in them. A proportionate approach should be adopted, in that BEPE should consider proposed activities (arising from University institutions or the Colleges) which seek University endorsement and/or which have strategic implications and/or which are 'open' courses (in terms of admission). It is not proposed that all current College-based activities be 'vetted'. It is, however, proposed that BEPE should be apprised of existing University activities and agree means of approving new activities. It will, over time, develop a proportionate approach to its business, so as to (a) be responsive to the speed with which appropriate opportunities must be grasped and (b) distinguish between straightforward matters (to be dealt with under delegated authority) and significant new proposals (including those which raise matters of principle or involve new overseas activities).

2.
 - 2.1 BEPE should develop clear criteria for recommending the *approval* of non-credit-bearing E and PE programmes (see Section D for definitions), with (where applicable) appropriate partners, which results in them being able to use the University name (and related names such as Cambridge Executive Education).
 - 2.2 There are already arrangements in place, via the Education Committee, for the approval of credit-bearing (see Section D for definitions) programmes. These do not need altering save that the Education Committee, as will BEPE, should take Table 1 (attached) into account when considering proposals for overseas educational activities. The Working Group considers that the matters to be addressed, as set out in that Table, are necessary (notwithstanding that they go further than the Committee applies to UK-based provision) in that: the QAA has a particular interest in this type of activity (and the same is likely for any future national body responsible for QA); the reputational risk is greater; activities should not undermine the basic principle that there will be no Cambridge University campuses overseas; there are differences in local administrative infrastructures overseas involved in course delivery which merit particular scrutiny; and, most importantly, the activity is almost certain to be taking place under a different legislative, cultural and financial regime.
 - 2.3 BEPE will need to form its own view on approval mechanisms for non-accredited courses, taking into account that arrangements already exist within departments (and, to some extent, Faculty Boards) for ensuring

quality, and that some procedures should apply to batches of closely analogous courses in certain instances.

2.4 Nonetheless, it is proposed that all approvals should be on the basis that:

- i. the activity has the support of cognate Faculty Boards (or equivalent body);
 - ii. where provision involves the services of a member of another University institution, the consent of the Head of that institution is secured;
 - iii. if offered overseas, the activity falls within the international interests of the University; and
 - iv. recommendations from BEPE are submitted to the Education Committee for formal approval (although it is expected that the Education Committee will normally only comment on matters of precedent or principle).
3. BEPE will develop and maintain strategic principles to ensure quality control, for example on the basis that:
 - a. there is a significant input (in terms of course design and/or delivery) by University staff;
 - b. processes should exist to ensure that their quality is commensurate with the course goals;
 - c. the terms and risks of the activities are properly assessed (see Table I); and
 - d. the cognate Faculty Board will play its part in monitoring the activity.
4. BEPE will consider the development of common guidelines to avoid inappropriate internal pricing competition where different internal providers are approached by the same potential partner.
5. BEPE take appropriate measures to ensure the protection of the University name and brand, including use of trading names and trademarks.
6. It is anticipated that
 - a. BEPE will review the strategic aspects of E&PE provision from time to time;
 - b. it will respond to requests from the Education Committee concerning proposals for new accredited programmes, for example should these raise strategic precedents in terms of subject fit or have a significant international dimension;
 - c. BEPE will regularly review Memoranda of Understanding for wholly owned University companies which are engaged in relevant educational provision; and
 - d. BEPE will satisfy itself that means of reviewing approved provision are sufficient. MoUs may specify review mechanisms. Review will also take place through the General Board's programme of departmental reviews. Where more urgent review is required, BEPE will determine, in consultation with the

relevant Faculty Board (or equivalent authority), the means of review.

B. Membership:

- (a) Chair (Pro-Vice-Chancellor (Institutional Affairs))
- (b) 6 members, appointed by the General Board, of institutions which are engaged directly in the delivery of E&PE programmes (to include representatives of ICE, JBS, IfM, CPSL, the Faculty of Education and the Clinical School)
- (c) 6 members appointed by the General Board, one to be nominated by each Council of the Schools
- (d) 2 representatives of the Colleges appointed by the Colleges' Committee
- (e) the Pro-Vice-Chancellors for Education and International Strategy
- (f) Up to two members co-opted by the Board.

The secretariat shall be provided by the Academic Division with other members of the UAS (in particular from the Legal Services Office and the Finance Division) attending at need.

C. Reporting Mechanisms: BEPE will report to the General Board via the Education Committee. A flow chart for considering proposals is attached as Table 2.

D. Definitions

By way of definition, *Executive Education* encompasses courses in the fields of leadership, management and business administration, i.e. those courses that teach aspects of how to be an executive. *Professional Education* may attract some executives, but the courses are primarily in professional disciplines and not generally about teaching people to be executives, i.e. professional education is for career development, progression and diversification, providing applied academic courses in specialist areas.

'Credit-bearing' is defined as any provision which counts towards a University of Cambridge qualification or a qualification of another institution.

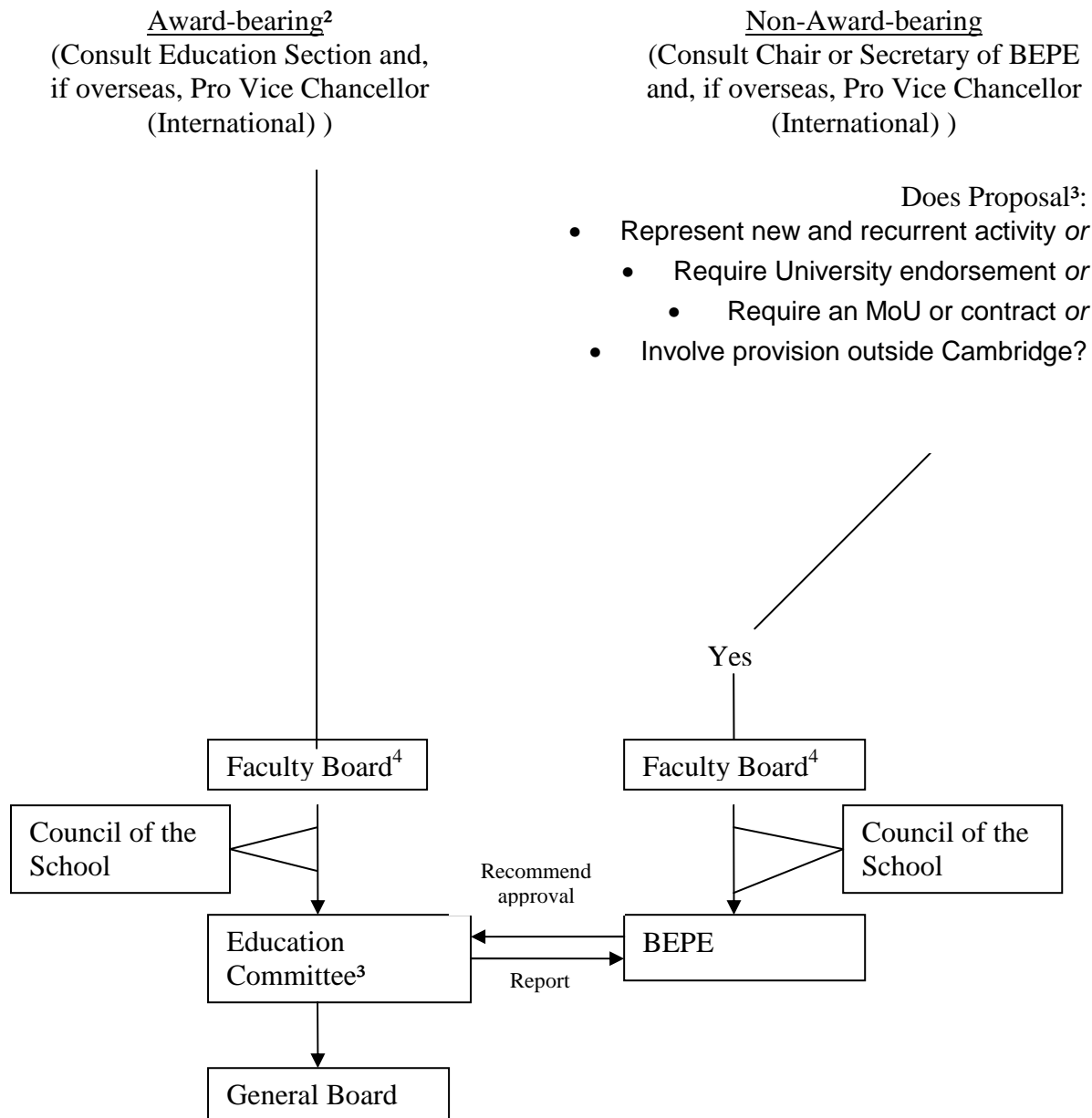
IHW/DMcC
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TABLE 1

Legal	Financial	Educational/Other	
		All educational provision	Accredited provision
Type of document required (MOU/ contract/other)?	Knowledge of funders? Charitable status?	Consistent with International Policy	Does the proposal meet the requirements for University awards for non-members?
Binding/non-binding?	Tax liabilities?	Ethical considerations?	
Parties to agreement? (Is a subsidiary company involved?)	Can funding be repatriated? Exchange rate differences/fluctuations?	Satisfactory academic rationale for the proposal?	Level of qualification proposed?
Who is the authorised signatory?	Insurance implications?	Benefits to the institution and to the University?	Compliant with QAA Code of Practice?
Use of name, shield and/or registered trade mark (and any questions of exclusivity) satisfactorily addressed?	Implications for tax etc. for Cambridge employees working in overseas country? Financial arrangements with partners, e.g. contingency funds and attribution of income and/or surpluses/deficits?	Implications for the University's reputation and brand?	Is it a new activity or a repetition of current provision in Cambridge?
Approval of any copy by partners mentioning the University in advance of publication?	Business case signed off by School (or equivalent)? Satisfactory overheads? Is a donation likely (leading to involvement of CUDO)?	Local administrative infrastructure adequate for the purpose?	Admissions requirements
Any confidentiality concerns?	Level of risk	Impact on the proposing body's other activities?	Adequacy of teaching and examining arrangements? Sufficiency of teaching resources? Overlap of those involved in teaching and assessment. If funding intended to generate new posts, have any relevant HR aspects been addressed? New posts in line with School plans? Student Complaints (including implications for relevance or otherwise of OIA)?
IPR issues on materials used/research generated dealt with?		Prior experience in the area?	
University's liabilities (financial, HR, student-related, health and safety) addressed?		Proposal approved by relevant University institution/Faculty Board/School?	
Employment implications (e.g. local employment protection constraints, appropriate amendment to existing employment contract) addressed?	If funding intended to generate new posts, have any relevant HR aspects been addressed? New posts in line with School plans?	Duplication with other Cambridge activities in the area (inc. Cambridge Assessment, CUP)?	
Definition of responsibilities of the parties to the agreement?		Health and safety implications?	
Exit Clauses?		Means of Review?	
Personnel other than employees required ?		Level of risk	Level of risk
Appropriate reporting and record-keeping provisions?			
Dispute resolution procedures			
Use of personal data			
Governing law and jurisdiction			
Level of risk			

Table 2

Executive/Professional Education Proposals from a University Institution or [for non-award bearing proposals only] Company¹



¹ Not relevant for individuals acting in an individual capacity.

² Award-bearing includes credit-bearing for a Cambridge qualification or another body's qualification

³ Education Committee to consider the same bullet points, in addition to whether the proposal meets their requirements for award of University certificates and diplomas and complies with QAA Code of Practice.

⁴ Or equivalent body