Guidelines for Off-Shore Delivery of Alberta Post-Secondary Programs and Training

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A. INTRODUCTION

This document provides guidelines for Alberta public post-secondary institutions engaged in off-shore delivery to foster high quality programs and to mitigate risk to students and institutions. The guidelines aim to support and encourage quality educational provision while protecting students, institutional providers and other stakeholders. This document outlines Alberta Innovation and Advanced Education (IAE) accountability expectations and is intended to ensure that Alberta programs and credentials delivered off-shore are well regarded and recognized internationally. Because off-shore program delivery typically involves collaborations, guidance is provided about effective project management processes for collaborative program delivery.

IAE encourages institutions to engage in international education initiatives as appropriate, while acknowledging that institutions must exercise due diligence and caution when identifying risks, assessing opportunities, negotiating contracts and working with partner institutions and organizations. The guidelines are premised on IAE’s Roles and Mandates Policy Framework for Alberta’s Publicly Funded Institutions. The guidelines are principles-based recognizing that one size does not fit all given the diversity of student needs, the different regulatory environments in which off-shore activities are delivered, and the differences amongst Alberta public post-secondary institutions with respect to management structures, board and academic policies.

The guidelines include definitions, principles and system-alignment considerations. Specifically, the major topic headings include: background; scope and definitions; context and principles: governance and policy considerations; contract considerations; strategic and operational planning processes; accountability and reporting requirements; delivery practices; and appendices.

B. BACKGROUND

These guidelines are the third in a series of documents prepared by the IAE to assist Alberta post-secondary institutions effectively plan and administer approved programs and training, under particular conditions. Companion documents include: “Guidelines for Collaborative Delivery of Undergraduate Degrees in Alberta” and “Alberta Post-secondary Institution Guidelines for Brokering Programs.” Specific emphasis is placed on contract management aspects of collaborative engagements in off-shore contexts.

Increasingly, Alberta post-secondary institutions are delivering programs off-shore. This form of program delivery has significant implications for the reputation and operations of Campus Alberta and individual Alberta post-secondary institutions. IAE’s International Education Framework encourages international collaborations as a means of promoting and expanding Alberta economic and social development and international co-operation.

Off-shore education is an entrepreneurial activity as well as an academic enterprise and a globalization strategy. Specific motivations for institutions to offer programming off-shore are numerous and include: altruism, capacity building (primarily in countries with emerging economies that need Higher Education capacity), fostering mobility and the international experience of students and staff, enrolment growth; revenue generation, internationalization of the curriculum, extending educational access, and as extensions of research collaborations. It is appropriate to align off-shore programs with Alberta’s overall international
objectives, as articulated in Alberta’s International Strategy (2013). Further guidance about this international strategy is contained in Appendix A.

C. SCOPE AND DEFINITIONS

Scope:

The Guidelines for Off-shore Delivery of Alberta Post-Secondary Programs and Training focus primarily on Ministry-approved programs. However, institutions will find the guidelines relevant and useful in non-credit and continuing education contexts, as well.

Off-shore delivery is not intended to include circumstances in which Alberta students participate in student exchanges or fulfill work integrated learning requirements in countries other than Canada. Nor does it apply to circumstances in which non-resident or international students register in approved Alberta program courses delivered via online or other distance technologies.

Notwithstanding the previous statements of scope, off-shore programs may include work integrated learning components and distance delivery modes. The guidelines do not focus specifically on franchising as a delivery modality as defined below, but rather on jointly-delivered programs and programs in which Alberta institutions act in sole provider roles, with support from host agencies or institutions.

Definitions:

Off-Shore Delivery Refers to marketing, enrolment processes and delivery of programs in a country other than Canada by an Alberta post-secondary provider where delivery includes a face-to-face component. Typically, program delivery involves collaboration with institutional providers in a host country, and sometimes with other Campus Alberta partners. Forms of collaboration can be jointly delivered programs and franchising. Credential types include dual credentials and joint credentials. In some cases institutions may deliver programs independently as branch or international satellite campuses, and award credentials as sole providers similar to practices within Canada. Off-Shore delivery is sometimes referred to as cross-border or transnational delivery.

Program Owner An Alberta post-secondary institution empowered to offer Ministry approved programs in accordance with the Post-secondary Learning Act and the Programs of Study Regulation. (Apprenticeship and Industry Training is the program owner for apprenticeship training).

Program Host (Also referred to as host organization or agency). An institution or agency/organization located in a country other than Canada that is partnering with an Alberta post-secondary institution to deliver programming. Usually the host is providing physical facilities and various forms of infrastructure to support students and program delivery.

Jointly Delivered Programs Programs delivered or provided jointly by two or more institutions irrespective of the credential.
Franchising: The program owner authorizes another organization to deliver part or all of one of its approved programs.

Dual credentials: Collaborative arrangements under which two or more institutions together provide a jointly-delivered program leading to separate credentials being granted by both, or all, of the institutions.

Joint credentials: Collaborative arrangements under which two or more institutions together provide a program leading to a single credential.

D. CONTEXT AND PRINCIPLES

These principles serve to provide positive context for off-shore delivery of programs. The principles underscore the importance of recognizing institutions’ autonomy and their accountabilities with respect to being collaborative, learner-centred, quality-driven and transparent.

Alberta public post-secondary Institutions are board-governed institutions with approved mandates and board approved policies that stipulate academic, administrative and student service related regulations and accountabilities.

Accountable Alberta public post-secondary institutions should demonstrate good citizenship in cross-border initiatives and assume responsibility over the academic standards, quality of education, and accuracy of transcripts issued.

Collaborative Collaborative programs and training should involve partnerships that recognize and respect the value brought by each member institution.

Learner-Centered Collaborative program delivery and services when delivered off-shore should reflect a commitment to: addressing students’ needs; recognizing students’ rights and responsibilities; and providing curriculum and instruction which reflects high quality standards and academic integrity.

Quality-Driven Programs should be delivered in adherence to high standards of academic and organizational quality no matter where or how they are delivered.

Transparent Institutions should be proactive in providing reliable information to the public, students and governments.
E. GOVERNANCE AND POLICY CONSIDERATIONS

Alberta post-secondary institutions when assuming roles as program owners, should:

- Develop and approve through relevant institutional bodies policies and procedures for the negotiation, approval and oversight of cross-border provision, including risk assessment and mitigation.

- Explore opportunities for collaborating with other Campus Alberta institutions to identify and exploit potential synergies and opportunities, particularly in large-scale initiatives that require significant institutional infrastructure and engagement.

- Satisfy themselves that they have adequately assessed the financial, legal, academic and reputational risks.

- Have clear and well-publicized institutional policies on who is authorized to sign institutional agreements and contracts for off-shore delivery of programming.

- Provide effective oversight by making their Board of Governors aware of and regularly updated on cross-border initiatives, and monitoring institutional compliance with board policies related to international educational matters.

- Undertake an assessment of the conditions necessary to enable the proposed arrangement(s) to succeed.

- Ensure that academic standards satisfy all partners of the agreement, as well as legal requirements of the country in which the program is being delivered.

- Inform any accreditation, regulatory and quality assurance body which has approved a program, that it is the subject of a possible or actual off-shore agreement.

- Measure and monitor program and student outcomes specific to the off-shore activity.

- Co-operate with associations and relevant government and non-government bodies to foster quality assurance principles and the exchange of information about recognition of credentials.

F. CONTRACT CONSIDERATIONS

Advice about preparing Agreements and Contracts is provided under 3 subheadings specific to phases of the contracting process:  i) negotiation ii) drafting, and iii) executing.

i. When negotiating or investigating agreements with off-shore partners Alberta post-secondary institutions should:

- Award Ministry-approved credentials for only those programs that have received approval from the Minister of Innovation and Advanced Education, and which align with the provincial credentials framework.
• Notwithstanding the previous clause, in the case of non-credit programming, comply with their home institution’s credentials policy and if issuing transcripts use terminology that distinguishes the training or non-credit programming from Ministry-approved programs.

• Recognize that post-secondary institutions are not the program owners of apprenticeship training and may not award credit and issue parchments for apprenticeship training delivered off-shore.

• Respect that the legal authority of an Alberta post-secondary institution to award credentials carries with it a responsibility to ensure that the academic standards of all its credentials and qualifications are met, regardless of geographic location or nature of collaborative arrangement.

• Demonstrate due diligence with respect to ensuring the good standing and legal status of prospective partners and/or agents, and their capacity to fulfill their designated role in program delivery, recruitment and promotion activities.

• Apprise itself of the legal and regulatory frameworks which operate in the countries where programs will be delivered and the implications for program delivery.

ii. When drafting agreements with off-shore partners Alberta post-secondary institutions should:

• Ensure that off-shore agreements specify the term of the agreement which coincides with the program delivery plan and timelines.

• Include provisions to enable all participating institutions to suspend or withdraw from the agreement if the other party fails to fulfill its obligations.

• Specify residual obligations of both parties to students on termination of the collaborative arrangement including the obligations of the program owner to enable students to complete their studies.

iii. When executing agreements with off-shore partners Alberta post-secondary institutions should:

• Proceed with delivery of off-shore programs and training only after formal agreements have been duly negotiated and signed by the designated authority in the institution.

• Communicate expectations and requirements of the written agreement to all relevant staff in the partner institution.

• Monitor alerts and warnings issued by Canadian Foreign Affairs and Alberta International and Intergovernmental Relations, and take appropriate actions to ensure the safety of Alberta faculty, students and staff.
G. STRATEGIC AND OPERATIONAL PLANNING PRACTICES

The following practices are intended to assist Alberta post-secondary institutions when planning and assessing opportunities prior to engaging in off-shore educational initiatives. Alberta post-secondary institutions should:

- Include off-shore activities in institutional strategic planning processes and comprehensive institutional plan submissions.

- Develop strategic and operational objectives for each off-shore initiative and have these approved by the designated authority in the institution.

- Engage with Apprenticeship and Industry Training (AIT) and seek their cooperation and support before delivering training of an apprenticeship type nature.

- Prepare business cases that assess the risks, benefits, costs and legal requirements of off-shore initiatives for institutional approval prior to program delivery.

- Establish clear and measurable targets as well as planned outcomes for each off-shore initiative.

- Measure and report progress towards achieving targets, meeting objectives and outcomes on a regular and pre-determined basis.

- Implement appropriate systems of internal controls, financial reporting and accountabilities.

- Establish credible and robust contract management practices to ensure risks have been managed.

- Clearly define the roles and responsibilities of specific staff, faculty, committees, and institutional units involved in the planning, delivery, evaluation, and oversight of cross-border initiatives.

- Include reports of activities in annual reports.

H. ACCOUNTABILITY AND REPORTING REQUIREMENTS

Alberta post-secondary institutions should:

- Collect and report off-shore activity annually, using a set of core metrics about what is being delivered, where it is being delivered and how many students served in how many courses. See Appendix B for specific information and guidance about off-shore reporting. A chart is provided to clarify data requirements. Institutions engaged in off-shore programs need to include this information in annual reports submitted to IAE.

- Include data about off-shore program delivery in Learner and Enrolment Reporting System (LERS) reporting. See Appendix C for specific information and guidance about LERS reporting requirements.
• A copy of brokering agreements for program delivery off-shore must be filed with the Education and Training Program Coordination branch before program delivery can commence.

• Make current and accurate listings of off-shore educational activity publicly available.

I. DELIVERY PRACTICES

Advice is offered in order to foster high quality program and service delivery standards. Selected principles, policies and practices that focus on key matters are included under ten subheadings: Instructional faculty and staff; curricula standards and courses; admission requirements; institutional policies and procedures; transcripts and graduation/convocation; funding; copyright; program evaluation; freedom of information and protection of privacy; dispute resolution. In addition to fostering good governance, this advice is intended to mitigate risk and protect institutions and their stakeholders.

1. INSTRUCTIONAL FACULTY AND STAFF

Alberta post-secondary institutions should:

• Develop effective measures to monitor and assure the proficiency of staff delivering and supporting the program or training.

• Ensure that managers and staff engaged in delivering off-shore programming are qualified for their role and have appropriate skills to manage the programs’ complexity.

• Develop staffing plans that include recruitment and performance evaluation of instructional faculty.

• Retain ultimate responsibility for the appointment and function of external examiners.

2. CURRICULUM AND COURSES

Alberta post-secondary institutions should:

• Determine the curriculum of the collaborative program, and provide the host institution with the necessary materials and resources, in order to support instruction and administration of the program.

• Advise host institutions, in a timely manner, of curriculum revisions and significant changes that may impact program delivery.

• Assume ultimate responsible for the quality of the program and student experience. Unless otherwise stated in the agreement, this includes responsibility for informing students about where and to whom to direct any concerns including, for example, providing information about student appeals and other relevant policies.

• Advise host institutions that they may not make any unilateral changes to the curriculum without prior consent of the program owner.
• Ensure the curriculum delivered is equivalent to curriculum delivered by the program owner in Alberta.

• Undertake to provide curriculum that takes into account cultural and linguistic sensitivities of the country in which the program or training is being delivered.

• Monitor and assess student learning outcomes in off-shore delivery of programs.

3. ADMISSION REQUIREMENTS

Alberta post-secondary institutions should:

• Determine and monitor admission criteria including language proficiency as applicable.

• Determine and clearly document roles to be assumed by partner institutions in admission and student recruitment processes.

• Make information available to students regarding admission requirements and grading system conversion, when applicable.

4. POLICIES AND PROCEDURES

Alberta post-secondary institutions should:

• Negotiate, agree upon and manage agreements in accordance with the formally stated policies and procedures of the program owner.

• Ensure that appropriate policies are in place to protect safety of staff and students in off-shore delivery contexts.

• Specify which policies and fees from each of the participating institutions apply to students in off-shore contexts.

• Ensure that faculty and staff are aware of and have access to the relevant policies and procedures that apply from all participating institutions.

• Ensure that students registered in the off-shore programming are aware of and have access to the relevant policies and procedures from all participating institutions.

5. TRANSCRIPTS AND GRADUATION/CONVOCATION

Alberta post-secondary institutions should:

• Maintain official student records, issue student transcripts, determine that graduation requirements have been met, and issue parchments.

• Record the language of instruction on parchments or transcripts in cases where the language of instruction is other than English.
• Specify in agreements which graduation/convocation ceremonies graduates of off-shore initiatives may attend, and which institution will be responsible for communicating details to students.

6. FUNDING AND FINANCIAL ARRANGEMENTS

Alberta post-secondary institutions should:

• Fully cost and financially account for off-shore arrangements.

• Comply with internal institutional expense claim policies. Provide appropriate documentation supporting the business purposes of international travel in order for institutions to assess whether they receive value for the funds expended.

• Specify in detail the financial contributions of all parties, as well as details concerning the collection of tuition and fees, invoicing procedures, allowable expenses, etc.

• Conduct internal audits of expenditures and revenues.

7. COPYRIGHT

Alberta post-secondary institutions should:

• Maintain full ownership of the curriculum and course material they have contributed to the off-shore program or training initiative collaborative program.

• Assume responsibility for assessing the impact of copyright costs.

8. PROGRAM EVALUATION

Alberta post-secondary institutions should:

• Identify performance targets as well as mechanisms and timelines to evaluate program delivery and student outcomes for the off-shore program or training.

• Provide students appropriate opportunities to provide formal feedback on their experience in the program or training activity.

9. FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Alberta post-secondary institutions should:

• Include appropriate references to freedom of information and protection of privacy legislation in off-shore agreements. To the extent that the law requires or permits disclosure, agreements should recognize that both the program host and program owner acknowledge that personal information, in the records maintained by the parties under the collaboration agreement, is subject to protection and access provisions of the freedom of information and protection of privacy legislation in their respective jurisdictions.
• Agree to retain all related student and institutional records in compliance with the duration required by legislation in their respective countries and institutional policy/regulations respecting document retention.

10. DISPUTE RESOLUTION

Alberta post-secondary institutions should:

• Include a clause specifying procedures for dispute resolution in agreements.

• Acknowledge that students at off-shore locations typically have the ultimate right of appeal to program owners once partner institution’s complaints procedures have been exhausted. Disputes or unresolved issues concerning the collaboration agreement or the delivery of the collaborative program should be referred to the program owner’s senior academic officer, who will consult with the host institution’s senior academic officer to resolve the dispute.

J. FURTHER INFORMATION AND RESOURCES

For further information contact:
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Recommended resources include:


Code of Practice for the assurance of academic quality and standards in higher education (published by the Quality Assurance Agency for Higher education in 2010).

Good Practice in Offshore Delivery (published by the International Education Association of Australia in June 2008).


Toolkit for Off-site and Cross-border Delivery of Programs (developed by Alberta Working Group on Quality Assurance of Off-site and International Degree Programs, 2009).
A Strategic Approach to Offshore Delivery

International engagement is a key element of Alberta’s plan to strengthen its position in the global economy. Through extensive international connections including institution to institution agreements, student, faculty, and researcher exchange, joint programming, and collaborative research, our province’s post-secondary institutions currently play an important role in Alberta’s international agenda.

Offshore delivery is one component of the international presence of Alberta’s post-secondary institutions. Offshore delivery presents opportunities to extend the geographical reach of individual post-secondary institutions, leverage the strengths of other Campus Alberta institutions and support the Government of Alberta’s strategic international objectives.

A strategic approach to offshore delivery, one that is aligned with the Alberta government’s broader social and economic objectives, will result in increased benefit to the institution, the province and broader society.

Working with Alberta’s International Strategy

Alberta’s *International Strategy 2013* provides a strategic policy context for the international initiatives of Alberta’s post-secondary institutions. Each of the strategy’s objectives – diversify markets to expand the economy; build Alberta’s reputation as a global citizen; prepare Albertans for success in the global community; and prioritize and integrate government action to take advantage of international opportunities – are relevant to the work of post-secondary institutions and the broader Campus Alberta system.

In the case of offshore delivery, the International Strategy provides a framework that can be used to assess the extent to which existing programming or emerging program opportunities support the goals *Alberta’s International Strategy* and make the most of Alberta’s system-level international capacities.

Strategic Considerations: Some Examples

While the International Strategy does not address the topic of offshore delivery directly, post-secondary institutions can use it as a guide to ensure the program offerings align with the Government of Alberta’s strategic objectives by asking questions like:
How does the program contribute to the government’s economic, social and international engagement goals?

- How does the program leverage the international expertise and geographic presence of other Campus Alberta partners?

- How can the program utilize Campus Alberta synergies and off-shore delivery partnership opportunities, particularly in large-scale initiatives that require significant institutional infrastructure?

- Does the program consider the social and economic impacts of off-shore delivery to partner jurisdictions?

More generally, Campus Alberta institutions involved in international activities are encouraged to take into account the following strategic consideration to inform their international engagement strategies:

- Foster global, regional and community connections that enhance system-wide collaboration and understanding;

- Work with the Government of Alberta to explore new international education models and opportunities to develop 21st century competencies including entrepreneurship, global mindedness and systems thinking;

- Increase collaboration among post-secondary institutions and graduate globally-minded students with the knowledge and skills to excel in the economy of today and tomorrow; and

- Pursue sustainable dynamic educational partnerships that support expanded market access and create new opportunities for growth.

The Potential of Campus Alberta

The international Partnership Division welcomes engagements with post-secondary institutions to jointly pursue opportunities and further build system capacity for off-shore delivery of education programs in collaboration with international partners. Through system-wide collaboration and by leveraging collective Campus Alberta expertise, institutions can contribute to greater social and economic impacts across the province and further their role as a key player in growing Alberta’s competitive advantage on the world stage.

Off-shore program delivery has the potential to foster high quality programs, ensure the development of sustainable partnerships and deliver broad ranging impacts beyond revenue generation, enrolment growth, and extended research collaboration. To realize this potential, we can leverage capacity of the Campus Alberta system and align with broader government priorities.
# Appendix B - Measuring Alberta Post-Secondary Institutions’ Off-Shore Educational Activity

(Prepared by Education and Training Program Coordination Branch, October 2013)

<table>
<thead>
<tr>
<th>Question</th>
<th>Core Metrics</th>
<th>Rationale for metric</th>
</tr>
</thead>
</table>
| **Who is delivering it?** | 1. Name of Alberta Institution (owner)  
Name of other Alberta partners | This metric will provide information on which institutions are operating off shore.  
This metric will identify other Campus Alberta institutions contributing to off-shore initiative. |
| **Where is it being delivered?** | 2. Country location | This metric will identify the countries in which offshore operations are conducted. |
| **What is delivered** | 3. Field of study  
4. Courses offered  
5. Level of study  
6. Qualification offered (full or partial) | This metric will provide information on the discipline or occupational field that is being studied.  
This metric will provide information on the particular courses being studied within the field or discipline.  
This metric will provide information about the level of credential/ qualification or training being undertaken.  
This metric will provide information on whether qualification is ministry-approved or non-credit & whether full or partial qualification is being offered. |
| **How is it being delivered?** | 7. Type of operation  
Principal mode of delivery | This metric identifies the type of structure or partnership e.g., stand-alone, franchise, joint degree.  
This metric identifies information about the delivery type (e.g., online, face-to-face) |
| **Who is host or partner(s)** | 8. Name of international Program host/partner | This metric will provide information about which institutions located off-shore or cross-border are hosting or partnering with Alberta program host. |
| **What is the scale of delivery?** | 9. Number of students (heads and FLEs) | This metric will provide information on the quantum of students enrolled off-shore. |

NB. This chart was created by IEAA (International Education Association of Australia, 2008). Minor modifications have been made.
Appendix C - Enrolment Reporting Based On Program Delivery Scenarios (prepared by Data Collection and Reporting Branch) October 2013

Overview

Innovation and Advanced Education has prepared this document to aid post-secondary institutions’ understanding of their enrolment reporting responsibilities under particular conditions. The focus is to differentiate responsibilities required of institutions especially in cases where brokering arrangements are involved or programs are being delivered outside of Alberta’s publicly funded post-secondary system.

These scenarios are provided to highlight the responsibilities of both credentialing institutions (program owners) and collaborating institutions (program hosts). Specific academic responsibilities are outlined under three headings (for program delivery, for issuing parchments, and for academic oversight) and enrolment reporting responsibilities are outlined for two types of data (FLEs and number of graduates). This scenario resource document can serve as a companion document to the “Alberta Post-secondary Institution Guidelines for Brokering Programs” and the “Guidelines for Collaborative Delivery of Undergraduate Degrees in Alberta” both published in March 2012.

Table 1 below documents three different scenarios that describe program delivery responsibilities and actions required with respect to reporting Enrolment and Graduate information. Each scenario is described in detail in the narratives that follow.

Other examples that do not align with one of the three examples listed in this document should be reviewed with your departmental enrolment reporting contact for review and further clarification.

<table>
<thead>
<tr>
<th>Institutional Involvement</th>
<th>Delivering Program</th>
<th>Issuing Parchments</th>
<th>Academic Oversight</th>
<th>Report FLE</th>
<th>Report Grads</th>
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<tr>
<td>Sole Delivery by Program Owner</td>
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<tr>
<td>Partnered Delivery within system</td>
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<tr>
<td>Hosting (non-owner) Credentialing (Program Owner)</td>
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<tr>
<td>Partnered Delivery Outside System</td>
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Note\(^1\): for the purpose of this document “the publicly funded post-secondary system” or “the system” refers to program delivery of approved programming by one of the 26 post-secondary institutions as defined in the 6 sector model.
Note 2: The institution that has Ministerial approval to offer the program is considered the “program owner”.

Note 3: Academic oversight refers to the responsibility for ensuring quality of program delivery. The post-secondary institution that holds this level of responsibility must be actively involved in the delivery process, either by providing instructors or maintaining processes to regularly review the quality of program delivery.

Program Delivery Scenarios

1. Sole Delivery by Program Owner

The most common delivery method is one where institutions deliver the approved program directly at one of their campus locations or via distance delivery. Learners enroll at the institution, the institution offers the instruction and the institution issues parchments upon completion. Through the use of campus codes, institutions are asked to differentiate enrolment between campus locations where instruction takes place.

In this scenario the institution will record enrolment and graduates to the enrolment reporting system.

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<tr>
<th>Institutional Involvement</th>
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<th>Academic Oversight</th>
<th>Report FLE</th>
<th>Report Grads</th>
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<tr>
<td>Sole Delivery by Program Owner</td>
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2. Partnered Delivery Within System

Institutions within the public post-secondary system routinely work with one another to deliver approved programming. The program host typically offers delivery of the program at its campus location and the program owner provides academic oversight and issues the parchment upon completion.

In this example, because the host institution is within the system, they will report the enrolments through the enrolment reporting system while the program owner reports the number of graduates. In some cases individual agreements between the brokering parties may include alternations for enrolment reporting. For example parties involved may agree to split the enrolment reporting 50/50 vs. the hosting institution reporting 100 per cent of enrolment. The specific arrangements need to be documented in a signed brokering agreement.

The brokering agreement between the institutions must be on file with the department (Education and Training Program Coordination branch), in compliance with brokering and collaborative delivery guidelines.
### Institutional Involvement

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<thead>
<tr>
<th>Institutional Involvement</th>
<th>Delivering Program</th>
<th>Issuing Parchments</th>
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<th>Report Grads</th>
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<tbody>
<tr>
<td>Partnered Delivery Within System (Brokered assuming 100 per cent enrolment report by the host institution)</td>
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<td>Hosting (non-owner)</td>
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### 3. Partnered Delivery Outside System

This example is similar to #2; however this instance involves delivery of the program outside of the system and may include partnerships with Private Vocational Training Centers, Post-secondary institutions or other institutions outside of Alberta or Canada.

Enrolment records for this type of brokering agreement are *not* reported to the enrolment reporting system as the enrolments are *outside* of Alberta’s post-secondary system. The institution that owns the program is responsible to ensure program quality (Academic Oversight) regardless of where actual delivery takes place.

A copy of this type of agreement must be filed with the Education and Training Program Coordination branch before program delivery can commence, based on Ministry guidelines.