# Online Programme Management

## Case Study Evidence

Durham University is exploring potential partnerships for the development and growth of our online Postgraduate Taught (PGT) programmes. To assess compatibility and ensure alignment with our objectives, we kindly request comprehensive case study examples and evidence that showcases your organization's expertise, capabilities and experience in the following areas.

Examples do not need to be drawn from single partnerships. Evidence and examples are sought from activities delivered within typical OPM arrangements, rather than consultations or other non-credit bearing or compliance training course offerings.

1. **Financial Stability and Investment Capability**:
	* Details on your ability to provide upfront investment for successful partnership ventures.
	* Examples demonstrating the achievement of profitability for both parties in current partnerships.
2. **Development of Online PGT Portfolios from Concept to Success**:
	* Evidence of supporting the growth of online PGT programs, from conceptualization to enrolment and long-term success including retention, progression and profitability.
	* Specific outcomes and key performance indicators (KPIs) illustrating program growth and sustained success across a range of time periods, e.g., growth in early programme delivery and in mature delivery.
3. **Achieving Sustainable Profitability in Online PGT Programs**:
	* Case examples illustrating how your organization has achieved sustainable profitability through online PGT initiatives.
	* Insights into strategies deployed to optimize revenue streams and operational efficiencies, including timeframes and anticipated timeframes considering the current market conditions.
4. **Experience with Research intensive Collaborations**:
	* Details of collaborations with Russell Group Universities or similarly research-intensive HEIs in the UK and/or internationally relating to typical OPM activities of market assessment, marketing, recruitment, enrolment, design, and development of PGT courses.
	* Achievements and best practices derived from such partnerships, including examples of student feedback on learning experience, course evaluation, and harnessing of learning analytics and other data pints to inform future best practice.
5. **Utilization of Institutional VLEs (e.g., Blackboard Learn Ultra)**:
	* Examples demonstrating successful program development utilizing institutionally adopted Virtual Learning Environments (VLEs).
	* Insights into optimizing online PGT portfolios within specific VLE frameworks.
6. **Market Assessment and Expansion Opportunities**:
	* Demonstrable ability to assess market potential and identify growth opportunities aligned with institutional ambitions.
	* Specific strategies employed to expand online provision in line with partner institutions' expertise, with examples of success.
	* Details of key recruitment markets/geographies your organisation expect to recruit students from with details of the volume/proportion of leads and enrolments generated from these markets.
	* Examples of successful marketing campaigns demonstrating costs and recruited
7. **Flexibility in Operating Models and Service Provision**:
	* Illustrations of flexibility in supporting partner institutions with varied operating models on a course-by-course basis.
	* Success stories highlighting adaptable service provision tailored to partner needs.
	* A worked comparison of the typical commercial model to market, develop and deliver a PGT programme, assuming typical OPM service offerings within both a revenue share agreement and a fee for service agreement.
8. **Global Learner Support and Technical Assistance**:
	* Evidence of capability to support global learners across different time zones.
	* Information on meeting good practice service levels for student support query response times and providing 24/7 technical assistance.
* Evidence of creating inclusive learning environments where barriers to learning are actively problematised and removed i.e.:
* 1. Students with lack of access to internet/laptop provision
* 2. Students who are working/carers
* 3. Students who have difficulties with English
* Evidence of welfare support provisions for students and an explanation of how welfare concerns are picked up, especially within large cohorts
1. **Enhancement of HEI Capability in Online Course Design and Teaching**:
	* Examples of initiatives aimed at enhancing Higher Education Institution (HEI) partners’ capability in online course design, development, and delivery, including:
		1. Developing academic team’s confidence/capability
		2. Institutional capability enhancement, including learning design and development
	* Impact assessments showcasing improvements in teaching quality and student satisfaction.
2. **Commitment to Relationship Building and On-campus Engagement**:
	* Demonstrated capability and willingness to attend partner campuses regularly.
	* Insights into relationship-building strategies and operational support for on-campus engagements.

We would appreciate receiving your detailed case study that addresses the above criteria, highlighting relevant achievements and outcomes. This information will be crucial in evaluating the potential for collaboration and aligning our strategic goals.