

Progression and Articulation Agreement

Policy

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Progression and Articulation Agreement Policy

1. Introduction

This policy describes the processes for consideration and approval of progression and articulation arrangements that apply to both UK and international partnerships.

These processes are designed to support the University's Admissions and Recognition of Prior Learning processes by facilitating students at another higher education provider to apply to the University, either for entry or for entry with advanced standing.

This policy is applicable to taught University programmes only including programmes taught by the London School of Architecture.

2. Definitions

2.1 Progression

The Quality Assurance Agency (QAA) defines progression agreements as:

“An arrangement between two providers that recognises a specific programme for the purposes of being eligible to apply to a named programme at the other partner institution – it does not guarantee entry and usual selection and admission processes apply. These types of arrangement can apply to different levels of a programme.”

[QAA Quality Code for Higher Education Principle 8 – Operating partnerships with other organisations \(opens new window\)](#)

2.2 Articulation

The QAA defines articulation agreements as:

“An agreement between two providers that explains how earned credit will transfer from a named programme at one provider to guarantee entry to another specific programme at a different provider. It can encompass entry and credit arrangements.”

[QAA Quality Code for Higher Education Principle 8 – Operating partnerships with other organisations \(opens new window\)](#).

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3. Initial consideration and due diligence

Prior to the approval of progression and articulation arrangements, initial consideration and due diligence is undertaken. This includes consideration of:

- Whether the agreement will support student recruitment targets.
- The market or demand for this type of agreement and evidence that the collaboration can attract high quality students in sufficient numbers.
- Institutional fit with University strategy, including Learning, Teaching and Assessment Strategy.
- Previous or current links with the proposed partner (if any).
- Whether the partner is involved with any other collaborations that might compete with the one proposed.
- The proposed partner's ethos, strategy, objectives and professional and academic standing fit with those of the University.
- Delivery mode and whether differences in delivery mode (online, blended, face-to-face) create academic, regulatory, assessment or student experience risks and how these will be mitigated.
- Whether the country of the proposed partner has its own quality assurance system and whether the proposed partner institution has effective quality assurance systems.
- Any reputational risks associated with the potential collaboration.
- If the proposal is consistent with QAA Quality Code for Higher Education Principle 8 – Operating partnerships with other organisations.
- Financial arrangements and implications, including fees discounts and student funding.
- Resourcing implications.
- Exit arrangements should the collaboration cease to continue.

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4. Programme consideration and curriculum mapping

4.1 Progression Agreements

Progression agreements do not lead to guaranteed entry and applicants will still be required to go through the application and admission process.

Progression arrangements may be established with another institution based on:

- Certified learning where a completed award is approved as meeting the entry requirements to a University programme.
- Credit and volume of learning to a certain point is approved as meeting the entry requirements to a University programme.

Following the initial consideration and due diligence stage, relevant University staff (normally the Programme Leader, Partnership Development Manager or Dean Academic Portfolio and International) works with the Head of Admissions (and Hong Kong Office as appropriate) to undertake a check that the certified qualification meets the University's entry requirements (including English language requirements) for the programme(s).

Where the proposed progression is based on accumulation of credit as opposed to a defined award, a review will be undertaken of the quantity and level of credit achieved and whether the learning undertaken satisfies the University's entry requirements for the programme(s) concerned.

In consideration for approval, the team could apply a range of conditions:

- A limit on eligibility for progression based on the currency of learning completed or qualification (normally within the previous 7 years).
- Progression being subject to certain modules undertaken or taking a particular pathway through the entry qualification.
- Progression being subject to gaining a certain grade in the entry requirement programme.
- Progression being subject to an interview.

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4.2 Articulation Arrangements

Articulation arrangements normally include a guarantee of advanced standing although students are still required to go through the standard application process.

Articulation arrangements may be established with another institution based on:

- Certified learning where a completed award is mapped to the University programme learning outcomes such that students may be permitted to commence the University programme with advanced standing.
- Credit and volume of learning achieved to a particular and specified point in the programme is mapped to the University programme learning outcomes such that students may be permitted to commence the University programme with advance standing.

In considering articulation arrangements the University aligns with the credit exemption allowances outlined in the [Admissions and Recognition of Prior Learning Policy \(opens new window\)](#).

Following the initial consideration and due diligence stage, relevant University staff (normally the Programme Leader or Dean Academic Portfolio and International) works with the Head of Admissions (and Partnership Development Manager and Hong Kong Office as appropriate) to undertake a mapping exercise between the learning achieved at the other institution against the University programme(s) for which articulation is sought. The mapping will focus on assurance of alignment in learning outcomes, volume and level of credit. The mapping exercise will lead to the completion of a Programme Structure and Fee form.

5. Approval and signing

Once both the initial consideration and due diligence and programme consideration and mapping have been undertaken the Progression and Articulation Agreement Proposal Form will be completed. The form and associated mapping will be sent to the Dean of School of the Built Environment and Recognition of Prior Learning Panel for consultation and feedback before being sent to Academic Board for approval.

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The Academic Board will make one of the following recommendations:

- The proposal for progression or articulation is approved
- The decision is deferred pending further information from the proposer
- The proposal is declined and no further action is to be taken

Following approval by the Academic Board, a Memorandum of Understanding should be signed and a copy sent to the Head of Admissions and AQU@ube.ac.uk.

6. Review arrangements

A semesterly report will summarise all active progression and articulation arrangements for submission to Academic Board.

These arrangements will be reviewed ahead of their formal review date using the Progression and Articulation Agreement Review Form. Agreements are normally valid for three years but may be reviewed sooner if there are programme curriculum changes.

Reviews will be undertaken by the Partnership Development Manager for UK agreements or Dean, Academic Portfolio and International, in collaboration with the Head of Admissions, and outcomes will be reported into the Recognition of Prior Learning Panel.

Where no particular concerns are raised a new progression or articulation agreement will be signed.

Where the review process identifies concerns such as evidence of misalignment of the programmes, low student numbers, poor student retention or other quality concerns, this may trigger re-negotiation or termination (see section 7 below).

7. Termination

Requests for termination will require institutional approval from Chair of Academic Board.

Provisions for terminating progression / articulation partnerships, suitable exit strategies and respective partner roles and responsibilities will be outlined in the Progression / Articulation Agreement contract.

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8. Record keeping

A central record of all progression and articulation arrangements is managed by the Head of Admissions and the Academic Quality Unit.