COLLABORATIVE PROVISION POLICY

CONTENTS

Introduction

Our Strategy: The Way Forward 2018-2023

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 outlines the guiding principles for the way we put this vision into practice, and includes 11 performance indicators that will help us gauge our progress. These include commitments that by 2023:

> *"We will have established five strategic partnerships with international academic institutions.*
>
> *At least 50% of our undergraduate students will undertake a work placement during the course of their studies; and*
>
> *30% of our home undergraduate student population will have spent time abroad amounting cumulatively to at least three weeks during their time at Cardiff; 25% of our student population and 30% of our academic staff will be international."*

Our Education and Students Sub-strategy is predicated on the need for consistency and agility in the current fast-moving context of higher education provision. It is underpinned by a clear vision of what a Cardiff University education and student experience offers, and is focussed on key areas of activity, development and strength. These include our commitment to:

- offer all students the opportunity to undertake a work placement during the course of their studies;
- ensure that all students receive regular, timely and useful feedback on their academic progress;
- ensure that our students are challenged, stretched and supported in their studies to achieve to the full extent of their ability;
- listen to our students, and use their feedback to improve our teaching and the wider student experience;
- continue to develop our physical and digital learning environments to support independent and collaborative learning.

These principles will help us to deliver our education pillar of the change programme Transforming Cardiff in support of our strategy, which commits us to: creating a consistent, high quality student experience; to revising our curricula to make better use of shared teaching and learning; to introduce more efficient and effective methods of supporting our teaching quality and programme delivery; ensuring our teaching is well aligned to graduate employability; and to co-producing plans for improvement with students and staff.

Our [International sub-strategy](#) aspires to firmly position Cardiff University as a global, outward looking University and commits to extending the University's International reach through partnerships with high quality institutions across the world. The sub-strategy commits to building meaningful, mutually beneficial long-term strategic partnerships across the globe; to expanding opportunities for staff and students to build global connections through international exchanges and collaborations; and to expanding upon the University's provision of transnational and collaborative education.

Institutional oversight

This Policy has been endorsed by the Academic Standards and Quality Committee (ASQC) in April 2018 (updated in August 2019)[1] 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.
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.
Core practices for standards	**Core practices for quality**
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	Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality

---

[1] 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 (Student Experience and Academic Standards).

comparable with those achieved in other UK providers.	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.
Common practices for standards	**Common practices for quality**
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.

SECTION 1: Scope and exclusions

Scope of the policy

From 1 August 2017 (updated August 2019), 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 Programme Approval Policy taking a risk-based approach to developing and managing all collaborative activity and identifying the specific additional requirements of collaborative provision activity. Effort expended will be proportionate to factors such as the nature of the partner organisation and the complexity of the arrangements, thereby ensuring that the quality and standards of all collaborative provision will be as rigorous, secure and open to scrutiny as those for programmes delivered entirely by Cardiff University. 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 and;
iii)   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;
• Programme Approval Policy
• Study Abroad Policy (revised August 2019), where appropriate
• Placement Learning Policy (Revised August 2019), 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 Approval Policy.

It is advisable that the Quality and Standards Team are contacted before any formal negotiations take place to ensure that appropriate guidance on the process and documentation can be given at the start of the process.

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. For collaborative research degrees please contact the PGR Quality and Operations Team at 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 College-level and addresses the key question, **'In principle, do we want to do this?**' Answering this question involves consideration of strategy, business viability including costs and tuition fee income, risks (including reputational risks), student numbers and practical and academic considerations. A key consideration will also be the type of collaboration proposed and the level of risk associated with the activity.

Stage 2   **Academic Approval**
This stage asks the question: '**Is this academically robust?**' The proposal will involve the consideration of curriculum design and delivery, assessment and re-assessment opportunities, the student experience, learning resources, and operational administration arrangements. Consideration will also be given to the role of the partner organisation in the arrangement and how this will be managed to ensure the academic standards and the student experience is protected.

Stage 3   **University Approval**
Once all conditions have been addressed and signed off by the Programme and Partner Standing Panel, the proposal can be recommended to Academic Standards and Quality Committee for formal approval. No programme(s) may be advertised or publicised until formal approval is granted to ensure the accuracy of information available to students and applicants. It is only at this point can a formal agreement be signed outlining the nature and extent of the collaboration.

SECTION 3: Timescales

Timescales

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

When making changes to programmes, it is important that Schools have a holistic understanding of how the changes fit into the usual programme information cycle and the associated deadlines for approving programme and module diets and the impact on timetabling, marketing and recruitment of the programme Having a clear understanding of what is required at each stage and guidance on approximate timescales[2] for submission to the Programme and Partner Standing Panel is essential to ensure that the student experience is protected.

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

Consideration of proposals to introduce new programmes late in the academic cycle will impact on the Schools ability to maximise recruitment and marketing activities and the Schools ability to recruit to the predicted numbers stated as part of their business plan[3].

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

---

[2] Timescales identified on annual cycle are indicative only to allow 12 month marketing of proposals to maximise recruitment potential in line with School business plan.
[3] Late consideration of new programmes will need to be agreed by the College PVC to determine the year of entry the new programme will start.

SECTION 4: Developing programmes with collaborative provision

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

There is one straightforward guiding principle:

'Cardiff University as the <u>awarding institution is responsible for the admission of students, the student experience and academic standards and quality</u> of the education provision delivered on its behalf wherever this takes place and by whomever this is undertaken'.

As outlined in section 2, each proposal will present a diverse range of issues, however all proposals will need both strategic and academic approval outlined below.

Stage 1: Strategic Approval

<u>Developing new programmes with collaborative provision</u>

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

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

<u>Specific collaborative provision considerations</u>:

- details of the proposed partner;
- proposed financial arrangement with the proposed partner.

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

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

<u>Making changes to existing programmes with collaborative provision</u> (intermediate and major changes)

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.

<u>Specific collaborative provision considerations:</u>

- 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.

<u>College decision</u>

The College PVC (in consultation with other academic and professional service staff from within the College and wider University), will consider the merits of the proposal as part of the Stage 1 strategic approval meeting and will indicate if the proposal can move forward to Stage 2. Once strategic approval has been granted, Schools will be contacted by the College Quality Officer to discuss the specific documentation required for developing new programmes or making changes to existing programmes and timescales for submission to the Programme and Partner Standing Panel outlined in section 3.

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

Stage 2: Academic Approval

Once strategic approval has been granted by the College (usually in March each year), Schools can start developing the full programme information in preparation for presentation to the Programme and Partner Standing Panel.

This involves scrutiny of full programme and partner related information. The Programme and Partner Standing Panel will consider issues of curriculum design and delivery, the student experience, student lifecycle including progression (and points of recovery from failure), learning resources and support and administration arrangements within the School. Depending on the collaborative provision model

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

As outlined in section 3, Schools will need to set realistic timescales for the development, approval and marketing of their proposals to maximise recruitment opportunities.

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;
- Periodic Review in line with standard Cardiff University procedures;
- Formal review of the arrangement at the end of the specified time frame at least 18 months before the renewal date.

Further information on preparing for the Programme and Partner Standing Panel can be found in Section 4 of the Programme Approval Policy.

Stage 3: ASQC approval

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

If changes to existing programmes have been made, Schools need to implement the communication plan identified as part of Stage 2 to ensure that all current students

and/or applicants are contacted identifying the changes that have been made in line with the University's terms and conditions of offer including the opportunity for applicants to withdraw.

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

SECTION 5: 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 honors' 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 6: 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 7: 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 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 competed or left the programme.

Responsibilities

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

the partner organisation and signed by both institutions.

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

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

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

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

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

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

Programme Closure

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

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

SECTION 8: 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 9: 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[4]. 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.

---

[4] 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 10: 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
Approval of New Collaborative Programmes and changes to existing provision	**Board of Studies** will comment on the initial proposal and support scrutiny of any draft documentation. **Head of School** Approval in principle of rationale and confirm any additional resource identified in the proposal. For changes to existing provision, the head of School must identify if there is any material change to the legal agreements.	**PVC approval of Stage 1 strategic proposal** The PVC (with support from other academic and professional support staff) will scrutinise the strategic, financial and market information before progressing to stage 2. College Dean will request further information from the International Office where necessary.	**ASQC:** Recommendation from the Programme and Partner Standing Panel to confirm academic standards and the academic year the new programme will operate.	Support for new programme approval provided by College Quality Officers and College Education Officers in Registry with the International Office providing specific support for due diligence with the partner risk assessment. Other professional Service support may be required on a case by case basis.
Annual monitoring	**Board of Studies** To consider the Moderator and External Examiner Reports each year and implement action plans where necessary. **Head of School** to collect and consider student progression and award data, Moderator reports on collaborative programmes and report through ARE.	**College ARE meetings:** Oversight of School ARE Reports with specific reference to collaborative provision. College Deans (teaching and research) will report to ASQC on the analysis of ARE reports on all collaborative provision activities (teaching and research) in addition to any issues raised via Programme and Partner Standing Panel.	**ASQC :** Oversight via Annual Quality Report and updates from Programme and Partner Standing Panel on policy developments.	Support regarding annual reporting requirements provided by College Quality Officers and College Education Officers in Registry. Other professional Service support may be required on a case by case basis.

Periodic review	**Head of School** to input into Periodic Review as for standard provision reporting on any strategic drivers indicated to increase/decrease collaborative provision activity.	**College Deans (taught and research)** to report to ASQC on the outcomes of the evaluation of all collaborative provision with a specific action plan for further development or 'teach out' for existing provision with timescales.	**ASQC:** Oversight via Annual Quality Report and updates from Programme and Partner Standing Panel on outcomes on any CP reviews undertaken.	Support for reporting on CP reviews provided by College Quality Officers and College Education Officers in Registry with the International Office providing specific support for due diligence with the partner risk assessment. Other professional Service support may be required on a case by case basis.
Review and renewal of an existing collaborative agreement	**Head of School** to review agreement at least 18 months before expiry and request to either extend the partnership further or termination at the end of the agreement. Specific timescales for presenting renewal/termination documentation to the Programme and Partner Standing Panel to be set at ARE. The International Office providing specific support for due diligence with the partner risk assessment if the agreement is to be renewed.	**College Dean (taught and research)** to ensure all collaborative agreements approaching the 18 month renewal period are discussed and evaluated at ARE. Specific timescales to be agreed for this activity.	**ASQC** (via the Programme and Partner Standing Panel): Oversight of collaborative agreements and outcomes on any CP reviews undertaken. Additional reporting on the CP process via Annual Quality Report on timescales for review activity and updates to policy.	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.

ANNEX B: Taxonomy of Collaborative Provision

	Activity	Approval Route	Ongoing monitoring	Risk Category
1	**Provision of learning support, resources and specialist facilities** 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	**Non-credit bearing placements** (where the School/ Global Opportunity Centre is responsible for sourcing /arranging the placement) Full requirement s 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	**Electives / SSCs**	Considered by Board of Studies and signed off by Head of School	Annual Review and Enhancement (ARE)	2
4	**Progression Agreements*** (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	**Articulation agreements*** – students are admitted with advanced standing to a subsequent stage of a CU programme. *Entry is not guaranteed and number controls are governed by the legal agreement.	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	**Collaborative supervision of research degrees** (supervision provided by another HEI/industry partner/company with a **Single Award from Cardiff University**	Head of School Approval; College Approval (e.g. if fee waivers are proposed)	PGR Progress Monitoring	2
7	**PhDs as part of a Doctoral Training Partnership (DTP)/Centre for Doctoral Training (CDT)*** (Usually forms of collaborative research degree training with delivery through a formal consortium of research organisations)	UEB approval; Director of Finance Approval.	PGR Progress Monitoring	2
8	**Credit bearing Study abroad**, including exchanges and student mobility programmes such as ERASMUS Full requirement s outlined in the Study Abroad Policy	Internal application formally approved and signed by Head of School approving the level of study and grade conversion mechanisms in place before the student starts activity. College Pro VC (College-wide proposals); Pro VC Student Experience & Academic Standards (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	**Credit bearing Placements** modules and 120 credits of professional placement activity) Full requirements outlined in the Placement Learning Policy	Considered by Board of Studies and signed off by Head of School.	School to report on progression of returning students to report through Annual Review and Enhancement (ARE). Monitoring through placement survey	3
10	**Split site PhDs** (student spends a period of time at another HEI or research organisation) Single Award from Cardiff University	Head of School; Head of College ASQC Final Approval	PGR Progress Monitoring	3
11	**Joint Doctorate – PGR only** A student spends a period of time at each institution. Joint award from Cardiff University and Partner University (single certificate)	Strategic Partner approved by UEB; Doctorate Development Team; UEB recommendation; Joint Doctorate Approval Panel; **ASQC final approval**	PGR Progress Monitoring	3
12	**Distance learning and online delivery**/massive open online courses (MOOCs) involving work with delivery organisations or support providers.	Head of School to assess the risk associated with utilising and external organisation to support delivery of all/part of CU provision. Formal sign off will be dependent on level and scope of provision. Legal agreement between CU and other organisation.	Dependent on level and scope of provision. For programmes, Schools will report on the success of the partnership through Annual Review and Enhancement (ARE).	4

13	**Flying faculty*** 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. *does not include staff undertaking consultancy work	College PVC to sign off Stage 1 strategic approval including CP Risk assessment and associated finances. Programmes and Partner Standing Panel recommend to ASQC to sign off Stage 2 Academic Approval including a CP resources visit and Partnership Management Plan. Legal agreement finalised between CU and other organisation.	External Examiner Reports Moderator reports (scrutinised by Programme and Partner Standing Panel) Annual Review and Enhancement (ARE) Periodic Review	4
14	**Branch campus – UK / International*** A campus of a college that is located separately from the main or 'home' campus of the University or college.	University consideration required outlining the specific approval route as there is no current approval mechanism in place in place.		5
15	**Embedded Colleges –** private organisations usually engaged in the preparation of students to higher education programmes	University consideration required outlining the specific approval route as there is no current approval mechanism in place.		5

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

For a detailed explanation of the approval routes and associated forms, please contact your College Quality Officer at 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.

The University is responsible for -	The Partner is responsible for -
Programme Approval, Delivery, Monitoring and Review	
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).	

Publicity and Marketing	
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.

Student Recruitment, Selection and Admission and Fees administration	
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.

Information to Students	
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.

Assessment and Examination Arrangements	
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.

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

Student Welfare and Academic Counselling	
enabling students to join the Students' Union of the University, in order to benefit from its support and facilities	
	the academic progress and welfare of all students registered on the Programme(s), to include - a) the provision of specific HE-level initial induction sessions; b) remedial or developmental key / essential skills support as appropriate.
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.

The Student Voice	
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)

Work-based Learning	
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)

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