

**CARDIFF**  
UNIVERSITY

PRIFYSGOL  
**CAERDYDD**

# **COLLABORATIVE PROVISION POLICY**

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# Introduction

## Our Strategy: The Way Forward [2018-2023: Recast COVID-19](#).

Our vision is to be a world-leading, research-excellent, educationally outstanding university, driven by creativity and curiosity, which fulfils its social, cultural and economic obligations to Cardiff, Wales, the UK and the world. By fulfilling our vision, we expect to improve our standing as one of the top 100 universities in the world and the top 20 in the UK.

The Way Forward [2018-2023: Recast COVID-19](#) outlines the guiding principles for the way we put this vision into practice, and includes performance indicators that will help us gauge our progress. Our revised [Education and Students Sub-strategy](#) will re-prioritise activity to provide our students with the highest quality experience possible given the constraints of the Covid-19 crisis, whilst preserving our academic standards and integrity.

These include our commitment to:

- Learning environment
- Student experience
- Welsh-Language Strategy, Yr Alwad/Embrace It.
- Placement and Employability:
- Widening Participation
- Teaching excellence:
- Academic standards

## Institutional oversight

This Policy has been endorsed by the Academic Standards and Quality Committee (ASQC) in April 2018 (updated in August 2020)<sup>1</sup> and will be kept under regular review to ensure it continues both to support internal processes that function efficiently and effectively and to fully meet the expectations and practices set out in the revised UK the [revised UK Quality Code for Higher Education](#).

The principles have been mapped against the UK Quality Code expectations and core and common practices alongside the supporting advice and guidance on [Course Design and Development](#), [Partnerships](#), [Monitoring and Evaluation](#), [Assessment](#), [Enabling Student Achievement](#), [External Expertise](#), [Student Engagement](#) and [Work Based Learning](#) as appropriate.

Expectations for standards	Expectations for quality
The academic standards of courses meet the requirements of the relevant national qualifications framework'	Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.

<sup>1</sup> Amendments to this policy may be made by the Academic Standards and Quality Committee (ASQC). All amendments will be communicated to the College Pro Vice-Chancellors and Heads of Schools by the Pro Vice-Chancellor: Education and Students.

The value of qualifications awarded to students at the point of qualification and over time is in line with sector recognised standards'	From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.
<b>Core practices for standards</b>	<b>Core practices for quality</b>
The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.	The provider designs and/or delivers high-quality courses.
The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.	Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.
Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.	The provider supports all students to achieve successful academic and professional outcomes.
The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.	The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.
	The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.
	Where the provider offers research degrees, it delivers these in appropriate and supportive research environments.
	The provider actively engages students, individually and collectively, in the quality of their educational experience.
	The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.
<b>Common practices for standards</b>	<b>Common practices for quality</b>
The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement	The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.
	The provider's approach to managing quality takes account of external expertise.
	The provider engages students individually and collectively in the

	development, assurance and enhancement of the quality of their educational experience.
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## Scope of the policy

From 1 August 2017 (updated August 2020), this document provides a framework for programme approval including collaborative provision giving guidance for the development and management of new taught programmes and making changes to existing programmes.

The purpose of this Policy is to ensure that Cardiff University can discharge effectively its responsibilities for the academic standards of awards and the quality of learning opportunities provided for students, thereby ensuring that the programmes offered by the University are comparable to cognate provision offered elsewhere. In addition, the Policy reflects the University's responsibilities when making changes to existing provision under [consumer protection law](#).

The Policy builds on the processes and procedures outlined in the [Development 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. Specific supplementary policy and guidance has been published on the development of [Placement](#) and [Study Abroad](#) activities, which should be read in conjunction with this policy (see further section 5 of this policy).

The Policy provides an overview of the procedures, processes and requirements for the:

- i) design and approval of new programme(s) or activity including collaborative provision;
- ii) updating and revising existing programmes;
- iii) discontinuing programmes; and
- iv) the continuous quality management of programmes or activities involving collaborative provision.

It is expected that the development of all new programme proposals and changes to existing programmes should be developed with reference to other Cardiff University policies and codes of practice alongside any professional and statutory body requirements:

- [Academic Regulations](#);
- [Assessment principles and commitments](#) and associated [assessment and feedback](#) resources;
- Principles of Programme Structure, Design & Delivery (approved October 2019);
- [Digital Education Strategy and Digital Learning Framework](#)
- Welsh Language Strategy
- [Collaborative Provision Policy](#) (revised August 2020)
- [Study Abroad Policy](#) (revised August 2020), where appropriate
- [Placement Learning Policy](#) (Revised August 2020), where appropriate
- [Admissions Policies](#) (including terms and conditions of offer)

- [Tuition Fee Policy](#)
- Guidance relating to [Teaching and supporting students](#).

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

### **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 Development 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.

It is essential that Schools do not enter into any formal negotiations with partner organisations until Stage 1 Strategic Approval has been given by the Recruitment Admissions and Strategy Group.

### **Exclusions**

This Policy provides guidance for the development of new taught programmes and the management of changes to existing programmes. [The Academic Regulations for Research Degrees](#) sets out the University's requirements for the management of its research degree programmes. It describes the principles by which the University requires Schools to manage and support their research students, and sets out an institutional framework within which more detailed local arrangements can operate.

Advice and guidance on proposals for taught collaborative provision should be discussed with your College Quality Officer at [quality@cardiff.ac.uk](mailto:quality@cardiff.ac.uk). For collaborative research degrees please contact the PGR Quality and Operations Team at [PGR@Cardiff.ac.uk](mailto:PGR@Cardiff.ac.uk).

## SECTION 2: Key principles

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. It allows the University to effectively discharge its responsibilities under the [revised UK Quality Code for Higher Education](#) and under [consumer protection law](#).

For proposals including [collaborative provision](#), a key consideration when approving collaborative activity is whether collaboration with a partner poses a risk 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.

### Overarching principles

#### Stage 1

##### **Strategic Approval**

Strategic Approval is taken at University level and addresses the key question, '**In principle, do we want to do this, and does it align with institutional priorities outlined in [the Way Forward 2018-2023: Recast COVID-19](#)?**' Answering this question also involves consideration of the proposed partner Institution, market intelligence, business viability including costs and tuition fee income and risks (including reputational risks).

Colleges will only put forward key proposals to the Stage 1 University panel that meet the institutional priorities outlined in [the Way Forward 2018-2023: Recast COVID-19](#) highlighting how the proposal meets the criteria set out by the Recruitment and Admissions Strategy Group.

Each proposal will be considered at set meetings per year (normally quarterly), which will align with the timescales in Section 3. Each proposal will take into account institutional priorities, the resource needed from the School to commit to the development phase and the support required from CESI. Detailed timescales for development phase will need to be outlined by the School including the academic sponsor who will be responsible for ensuring timescales are met. All proposals will need to take into consideration the timescales identified in section 3 to maximise recruitment opportunities.

#### Stage 2

##### **Programme and Partnership Development phase**

There is an expectation that all proposals progressing from Stage 1 Strategic approval will engage with workshops offered through the CESI. Workshops will cover curriculum design and delivery, assessment and re-assessment opportunities, the student experience and learning resources.

There is an expectation that all programmes will incorporate the principles outlined in the [Welsh Language Strategy](#), [Digital Learning Framework](#) and the [assessment and feedback commitments](#). All proposals will be expected to include the [module threshold checklist](#) to



ensure a core level of consistency in students' educational experience in, when there will be a much greater emphasis on digital elements of their programme.

It is envisaged that more time invested during the programme development phase will increase high quality, innovative, programmes being put forward for academic approval to the Programme and Partner Standing Panel thus minimising conditions. During this phase detailed academic due diligence shall be conducted and partnership management plans shall be developed which outline the roles of each partner in the delivery of the programme.

### **Stage 3 Academic Approval**

This stage asks the question '**is this academically robust and does it fulfil the basic structure, curriculum and assessment principles expected for all Cardiff programmes?**'

All proposals put forward for consideration to the Programme and Partner Standing Panel must show how they have engaged with the workshops provided through the CESI including [the Digital Learning Framework](#) to ensure they meet the principles of programme structure, design and delivery.

The Panel will look to ensure that all new programmes:

- incorporate the principles outlined in the Digital Learning Framework including the [module threshold checklist](#).
- incorporate the principles outlined in the [assessment and feedback principles](#).
- ensure there is appropriate core/required curriculum to uphold the standards of each academic award.
- ensure that any Profession, Statutory and Regulatory Body requirements have been included.
- Have appropriate mechanisms and support structures in place to protect the student experience; and
- comply with external benchmarks and quality and standards frameworks.

Student Membership on the panel is critical to gaining insight into student views on the proposal and identifying if any additional modifications are needed.

It is anticipated that engagement with the support available through the programme development phase will minimise the need for additional conditions/recommendations to be made before recommending for formal **University approval** by ASQC.

Our obligations under Consumer Law prevent us from advertising any programme(s) until formal ASQC approval is granted to ensure the accuracy of information available to students and applicants.

**It is only after all stages have been completed that a formal agreement can be signed outlining the nature and extent of the collaboration.**

#### Level of change and academic sign off

It is anticipated that all Schools will initially review and discuss and identify changes to current collaborative provision through a range of processes e.g. module evaluation and outcomes via ARE and portfolio discussions with College representatives via Performance Review. These discussions will help identify the type of proposed change and the timescales for implementation. Where significant changes are required to collaborative programmes within a School, changes should be taken forward under the Collaborative Provision review process identified at section 8.

Where changes to individual programmes are identified, Schools should consult the table of changes identified in the Programme Development Policy which indicates the level of change and the locus of responsibility either at a Board of Studies/School Board or the Programme and Partner Standing Panel. Any changes should be discussed with the partner prior to approval.

It is acknowledged that as the size and decision-making structures within each School will differ, Schools may wish to create an additional 'School oversight' mechanism in larger Schools where there are multiple Boards of Studies. This will ensure that there is a coherent approach to discussions around change at programme level taking into consideration any effect on shared modules within and outside of the School.

In all cases, an accurate record of all changes will be required through the use of [Variation template for Board of Studies](#) in addition to the [Programme Learning Outcomes mapping template](#). Detailed minutes of all changes will be required on the purpose of the change, the immediate impact of the change (including any Joint Honours provision) and what student consultation has taken place (see section six).

It is not possible to list all permutations of University level changes in this policy therefore you are advised to contact the Quality and Standards Team when you are unsure on the type of change proposed and the most appropriate approval route for the level of change particularly in the case of cumulative change

## SECTION 3: 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 Development Policy](#) which should be read in conjunction with this policy.

Proposals for developing new programmes and partnerships are linked to the discussions about portfolio development within each College. Schools will be provided with market intelligence from each College that will support these discussions highlighting potential gaps in the market for the development of new programmes in addition to recommendations for programme review or discontinuation. In addition, the Recruitment and Admissions Strategy Group may recommend areas for development where it aligns directly to institutional priorities.

To ensure that there is successful recruitment to all new programme proposals, clear timescales for final approval by ASQC have been established and these will be agreed at the end of the Stage 1 Strategic Approval process by RASG.

Where programmes are not ready by the deadlines outlined below, that recruitment and marketing activities will be paused for the programme until the next cycle.

**PGT** - programmes should be ready to market **a minimum of twelve months** before the start of the programme (e.g. September 2021 for a September 2022 start;

**UG** - programmes should be ready to market **a minimum of eighteen months\*** before the start of the programme (e.g. December 2021 for a September 2023 programme.

The schedule of Recruitment and Admissions Strategy Group meetings will be published at the start of the academic year to each College. This will structure each College timeline for receiving School submissions for new programmes before reviewing and recommending to the Stage 1 Strategic Approval panel for consideration.

Proposals for new programmes and partnerships can be considered by the Programme and Partner Standing Panel on a regular basis however they will only be submitted for consideration to the Panel with confirmation that there has been engagement with the core workshops provided through the CESI and the proposal meets the principles of programme structure, design and delivery, the Digital Education Strategy and assessment and feedback principles

Introducing new programmes late in the recruitment cycle will not be supported through the Stage 1 Strategic Approval process as it will impact on the School's

ability to maximise recruitment and marketing activities and recruit to the predicted numbers stated as part of their business plan.

## SECTION 4: Developing programmes with collaborative provision

The process for the approval of collaborative provision builds on the processes and procedures outlined in the [Programme Development 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.

There is one straightforward guiding principle:

‘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’.

Consideration will be given to a wide range of circumstances that include sector comparison, survey data, external funding and Welsh/UK strategic developments. The analysis will encourage Schools to consider:

- Development of programmes in line with the Digital Education Strategy;
- Recommendations on portfolio gaps in the sector;
- An assessment of current recruitment patterns outlining where market demand is diminishing for some programmes;
- Recommendations for a holistic review of programmes through revalidation to allow for significant strategic change or realignment;
- Recommendations on programmes from which Cardiff should divest based on the outcomes of the discussions on programme performance review.

### New programmes involving Collaborative Provision

After detailed consideration/consultation with the relevant College and University recruitment teams, Schools will be encouraged to begin preparing proposals for new programmes to the College for consideration and onward travel to RASG for the Stage 1 Strategic Approval panel, where appropriate.

On submission to RASG, all proposals will need to show how they meet set University based criteria. This will allow the College to consider all proposals based on College and University strategic priorities and decide which programmes will be selected to go forward for formal University Stage 1 Strategic Approval.

Where proposals identify areas of uniqueness or significant external funding opportunities, careful consideration can be given if there is an absence of obvious or significant market demand however this will only be considered on an exceptional basis where there is evidence of external commitment to the proposal.

***Submission to the College does not guarantee proposals will be progressed for further development.***

### Changes to existing programmes involving Collaborative Provision

It is anticipated that the portfolio development discussions within the College will focus on the principles identified above particularly when considering student recruitment and programme viability. As identified in section 3, where Schools highlight the need for University level changes to individual or a series of programmes within the portfolio, careful consideration will be needed to ascertain both the timing and the resource needed to undertake the change and if the effort expended is proportionate to the anticipated gains.

Where significant changes are required to a range of programmes within a School, the decision may be taken to undertake this task holistically through the revalidation process rather than through a series of independent changes to allow for significant strategic change or realignment.

## **Stage 1: University strategic approval for programmes involving Collaborative Provision**

### Developing new programmes with collaborative provision

Each College will present its shortlisted proposals to the University Stage 1 Strategic Approval Panel (the Recruitment and Admissions Strategy Group) outlining how each proposal fits with the School, College and University strategic priorities. As each proposal will need significant investment of time and resource, the Panel will make decisions based on the following criteria:

- the strategic and academic justification for developing the programme in line with current institutional priorities;
- How the proposal meets the priorities identified in the Welsh Language Strategy
- evidence of demand and proposed marketing strategy (UK and/or overseas);
- a detailed outline of academic and other resources needed (with input from College Finance, Library, IT and other professional services);
- the projected student numbers over a five-year period;
- financial analysis (including fee income and success criteria);
- identification of an academic and professional service lead from the School who will be directly responsible for the proposal and the proposed timescales for development;
- production of a risk register identifying any School, College or University risks associated with the proposal including failure to get approval within the stated timescales.

### Specific collaborative provision considerations:

- details of the proposed partner and associated [risk assessment](#);
- a detailed financial plan with the proposed partner (including all staff costs).

### Making changes to existing programmes involving collaborative provision

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 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.

#### Specific collaborative provision considerations:

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

#### Approval

The University Stage 1 Strategic Approval Panel (in consultation with other academic and professional service staff from the University), will consider the merits of the proposal and will decide if the proposal can move forward to Stage 2.

Once strategic approval has been granted, Schools will be required to undertake a commitment to the following:

- Clear timescales for completion and submission to the Programme and Partner Standing Panel including touch points with your College Quality Officer at regular interval to evaluate progress;
- The academic sponsor (and additional development team members where appropriate) to engage with compulsory workshops supported by CESI on the development of digital education, curriculum, assessment and structure of programme;
- The academic sponsor (and additional development team members where appropriate) to utilise the workshops to share ideas through communities of practice;
- The academic sponsor to attend Programme and Partner Standing Panel as an observer to gain an understanding of the requirements and further their professional development in this area.

***It should be noted that the Stage 1 Strategic Approval Panel may request further information or decide that the proposal should not be taken forward to Stage 2.***

Full details of all the required documentation for Stage 1 strategic approval for developing programmes with collaborative provision are available on the [intranet](#) with support and guidance available from your from your College Communication and Recruitment team on assessing the market viability of your proposed programme developments and your College Quality Officer.

Additional advice and guidance for developing new research degree programmes is available from the PGR Quality and Operations Team at [PGR@Cardiff.ac.uk](mailto:PGR@Cardiff.ac.uk).

## **Stage 2: Programme and Partnership development phase**

Once strategic approval has been granted, Schools can start developing the full programme information in preparation for presentation to the Programme and Partner Standing Panel.

### Developing the proposal

There is an expectation that each academic sponsor will engage with the core workshops offered through the CESI in addition to the principles outlined in the Digital Education Strategy before submission to the Programme and Partner Standing Panel.

It is envisaged that more time invested during the programme development phase will increase high quality, innovative, programmes being put forward for academic approval thus minimising high numbers of conditions. It is therefore very important that a team approach is taken to development to ensure that workload is manageable, and a full range of advice and expertise can be gained.

All proposals will have clear timescales (and scheduled touch points) for development therefore academic sponsors must take this into consideration when scheduling participation at each CESI workshop (evidence will be required of involvement/attendance at workshops).

Where proposals are not making sufficient process to meet the deadlines outlined in section 3, the University Stage 1 Strategic Approval Panel may decide to impose a later start date for the programme and pause subsequent recruitment and marketing activities until the next recruitment cycle.

### Risk Assessment

As part of stage 2, a [full partner risk assessment](#) will need to be completed. This will build upon the initial proposal risk assessment made as part of stage 1. 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.

Where making changes to Collaborative arrangements, it is expected that any risk assessment conducted at approval is reviewed and updated to reflect the changes. Where however 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.

### 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 Partnership 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;
- Revalidation 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.

### Preparing for the Programme and Partner Standing Panel Meeting

In addition to the core workshops facilitated by the CESI, the academic sponsor is expected to promote a collaborative approach to developing the proposal allowing for a shared responsibility in the development of all programme information. The involvement of key academic and professional service expertise within the School will differ depending on the nature of the proposal however as a minimum it should include:

- A student from within the proposing School;
- A critical friend with expertise in the subject area who can provide advice and support to the development team, and will provide a formal report on their engagement to the Programme and Partner Standing Panel (for changes to an existing programme, and it is recommended the current external examiner is used);
- Key academic teaching staff within the School (and outside if it is a joint proposal) to advise on content, assessment and delivery;
- Key administrative staff within the School to advise on implementation timescales and school processes;
- Any requirements for Professional, Statutory and Regulatory Bodies;
- Key staff within Registry to ensure any regulatory requirements are confirmed beforehand e.g. progression and award rules.
- Representatives from the partner institution

### Programme Information sign off

The Academic Sponsor is responsible for ensuring all documentation required for [developing new programmes](#) is completed within the timescales identified in section 3 and checked and signed off by the College Communications Team before submission to the Programme and Partner Standing Panel.

In addition, each academic sponsor will be expected to confirm that they have engaged with the CESI workshops and considered the associated policies and

guidance highlighting where the information can be found in the main proposal documentation. Schools will be required to confirm the following:

- Each Academic Sponsor has engaged with the core workshops available through CESI including dates of attendance/engagement.
- The proposed programme information meets the learning outcomes specified in each of the core workshops;
- The programme information has been seen and developed by the appropriate Board of Studies/School Board before submission to the Standing Panel.
- The proposal meets the requirements of the principles of programme structure, design and delivery and the assessment and feedback principles
- The proposal has considered and implemented, where practicable, the principles outlined in the Digital Education Strategy and included [the module threshold checklist](#).
- Where a proposal concerns changes to existing programmes, that appropriate teach out/transition plans have been developed if required.

Schools will also be asked to nominate an external academic with subject expertise who can serve as an external advisor to the Standing panel. This should not be a current, or recent external examiner, and cannot be the same as person engaged as the critical friend or have a relationship with the partner institution.

Once, completed, the Quality and Standards Team will arrange for the full programme information to be submitted to the Standing Panel.

### **Stage 3: Academic and ASQC approval**

#### The Standing Panel Meeting

The Programme and Partner Standing Panel will meet regularly to consider new programmes and changes to existing programmes including those with collaborative provision. Whilst each level of development or change will consider a diverse range of issues, members of the Standing Panel will scrutinise all programme related information including 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. The panel will assess whether programmes meet the University thresholds and External benchmarks and quality and standards frameworks for approval.

It is important that Schools understand that they will be required to submit their finalised documentation to the Standing Panel within the timescales outlined in section 3.

After the proposal has been considered the Standing Panel will recommend one of the following outcomes in writing to the School and the Academic Standards and Quality Committee:

- the proposal should be approved unconditionally with or without recommendations;
- the proposal should be approved subject to the satisfaction of certain conditions within a specified period of time, with or without additional recommendations;
- the proposal should be referred back to the School for detailed further consideration prior to its representation to a later meeting of the Standing Panel;
- the proposal should be rejected.

If conditions have been set, the School will need to clearly identify when they propose to re-submit the documentation to the Programme and Partner Standing Panel. Once the Chair of the Programme and Partner Standing Panel has confirmed that all conditions have been met, a recommendation can be made to the Pro Vice-Chancellor, Student Experience and Academic Standards for approval on behalf of ASQC.

Our obligations under Consumer Law prevent us from advertising any programme(s) until formal approval is granted to ensure the accuracy of information available to students and applicants.

If changes to existing programmes have been made, Schools need to implement the communication plan 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](#).

## SECTION 5: Collaborative research degree programmes

This section sets out the approval process for developing new research degree programmes with collaborative provision, including proposals that are with University-recognised strategic partners.

The process for the approval of research degrees with collaborative provision builds on the processes and procedures outlined in the Programme Approval Policy for taught programmes, with an additional layer of scrutiny and review built in to take account of the increased risk associated with activity which is taking place away from the institution. Through the approval process, the University will seek to establish confidence in the arrangements for managing the student experience, and in the research environments in which they will be embedded.

Most collaborative research degrees are PhDs, and, for ease of use, 'PhD' is used in this document. The University will also consider proposals for other research degree programmes (such as MD, professional doctorates).

### **Collaborative partners**

It is understood that both the quality of research degree projects and the experience of research students can be enhanced by effective collaboration with external partners. The nature of the collaborative partnership can range from the joint design and delivery of a programme intended for multiple students that is managed under a Memorandum of Agreement between institutions, and which results in either a PhD awarded jointly by the partners or two PhDs awarded separately, through to individual arrangements for the appointment of a supervisor from an external organisation.

The approach that is taken to approval is proportionate to the nature of the collaborative partnership.

### **Collaborative PhD Programmes leading to Joint or Double degrees**

The University will agree to deliver joint or double PhD awards only where there is a clear strategic rationale to do so, and there will be a long-term, enduring partnership within which the provision will be based.

All proposals must complete all stages of the Approval Process outlined in this section and it is advisable that the PGR Quality and Operations Team at [pgr@cardiff.ac.uk](mailto:pgr@cardiff.ac.uk) 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.

## **Definition, structure and supervision arrangements of collaborative research degree programmes that lead to joint or double PhD awards**

The following sections describe the basic principles of collaborative research degree programmes that lead to joint or double PhD awards.

It is advisable to get advice and guidance from the PGR Quality and Operations team at the early stages of development to discuss the type of collaborative research degree programme and the appropriate approval route.

### **Joint degrees: definition**

Upon successful completion of the PhD programme, a student is awarded a PhD jointly by both institutions; a single degree certificate is issued that bears the formal authorisation of both institutions.

### **Structure and duration of Joint PhDs**

A collaborative research degree programme that leads to a Joint PhD will adopt a **'lead partner and host partner'** model. The lead partner will usually be where the student commences their study and spends the majority of their time. The lead partner will also provide the student's primary supervisor.

The PhD programme will be designed, supervised, and monitored by academic staff from both institutions, and the student will study at both Cardiff University and the partner institution.

The duration of a collaborative programme leading to a joint PhD will normally be the same as a standard Cardiff full-time PhD (between 3 and 4 years). Each student must spend a minimum period of time at Cardiff: this will be equivalent to at least one-half of the registered period of the programme where Cardiff is the lead partner, and at least one-third of the registered period where Cardiff is the host partner. The time spent at Cardiff may be in one or multiple blocks: these must be specified ahead of accepting a student on to the programme, and will be included in the individual research student agreement.

A proposal for a part-time collaborative programme leading to a joint PhD award may be considered in exceptional circumstances, where strong justification and assurances are provided.

### **Supervision of joint PhDs**

Each student will be under the joint supervision of (at least one) supervisor from each institution. The appointment of the supervisory team will be in accordance with Cardiff University's policy for supervision.<sup>2</sup> This policy includes the consideration that is given to supervisory teams should a supervisor be unable to continue supervising.

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<sup>2</sup> [http://www.cardiff.ac.uk/\\_\\_data/assets/pdf\\_file/0007/366037/PGR-Code-of-Practice\\_2018.pdf](http://www.cardiff.ac.uk/__data/assets/pdf_file/0007/366037/PGR-Code-of-Practice_2018.pdf)

## **Double degrees: definition**

Upon successful completion of the PhD programme, a student is awarded two separate PhDs, one from each institution, for one piece of work. The separate degree certificates or supporting documentation from each institution will indicate that the degree was awarded within a double degree agreement.

Strategic partners based in some territories (e.g. China) will only recognise double degrees.

## **Structure and duration of Double PhDs**

A collaborative research degree programme that leads to a double PhD will adopt a **'lead partner and host partner'** model. The lead partner will usually be where the student commences their study and spends the majority of their time. The lead partner will also provide the student's primary supervisor.

The PhD programme will be designed, supervised, and monitored by academic staff from both institutions, and the student will study at both Cardiff University and the partner institution.

The duration of a collaborative programme leading to a double PhD will normally be the same as a standard Cardiff full-time PhD (between 3 and 4 years). Each student must spend a minimum period of time at Cardiff: this will be equivalent to at least one-half of the registered period of the programme where Cardiff is the lead partner, and at least one-third of the registered period where Cardiff is the host. The time spent at Cardiff may be in one or multiple blocks: these must be specified ahead of accepting a student on to the programme, and will be included in the individual research student agreement.

A proposal for a part-time collaborative programme leading to a double PhD award may be considered in exceptional circumstances, where strong justification and assurances are provided.

## **Supervision of double PhDs**

Each student will be under the joint supervision of (at least one) supervisor from each institution. The appointment of the supervisory team will be in accordance with Cardiff University's policy for supervision.<sup>3</sup> This policy includes the consideration that is given to supervisory teams should a supervisor be unable to continue supervising.

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<sup>3</sup> [http://www.cardiff.ac.uk/\\_\\_data/assets/pdf\\_file/0007/366037/PGR-Code-of-Practice\\_2018.pdf](http://www.cardiff.ac.uk/__data/assets/pdf_file/0007/366037/PGR-Code-of-Practice_2018.pdf)

## **Individual Research Student Agreements**

An Individual Research Student Agreement (IRSA) will be required for each individual student studying within the framework of a collaborative programme that leads to either a joint or double PhD.

The IRSA will include brief details of the following

- the research project
- the supervisors
- the pattern of attendance at each institution
- how the student will be supervised and monitored
- the training and other requirements that the student must meet
- the final assessment arrangements (including the format of the thesis)
- the composition of the examining board and its location.

The IRSA must be signed by the student, his/her supervisors, and senior representatives of both institutions (including the Head of School and the Vice-Chancellor or their nominee), and should be in place before the student starts his/her PhD programme.

Standard agreement templates are available at [*link to be inserted*].

Advice and guidance may be sought from PGR Quality and Operations, Registry ([pgr@cardiff.ac.uk](mailto:pgr@cardiff.ac.uk)).

## **Other forms of collaborative research degree programme**

Where there is no strategic partnership agreement, or the formality of a joint or double certification is not required, or a proposal for a joint or double PhD is not approved by the University, alternative forms of collaboration can provide research students with the experience of studying at another academic or research organisation, such as 'split-site' and collaborative supervision arrangements (in addition to placement/internship opportunities).

### **Split-site PhDs: definition**

Upon successful completion of a split-site PhD programme, a student is awarded a PhD by Cardiff University only. Supplementary certification formally recognise that specified period(s) of study have been undertaken at a partner university or organisation (the host organisation). A split-site PhD programme will be delivered for a cohort of studentship under a Memorandum of Agreement. Where there is an agreement for an individual student to spend period(s) of time at another organisation, this is usually managed under collaborative supervision arrangements.



## **Structure and duration of Split-site PhDs**

The duration of a split-site PhD will normally be the same as a standard Cardiff full-time PhD (between 3 and 4 years). The period of time spent away from Cardiff, at the host organisation, will normally be no more than 12 months in total, and in no case will it exceed one-half of the registered (fee-paying) period of the programme; it may be in one or multiple blocks. The period(s) of time to be spent away from Cardiff should be agreed ahead of accepting a student on to the programme: it will be outlined in the Memorandum of Agreement and will be specified in an individual research student agreement.

Since a Split-site PhD is an award solely of Cardiff University, Cardiff's academic regulations, policies and procedures will apply fully.

A proposal for a part-time split-site PhD award may be considered in exceptional circumstances, where strong justification and assurances are provided.

## **Supervision of split-site PhDs**

Each student's lead supervisor will be a member of Cardiff University's academic staff. At least one member of staff from the host organisation will be included in the supervisory team. The appointment of the supervisory team will be in accordance with Cardiff University's policy for supervision.<sup>4</sup> This policy includes the consideration that is given to supervisory teams should a supervisor be unable to continue supervising.

## **Collaborative supervision: definition**

Collaborative supervision is defined as an arrangement for an individual student who is registered for a Cardiff University award, where the input of a supervisor or advisor from outside the University is necessary or important for the ongoing viability of the agreed research degree project. In most cases a collaborative supervision arrangement will be agreed before commencement of study, but may be introduced at a later stage being responsive to a change to the project or to the supervisory team.

The appointment of the supervisory team will be in accordance with Cardiff University's policy for supervision.<sup>5</sup> This policy includes the consideration that is given to supervisory teams should a supervisor be unable to continue supervising.

## **Example collaborative supervision arrangements**

A student will be supported under a collaborative supervision arrangement where:

- The student spends the full duration of their time at Cardiff but has a co-supervisor located at another university or organisation, who contributes to

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<sup>4</sup> [http://www.cardiff.ac.uk/\\_\\_data/assets/pdf\\_file/0007/366037/PGR-Code-of-Practice\\_2018.pdf](http://www.cardiff.ac.uk/__data/assets/pdf_file/0007/366037/PGR-Code-of-Practice_2018.pdf)

<sup>5</sup> [http://www.cardiff.ac.uk/\\_\\_data/assets/pdf\\_file/0007/366037/PGR-Code-of-Practice\\_2018.pdf](http://www.cardiff.ac.uk/__data/assets/pdf_file/0007/366037/PGR-Code-of-Practice_2018.pdf)

the project largely remotely. This model of supervision may be arranged as part of a consortium-based doctoral training partnership or it may be an individual arrangement. In some cases it may be a response to unexpected changes to the supervision team, and so allows for the new appointment of an external supervisor or the retention of a supervisor who has moved from Cardiff to a different university or organisation.

- The student has a co-supervisor at another university or organisation and spends period(s) of time at that other university or organisation as a necessary part of their programme: e.g. to use specialist equipment or resources, or to gain experience in the relevant environment, including (but not limited to) CASE, industrial-CASE or KTP projects.
- The student spends the majority or all of their time at a partner organisation, and is jointly supervised by a Cardiff supervisor and a supervisor from the partner organisation. This is usually because the partner organisation provides the primary research environment in which the project is undertaken, but does not have degree-awarding powers. Specific examples are: projects that are sponsored through research organisations (such as Rothamsted, British Antarctic Survey, Centre for Ecology and Hydrology); and 'full-time in place of employment' mode of study.
- The student is jointly supervised with another organisation with which the University has a close professional relationship, such as NHS trusts and theological colleges; the external supervisors are typically holders of honorary titles. The amount of time that the student will spend away from Cardiff University will vary according to individual circumstances.

# The approval process for research degrees

## Research degree programmes that lead to joint or double PhD awards

The approval process for research degrees follows the same 3 stage process outlined for taught degree programmes. Appropriate modifications have been made to each stage to ensure they are research degree specific.

### Stage 1: University strategic approval for new programmes

The purpose of the strategic approval stage is to provide the University with assurances regarding the proposed academic partner that the collaborative PhD programme leading to a joint or double award is feasible, sustainable and of strategic value, and that it justifies the time and resource required for each subsequent stage. Each College will present its shortlisted proposals to the University Stage 1 Strategic Approval Panel (the Recruitment and Admissions Strategy Group) outlining how each proposal fits with the School, College and University strategic priorities.

#### General principles

The general principles underpinning strategic approval of collaborative research degree programmes that lead to a joint or double PhD award are as follows:

- the proposed partner should be an institution with which the University already has an institutional agreement, or one with which there is a clear strategic rationale for developing closer links
- the proposed programme should be one which will be enhanced by the collaboration of two high-quality research environments, and have clear benefits to the University, taking into account economic and resource considerations
- any financial detriment will be clearly outweighed by non-financial benefits.

#### Developing the Stage 1 strategic proposal

When considering whether to enter into an agreement with another academic institution to deliver a collaborative PhD programme leading to a joint or double PhD, the strategic approval meeting will evaluate the following:

- the strategic benefits of the collaborative programme in raising Cardiff's international profile and reputation
- the strength of existing links between the relevant research groups or scholars, or evidence of real potential in a nascent collaboration
- the potential to develop and/or strengthen research collaborations that will result in additional research activity
- the likelihood of recruiting a reasonable number of students (at least three per year) to the collaborative PhD programme

- an indicative outline of how admission, supervision, monitoring and training will be managed, and the nature of the final examination
- the degree of variance from Cardiff University's regulatory requirements;
- the **business case** for the proposed programme
- details of the proposed partner and an associated **risk assessment**.

The business case will include:

- estimated student numbers
- financial implications (including fee level)
- the administrative effort required to set up the collaborative PhD programme
- the administrative burden and costs (particularly travel) associated with operating the programme.

The risk assessment of the partner will explore:

- the legal status of the prospective partner
- 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.

The International Office (Partnerships) will provide advice and guidance on the risk assessment information needed in for international partnerships. In some cases external services may need to be commissioned as legal advice may be needed.

### Funding and fees

There will need to be agreement between the University and the partner institution regarding the funding of the programme. This includes the approach to fees (the level of fee and its distribution), how studentships will be provided and additional funding for student and staff mobility.

Example models of fee payment include:

- students pay fees to their designated lead institution, and the host partner agrees to waive its fees, there being an expectation of reciprocity in terms of lead/host student numbers;
- students pay fees to the institution for the period(s) they are in residence.

### Proceeding from Stage 1

The University Stage 1 Strategic Approval Panel (in consultation with 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. A recommendation to proceed

will include an assessment of the degree of variance from Cardiff University's standard PhD requirements.

Where strategic approval has been granted, the proposers will be contacted by the PGR Quality Team 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 University Stage 1 Strategic Approval Panel may request further information or decide that the proposal should not be taken forward to Stage 2.***

Where permission to proceed is not granted, proposers are encouraged to consider alternative means of collaborating with other institutions at doctoral level, including split-site arrangements and co-supervision.

Details of all the required documentation for Stage 1 strategic approval for developing new collaborative research degree programmes are available from the PGR Quality and Operations Team at [PGR@Cardiff.ac.uk](mailto:PGR@Cardiff.ac.uk).

## **Stage 2: Programme and Partnership development phase**

Once strategic approval has been granted, Schools can start developing the full programme information in preparation for presentation to the Programme and Partner Standing Panel.

### Developing the proposal

There is an expectation that each academic sponsor will engage with any development workshops offered through by the University and liaise with the PGR Quality team on the development of the programme before submission to the Programme and Partner Standing Panel.

It is envisaged that more time invested during the programme development phase will increase high quality, innovative, programmes being put forward for academic approval thus minimising high numbers of conditions. It is therefore very important that a team approach is taken to development to ensure that workload is manageable, and a full range of advice and expertise can be gained. All proposals will have clear timescales (and scheduled touch points) for development.

Where proposals are not making sufficient process to meet the deadlines outlined in section 3, the University Stage 1 Strategic Approval Panel may decide to impose a later start date for the programme and pause subsequent recruitment and marketing activities until the next recruitment cycle.

### Risk Assessment

As part of stage 2, a [full partner risk assessment](#) will need to be completed. This will build upon the initial proposal risk assessment made as part of stage 1. In practice, the nature and extent of the risk assessment undertaken will vary according to the

complexity of the proposal. The PGR Quality team 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.

Where making changes to Collaborative arrangements, it is expected that any risk assessment conducted at approval is reviewed and updated to reflect the changes. Where however 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. The PGR Quality team and the International Office will advise on this process.

### 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 Partnership 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;
- Revalidation 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.

## Preparing for the Programme and Partner Standing Panel Meeting

The academic sponsor is expected to promote a collaborative approach to developing the proposal allowing for a shared responsibility in the development of all programme information. The involvement of key academic and professional service expertise within the School will differ depending on the nature of the proposal however as a minimum it should include:

- A student from within the proposing School;
- A critical friend with expertise in the subject area who can provide advice and support to the development team, and will provide a formal report on their engagement to the Programme and Partner Standing Panel (for changes to an existing programme, and it is recommended the current external examiner is used);
- Key academic teaching staff within the School (and outside if it is a joint proposal) to advise on content, assessment and delivery;
- Key administrative staff within the School to advise on implementation timescales and school processes;
- Any requirements for Professional, Statutory and Regulatory Bodies;
- Key staff within Registry to ensure any regulatory requirements are confirmed beforehand.
- Representatives from the partner institution

## Programme Information sign off

The Academic Sponsor is responsible for ensuring all documentation required for developing new programmes is completed within the timescales identified in section 3

and checked and signed off by the College Communications Team before submission to the Programme and Partner Standing Panel.

Details of all the required documentation for approval for developing new collaborative research degree programmes are available from the PGR Quality and Operations Team at [pgr@cardiff.ac.uk](mailto:pgr@cardiff.ac.uk).

In addition, each academic sponsor will be expected to confirm that they have engaged with any workshops and considered the associated policies and guidance.

School's will also be asked to nominate an external academic with subject expertise who can serve as an external advisor to the Standing panel. This should not be a current, or recent external examiner, and cannot be the same as person engaged as the critical friend or have a relationship with the partner institution.

Once, completed, the PGR Quality Team will arrange for the full programme information to be submitted to the Standing Panel.

### **Stage 3: Academic and ASQC approval**

The programme must meet UK national expectations for standards and quality and any national expectations by which the partner institution is bound. As far as possible, the programme should also comply with Cardiff University's own regulatory requirements, but with the recognition that exceptions to those requirements (including in the area of assessment) may need to be approved.

Depending on the collaborative model that has been agreed at the strategic approval Stage, the Programme and Partner Standing Panel will explore in detail how the programme will be delivered (by Cardiff and partner organisation staff) to ensure that academic standards are maintained and the student experience is not compromised.

As part of the approval process, the proposers must outline how ongoing quality assurance and enhancement arrangements for the collaborative programme will be managed, paying particular attention to the monitoring of any quality management functions which have been delegated to the partner institution.

This can include:

- 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 through Annual Review and Enhancement;
- formal review of the arrangement at the end of the specified time-frame at least 18 months before renewal date.

The Programme and Partner Standing Panel will:



- consider a draft Memorandum of Agreement and draft Individual Research Studentship Agreement, that together cover all aspects of the programme including fees, periods of residence, admission, induction, supervision, training and development, monitoring, progression, assessment and examination arrangements, student feedback and representation, student support, complaints and appeals, research integrity and governance, and research ownership;
- recommend to ASQC any exceptions to the University's regulatory requirements, where there is good reason to do so and where the University can be assured that the standard of the PhD and the quality of the student experience will not be compromised.

After the proposal has been considered the Standing Panel will recommend one of the following outcomes in writing to the School and the Academic Standards and Quality Committee:

- the proposal should be approved unconditionally with or without recommendations;
- the proposal should be approved subject to the satisfaction of certain conditions within a specified period of time, with or without additional recommendations;
- the proposal should be referred back to the School for detailed further consideration prior to its representation to a later meeting of the Standing Panel;
- the proposal should be rejected.

If conditions have been set, the School will need to clearly identify when they propose to re-submit the documentation to the Programme and Partner Standing Panel. Once the Chair of the Programme and Partner Standing Panel has confirmed that all conditions have been met, a recommendation can be made to the Pro Vice-Chancellor, Student Experience and Academic Standards for approval on behalf of ASQC.

Our obligations under Consumer Law prevent us from advertising any programme(s) until formal approval is granted to ensure the accuracy of information available to students and applicants.

### **Split-site PhD awards**

When considering whether to enter into an agreement with another academic institution to deliver split-site PhD programme, the strategic approval meeting will evaluate the following:

- the potential to develop and/or strengthen research or professional collaborations that will be of benefit to the School(s)/College(s)
- the likelihood of recruiting a reasonable number of students (at least three per year) to the split-site PhD programme
- the **business case** for the proposed programme
- details of the proposed partner and a proportionate **risk assessment**.

The business case will include:

- estimated student numbers
- financial implications (including fee level)
- the administrative effort required to set up the collaborative PhD programme
- the administrative burden and costs (particularly travel) associated with operating the programme.

The risk assessment of the partner will explore:

- the academic standing and ethos of the prospective partner
- its quality and standards system
- its experience in the discipline area or activity concerned.

The International Office (Partnerships) will provide advice and guidance on the risk assessment information needed for international partnerships.

### **Post-approval: joint, double and split-site PhDs**

Once a proposal for collaborative provision has been approved, the final version of the Memorandum of Agreement must be completed, in accordance with the requirements for collaborative taught 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.

### **Individual co-supervision arrangements**

Approval of individual co-supervision arrangements may be given by the relevant Head of School. A Collaborative Supervision Agreement between the School, the partner organisation and the student will confirm the responsibilities of the partners in relation to supervision, progress monitoring and training. Where the arrangement involves periods(s) of time based at a partner organisation, the agreement will also include an assessment of risk in accordance with the University's Placement Learning Policy.

Details of all the required documentation for approval of individual co-supervision arrangements are available from the PGR Quality and Operations Team at [pgr@cardiff.ac.uk](mailto:pgr@cardiff.ac.uk).

## SECTION 6: Placements and study abroad

### Developing programmes with 120 credits of professional placement.

The [Placement Learning](#) and [Study Abroad Policy](#) provides guidance for the development and management of placement and study abroad 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
4. Management and monitoring of placements.

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.

### Effective 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.

### **Developing programmes with 60/120 credits of study abroad activity.**

The [Study Abroad Policy](#) identifies a broad range of activities that come under the broad umbrella term of 'study abroad'; however, for the purposes of this Policy, the University defines 'study abroad as:

'periods of study at other higher education institutions outside the UK where these form part of Cardiff University programmes. This activity refers to 'replacement' credit (whereby part of a Cardiff University programme is replaced with study at an overseas institution) e.g. a semester of study abroad worth 60 credits; or

'additional' credit (lengthening the normal period of study for that programme and leading to a specific award recognising the time spent on study abroad) e.g. 120 credits

### Effective programme design

The Programme and Partner Standing Panel will focus on how the study abroad proposal meets the minimum standards set out in this Policy, paying particular attention to the issues of student support both from the University and the partner organisation and the impact on the overall student experience. Consideration will be given to:

- Confirmation that the formal study abroad agreement exists (provided by the Global Opportunities team);
- Length of programme at host institution and how this maps to Cardiff structure;
- The FHEQ level and value of the modules studied at host institution through the Study Abroad Programme Risk Assessment and the study abroad module mapping documentation;
- The mechanisms and timings for agreeing the selection of modules and the module level with the partner organisation before the student commences the activity;
- Clearly defined learning outcomes for the Cardiff Study Abroad module and how this is reflected in the overarching programme level learning outcomes;
- Implications of PSRB requirements and how they are met through the study abroad partner modules;
- A draft Student Learning Agreement outlining if any grade conversion mechanisms that will be used – this must be agreed before the student commences their study abroad year with appropriate modelling;

- The information provided to students in the Study Abroad Handbook and details of the induction process;
- The mechanisms for communicating and staying in touch with the Study Abroad partner;
- 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;
- The mechanisms for managing and monitoring study abroad activity.

### Joint honours' programmes

Where study abroad opportunities are available for joint honours students, the home School must ensure that the management and evaluation of all study abroad arrangements (including grade conversion) and adhere to the principles set out in this policy. All students should be assigned to an appropriate member of staff with study abroad experience (academic or professional services), usually within the home School, who will be their primary point of contact throughout the arrangement.

### 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.

All documentation required for [developing study abroad programmes](#) is available on the [intranet](#) with support, advice and guidance given by your College Quality Officer and College Education Officer.

## SECTION 7: Post-approval

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.

# SECTION 8: Reviewing a collaborative arrangement

## 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 University Stage 1 Approval Panel and 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 re-negotiation 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 completed 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 at least 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](#).

#### Late discontinuations

Where discontinuations have been identified late in the academic cycle (post January 15<sup>th</sup>), the University Stage 1 Strategic Approval Panel, will consider the request as part of the strategic approval process and may require further information from the Head of School including mitigation of financial loss and the protection of the student experience.

***The University panel may decide that the programme should not be discontinued due to the potential risks associated with stopping the programme at short notice.***

#### Informing current students and applicants of the discontinuation

Schools need to implement the communication plan identified in the Discontinuation Form 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](#). 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 discontinuation and any support that can be offered to find suitable alternatives within the University.

## SECTION 9: The student experience

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 arranges 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.
3. **Programme Information:** Programme Information / Student Handbook / Policy on Plagiarism / Appeals and Complaints Procedure / Notice boards / Website Advice on Data Protection and Freedom of Information legislation / Transcript of results / Diploma Supplement / Information about the University and the nature of the partnership.
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 10: Teaching on collaborative programmes

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<sup>6</sup>. 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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<sup>6</sup> 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.

## SECTION 11: Professional, statutory and regulatory bodies

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

Area of Work	School Responsibility	College Responsibility	Central Oversight	Comments
<p>Approval of New Collaborative Programmes and changes to existing provision</p>	<p><b>Board of Studies</b> will comment on the initial proposal and support scrutiny of any draft documentation.</p> <p><b>Head of School</b> Approval in principle of rationale and confirm any additional resource identified in the proposal.</p> <p>For changes to existing provision, the head of School must identify if there is any material change to the legal agreements.</p>	<p><b>PVC recommend approval of Stage 1 strategic proposal to University Stage 1 Panel</b></p> <p>The PVC (with support from other academic and professional support staff) will scrutinise the strategic, financial and market information before recommending approval by the University panel to progress to stage 2.</p> <p>College Dean will request further information from the International Office where necessary.</p>	<p><b>Stage 1 University Approval Panel</b></p> <p>The University panel (with support from other academic and professional support staff) will scrutinise the strategic, financial and market information and College recommendation before approving proposal to progress to stage 2.</p> <p><b>ASQC:</b> Recommendation from the Programme and Partner Standing Panel to confirm academic standards and the academic year the new programme will operate.</p>	<p>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.</p> <p>Other professional Service support may be required on a case by case basis.</p>

Annual monitoring	<p><b>Board of Studies</b> To consider the Moderator and External Examiner Reports each year and implement action plans where necessary.</p> <p><b>Head of School</b> to collect and consider student progression and award data, Moderator reports on collaborative programmes and report through ARE.</p>	<p><b>College ARE meetings:</b> Oversight of School ARE Reports with specific reference to collaborative provision.</p> <p>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.</p>	<p><b>ASQC :</b> Oversight via Annual Quality Report and updates from Programme and Partner Standing Panel on policy developments.</p>	<p>Support regarding annual reporting requirements provided by College Quality Officers and College Education Officers in Registry.</p> <p>Other professional Service support may be required on a case by case basis.</p>
Periodic review	<p><b>Head of School</b> to input into Periodic Review as for standard provision reporting on any strategic drivers indicated to increase/decrease collaborative provision activity.</p>	<p><b>College Deans (taught and research)</b> 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.</p>	<p><b>ASQC:</b> Oversight via Annual Quality Report and updates from Programme and Partner Standing Panel on outcomes on any CP reviews undertaken.</p>	<p>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.</p> <p>Other professional Service support may be required on a case by case basis.</p>

<p>Review and renewal of an existing collaborative agreement</p>	<p><b>Head of School</b> 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.</p> <p>The International Office providing specific support for due diligence with the partner risk assessment if the agreement is to be renewed.</p>	<p><b>College Dean (taught and research)</b> 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.</p>	<p><b>ASQC</b> (via the Programme and Partner Standing Panel):</p> <p>Oversight of collaborative agreements and outcomes on any CP reviews undertaken.</p> <p>Additional reporting on the CP process via Annual Quality Report on timescales for review activity and updates to policy.</p>	<p>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.</p>
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## ANNEX B: Taxonomy of Collaborative Provision

	Activity	Approval Route	Ongoing monitoring	Risk Category
1	<b>Provision of learning support, resources and specialist facilities</b> by an external organisation for credit and non-credit bearing activity	Considered by Board of Studies and signed off by Head of School	Board of Studies and Head of School to repeat checks of provision when agreements are renewed.	1
2	<b>Non-credit bearing placements</b> (where the School/ Global Opportunity Centre is responsible for sourcing /arranging the placement)  Full requirements outlined in the Placement Learning Policy	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	1
3	<b>Electives / SSCs</b>	Considered by Board of Studies and signed off by Head of School	Annual Review and Enhancement (ARE)	2
4	<b>Progression Agreements*</b> (admission to year one of an existing programme)  These are arrangements whereby students who have completed a programme at one organisation successfully may be considered for entry to the beginning, of a programme at CU. E.g. Foundation Year to year one of a programme  *Entry is not guaranteed and number controls are governed by the legal agreement	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	Monitor student numbers, finance performance and progression through ARE/PGR Progress Monitoring	2

5	<p><b>Articulation agreements*</b> – students are admitted with advanced standing to a subsequent stage of a CU programme.</p> <p>*Entry is not guaranteed and number controls are governed by the legal agreement.</p>	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	Curriculum mapping required at set up and renewal of agreements.  Monitor student numbers, finance, student performance and progression through ARE/PGR Progress Monitoring	2
6	<p><b>Collaborative supervision of research degrees</b> (supervision provided by another HEI/industry partner/company with a <b>Single Award from Cardiff University</b>)</p>	Head of School Approval; College Approval (e.g. if fee waivers are proposed)	PGR Progress Monitoring	2
7	<p><b>PhDs as part of a Doctoral Training Partnership (DTP)/Centre for Doctoral Training (CDT)*</b> (Usually forms of collaborative research degree training with delivery through a formal consortium of research organisations)</p>	UEB approval; Director of Finance Approval.	PGR Progress Monitoring	2
8	<p><b>Credit bearing Study abroad</b>, including exchanges and student mobility programmes such as ERASMUS</p> <p>Full requirements outlined in the Study Abroad Policy</p>	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 Education and Students (Uni-wide proposals)	School to report on progression of returning students to report through Annual Review and Enhancement (ARE).  Monitoring through placement survey	3



9	<p><b>Credit bearing Placements</b> modules and 120 credits of professional placement activity)</p> <p>Full requirements outlined in the Placement Learning Policy</p>	<p>Considered by Board of Studies and signed off by Head of School.</p>	<p>School to report on progression of returning students to report through Annual Review and Enhancement (ARE).</p> <p>Monitoring through placement survey</p>	3
10	<p><b>Split site PhDs</b> (student spends a period of time at another HEI or research organisation)</p> <p>Single Award from Cardiff University</p>	<p>Head of School; Head of College University Stage 1 Approval panel ASQC Final Approval</p>	<p>PGR Progress Monitoring</p>	3
11	<p><b>Joint Doctorate – PGR only</b></p> <p>A student spends a period of time at each institution.</p> <p>Joint award from Cardiff University and Partner University (single certificate)</p>	<p>Strategic Partner approved by UEB; Doctorate Development Team; UEB recommendation; University Stage 1 Approval panel Joint Doctorate Approval Panel; ASQC final approval</p>	<p>PGR Progress Monitoring</p>	3
12	<p><b>Distance learning and online delivery</b>/massive open online courses (MOOCs) involving work with delivery organisations or support providers.</p>	<p>Head of School to assess the risk associated with utilising and external organisation to support delivery of all/part of CU provision.</p> <p>Formal sign off will be dependent on level and scope of provision.</p> <p>Legal agreement between CU and other organisation.</p>	<p>Dependent on level and scope of provision. For programmes, Schools will report on the success of the partnership through Annual Review and Enhancement (ARE).</p>	4

13	<p><b>Flying faculty*</b></p> <p>An arrangement whereby a programme is delivered in a location away from the main campus (usually in another country) by staff from the degree-awarding body, who also carry out all assessment. Support for students may be provided by local staff.</p> <p>*does not include staff undertaking consultancy work</p>	<p>Stage 1 University Panel to sign off Stage 1 strategic approval including CP Risk assessment and associated finances.</p> <p>Programmes and Partner Standing Panel recommend to ASQC to sign off Stage 2 Academic Approval including a CP resources visit and Partnership Management Plan.</p> <p>Legal agreement finalised between CU and other organisation.</p>	<p>External Examiner Reports</p> <p>Moderator reports (scrutinised by Programme and Partner Standing Panel)</p> <p>Annual Review and Enhancement (ARE)</p> <p>Periodic Review</p>	4
14	<p><b>Branch campus – UK / International*</b></p> <p>A campus of a college that is located separately from the main or 'home' campus of the University or college.</p>	<p>University consideration required outlining the specific approval route as there is no current approval mechanism in place in place.</p>		5
15	<p><b>Embedded Colleges – private organisations usually engaged in the preparation of students to higher education programmes</b></p>	<p>University consideration required outlining the specific approval route as there is no current approval mechanism in place.</p>		5

16	<p><b>Dual / Double awards</b></p> <p>Two or more awarding bodies together provide a <b>single jointly delivered programme</b> leading to separate awards and separate certification (for one piece of work).</p> <p>The regulations governing the programme and the methodology for calculating each award must be explicit at Stage 1 of the approval process.</p>	<p>Full Programme Approval in line with procedures outlined in the Programme Approval Policy and Collaborative Provision Policy.</p> <p>ASQC final approval</p>	<p>External Examiner Reports</p> <p>Moderator reports (scrutinised by Programme and Partner Standing Panel)</p> <p>Annual Review and Enhancement (ARE)</p> <p>Periodic Review</p>	6
17	<p><b>Franchised programmes*</b></p> <p>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.</p> <p><b>*CU only has UK franchised provision and decisions to develop further will be considered on a case by case basis</b></p>	<p>University consideration of proposed partner.</p> <p>Full Programme Approval in line with procedures outlined in the Programme Approval Policy and Collaborative Provision Policy.</p> <p>ASQC final approval</p>	<p>External Examiner Reports</p> <p>Moderator reports (scrutinised by Programme and Partner Standing Panel)</p> <p>Annual Review and Enhancement (ARE)</p> <p>Periodic Review</p>	6
18	<p><b>Validation*</b></p> <p>A programme is developed by an external institution and presented for validation by the University as an award of the University.</p> <p><b>*CU does not intend to develop validated provision</b></p>	<p>University consideration required outlining the specific approval route as there is no current approval mechanism in place.</p>		6

For a detailed explanation of the approval routes and associated forms, please contact 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.

<b>The University is responsible for -</b>	<b>The Partner is responsible for -</b>
<b>Programme Approval, Delivery, Monitoring and Review</b>	
the approval of each Programme and for maintaining a record of all formal decisions relating to Programme approval.	
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.	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.
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.	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.
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).	

<b>Publicity and Marketing</b>	
assisting the Partner in the marketing of programmes through the supply of University publications and other generic material.	
	proactive marketing of the programme
	production of all publicity and promotional material associated with the Programme(s)
giving approval to all publicity and promotional materials associated with the Programme(s) prior to publication in accordance with its relevant policies	obtaining, in advance of publication, approval by the University of all publicity and promotional material associated with the Programme(s) in a timely manner.
	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.

<b>Student Recruitment, Selection and Admission and Fees administration</b>	
agreeing intake targets with the Partner.	providing a report annually on projected intake targets and plans for all Programme(s).
	notifying the University annually of intake targets
	obtaining prior agreement from the University regarding the entry criteria for a programme
	actively recruiting to the programme(s)
providing support for recruitment to the programme(s)	
	advising potential students of the entrance requirements approved for the Programme(s) and the general entrance requirements of the University and supporting students on making applications
making offers of places to students (The University Admissions Office)	
	making offers of places to students and providing support for 'clearing' activities
providing support for 'clearing' activities	
registering students	
	enrolling procedures at the Partner
	providing to the University, brief and up to date details of registered students for awarding and related contact purposes.
maintaining a database of registered students for awarding and related contact purposes	
	providing the University within 14 days with up to date contact details and information on the status of students enrolled on all Programme(s).
	consulting with the University regarding the fee level to be charged to the students
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.	
	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.
	ensuring where necessary, that students have up to date and appropriate DBS clearance.

<b>Information to Students</b>	
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	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.
issuing Students with a Student Handbook	
	in addition, for forwarding a copy of each handbook at the beginning of each academic year.

<b>Assessment and Examination Arrangements</b>	
providing stationery for examinations	
	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.
approving and appointing the External Examiners/External Advisors and providing an induction into the role of External Examiner/Advisor	making arrangements for local induction of External Examiners/Advisors.
In liaison with the Partner, make arrangements for Board of Examiners meetings	
setting the level of, and making remuneration to, the External Examiners/ Advisors	
producing credit transcripts, award certificates and for the maintenance of an archive of students' results	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
ensuring the timely organisation and financing of award ceremonies for each Programme	
	ensuring the timely organisation and financing of award ceremonies for each Programme
keeping the Partner informed of changes to University Regulations, QAA Codes of Practice or other requirements relating to Assessment	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.
assisting the Partner in offering suitable staff development activities that support effective assessment, rigorous marking and moderation processes and useful feedback to students	
	providing timely and adequate feedback to students on assessed work indicating how improved performance can be achieved in future.

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.	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
	supporting students in successfully completing the Academic Integrity Test

### Student Academic Complaints and Reviews (Appeals)

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.	the initial attempt to resolve complaints by students or their representatives using the Partner's standard procedures.
receiving and dealing with requests for Academic Reviews (Appeals) in line with the University's current Regulations	informing students of their rights for Academic Review (Appeal).
providing access to support from the Students Union in making a request for Academic Review	
	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.

### Staffing, Recruitment and Development

approving staff who will teach on the Programme(s).	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.
approving the Programme Leader/Director of Studies as proposed by the Partner.	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
	Ensuring that appropriate partner staff attend appropriate meetings arranged by the University
offering Partner members of the Programme team attendance at any of the University's central staff development activities.	
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).	ensuring that appropriate action is taken to safeguard student experience during periods of industrial action, or long-term sickness, or other staffing issues.
	the resolution of informal or formal complaints or grievances raised by Partner employees/staff.

<b>Learning Resources and Environment</b>	
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).

<b>Student Welfare and Academic Counselling</b>	
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.
providing a general induction into the University as way of introducing students to support available to them at the University.	
	ensuring that students have access to local tutors who can provide appropriate academic counselling and pastoral support on a day-to-day basis
	providing specialist welfare and individual learning support services, financial advice and careers information.
	providing membership of Partner Students' Union/Association and access to its facilities for academic and personal support, sports and social clubs, opportunities for involvement in student representation.
	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.
providing additional support for international students where necessary	
	providing primary support for international students



**Equal Opportunities, Health and Safety and associated policies**

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.	ensuring that its procedures for, and interactions with, students registered on the Programme(s) conform to the University's Equal Opportunities for Students Policy.
	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
	ensuring that it is fully compliant with the provisions of current legislation for equal opportunities and Health, Safety and Environment, including but not limited to, SENDA, Race Relations Act, Disability Discrimination Act, Health, Safety and Environment Acts and Regulations.

**External Reviews and Professional Accreditation**

sharing in the preparation of periodic accreditation or reaccreditation documentation for professional bodies in liaison with the Partner	
giving approval to full initial accreditation or reaccreditation documentation prepared for professional bodies in advance of their submission.	
liaising closely with the Partner in reviewing external reports, action planning and monitoring of progress	ensuring that the reports of External Examiners, appropriate professional bodies, University Link Tutors and other externals are fully considered and the appropriate action is taken as soon as possible.

**Data Protection and Freedom of Information**

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.	ensuring all student records and personal data relating to students enrolled on the Programme(s) are processed in accordance with the Data Protection Act 1998 (and as subsequently amended) and in particular but without limitation are held securely and confidentially and the Partner will further ensure that no such data is used or disclosed for any purpose other than so far as is necessary in connection with the administration of the Programme(s).
	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.

<b>The Student Voice</b>	
ensuring that feedback from students studying at the Partner is promoted, monitored and evaluated for action.	
promoting and facilitating high levels of student participation in the National Student Survey (NSS) and student experience surveys.	
	ensuring that all unit evaluations by students routinely occur for all programmes and the results are incorporated in the periodic reviews.
	the arrangements for Staff Student Panels (SSP) meetings, the election of student representatives and the promotion of all mechanisms that invite and deal with common issues raised by student representatives on academic and tutoring matters.
	providing the University with all SSP minutes and annual reports associated with the programme(s)

<b>Work-based Learning</b>	
monitoring the adequacy of arrangements and supervision of work-based learning that contribute credits to the Award.	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.
	contributing to the learning process by ensuring the integration of theory and practice
	supporting and promoting employer engagement with the programme(s)

<b>Records Management</b>	
	comply with the University's Records Management policies (in regards to the retention of student work, student data etc.).