# CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>..................................................................................................................</td>
<td>3</td>
</tr>
<tr>
<td>Section 1:</td>
<td>The University’s Collaborative Provision Framework</td>
<td>4</td>
</tr>
<tr>
<td>Section 2:</td>
<td>Support and Guidance</td>
<td>7</td>
</tr>
<tr>
<td>Section 3:</td>
<td>The Approval Process</td>
<td>11</td>
</tr>
<tr>
<td>Section 4:</td>
<td>Post Approval</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>The Memorandum of Agreement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Collaborative Provision Register</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ongoing Management of the Partnership and Programme</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Partnership Management Plan</td>
<td></td>
</tr>
<tr>
<td>Section 5:</td>
<td>Review, Re-Approval and Termination</td>
<td>20</td>
</tr>
<tr>
<td>Section 6:</td>
<td>Students and Collaborative Provision</td>
<td>24</td>
</tr>
<tr>
<td>Section 7:</td>
<td>Approval of Staff Teaching on Collaborative Programmes</td>
<td>26</td>
</tr>
<tr>
<td>Section 8:</td>
<td>Professional, Statutory and Regulatory Bodies</td>
<td>28</td>
</tr>
<tr>
<td>Annex A:</td>
<td>Responsibilities for the oversight and management of collaborative provision</td>
<td></td>
</tr>
<tr>
<td>Annex B:</td>
<td>Detailed definitions of all CP activity (table)</td>
<td></td>
</tr>
<tr>
<td>Annex C:</td>
<td>Statement of responsibilities (to be appended to agreement)</td>
<td></td>
</tr>
</tbody>
</table>
Our Strategic Ambition: The Way Forward 2012-2017

Cardiff University has an ambitious strategy to ensure it will consistently be amongst the top 100 universities in the world, recognised as an international university that is of benefit to Wales. Our strategic international ambition is confirmed in ‘The Way Forward 2012-2017: International and Engagement’.

Cardiff’s ambition to establish its position as a recognised global university will include the ongoing development of a diverse range of national and international partnerships that fall within the scope of collaborative provision. The benefits of collaborative provision can be substantial:

- enhancing widening participation and access to higher education;
- increasing awareness of Cardiff University amongst a wide range of stakeholders;
- creating greater and exciting opportunities for student experience with enhanced curricula, development of employability skills, language competence and cultural awareness;
- providing new opportunities for staff development and sharing good practice in curriculum development, research, teaching and student support.

The Key Principle

The objective of this framework is to ensure that the appropriate level of scrutiny and review is given to all collaborative proposals: that is, enough scrutiny to be consistent with our duty to uphold the highest academic standard and an excellent student experience, whilst ensuring that processes are not overly bureaucratic, unwieldy to operate or a barrier to our strategic ambition. The right level of scrutiny is achieved by operating processes for approval and management which are proportionate to the assessed risk of an individual collaborative proposal.

There is one straightforward guiding principle underlying this framework.

‘Cardiff University as the awarding institution is responsible for the admission of students, the student experience and academic standards and quality of the education provision delivered on its behalf wherever this takes place and by whomever this is undertaken’.
This document provides a **policy framework for collaborative provision** giving details of the overall policy and guidance for the development and management of collaborative provision.\(^1\) It covers all taught and research degree programmes undertaken in collaboration with other institutions and/or organisations in Wales, the rest of the UK or internationally. By operating according to this Policy Framework the University ensures that it is exercising its responsibilities for the student experience and the academic standards and quality of collaborative provision.

The Collaborative Provision Policy Framework provides an overview of the procedures, processes and requirements that are over and above those outlined in the Programme Approval Policy for the:

i) design and approval of new programme(s) of study or activity defined as collaborative provision;

ii) continuous quality management of programmes or activities defined as collaborative provision.

The Collaborative Provision Policy Framework has been developed through the Collaborative Provision Sub-Committee (CPSC) and endorsed by Academic Standards and Quality Committee (ASQC) in July 2015. It will be kept under regular review by ASQC to ensure it continues both to support internal processes that function efficiently and effectively and to fully meet expectations for quality and standards contained in the QAA UK Quality Code B10\(^2\).

Full responsibilities for the oversight and management of collaborative provision can be found in Annex A.

The Collaborative Provision Policy Framework builds on the processes and procedures outlined in the **Programme Approval Policy** taking a risk-based approach to developing and managing all collaborative activity and identifying the specific additional requirements of collaborative provision activity. Effort expended will be proportionate to factors such as the nature of the partner organisation and the complexity of the arrangements, thereby ensuring that the quality and standards of all collaborative provision will be as rigorous, secure and open to scrutiny as those for programmes delivered entirely by Cardiff University.

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1. The Academic Standards and Quality Committee (ASQC) reserves the right to amend this Policy Framework as and when necessary. All amendments will be communicated to the College Pro Vice-Chancellors and Heads of Schools by the Pro VC (Student Experience and Academic Standards) in a timely manner.

2. Chapter B10: Managing higher education provision with others (December 2012), UK Quality Code for Higher Education ([www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B10.aspx](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B10.aspx))
Scope and Definitions

The term ‘collaborative provision’ describes a wide range of activity, involving various forms of collaborative and partnership arrangements both nationally and internationally. Such collaboration normally involves the provision of part, or all, of Cardiff University’s award through some form of activity with one or more ‘partner’ organisations or other bodies such as private companies.

It embraces distance learning and teaching where the University collaborates with others to assist in the delivery of provision and support to students, and covers all levels of taught provision leading to higher education awards as well as collaborations involving tuition and supervision for research degrees.

A network of support exists within the University, working actively to assist and provide guidance on collaborative proposals and helping to ensure that processes run efficiently and effectively, whilst also ensuring the right levels of scrutiny and rigour.

A key consideration when approving collaborative activity is whether collaboration with a partner poses a threat to the University’s academic standards and student experience, and by implication the reputation of the University. The need to protect these is of paramount importance and must be the primary consideration in the evaluation of the benefits of any form of collaboration.

Detailed definitions of all types of collaborative provision can be found in Annex B.

Collaborative provision proposals should be developed with reference to other Cardiff University policy documents:

- Academic Regulations Handbook;
- Programme Approval Policy (revised July 2017)
- Placement Learning Policy, where appropriate;
- Code of Practice for Research Degrees, where appropriate.

Any new proposals for collaborative working should be discussed with your College Quality Officer at quality@cardiff.ac.uk.
Timescales

As each proposal varies in scale and complexity, it is important that appropriate time and resources are available to School staff throughout each stage of the process outlined in Section 2. Proposals including collaborative provision may take significantly longer especially in cases where national government approval is required or where the programme may be subject to additional approval mechanisms at the partner organisation(s). Full details of the information required for developing programmes with collaborative provision can be found in the Programme Approval Policy.

An annual cycle of activity has been developed outlining each stage of the process providing Schools with a holistic understanding of what is required at each stage and guidance on approximate timescales3 for submission to the Programme and Partner Standing Panel. The annual cycle connects both the academic and professional service activity from the initial stages of programme development, through to marketing and recruitment of the programme identifying key support staff at each stage.

Proposals for new programmes and changes to existing programmes can be considered by the Programme and Partner Standing Panel on a regular basis as the Standing Panel meets once each month (see section 4 of the Programme Approval Policy). Schools will need to set realistic timescales to develop proposals that are attractive, innovative, and stimulating to both current and prospective students along in addition to the appropriate time to complete the full programme information for approval and marketing.

Consideration of proposals to introduce new programmes late in the academic cycle will impact on the Schools ability to maximise recruitment and marketing activities and the Schools ability to recruit to the predicted numbers stated as part of their business plan4.

Late changes to existing programmes need to be carefully considered for both current students and applicants as outlined in the University’s terms and conditions of offer. Section 4 outlines the process of student consultation when making changes to existing programmes and the process of contacting applicants after changes have been made.

3 Timescales identified on annual cycle are indicative only to allow 12-month marketing of proposals to maximise recruitment potential in line with School business plan.
4 Late consideration of new programmes will need to be agreed by the College PVC to determine the year of entry the new programme will start.
This section sets out the approval process for developing new and making changes to existing programmes with collaborative provision, including proposals that have been strategically endorsed by the University Executive Board.

The process for the approval collaborative provision builds on the processes and procedures outlined in the Programme Approval Policy, with an additional layer of scrutiny and review built in to take account of the increased risk associated with any delivery which is taking place away from the institution.

The decision-making processes within this Policy are designed in relation to a guiding principle of subsidiarity, which aids the efficient process of University business whilst ensuring commensurate rigour and scrutiny.

As such there are 3 different stages of approval which operate as follows:

**Stage 1: Strategic Approval**

Developing new programmes with collaborative provision

The College will need to establish whether the proposal fits with the School, College and University strategic priorities and justifies the time and resource that the School would need to invest in subsequent stages. Each proposal for developing new programme(s) will need to demonstrate the following:

- the strategic and academic justification for developing the programme
- evidence of demand and proposed marketing strategy (UK and/or overseas);
- a detailed outline of academic and other resources needed;
- the proposed student numbers over a five-year period;
- financial analysis (including fee income and success criteria);
- identification of any unintended School, College or University risks associated with the proposed changes.

Proposals that include collaborative provision will need to consider additional information including:

- details of the proposed partner and associated risk assessment;
- proposed financial arrangement with the proposed partner.

In practice, the nature and extent of the risk assessment undertaken will vary according to the complexity of the proposal. Your College Quality Officer will help guide you through the key questions when trying to assess the risk of the proposed partner organisation and the programme under development and the International Office will provide advice and guidance on the information needed for International partnerships. In some cases external services may need to be commissioned as legal advice may be needed.
Generally a risk assessment will explore:

- the legal status of the prospective partner or agent;
- its financial and academic standing;
- its academic ethos;
- its quality and standards system;
- whether it has existing collaborations with other UK or international partners;
- its experience in the discipline area or activity concerned;
- its capacity in law to contract with the awarding institution.

Full details of all the required documentation for Stage 1 strategic approval for developing new programmes with collaborative provision are available on the intranet with support and guidance available from your College Quality Officer.

Making changes to existing programmes (intermediate and major changes)

As part of the Stage 1 strategic approval process, the College will need to consider the rationale behind the proposed changes and ensure that there is detailed student/applicant communication plan in place in line with the Universities responsibilities under the QAA Code of Practice (Expectation B1, B2 and C) and under consumer protection law. Each proposal for making changes to existing provision will need to demonstrate the following:

- the strategic and academic justification for making changes to the programme(s);
- evidence of student consultation in line with the variation of arrangements statement outlined in the University’s terms and conditions of offer including the opportunity for students to change to an alternate programme or withdraw;
- the proposed communication plan to update applicants of changes to the existing programme(s) in line with the University’s terms and conditions of offer including the opportunity for applicants to withdraw;
- a detailed outline of academic and other resources needed;
- identification of any unintended School, College or University risks associated with the proposed changes.

When making changes to existing programmes that include collaborative provision, further information will be provided on the following:

- the impact of the proposed changes on the legal agreement and associated financial memorandum;
- the impact on the Partnership Management Plan.

If the changes are extensive, a new risk assessment may be required in addition to a re-negotiation of the terms and conditions of the existing legal agreement. Your College Quality Officer and the International Office will advise on this process.

The College PVC (in consultation with other academic and professional service staff from within the College and wider University), will consider the merits of the proposal as part of the Stage 1 strategic approval meeting and will indicate if the proposal can
move forward to Stage 2. Once strategic approval has been granted, Schools will be contacted by the College Quality Officer to discuss the specific documentation required and timescales for submission to the Programme and Partner Standing Panel outlined in section 1.

*It should be noted that the College PVC may request further information or decide that the proposal should not be taken forward to Stage 2.*

**Stage 2: Academic Approval**

This stage involves scrutiny of full programme and partner related information. The Programme and Partner Standing Panel will consider issues of curriculum design and delivery, the student experience, student lifecycle including progression (and points of recovery from failure), learning resources and support and administration arrangements within the School. Depending on the collaborative provision model that has been agreed upon, the Programme and Partner Standing Panel will explore in detail how the programme will be delivered (by Cardiff and partner organisation staff) to ensure academic standards are maintained and the student experience is not compromised.

**Resource Visit**

Before the finalised programme information is submitted to the Programme and Partner Standing Panel, a collaborative provision resource visit will need to be undertaken by staff usually from another College (not programme proposers) to consider the physical resources to support students and the academic delivery of the programme(s). *A Resources Visit Form* will be completed by the visiting team and will include reference to the following:

- suitability of teaching rooms and study spaces;
- library facilities;
- IT facilities and;
- other facilities or resources as required for the proposed programme(s).

The resource visit should also include the opportunity to meet partner teaching/support/training staff where the following can be discussed in detail:

- the Partnership Management Plan;
- student welfare and support mechanisms;
- proposed marketing and recruitment activity;
- assessment and Exam Board mechanisms including the appointment of the External Examiner;
- Frequency and duration of Moderator visits;
- School Link tutor communication arrangements with the partner.

**Quality Assurance Arrangements**

As part of the approval process, the School must outline how ongoing quality assurance and enhancement arrangements for the proposed programme will be
managed, paying particular attention to the monitoring of any quality management functions which have been delegated to the partner organization (dependent on collaborative provision model).

This can include arrangements for:

- Implementation and review of the Partner Management Plan;
- on-going and regular contact between the University and its partner, and the management of operational issues;
- mechanisms for student support and how they can provide feedback to Cardiff University staff;
- regular monitoring (i.e. during Annual Review and Enhancement) of the programme including student support and the academic progression of students including the Moderator report;
- Periodic Review in line with standard Cardiff University procedures;
- formal review of the arrangement at the end of the specified time frame at least 18 months before the renewal date.

Further information on preparing for the Programme and Partner Standing Panel can be found in the [Programme Approval Policy](#).

**Stage 3: ASQC approval**

In this final stage, the proposal achieves final sign-off from the Academic Standards and Quality Committee. It is important to note that any conditions arising out of the consideration of the proposal must be completed before marketing can commence and for proposals with collaborative provision, the partner must be in full agreement with any conditions that have arisen as part of the approval process.

If changes to existing programmes have been made, Schools need to implement the communication plan identified as part of Stage 2 to ensure that all current students and/or applicants are contacted identifying the changes that have been made in line with the University’s [terms and conditions of offer](#) including the opportunity for applicants to withdraw.

Early contact with the Admissions Team will help support the process of contacting and supporting applicants to ensure they are aware of the impact of the changes as this will require re-issuing an updated durable medium which includes information on the University’s published terms and conditions of offer, updated programme information (due to changes made), the [applicant complaints and appeals procedures](#), [fitness to practice](#) and [safeguarding policies](#).

**Proposals strategically endorsed by University Executive Board**

From time to time, UEB may strategically endorse proposals to develop links with other institutions or partnerships that have significant importance to the University. Any such proposals must complete all stages of the Approval Process outlined in this Policy and the [Programme Approval Policy](#).
It is advisable that the Quality and Standards Team are contacted before any formal negotiations take place to ensure that appropriate guidance on the process and documentation can be given at the start of the process.

Developing programmes with 120 credits of professional placement/study abroad.

In addition, the overarching Placement Learning Policy provides guidance for the development and management of placement provision. It covers all taught and research degree programmes undertaken in collaboration with employers and/or other organisations in Wales, the rest of the UK or internationally.

The key principles

Given the wide range of placement provision available, the Placement Learning Policy acknowledges that it would not be appropriate to devise a single process for the management of all placements across the institution. Instead, it outlines guiding principles for staff relating to the key aspects of approving, managing and monitoring placement activity, namely:

1. Assessment of risk including Health and Safety;
2. Insurance and the University’s liability;
3. Equal opportunities; and

The key principles are designed to ensure that the appropriate level of scrutiny and review is given to all placement activity by operating processes for approval and management that are proportionate to the assessed risk of an individual placement proposal.

Programme design

The Programme and Partner Standing Panel will focus on how the proposals meet the minimum standards set out in the Placement Learning Policy paying particular attention to the issues of student support both from the University and the partner organisation (where appropriate) and the impact on the overall student experience. Consideration should be given to:

• Access to Placements for Disabled Students;
• The time of year students are notified if they are successful in going on a placement year and the impact it has on signing for rental contracts etc;
• Length of programme at host institution and how this maps to Cardiff structure;
• Module choices at the host institution;
• Credit level and value of the modules studied at host institution;
• If Grade conversion mechanisms will be used – this must be agreed before the student commences their placement/study abroad year;
• Clearly defined learning outcomes for the Placement / Study Abroad module;
• Assessment of risk of the host institution and the information provided to students regarding key Cardiff contacts when experiencing difficulties;
• Implications of PSRB requirements;
• Opportunities for language preparation at Cardiff and at the host institution and the impact on assessment;
• Procedures for returning to the University and support when re-integrating back into academic study at Cardiff.
• Assessment and feedback including opportunities for re-assessment/repeat of year and opportunities to transfer onto alternative programmes.

Nomenclature of placement/study abroad programmes

Whilst the placement year is a module (120 credits), inclusion of a placement year creates a separate programme of study as the placement variant will be reflected in the programme title (e.g. LLB with a Professional Placement Year). All names of programmes must be in line with the naming conventions agreed by ASQC in May 2015.

Any new programmes should proceed through the usual programme approval processes outlined in the Programme Approval Policy. Your College Quality Officer can provide you with all documentation for the inclusion of a 120 credit professional placement year / study abroad.
This section covers the post-approval process and the on-going management and monitoring of the collaboration.

**The Memorandum of Agreement (MoA)**

Once a proposal for collaborative provision has been approved, the final version of the MoA must be completed. This should be done in partnership with Registry and the International Office (if appropriate). Each agreement will vary in detail and complexity however there are key elements of the agreement and its annexes include:

- fundamental contractual terms – period of operation, exit process etc.;
- academic terms – the nature of the programme, admissions, assessment, minimum and maximum student numbers, obligations of the University, obligations of the partner organisation etc.;
- financial terms – student fees, terms of payment etc.;
- minimum and maximum student numbers;
- legal arrangements, including the legal jurisdiction under which disputes will be resolved;
- the Partnership Management Plan;
- annexes with details of the programme(s) covered by the MoA;
- financial arrangements including costings, the recording of all financial transactions with the partner institution, safeguards against financial pressures compromising standards and the interests of students, confirmation of who is to pay travel, accommodation, external examiner and subsistence expenses;
- the language of instruction and assessment and, in the event that this is not English or Welsh, responsibilities for the authoritative translation of documents and the quality assurance of translations;
- grade conversion information.

**The Statement of Responsibilities sets out the following requirements:**

- responsibilities and approval process for publicity and marketing materials;
- responsibilities for admissions and, where appropriate, agreed procedures for monitoring entry standards;
- responsibilities for enrolment and registration;
- responsibilities for student support and guidance;
- responsibilities for student progression, including the maintenance of student and other designated records during the course of the agreement, after its termination, and in the event of the partner institution ceasing to exist;
- responsibilities for student discipline, complaints, and appeals;
- arrangements for the conduct of examination and assessment;
- the appointment and role of external examiners;
- quality assurance arrangements;
- the duration of the agreement and arrangements to review it;
- provision to enable the University to seek arbitration or suspend or terminate the agreement in the event of the partner institution failing to fulfill its obligations;
• residual obligations to students on the termination of the agreement;
• responsibilities for managing and issuing certificates and transcripts;
• mechanisms for administering the collaboration.

Cardiff University MoA templates will differ due to the nature and complexity of each individual agreement. Advice and guidance should be sought from Registry and the International Office (where appropriate). A template of the full Statement of Responsibilities can be found in Annex C.

The contents of the MoA must be agreed with the partner organisation and approved by the Pro Vice-Chancellor (Student Experience and Academic Standards), before the document is signed by the Vice-Chancellor or designated nominee.

Registry will retain a copy of the signed Memorandum of Agreement and advise the School at least 18 months in advance of the expiry date to ensure that the renewal or termination process can be conducted in the appropriate timescale outlined in the MoA.

The Register of Collaborative Provision

Once the written agreement has been concluded and signed, the collaboration will be added to the University's official Register of Collaborative Provision. This Register is maintained by Registry with support from the International Office.

Any changes to the details held on the Register must be reported immediately to the Quality and Standards team in Registry, in particularly where a decision has been made to withdraw from the arrangement. Where the intention is to renew the contract, Schools will be required to submit updated Stage 1 information to the College as outlined in Section 2.

On-going Management and Monitoring

Partnership Management Plan

The Partnership Management Plan aims to set out how the partnership will be managed on a day-to-day basis throughout the life of the partnership. It should include all operational and quality assurance procedures and be revised annually before the start of each academic year to ensure that all processes and communications between the partners are operating satisfactorily.

Schools are required to report on any significant changes through the Annual Review and Enhancement process incorporating any comments received via the Moderator Report.

The Link Tutor

Once approval has been given, the School must nominate a Link Tutor who will be responsible for overseeing the implementation and on-going delivery of the collaboration. This will include:
• working in conjunction with the partner institution to ensure that the provision is operating in accordance with the Partnership Management Plan;
• monitoring the application of quality assurance and enhancement procedures to ensure that the correct processes are being followed and timely intervention occurs where appropriate;
• providing support and direction to academic staff involved in delivery of the provision;
• contributing to annual review and enhancement processes;
• providing a link for partner students;
• providing a point of contact for the Moderator.

The Moderator

All collaborative proposals that require University level approval will have a Moderator appointed by ASQC. The Moderator will normally be a senior academic from a different College. The tenure of a Moderator is usually for the lifetime of the agreement. A new Moderator will need to be appointed when an agreement is renewed or if, for any reason, the Moderator is unable to continue.

Role and Responsibilities of a Moderator

The Moderator makes an annual visit to the partner organisation, and provides a report for each year of the programme or arrangement. The Moderator acts on behalf of the University and the report is considered by the appropriate Board of Studies/School Board with Institutional oversight by the Programme and Partner Standing Panel reporting to ASQC.

Role

• to assist in ensuring that the quality of programmes and standards achieved by students at the partner institution are commensurate with those within the University;
• to monitor effectiveness of communications, management and operational arrangements that underpin the provision;
• to support the partner institution in implementing and maintaining Cardiff University’s quality assurance and enhancement requirements.

Responsibilities

• to take part in any meetings convened to monitor the effectiveness of arrangements for quality assurance and communications, share noteworthy practice and identify any issues that require immediate action;
• to meet with the programme team and with students. The time allocated to this will be determined by the Moderator, the partner institution and the Cardiff University home school supporting the programme;
• to monitor the academic standards of Cardiff University programmes taught at partner institutions and the support provided by the Cardiff University school supporting the programme;
• to submit an annual report covering the previous academic session;
• to comment upon any proposed modifications/amendments to the collaborative provision;
• to scrutinise proposed publicity and marketing material produced by the partner institution;
• to maintain an overview of the resources (including staff resource) available to programmes leading to Cardiff University awards.

**Induction and Support for Moderators**

The School supporting the collaborative programme will be responsible for providing the Moderator with appropriate information regarding the programme to which they are appointed. This information will include:

• a copy of the Student Handbook and/or the Programme Handbook;
• details of the Link Tutor appointed to the programme;
• details of the External Examiner appointed to the programme and any reports received;
• all agreed publicity and marketing materials;
• the appropriate Board of Studies/School ARE submission detailing the analysis of the partnership and student progression and award data.

**Reporting**

Each year, the moderator will produce a report covering the previous academic session. The School is required to provide a response to the report in line with similar processes, such as those for External Examiners. The actions agreed by the School in response to a Moderator’s report must be reported through the Annual Review and Enhancement (ARE) process.

The report should address the following:

• a statement of moderation activities undertaken;
• suitability of the arrangements for delivery of the programme(s);
• general effectiveness of assessment arrangements at the partner institution and their application to the Cardiff University Award;
• examples of noteworthy practice;
• levels of student recruitment and progression;
• general observations in relation to arrangements for maintenance of standards and quality assurance;
• a statement on the efficiency of systems of liaison and communication between the home school supporting the programme and the partner institution;
• a statement on the adequacy of resources available to the collaborative programme.

**Recompense**

Costs associated with the operation of the Moderator role (including staff time, travel, and subsistence) will normally be met by the home school sponsoring the programme and/or the partner institution, and will be considered in the financial
planning of programmes in the early stages of their development. Recompense to the Moderator’s home school will be made at a standard Senior Lecturer rate.

**External Examiners**

External Examiners will be appointed in the same way as for our internal provision. External Examiners reports will be received centrally in Registry and Schools will be asked to respond to any specific issues of concern so that an individual response can be made to the External Examiner. The External Examiner report and response will be published by the University. There is an expectation that the appropriate Board of Studies will review all External Examiner reports to ensure that any ongoing issues are addressed. In Annual Review and Enhancement, schools are asked to confirm what issues have been raised by External Examiners and how these are being overseen by the appropriate Board of Studies.
Concerns about a Collaborative Arrangement

If, in its consideration of any reports on the quality and standards of provision, the School, College or members of Registry and Academic Services perceive that the quality and/or standards of the award are threatened and the partner organisation is unable or unwilling to take remedial action, the Pro Vice-Chancellor, Student Experience and Academic Standards, must be notified immediately. The response will be determined by the specific nature of the concern. If necessary, a full investigation of the matter will be conducted (led by the Pro Vice-Chancellor for Student Experience and Academic Standards, and administered by Registry and Academic Services).

If the threat is confirmed, and subject to safeguards for students, the Pro Vice-Chancellor, Student Experience and Academic Standards, may recommend that the agreement should be suspended pending remedial action, or that it should be terminated.

Review, Re-Approval and Termination

Review and Re-Approval

The timeframe for the agreement will have been determined during the approval process, the maximum being five years. *Eighteen months* before the end of the term of an agreement, it will need to be subject to a formal review by the School, College and University. The Programme and Partner Standing Panel will undertake all reviews and re-approvals and will seek to establish whether:

- the rationale for the collaboration remains valid;
- the business case remains valid (and is signed off by the College Pro Vice-Chancellor);
- the risks relating to the collaboration have been appropriately assessed;
- the collaboration remains aligned with the School, College and University’s strategy and mission;
- the partner organisation retains appropriate academic, financial and legal status;
- the programme will continue to meet the appropriate academic standards and offer students the learning opportunities and experiences necessary to achieve them;
- the quality assurance arrangements for continue to ensure the academic standards of the awards and the quality of the student learning experience are comparable with the procedures and process for students studying at Cardiff;
- the External Examiner/Moderator Reports highlight issues that have not been resolved;
- any student complaints that may have been received;
- all Board of Studies/School ARE Reports where student progression and award results are considered.
The Programme and Partner Standing Panel will review the evidence against the above criteria, and if satisfied that they are met, will recommend the collaboration’s re-approval. If it is not satisfied, but considers that criteria could be met with conditions, it may recommend that the collaboration continue for a defined period, after which a further review will be conducted.

If the Panel is not satisfied that the criteria have been met, or that conditions continue not to be met, it will recommend to ASQC that the agreement be terminated.

The Panel will provide a report to the Head of School, College Pro Vice-Chancellor and to ASQC with its recommendation(s). If the recommendation is for the programme to be re-approved, the Head of School can then request the renegotiation of the agreement takes place.

**Termination**

Either partner may initiate the termination of a partnership. Either partner shall be entitled to terminate a partnership by written notice to the other, if the other partner commits a material breach of any of the provisions of the agreement, and fails to remedy the breach within the time period(s) specified in the agreement after receiving the relevant written notice. The agreement must clearly set out the legal aspects of the termination which will be outlined within the MoA.

Reasons why a collaborative programme or partnership may be terminated include:

- academic standards are believed to be at risk;
- serious and repeated student complaints concerning the quality of delivery;
- a failure to provide the necessary learning resources;
- irretrievable breakdown in communication between the partners;
- the process of moderation and review indicates serious failings in either the administrative or academic arrangements of a programme;
- evidence of malpractice in assessment arrangements;
- repeated non-compliance with due dates set by the University;
- concerns raised by a professional body;
- professional or academic misconduct; or either partner fails to meet the requirements of the agreement in other ways;
- a separation of strategic objectives.

Withdrawal must be carefully managed to ensure that academic standards and the quality of the experience are maintained for remaining students. This will include the preparation of a ‘Teach Out Plan’ setting out the position and expectations arising from this, respective responsibilities of both parties and clear timescales. Registry and Academic Services will assist a School with the preparation of a ‘Teach Out Plan’ and it will be monitored through ARE until all students have competed or left the programme.

**Responsibilities**

The School has the responsibility for producing, implementing and monitoring ‘Teach
Out Plans’ until all students have completed or have left the programme(s). Student progress will be monitored through ARE. All ‘Teach Out Plans’ MUST be agreed with the partner organisation and signed by both institutions.

Other areas that will continue throughout the ‘teach out’ phase include:

- where appropriate, the University will continue to appoint External Examiners;
- annual monitoring in accordance with the University’s current procedures will continue;
- Periodic Review in accordance with the University’s current procedures;
- the partner organisation will continue to apply the approved procedures for the assessment of students;
- the partner organisation will continue to meet all financial obligations to the University as previously agreed. Special arrangements may be made for students who interrupt their programme or repeat a year.

Except in the case where a major breach of the terms of agreement requiring immediate termination occurs, the following process should be followed:

- as soon as either the School, Registry or the International Office become aware of a breach of the agreement, a letter or email to the partner should be sent from the College Pro Vice-Chancellor on the advice of Registry and Academic Services and if appropriate, the International Office;
- this letter or email should clearly set out the breach or area of concern, what rectification is required from the partner, and provide a deadline and an indication of how the rectification is to be evidenced;
- the School, College and Professional Services should work closely with the partner to enable a satisfactory response.

If the School, College and Professional Services are not satisfied with the response from the partner, a decision will need to be made as to the termination of the agreement. This decision should be made by ASQC. The Chair of ASQC will then advise that a letter of termination be sent to the partner by the Vice-Chancellor. Confirmation of receipt of the termination letter by the partner organisation should be sought.

The notice period for termination will be set out in the agreement. The agreement will also establish full details of the procedures and consequences of termination. In all cases, the effect on any students registered on the programme will need to be mitigated so that impact on their studies is minimised.

**Programme Closure**

The University and/or the partner organisation may request to close or cease to offer a collaborative programme for various reasons, for example, due to changes in market demand, strategic objectives or national policies.

The request may be made either at the end of an agreement period (as a result of the standard programme review) or part way through it. In either case, the standard
period of notice to terminate an agreement will be stipulated in the agreement, but is generally twelve months.

The closure of any programme must be managed so as to ensure that any registered students are able to complete their programme of study. How this will be managed will depend on the nature of the original agreement and programme involved, and must be agreed to in writing. The affected students must be kept fully informed at all times.

The decision to close a collaborative programme needs to be made by the College PVC with advice from the Head of School, having fully consulted with the partner organisation. Once a decision has been made to close a collaborative programme Registry will advise the Chair of ASQC on how the closure of the programme will be managed by the School.

The partnership itself shall be ended by letter to the partner organisation, signed by the Vice-Chancellor. The letter shall set out clearly the reasons for closing the programme, and shall detail how the cessation will be managed. The letter shall also include details as to how the studies of existing students will be managed. Confirmation of receipt of the termination letter by the partner organisation should be sought.

Registry will advise on the format/content of the letter to ensure all areas of responsibility are clearly outlined for both institutions.

The programme aspects of the collaboration can be managed through the standard University procedures for discontinuing programmes as detailed in the Programme Approval Policy.
Student registration status and arrangements for student support by the collaborative partners will vary considerably depending on the model of collaboration and will be a key consideration of the approval process partnership management plan.

**Student Support**

Cardiff University is responsible for the standards of the awards it makes in collaboration with partner institutions and for the quality of the student learning experience they provide. It is therefore concerned to define what student support should be provided by collaborative partners where it does not provide that support itself.

Where registered students pay fees directly to Cardiff University, normally the University provides support and access to learning resources directly.

Where a student pays fees to and is primarily registered with a collaborative partner, the partner has responsibility devolved to them to provide (or arrange through others) support and access to learning resources.

**Support by Collaborative Partners**

The following defines the minimum set of roles and services the University expects to find as support for students pursuing an award at a collaborative partner. The University will seek assurances of a partner’s ability to provide such roles and services during institutional approval and this can be established further during a site visit, if undertaken. The services available will also be considered during monitoring and review. The University accepts that because of the different sizes and structures of institutions, there may not be posts or offices that carry exactly the specified title and that a variety of staff and units may provide the specified roles and services.

1. **Programme-level support**: Programme Director / Personal Tutor / Student representation.
2. **Institutional-level support**: Library resources and learning resources support / Information Technology resources and support / Disability support / Counselling support / Accommodation advice / Financial advice / Careers advice / Central oversight of administration and student records.
4. **Social support (where appropriate)**: Sports facilities / Student societies / Students’ Union (or similar).
Complaints and Appeals

Any student registered for a Cardiff University award, including those offered with a partner organisation, has the right of complaint and appeal through the usual University procedures. Therefore, unless explicitly stated otherwise in the Memorandum of Agreement, the University’s regulatory framework for complaints and appeals will apply, not that of the partner organisation. Full details are available in the Statement of Responsibilities in Annex C.

Student Engagement in Collaborative Provision

At Cardiff, we pride ourselves on the level of engagement we have with our student body, giving students the opportunity to express their opinions and be partners in the decision-making of the University. We actively support the Student Academic Representation system and survey students regularly to make sure we are always working in their best interests. Collaborative programmes will be expected to undertake the same processes for student engagement for University-wide surveying, module evaluation and the student academic representation as are used for Cardiff-based programmes.

Mechanisms for student representation will be monitored as part of the Annual Review and Enhancement (ARE) process and reviewed as part of the Periodic Review process.

Full details of the information required for student support and engagement can be found in the Statement of Responsibilities in Annex C.
SECTION 6: Approval of Staff Teaching on Collaborative Programmes

Background

Depending on the nature of the collaboration, Schools are responsible for approving collaborative staff on behalf of the University. It is expected that up to date copies of CVs are kept relating to each partner as these may be requested as part of future audits by external agencies.

All staff who teach on a programme leading to an award or credit of Cardiff University must be approved by the University before they begin teaching. In accordance with Senate Assessment Regulations, all assessors should be competent to undertake their role, and educated and supported appropriately. Schools need to ensure that all involved in assessment are properly prepared and supported.

Approving Collaborative Provision Staff

When approving collaborative staff on behalf of the University, the Head of School has responsibility for the following:

- to indicate what qualifications and experience the University expects in staff teaching on the programmes;
- to provide the Programme and Partner Standing Panel with an outline of how.

Curriculum vitae

Current curriculum vitae for all staff teaching on a programme or module (leading to a University award) should be submitted to the School for approval. This includes all full time, part time and sessional staff. In addition, the curriculum vitae for any staff who are employed to cover for long-term sickness on behalf of approved staff must be submitted for approval. The curriculum vitae does not need to be extensive but must provide all the relevant information to allow an informed decision to be made. It is important that the information is relevant to the proposed teaching – normally the curriculum vitae should only be two or three sides of A4 but should clearly indicate the appropriate qualifications and experience.

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5 Guest lecturers or staff involved in tutorials and seminar presentations need not be approved as long as they are under supervision of an approved member of staff.
Criteria for Approval

The following criteria should be applied when considering whether staff can be approved:

- evidence of academic recognition, such as an established record of research publications in the field concerned, should normally be provided. Where this is not available any other evidence should be presented to compensate for the lack of a higher degree;
- normally the University expects teaching staff to hold a degree in a relevant subject at a level above that of the programme being taught, e.g. for a BA or BSc degree programme the staff should have at least a Masters qualification; for an MA or MSc they should hold a PhD. However, in some disciplines this is not always possible and other qualifications or experience may be more relevant. For instance, in vocational subjects professional experience, coupled with an appropriate academic award, may be more appropriate. Where Partner Institutions are nominating staff with non-standard qualifications they should provide a covering letter which explains why the nominee is suitable to teach on the programme and give information on the composition of the overall programme team within which they will be working and any planned staff development;
- evidence of an established record of research may also compensate for the absence of a higher degree. Although postgraduate teaching certificates may indicate training in the methods and practice of teaching and learning, they are not in themselves adequate and must be supported by appropriate subject-specific qualifications.
Some Professional, Statutory and Regulatory Bodies (PSRBs) have specific requirements about accrediting collaborative partners of Higher Education Institutions (e.g. The Law Society, the General Medical Council).

It is essential that Schools contact any PSRB they are associated with to seek guidance on this area of activity ahead of proposing a new collaborative arrangement. If the PSRB is not prescriptive in its requirements the following guidance is offered to Schools and collaborative partners working with professional bodies on collaborative arrangements.

If a collaborative programme is receiving official recognition from a professional body, the following points should be considered:

- the steps required to gain accreditation, including any University support or interaction needed with the PSRB;
- copies of any approval letters, reports and resulting action plans must be sent to the Head of School for consideration;
- University staff must meet with the PSRB if required, possibly as part of the approval visit;
- PSRB staff may be invited to participate in the University’s Periodic Review process if it is possible to combine an accreditation process with elements of Periodic Review. The College Dean in the relevant College is responsible for deciding if an accreditation event can be combined with aspects of Periodic Review;
- any interaction with professional bodies must be evaluated and recorded as part of the Annual Review and Enhancement (ARE) process and Periodic Review.
# ANNEX A: Responsibilities for the oversight and management of collaborative provision

<table>
<thead>
<tr>
<th>Area of Work</th>
<th>School Responsibility</th>
<th>College Responsibility</th>
<th>Central Oversight</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval of New Collaborative Programmes and changes to existing provision</td>
<td><strong>Board of Studies</strong> will comment on the initial proposal and support scrutiny of any draft documentation.</td>
<td><strong>PVC approval of Stage 1 strategic proposal</strong></td>
<td><strong>ASQC</strong>: Recommendation from the Programme and Partner Standing Panel to confirm academic standards and the academic year the new programme will operate.</td>
<td>Support for new programme approval provided by College Quality Officers and College Education Officers in Registry with the International Office providing specific support for due diligence with the partner risk assessment. Other professional Service support may be required on a case by case basis.</td>
</tr>
<tr>
<td></td>
<td><strong>Head of School</strong> Approval in principle of rationale and confirm any additional resource identified in the proposal. For changes to existing provision, the head of School must identify if there is any material change to the legal agreements.</td>
<td><strong>College Dean</strong> will request further information from the International Office where necessary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual monitoring</td>
<td><strong>Board of Studies</strong> To consider the Moderator and External Examiner Reports each year and implement action plans where necessary. <strong>Head of School</strong> to collect and consider student progression and award data, Moderator reports on collaborative programmes and report through ARE.</td>
<td><strong>College ARE meetings</strong>: Oversight of School ARE Reports with specific reference to collaborative provision. College Deans (teaching and research) will report to ASQC on the analysis of ARE reports on all collaborative provision activities (teaching and research) in addition to any issues raised via Programme and Partner Standing Panel.</td>
<td><strong>ASQC</strong>: Oversight via Annual Quality Report and updates from Programme and Partner Standing Panel on policy developments.</td>
<td>Support regarding annual reporting requirements provided by College Quality Officers and College Education Officers in Registry. Other professional Service support may be required on a case by case basis.</td>
</tr>
<tr>
<td>Periodic review</td>
<td>Head of School to input into Periodic Review as for standard provision reporting on any strategic drivers indicated to increase/decrease collaborative provision activity.</td>
<td>College Deans (taught and research) to report to ASQC on the outcomes of the evaluation of all collaborative provision with a specific action plan for further development or ‘teach out’ for existing provision with timescales.</td>
<td>ASQC: Oversight via Annual Quality Report and updates from Programme and Partner Standing Panel on outcomes on any CP reviews undertaken.</td>
<td>Support for reporting on CP reviews provided by College Quality Officers and College Education Officers in Registry with the International Office providing specific support for due diligence with the partner risk assessment. Other professional Service support may be required on a case by case basis.</td>
</tr>
<tr>
<td>Review and renewal of an existing collaborative agreement</td>
<td>Head of School to review agreement at least 18 months before expiry and request to either extend the partnership further or termination at the end of the agreement. Specific timescales for presenting renewal/termination documentation to the Programme and Partner Standing Panel to be set at ARE. The International Office providing specific support for due diligence with the partner risk assessment if the agreement is to be renewed.</td>
<td>College Dean (taught and research) to ensure all collaborative agreements approaching the 18 month renewal period are discussed and evaluated at ARE. Specific timescales to be agreed for this activity.</td>
<td>ASQC (via the Programme and Partner Standing Panel): Oversight of collaborative agreements and outcomes on any CP reviews undertaken. Additional reporting on the CP process via Annual Quality Report on timescales for review activity and updates to policy.</td>
<td>Support for drafting collaborative agreements provided by Registry and the International Office. Agreements to be sent for signature by Head of Quality and Standards to Pro-VC Student Experience on behalf of the University.</td>
</tr>
</tbody>
</table>
### ANNEX B: Taxonomy of Collaborative Provision

<table>
<thead>
<tr>
<th>Activity</th>
<th>Approval Route</th>
<th>Ongoing monitoring</th>
<th>Risk Category</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Provision of learning support, resources and specialist facilities</td>
<td>Considered by Board of Studies and signed off by Head of School</td>
<td>Board of Studies and Head of School to repeat checks of provision when agreements are renewed.</td>
<td>1</td>
</tr>
<tr>
<td><strong>2</strong> Non-credit bearing placements (where the School/Global Opportunity Centre is responsible for sourcing /arranging the placement)</td>
<td>No formal approval given as it is non-credit bearing activity. Global Opportunities Centre provide advice and guidance to Schools and Students on appropriate risk assessments for established partners. GOC evaluation of placements</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>3</strong> Electives / SSCs</td>
<td>Considered by Board of Studies and signed off by Head of School</td>
<td>Annual Review and Enhancement (ARE)</td>
<td>2</td>
</tr>
<tr>
<td><strong>4</strong> Progression Agreements* (admission to year one of an existing programme)</td>
<td>Internal Business Case formally approved and signed by Director of International Office, Head of School, College Registrar and Head of Quality and Standards from Registry</td>
<td>Monitor student numbers, finance performance and progression through ARE/PGR Progress Monitoring</td>
<td>2</td>
</tr>
</tbody>
</table>

*Entry is not guaranteed and number controls are governed by the legal agreement.
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<tr>
<th></th>
<th>Articulation agreements* – students are admitted with advanced standing to a subsequent stage of a CU programme. *Entry is not guaranteed and number controls are governed by the legal agreement.</th>
<th>Internal Business Case formally approved and signed by Director of International Office, Head of School, College Registrar and Head of Quality and Standards in Registry</th>
<th>Curriculum mapping required at set up and renewal of agreements. Monitor student numbers, finance, student performance and progression through ARE/PGR Progress Monitoring</th>
<th>2</th>
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<tbody>
<tr>
<td>5</td>
<td>Collaborative supervision of research degrees (supervision provided by another HEI/industry partner/company with a Single Award from Cardiff University)</td>
<td>Head of School Approval; College Approval (e.g. if fee waivers are proposed)</td>
<td>PGR Progress Monitoring</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>PhDs as part of a Doctoral Training Partnership (DTP)/Centre for Doctoral Training (CDT)* (Usually forms of collaborative research degree training with delivery through a formal consortium of research organisations)</td>
<td>UEB approval; Director of Finance Approval.</td>
<td>PGR Progress Monitoring</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Credit bearing Study abroad, including exchanges and student mobility programmes such as ERASMUS</td>
<td>Internal application formally approved and signed by Head of School approving the level of study and grade conversion mechanisms in place before the student starts activity. College Pro VC (College-wide proposals); Pro VC Student Experience &amp; Academic Standards (Uni-wide proposals)</td>
<td>School to report on progression of returning students to report through Annual Review and Enhancement (ARE). Monitoring through placement survey</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credit bearing Placements modules and 120 credits of professional placement activity)</td>
<td>Considered by Board of Studies and signed off by Head of School.</td>
<td>School to report on progression of returning students to report through Annual Review and Enhancement (ARE). Monitoring through placement survey</td>
<td>3</td>
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<td>9</td>
<td><strong>Split site PhDs</strong> (student spends a period of time at another HEI or research organisation)</td>
<td>Head of School; Head of College ASQC Final Approval</td>
<td>PGR Progress Monitoring</td>
<td>3</td>
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<tr>
<td>10</td>
<td>Single Award from Cardiff University</td>
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<tr>
<td>11</td>
<td><strong>Joint Doctorate – PGR only</strong></td>
<td>Strategic Partner approved by UEB; Doctorate Development Team; UEB recommendation; Joint Doctorate Approval Panel; ASQC final approval</td>
<td>PGR Progress Monitoring</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td><strong>Distance learning and online delivery</strong>/massive open online courses (MOOCs) involving work with delivery organisations or support providers.</td>
<td>Head of School to assess the risk associated with utilising and external organisation to support delivery of all/part of CU provision. Formal sign off will be dependent on level and scope of provision. Legal agreement between CU and other organisation.</td>
<td>Dependent on level and scope of provision. For programmes, Schools will report on the success of the partnership through Annual Review and Enhancement (ARE).</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Flying faculty</strong>&lt;sup&gt;*&lt;/sup&gt;</td>
<td><strong>College PVC to sign off Stage 1 strategic approval including CP Risk assessment and associated finances.</strong>&lt;sup&gt;*does not include staff undertaking consultancy work&lt;/sup&gt;</td>
<td><strong>External Examiner Reports</strong>&lt;sup&gt;College PVC to sign off Stage 1 strategic approval including CP Risk assessment and associated finances.**&lt;sup&gt;*&lt;/sup&gt; &lt;sup&gt;*does not include staff undertaking consultancy work&lt;/sup&gt;</td>
<td><strong>Moderator reports (scrutinised by Programme and Partner Standing Panel)</strong>&lt;sup&gt;College PVC to sign off Stage 1 strategic approval including CP Risk assessment and associated finances.**&lt;sup&gt;*&lt;/sup&gt; &lt;sup&gt;*does not include staff undertaking consultancy work&lt;/sup&gt;</td>
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<tr>
<td>13</td>
<td><strong>Branch campus – UK / International</strong>&lt;sup&gt;*&lt;/sup&gt;</td>
<td><strong>Programmes and Partner Standing Panel recommend to ASOC to sign off Stage 2 Academic Approval including a CP resources visit and Partnership Management Plan.</strong>&lt;sup&gt;College PVC to sign off Stage 1 strategic approval including CP Risk assessment and associated finances.**&lt;sup&gt;*&lt;/sup&gt; &lt;sup&gt;*does not include staff undertaking consultancy work&lt;/sup&gt;</td>
<td><strong>Legal agreement finalised between CU and other organisation.</strong>&lt;sup&gt;College PVC to sign off Stage 1 strategic approval including CP Risk assessment and associated finances.**&lt;sup&gt;*&lt;/sup&gt; &lt;sup&gt;*does not include staff undertaking consultancy work&lt;/sup&gt;</td>
<td><strong>University consideration required outlining the specific approval route as there is no current approval mechanism in place.</strong>&lt;sup&gt;College PVC to sign off Stage 1 strategic approval including CP Risk assessment and associated finances.**&lt;sup&gt;*&lt;/sup&gt; &lt;sup&gt;*does not include staff undertaking consultancy work&lt;/sup&gt;</td>
</tr>
<tr>
<td>14</td>
<td><strong>Embedded Colleges – private organisations usually engaged in the preparation of students to higher education programmes</strong></td>
<td><strong>University consideration required outlining the specific approval route as there is no current approval mechanism in place.</strong>&lt;sup&gt;College PVC to sign off Stage 1 strategic approval including CP Risk assessment and associated finances.**&lt;sup&gt;*&lt;/sup&gt; &lt;sup&gt;*does not include staff undertaking consultancy work&lt;/sup&gt;</td>
<td><strong>University consideration required outlining the specific approval route as there is no current approval mechanism in place.</strong>&lt;sup&gt;College PVC to sign off Stage 1 strategic approval including CP Risk assessment and associated finances.**&lt;sup&gt;*&lt;/sup&gt; &lt;sup&gt;*does not include staff undertaking consultancy work&lt;/sup&gt;</td>
<td><strong>University consideration required outlining the specific approval route as there is no current approval mechanism in place.</strong>&lt;sup&gt;College PVC to sign off Stage 1 strategic approval including CP Risk assessment and associated finances.**&lt;sup&gt;*&lt;/sup&gt; &lt;sup&gt;*does not include staff undertaking consultancy work&lt;/sup&gt;</td>
</tr>
</tbody>
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<sup>*</sup>does not include staff undertaking consultancy work.
| 16 | **Dual / Double awards**  
(undergraduate only) | Full Programme Approval in line with procedures outlined in the Programme Approval Policy and Collaborative Provision Policy.  
ASQC final approval | External Examiner Reports  
Moderator reports (scrutinised by Programme and Partner Standing Panel)  
Annual Review and Enhancement (ARE)  
Periodic Review | 6 |

Two or more awarding bodies together provide a **single jointly delivered programme** leading to separate awards and separate certification (for one piece of work).

The regulations governing the programme and the methodology for calculating each award must be explicit at Stage 1 of the approval process.

| 17 | **Franchised programmes*** | University consideration of proposed partner.  
Full Programme Approval in line with procedures outlined in the Programme Approval Policy and Collaborative Provision Policy.  
ASQC final approval | External Examiner Reports  
Moderator reports (scrutinised by Programme and Partner Standing Panel)  
Annual Review and Enhancement (ARE)  
Periodic Review | 6 |

A process by which a degree-awarding body agrees to authorise a delivery organisation to deliver (and sometimes assess) part or all of one (or more) of its own approved programmes.

*CU only has UK franchised provision and decisions to develop further will be considered on a case by case basis.

| 18 | **Validation*** | University consideration required outlining the specific approval route as there is no current approval mechanism in place. | 6 |

A programme is developed by an external institution and presented for validation by the University as an award of the University.

*CU does not intend to develop validated provision

For a detailed explanation of the approval routes and associated forms, your College Quality Officer at [quality@cardiff.ac.uk](mailto:quality@cardiff.ac.uk)
ANNEX C: Statement of Responsibilities

In this document, the word ‘Partner’ shall apply to the Partner Organisation.

This statement of responsibilities applies to all programmes and any deviance from any part of this for any programme will be noted in the individual Programme Agreement.

<table>
<thead>
<tr>
<th>The University is responsible for -</th>
<th>The Partner is responsible for -</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Programme Approval, Delivery, Monitoring and Review</strong></td>
<td></td>
</tr>
<tr>
<td>the approval of each Programme and for maintaining a record of all formal decisions relating to Programme approval.</td>
<td></td>
</tr>
<tr>
<td>the quality and academic standards of the Programme(s). The Programme(s) will follow the University’s procedures as outlined in the University’s Quality Assurance Code of Practice.</td>
<td>the day-to-day management and delivery of the Programme(s) and for keeping them under continual review in accordance with the Partner’s own internal processes.</td>
</tr>
<tr>
<td>ensuring that appropriate procedures are in place for annual monitoring and periodic review; for scrutinising annual monitoring and periodic review reports; and for ensuring that action is taken in response to any issues of concern arising from such reports.</td>
<td>drafting annual monitoring reports and submitting them to the University in a timely fashion and participating in the processes of periodic review in line with University procedures, including the provision of key statistics.</td>
</tr>
<tr>
<td>considering and approving any subsequent changes to the Programme(s) and modules in line with University procedures before they are implemented, and for maintaining a record of all formal decisions relating to changes to the existing Programme(s).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Publicity and Marketing</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>assisting the Partner in the marketing of programmes through the supply of University publications and other generic material.</td>
<td>proactive marketing of the programme</td>
</tr>
<tr>
<td>giving approval to all publicity and promotional materials associated with the Programme(s) prior to publication in accordance with its relevant policies</td>
<td>obtaining, in advance of publication, approval by the University of all publicity and promotional material associated with the Programme(s) in a timely manner.</td>
</tr>
<tr>
<td></td>
<td>obtaining in advance, permission from the University for the use of University’s name and/or logo in any printed or electronic publicity and promotional material.</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Student Recruitment, Selection and Admission and Fees administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>agreeing intake targets with the Partner.</td>
</tr>
<tr>
<td>notifying the University annually of intake targets</td>
</tr>
<tr>
<td>obtaining prior agreement from the University regarding the entry criteria for a programme</td>
</tr>
<tr>
<td>providing support for recruitment to the programme(s)</td>
</tr>
<tr>
<td>making offers of places to students (The University Admissions Office)</td>
</tr>
<tr>
<td>providing support for ‘clearing’ activities</td>
</tr>
<tr>
<td>registering students</td>
</tr>
<tr>
<td>maintaining a database of registered students for awarding and related contact purposes</td>
</tr>
<tr>
<td>maintaining a database of registered students for awarding and related contact purposes</td>
</tr>
<tr>
<td>collecting all fees connected with the Programme(s) and for making returns to national and other agencies (e.g. HEFCW, HESA) as appropriate, unless alternative arrangements are specified in the Financial Memoranda.</td>
</tr>
<tr>
<td>ensuring where necessary, that students have up to date and appropriate DBS clearance.</td>
</tr>
</tbody>
</table>
**Information to Students**

<table>
<thead>
<tr>
<th>Issuing a list of essential contents for programme handbooks to the partner each year and for assuring itself that adequate information is provided at the outset for students</th>
<th>Issuing students with a Programme handbook which provides them with details of the Programme(s), including assessment requirements and information on their relationship to the Partner and their academic relationship to the University.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issuing Students with a Student Handbook</td>
<td>In addition, for forwarding a copy of each handbook at the beginning of each academic year.</td>
</tr>
</tbody>
</table>

**Assessment and Examination Arrangements**

<table>
<thead>
<tr>
<th>Providing stationery for examinations</th>
<th>Scheduling of examinations, provision and financing of rooming and invigilation, of approved dictionaries and equipment such as calculators and for giving adequate advance information to all students on the arrangements for examination.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approving and appointing the External Examiners/External Advisors and providing an induction into the role of External Examiner/Advisor</td>
<td>Making arrangements for local induction of External Examiners/Advisors.</td>
</tr>
<tr>
<td>In liaison with the Partner, make arrangements for Board of Examiners meetings</td>
<td></td>
</tr>
<tr>
<td>Setting the level of, and making remuneration to, the External Examiners/Advisors</td>
<td>Maintaining a full record of the programme of study undertaken by each of the candidates registered for the Award(s) and the retention of examination scripts and other assessed work contributing to the final Award, for a period of one year after completion of the programme or earlier withdrawal.</td>
</tr>
<tr>
<td>Producing credit transcripts, award certificates and for the maintenance of an archive of students’ results</td>
<td></td>
</tr>
<tr>
<td>Ensuring the timely organisation and financing of award ceremonies for each Programme</td>
<td>Ensuring the timely organisation and financing of award ceremonies for each Programme.</td>
</tr>
<tr>
<td>Keeping the Partner informed of changes to University Regulations, QAA Codes of Practice or other requirements relating to Assessment</td>
<td>Assessing students according to the approved and current programme specifications and regulations and the University’s QA Code of Practice, Assessment or other Regulations including those for continuous or supplementary assessment.</td>
</tr>
<tr>
<td>Assisting the Partner in offering suitable staff development activities that support effective assessment, rigorous marking and moderation processes and useful feedback to students</td>
<td>Providing timely and adequate feedback to students on assessed work indicating how improved performance can be achieved in future.</td>
</tr>
<tr>
<td>Assisting the Partner in the development of local strategies to raise the awareness of plagiarism and other forms of cheating, the detection of all assessment offences and in the operation of procedures and penalties prescribed under the University's QA Code of Practice.</td>
<td>Ensuring that all students are made aware early in their periods of study of how to avoid plagiarism and the penalties for this and for other forms of cheating; ensuring that all staff teaching on the Programme(s) are aware of the requirement for prompt reporting of all such alleged offences for further investigation.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Supporting students in successfully completing the Academic Integrity Test.</td>
<td></td>
</tr>
</tbody>
</table>

### Student Academic Complaints and Reviews (Appeals)

<table>
<thead>
<tr>
<th>Receiving and dealing with student complaints which have not been resolved informally by the Partner in the first instance. Formal complaints will be addressed by the University's prevailing procedures for complaints by students.</th>
<th>The initial attempt to resolve complaints by students or their representatives using the Partner’s standard procedures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receiving and dealing with requests for Academic Reviews (Appeals) in line with the University's current Regulations.</td>
<td>Informing students of their rights for Academic Review (Appeal).</td>
</tr>
<tr>
<td>Providing access to support from the Students Union in making a request for Academic Review.</td>
<td>Ensuring that the partners’ full HE student complaints policy is published to students within the programme handbook and that students are made aware of how partner policies feed into the University complaints procedure.</td>
</tr>
</tbody>
</table>

### Staffing, Recruitment and Development

<table>
<thead>
<tr>
<th>Approving staff who will teach on the Programme(s).</th>
<th>Staff selection and recruitment, for the prompt submission of staff approval forms to the University, also ensuring that proposals to change staff teaching on any particular Programme are notified in advance to the University.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approving the Programme Leader/Director of Studies as proposed by the Partner.</td>
<td>Nominating a Programme Leader/Director of Studies and/or Unit Convenor and for ensuring they are given sufficient time and resource to carry out his/her responsibilities, as described in University Ordinances.</td>
</tr>
<tr>
<td>Offering Partner members of the Programme team attendance at any of the University's central staff development activities.</td>
<td>Ensuring that appropriate partner staff attend appropriate meetings arranged by the University.</td>
</tr>
<tr>
<td>Nominating a Link Tutor to have oversight of each Programme. The Link Tutor will be a member of the relevant Staff/Student Liaison Panel (SSP).</td>
<td>Ensuring that appropriate action is taken to safeguard student experience during periods of industrial action, or long-term sickness, or other staffing issues.</td>
</tr>
<tr>
<td>The resolution of informal or formal complaints or grievances raised by Partner employees/staff.</td>
<td></td>
</tr>
</tbody>
</table>

37
**Learning Resources and Environment**

| Ensuring that an appropriate learning environment exists in regard to the range of teaching accommodation, library, computing and other specialist provision and as part of the review procedures, that the learning resources and facilities are maintained at an appropriate level. | Addressing any conditions/ recommendations specified or raised by the University relating to local physical resources associated with individual programme approvals and for ensuring that funding is made available to maintain and develop the physical resources necessary to support adequately, all approved programme(s). |

**Student Welfare and Academic Counselling**

| Enabling students to join the Students’ Union of the University, in order to benefit from its support and facilities | The academic progress and welfare of all students registered on the Programme(s), to include -  
- a) the provision of specific HE-level initial induction sessions;  
- b) remedial or developmental key / essential skills support as appropriate. |
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Providing a general induction into the University as way of introducing students to support available to them at the University.</td>
</tr>
<tr>
<td>Providing specialist welfare and individual learning support services, financial advice and careers information.</td>
</tr>
<tr>
<td>Ensuring that an appropriate policy is in place and is operated for the care of students under the age of 18 and for vulnerable adults.</td>
</tr>
<tr>
<td>Providing primary support for international students.</td>
</tr>
<tr>
<td>Equal Opportunities, Health and Safety and associated policies</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>ensuring that students and staff are issued with the University’s policies on Equal Opportunities, along with procedures to be followed in the event of any apparent breach.</td>
</tr>
<tr>
<td>ensuring that students and staff are issued with the College’s policies on Equal Opportunities, along with procedures to be followed in the event of any apparent breach</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Reviews and Professional Accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td>sharing in the preparation of periodic accreditation or reaccreditation documentation for professional bodies in liaison with the Partner</td>
</tr>
<tr>
<td>giving approval to full initial accreditation or reaccreditation documentation prepared for professional bodies in advance of their submission.</td>
</tr>
<tr>
<td>liaising closely with the Partner in reviewing external reports, action planning and monitoring of progress</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Protection and Freedom of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>ensuring compliance with Data Protection and Information Acts in respect of the personal data of students and staff and information relating to the Partner, held by the University.</td>
</tr>
<tr>
<td>ensuring that documents listed in the Partner’s Publication Scheme or proposed for release to outside enquirers, irrespective of redactions, under the provisions of the Freedom of Information Act and which form part of the working documentation of the University’s programme(s) are submitted to the University for approval before being released.</td>
</tr>
<tr>
<td><strong>The Student Voice</strong></td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>ensuring that feedback from students studying at the Partner is promoted, monitored and evaluated for action.</td>
</tr>
<tr>
<td>ensuring that all unit evaluations by students routinely occur for all programmes and the results are incorporated in the periodic reviews.</td>
</tr>
<tr>
<td>providing the University with all SSP minutes and annual reports associated with the programme(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Work-based Learning</strong></th>
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</thead>
<tbody>
<tr>
<td>monitoring the adequacy of arrangements and supervision of work-based learning that contribute credits to the Award.</td>
<td>approving appropriate work-based learning opportunities for students including the arrangements for supervision and assessment of students’ work resulting from this and supporting the student in line with University policy.</td>
</tr>
<tr>
<td>contributing to the learning process by ensuring the integration of theory and practice</td>
<td>supporting and promoting employer engagement with the programme(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Records Management</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>comply with the University’s Records Management policies (in regards to the retention of student work, student data etc.).</td>
<td></td>
</tr>
</tbody>
</table>