09.2

COLLABORATIVE PROVISION PRINCIPLES AND PROCEDURES

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Appendices

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CARDIFF METROPOLITAN UNIVERSITY

Collaborative Provision

1   Introduction

1.1   In its advice and guidance on 'Partnerships' accompanying the Quality Code, the Quality Assurance Agency (QAA) defines partnerships as 'an arrangement between two or more organisations to deliver aspects of teaching, learning, assessment and student support. It refers to collaborative arrangements involving students and/or awards which include those involving guaranteed progression and sharing of services.'

Within this broad scope the University defines its collaborative provision activity as falling within one of the following models: Franchised Programmes, Validated Programmes and Outreach Franchise/Flying Faculty. Definitions of each model can be found in section 09.01 of this Academic Handbook.

The University also operates a procedure for articulation of external programmes, and a procedure for the approval of progression agreements with external organisations available in sections 10.01 and 10.02 of this Academic Handbook.

1.2   This document outlines the procedures operated by the University in respect of collaborative activities both within and outside the United Kingdom. Through the procedures, the University seeks to ensure that programmes operated through collaborative means offer students comparable quality of learning opportunities and equivalent standards of awards to those received by students at the University.

1.3   The regulations and procedures herein take cognisance of the QAA Quality Code and accompanying Advice and Guidance on 'Partnerships'– www.qaa.ac.uk

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2   Fundamental Principles

2.1   The following principles underpin the University's approach to collaborative provision (see also the University's Corporate Strategic Plan and Internationalisation Strategy):

(i)   any arrangements made shall not be in contravention of the laws, agreements, understandings or principles which are in force within the country or region of the collaboration or are local to the collaborative institution or apply in respect of any third party involved in the collaboration;

(ii)   whilst this document refers, in the main, to quality and standards issues, it is envisaged that any charges made in regard to collaborative provision will, as a minimum, cover costs incurred by the University in the fulfilment of its associated duties. Detailed costings will be estimated in advance and collaborative provision financial matters will be subject to regular review.

(iii)   the University is responsible for the academic standards of awards. The standards achieved by students who are successful in completing collaborative programmes shall be equivalent to the standards achieved by students who are successful on programmes at the University;

(iv)   the University shall ensure that the quality of provision on collaborative programmes and the arrangements for the maintenance of such provision are at least at a minimum of acceptable threshold levels at the time of initial scrutiny (franchise approval/validation); or with suitable quality enhancement procedures through setting conditions.

3   Definitions

3.1 The following definitions apply within this document:

(i)   **franchise approval event** – a procedure applied to franchised programmes leading to approval for the programme to run in the collaborating institution;

(ii)   **validation event** - a procedure applied to validated programmes leading to approval for the programme to run in the collaborating institution;

(ii) collaborating institution - an institution approved by the University to run a franchised, validated or outreach franchised programme;

(iv)   **associate college** – An Associate College is a distinctive category of collaborative partner. The status implies a close and long-term

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partnership across a range of provision, with a similar mission and values and a successful track record in quality and standards matters.

Such an arrangement would seek to support the enhancement of:
- Opportunities for progression by students of the Associate College and the University;
- Education and training opportunities for both staff and students of the Associate College and the University.

Benefits for the Associate College may include:
- Strategic collaboration in curriculum planning and development;
- Opportunities for joint learning and teaching initiatives;
- The sharing of facilities, resources and expertise and the use of the 'Associate College' title in publicity materials;
- Staff development opportunities.

Benefits to the University may include:
- Opportunities for development in recruitment and marketing;
- Opportunities to expand the range of taught programmes and delivery locations;
- The opportunity to further widen access to HE, locally, nationally and internationally;
- In accordance with the QAA Quality Code, certain responsibilities may be delegated to an Associate College, as deemed appropriate, provided that any requests are approved by VCEG or AQSC.

Renewal of Status
- The title Associate College will be subject to renewal at the Periodic Review of the Partnership.

(v) **awarding body** - the body responsible for making awards following students' successful completion of a franchised, validated or outreach franchised programme (e.g. Cardiff Metropolitan University, Edexcel).

(vi) **articulation** - a programme or part of a programme delivered at a partner institution approved for advanced standing for students progressing to the University or a University programme delivered at a partner institution.

3.2 Other terms used in this document are either defined at the point of use or are to be found elsewhere in the University Academic Handbook.

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4 Status of Students

4.1 Collaborative arrangements for franchised, validated and outreach franchised programmes may be entered into involving awards of Cardiff Metropolitan University or Edexcel under the auspices of the University.

In such circumstances, students enrolled are students of Cardiff Metropolitan University as well as being students of the collaborating institution and are assigned student enrolment numbers of the School (or Schools) under which the programme operates.

4.2 The University and the associated School shall treat franchised, validated, and outreach franchised programmes and their associated students in the same way as for internal programmes and students as far as it is possible to do so.

5 Quality Assurance

5.1 The quality assurance procedures to be followed for collaborative provision **are those of the University**, and a statement to this effect must be incorporated into the Memorandum of Agreement. Hence, this Collaborative Provision document should be read in conjunction with other documents produced by the University on its quality assurance procedures. These can be found in Volume 2, Section 01 – *Quality Assurance (Policy, Guidelines and Templates)*: http://www.cardiffmet.ac.uk/registry/academichandbook/Pages/Ah2_01.aspx

5.2 The regulations for collaborative programmes and for assessment must comply with those given in the extant University Academic Handbook and/or those associated with any third party involvement, as appropriate. See Volume 2, Section 09 – *Collaborative Provision*: http://www.cardiffmet.ac.uk/registry/academichandbook/Pages/Ah2_09.aspx

6 Administrative and Reporting Arrangements for Collaborative Provision

6.1 For each franchised, validated or outreach franchised programme, the following details/documents shall be maintained by the University's Global Engagement Team:

- the name, address and nature of the collaborating institution;

- the date on which the collaboration formally began and is due to end;

- copies of the Memorandum of Agreement;

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- the contact persons at the collaborating institution and their roles;

- details of the numbers of students permitted to be registered, actually registered and who have received an award under the arrangement.

6.2 The University, through its Global Engagement Team is also responsible for:

- issuing the agreed Memoranda of Agreement in accordance with instruction from the relevant member of the Vice-Chancellor's Executive Group;

- ensuring that collaborating institutions are visited as necessary for advisory or other purposes.

6.3 For each franchised, validated or outreach franchised programme, the following details/documents shall be maintained by the University's Quality Enhancement Directorate (QED):

- the names and other pertinent details of the moderator(s)/link tutor and external examiner(s);

- copies of reports of the Initial Vetting Visit, Franchise Approval/Validation, Review, Modification, Annual Programme Review and of the definitive programme document;

- the date on which the programme is next to be reviewed;

- copies of external examiner reports and information pertaining to their appointment, and of moderator/link tutor reports.

6.4 The University, through its Quality Enhancement Directorate is also responsible for:

- requesting the appropriate Dean of School to supply a moderator(s)/link tutor(s) for the programme prior to franchise approval/validation and post franchise approval/validation (and subsequent review) working with the school Deputy/Associate Dean to ensure that required documentation is provided;

- administering payments for moderation services;

- monitoring that moderator/link tutor visits take place as prescribed and that moderator/link tutor reports are produced subsequently;

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- presenting moderators'/link tutors' reports and external examiner reports to the Collaborative Provision Committee and ensuring that these are available to other Committees as required;

- ensuring that copies of such reports are available to the associated School, the Director of Learning Enhancement, and the collaborating institution and monitoring that action, following presentation of such reports to the Collaborative Provision Committee (and other Committees as necessary), as required by the Committee, is followed through;

- monitoring curriculum modifications that are processed via both the School Minor Modifications Committee and the University Major Modifications Committee.

- ensuring documentation for events is received within the timescales specified and has been deemed by the associated School to be of an appropriate standard, and reporting issues of non-compliance to the Chair of the University's Academic Quality and Standards Committee;

- administration of franchise approval/validation, re-validation and review events and presentation of franchise approval/validation, revalidation and review reports at the Collaborative Provision Committee and Academic Quality and Standards Committee;

- servicing of the Collaborative Provision Committee, Portfolio Development Committee, Portfolio Enabling Group and Academic Quality and Standards Committee.

7   The Stages of a Collaborative Provision Proposal

7.1   Initial contact between a potential collaborating institution and the University may arise through a variety of formal and informal routes but is managed through the Global Engagement Team in conjunction with the Pro Vice-Chancellor (Cyncoed Campus).

Where the initial contact arises outside a School, the associated School emerging from such contact must be involved at the earliest stage in any discussion. The Global Engagement Team will keep the University authorities (Vice-Chancellor's Executive Group, QED, Academic Registry, Dean of the associated School, Pro Vice-Chancellor (Cyncoed Campus), Pro Vice-Chancellor (Student Engagement), Head of Procurement and Director of Learning Enhancement) informed, as appropriate, of pertinent dealings.

Note that where consideration is to be given to a programme to be delivered collaboratively and where that programme involves or is accredited by a professional, statutory or regulatory body, then full consultation with that

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body/association will take place through the associated School which will keep the Quality Enhancement Directorate informed.

7.2 The formal stages leading to the initial approval of a collaborative programme proposal will be administered by the Global Engagement Team (International Partners) or the Quality Enhancement Directorate (UK based partners):

(i) initial vetting visit (Section 9);

(ii) Academic Board approval to proceed (on advice from the Portfolio Development Committee- (Section 9); this might also require a further investigative visit, if deemed necessary.

(iii) discussions regarding draft Memoranda of Agreement (Section 10);

7.3 The subsequent stages leading to the franchise approval/validation of a collaborative programme proposal will be administered by the Quality Enhancement Directorate:

(i) franchise approval/validation event (Section 13)

(ii) Academic Quality & Standards Committee approval (subject to any imposed conditions being met) (Sections 11, 12, 13 and 14)

The Collaborative Provision Committee will be kept informed of progress by the Quality Enhancement Directorate.

7.4 Following final approval as in 7.2 (ii), and assuming that conditions laid down at the franchise approval/validation event are satisfactorily completed, the programme then operates within, and is subject to, the University quality assurance processes and procedures.

7.5 An additional mechanism for quality assurance applying to collaborative programmes is the moderator/link tutor system.

8 Criteria pertaining to Proposed Collaborative Programmes

8.1 The University will only enter into collaborative arrangements if programmes proposed are:

(i) in subject areas for which the University has expertise;

(ii) the language of delivery and assessment is English or Welsh;

and if:

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(iii)   it is confident of the collaborating institution's abilities to deliver the programme and its own abilities to manage the collaboration;

(iv)   the documentation presented in regard to the proposed collaboration is of an appropriate standard. Guidance is available from the Quality Enhancement Directorate and support from the associated School and Global Engagement Team.

9   Initial Vetting Visit and Approval by Vice-Chancellor's Board

9.1   Initial Vetting Visit

Where a request has been received that a new collaborative link be explored, an Initial Vetting Visit (IVV) should be carried out by a suitably qualified member(s) of staff (to be agreed by a member of the Vice-Chancellor's Executive Group on receipt of outline information regarding the proposal). For institutions with which the University already has collaborative arrangements, an IVV might not be necessary in its full form. This must be formally signed off by a member of the Vice-Chancellor's Executive Group. In such cases, information regarding the proposed new programmes (see below) must still be submitted for consideration by the Portfolio Development Committee.

All proposals for new collaborations should be discussed with the Pro Vice-Chancellor (Cyncoed Campus).

As part of the preliminary initial visit, the University staff member(s) will meet with:

- members of the collaborating institution's senior management.

- members of the collaborating institution's teaching and appropriate administrative staff.

- the librarian and relevant heads of administrative services including those responsible for the allocation and management of learning resources, student and Registry services.

- in the case of overseas provision, wherever possible, the group will also meet or correspond with any relevant local British Council or other appropriate local education officials.

Initial financial discussions or agreements may take place with the potential collaborating institution in order to inform the internal costing process. Discussions should also take place regarding the nature of the University's memoranda of agreement.

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All proposals will be critically reviewed by the Portfolio Development Committee (PDC) in order to ensure that the proposed development meets with the University's mission/strategy, is sustainable, can be supported by the relevant School(s) and that appropriate due diligence checks have been carried out in respect of the proposed partner.

The Initial Vetting Proforma (See Appendix 1), supported where necessary by additional supporting material, shall be prepared for consideration by the PDC, together with a completed risk matrix form and an IAP form, in order to ensure that the PDC has sufficient information on which to base a decision on whether to proceed with the proposal. The PDC will also assess:

- alignment with the University's mission and strategic fit of the partnership arrangement;

- projected growth in student numbers;

- marketing and recruitment strategies;

- partner professional services against in-country benchmarks;

- issues relating to a previous HE partner withdrawing from a relationship with the collaborating institution which remain outstanding.

10   Memoranda of Collaboration

10.1 For each collaborative programme there shall be an Agreement for Academic Collaboration and a Memorandum of Agreement (Project Memorandum). These must be signed by the Vice-Chancellor or his/her nominee, and the Principal of the collaborating institution. Signing of the Memoranda of Collaboration shall follow as soon as possible after approval by the Academic Quality & Standards Committee for the collaborative programme to begin. The Memoranda have dates of effectiveness, such that they need to be updated and re-signed thereafter.

10.2 The Memorandum of Agreement determines the allocation of responsibilities between the University and the collaborating institution (and, where appropriate, any third party) in regard to academic and academically related areas such as programme delivery, resources, quality assurance, standards, etc.

10.3 Financial matters will vary depending upon whether the collaboration is within or outside Wales, and if within Wales whether the collaboration is with a funded educational establishment or otherwise.

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10.4 For HEFCW-funded educational institutions within Wales, (for example, colleges in the further education sector), funding for collaborative programmes is normally paid by the Higher Education Funding Council to Cardiff Metropolitan University, and an agreed proportion is passed on to the collaborating institution to operate the programme.

10.5 In other instances, the Memorandum of Agreement determines the financial charges, methods of invoicing and payment, and schedules of payment agreed between the University and the collaborating institution.

10.6 Template Project Memorandum are held by the Global Engagement Team, and changes/additions/deletions may be made to these as necessary to suit the particular circumstances of collaboration.

11 Academic Quality & Standards Committee Approval of the Franchise Approval/Validation Event and Chairs and Panellists

11.1 A copy of the Initial Vetting Visit report shall be submitted to the Portfolio Development Committee, following which the Quality Enhancement Directorate shall agree the format of the franchise approval/validation event, (and may approve adjustments to the standard format where appropriate via the Chair of the AQSC), including approval of the Panel Chair, date and any other special arrangements as required.

11.2 Chairs of panels for overseas events must be drawn from a register of appropriately qualified and experienced staff.

To qualify for the register, prospective chairs must:

a) have experience of chairing events (home and/or overseas);

b) have experience of external audit and/or review;

c) attend University training and updating sessions relating to overseas events;

d) be independent of the associated School.

11.3 Panellists for overseas events must be drawn from a register of appropriately qualified and experienced staff.

To qualify for the register, prospective panellists must:

a) have experience of panellist participation in events (home and/or overseas);

b) attend University training and updating sessions relating to overseas events;

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c) be independent of the associated School.

12 Action Pre-and Post-Franchise Approval/Validation Event

12.1 The collaborating institution (with assistance from the associated School and the Quality Enhancement Directorate) shall be responsible for the production of the documentation required for the franchise approval/validation event, for its quality, accuracy and completeness, and for ensuring that, wherever possible, it is received by the University Quality Enhancement Directorate at least 25 working days before the franchise approval/validation event is due to take place (para 26).

Failure to provide the documents according to the required timescale may result in cancellation of the event by the Chair of Academic Quality and Standards Committee and thus a delay in the programme start date.

The University Quality Enhancement Directorate, on receipt of the documentation required for the franchise approval/validation event, shall ascertain whether the said documentation is compliant with requirements. If it is deemed not to be then the Chair of the Academic Quality and Standards Committee, in consultation with the Chair of the Panel, may postpone the event until such a time as it is resubmitted and is compliant.

12.2 The University Quality Enhancement Directorate in consultation with the Chair of the Academic Quality & Standards Committee shall select members to serve on the franchise approval/validation panel.

12.3 Copies of the event documentation shall be sent to the Panel Chair and each Panel Member, at least 15 working days before the event. Panel Members should send written comments to the University Quality Enhancement Directorate to arrive there no later than 8 working days before the event.

If it is the case that a Panel Member or Members hold reservations regarding the submission to an extent which makes them express doubt that the event should proceed, then the Chair of the Panel in consultation the Chair of Academic Quality & Standards Committee may determine that the event shall not proceed until such a time as the documentation has been resubmitted to his/her satisfaction. A charge may be imposed to cover any costs involved.

Areas for concern or other issues to be explored at the subsequent event shall be communicated to the Dean of School by the University Quality Enhancement Directorate or nominee following a meeting with the Panel Chair.

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12.4 The Quality Enhancement Directorate shall arrange the franchise approval/validation event in accordance with the agreements made by the Director of Learning Enhancement.

12.5 The event shall take place in the normal way as described elsewhere in the University Academic Handbook, and shall generally conform to normal practices and procedures. See Volume 2, Section 01 – *Quality Assurance (Policy, Guidelines and Templates)*: http://www.cardiffmet.ac.uk/registry/academichandbook/Pages/Ah2_01.aspx and Volume 2, Section 09 – *Collaborative Provision*: http://www.cardiffmet.ac.uk/registry/academichandbook/Pages/Ah2_09.aspx

12.6 Significant changes to curriculum imposed by local requirements, such as Ministry of Education directives, can be approved by the University Major Modification Committee if submitted within 3 months of an initial panel approval event.

13 Documentation for Collaborative Franchise Approval/Validation Events

13.1 A submission document for franchise approval/validation enables a programme team to demonstrate what it proposes to achieve and/or has achieved and how it expects to do so and/or has done so. Concise, explicit documentation should enable the reader readily to understand the programme and its progress and identify relevant issues. It is the responsibility of the associated University School that documentation submitted for franchise approval/validation and review is compliant with the University's requirements and is appropriate in quality.

13.2 The quality of the documentation is an important element in the successful franchise approval/validation or review of a programme. To that end, the nature of the language used and the presentation adopted are important. The writing should be clear and precise, the language simple and jargon-free and excessive verbosity should be avoided. Diagrams and charts may be used with benefit.

13.3 The submission document should be organised in such a way as to make for ease of access, referencing and reading, (see below). The various areas encompassed should be differentiated either as subsections of a larger document or as separate documents. The overall product should be manageable and usable.

13.4 The submission document for collaborative programmes should include information on the collaborating institution as below:

- a brief historical background with particular reference to recent developments and the context for the programme;

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- reference to any external and internal reports on the quality of existing provision, and a self-appraisal with regard to these;

- academic and management structure;

- staff qualifications and institution staff development policy;

- intakes and student numbers, the latter to identify issues that might impact the learning experience;

- available resources such as;
  - teaching accommodation and equipment;
  - library and computing;
  - technician and administrative support services.
  - student support services;
  - virtual learning environment (VLE);

- approach to student induction;

- approach to student engagement;

- application of plagiarism detection software;

- use of examination invigilators.

13.5 The submission document for franchise and outreach franchise programmes should incorporate the following:

(i) the University definitive programme document;

(ii) the proposed franchise or outreach franchise programme document (see Volume 2, Section 3.1 – *Validation of New Programmes* [Validation of New Programmes](#)): this should include the items listed in 13.5 and thereafter follow the general format of the University's requirements for documentation to be submitted (as given in *Validation of New Programmes*), making only necessary changes - for example, institutional description, school structure, CVs etc - and changes to programme content which are appropriate in the context of the collaborating institution such as for regional or cultural reasons but note that the franchise programme may only include minimal new material (i.e. one new module for HNC, 2 for HND);

The University's module descriptors must be used for existing modules, but with the module tutor name and reading lists changed as appropriate;

(iii) the proposed Programme Handbook and other relevant information such as dissertation and/or placement handbooks; Note that the

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University will supply a Student Handbook to cover its regulatory issues and these should not be duplicated or contravened in the franchise partner's Programme Handbook.

(iv)   a statement, with justification, of what changes have been made compared to the University programme;

(v)   a completed programme specification proforma;

(vi)   any other relevant documents/reports.

13.6 The completed programme specification must be contextualised to provide information on and/or address the following:

(i)   a list of approved admission qualifications and their associated academic and English language entrance levels;

(ii)   an admissions statement that outlines the operational processes and alignment with University protocols;

(iii)   a statement on programme specific learning resource requirements;

(iv)   a statement on the programme approach to work based learning and placements (when applicable);

(v) a statement on the virtual learning environment (VLE) and its application to support programme delivery;

(vi)   a statement on the programme approach to promoting academic integrity;

(vii)   a statement to support any contextualisation of the programme assessment strategy;

(viii) a statement to outline how assessments are verified for both level and the award of credit for the elements of the curriculum subject to contextualisation;

(ix)   how the marking of assessments aligns with University requirements (awarding credit, sampling, double marking etc.).

13.7 Documentation for a validated programme should incorporate the following:

(i)   the proposed programme document: this should include the items listed in 30.4 and thereafter follow the University "documentation" information given in the University Academic Handbook under *Validation of New Programmes*;

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(ii) the proposed Programme Handbook and other relevant information such as dissertation and/or placement handbooks. Note that the University will supply a Student Handbook to cover its regulatory issues and these should not be duplicated or contravened in the franchise partner's Programme Handbook;

(iii) a completed programme/scheme specification proforma;

(iv) a copy of the relevant benchmark statement(s) (where appropriate);

(v) a statement to outline how students were involved in programme design;

(vi) any other relevant documents/papers.

13.8 The completed programme specification for a validated programme must provide information on and/or address the following:

(i) a list of approved qualifications and their associated academic and English language entrance levels;

(ii) an admissions statement that outlines the operational processes and alignment with University protocols;

(iii) a statement on programme specific learning resource requirements;

(iv) a statement on the programme approach to work based learning and placements (when applicable);

(v) a statement on the virtual learning environment and its application to support programme delivery;

(vi) a statement on the programme approach to promoting academic integrity;

(vii) a statement on the programme assessment strategy;

(viii) how the marking of assessments aligns with University requirements (awarding credit, sampling, double marking etc.).

13.9 Once a collaborative programme has been approved, the collaborating institution is required to send to the Quality Enhancement Directorate, the definitive programme document, which will be held as the definitive source of information about the collaborative programme. Amendments to the collaborative programme document* must be sent to the QED immediately after such amendments have been approved.

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[*Note that changes to validated programmes can only be made with the approval of the University and must be made under extant University processes for change.]

13.10 All programmes must have a Programme Handbook, which must be produced in advance of students being enrolled. A current copy of those sections relating to the programme must be sent to the Global Engagement Team at the start of each academic year. There may be considerable overlap between the information in the definitive programme document and the Programme Handbook.

13.11 All documentation must be presented in English.

14   The Franchise Approval/Validation Event

14.1 The nature of the event for a collaborative programme will reflect the category of the programme (franchised, validated or outreach franchised).

14.2 The format of the event will reflect the nature of the proposal and of the collaborating institution and will be broadly agreed between the Chair and the collaborating institution beforehand.

14.3 For franchised programmes, the franchise approval event will seek to determine whether the collaborating institution is able to deliver the programme such that academic standards will be achieved successfully and such that the quality of provision is at a comparable level. It will also seek to ensure that any minor changes proposed (e.g. to contextualise) are acceptable in terms of content, breadth and academic level. Contextualisation is not just allowable but is the norm when franchising programmes, particularly for overseas provision.

14.4 For validated programmes, the validation event will seek to determine whether the programme is of an appropriate structure, content, breadth and academic level for the award proposed, whether the collaborating institution is capable of delivering the programme such that academic standards are achieved successfully and such that the quality of provision is at an acceptable level.

14.5 For franchised and validated programmes the event will specifically seek to determine whether:

- teaching staff have the required qualifications and experience;

- the admissions entrance criteria and operational processes align with University policy and protocols;

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- the partner understands the processes in place to verify assessments for both level and the award of credit;

- the partner understands the University requirements for assessment marking and student feedback;

- the partner understands the University requirements for plagiarism detection and invigilation of examinations;

- the partner understands the University requirements for student engagement;

14.6 For franchised and validated programmes the event will also seek to explore and report on:

- student induction and ongoing support mechanisms;

- teaching and learning resources;

- materials made available to students via the virtual learning environment (VLE);

- approach(es) to promoting academic integrity.

- the information provided to the students to support their participation in the approval event;

14.7 Event panels are not required to evaluate those areas already considered at the PDC, including:

- Alignment with the University's Mission and strategic fit of the partnership arrangement;

- Projected growth in student numbers;

- Marketing and recruitment strategies;

- partner professional services;

- Issues relating to a previous HE partner withdrawing from a relationship with the collaborating institution which remain outstanding.

14.8 To assist the panel in the approval process the University will make available the following information:

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- typical role specification for appropriately qualified staff (lecturer, senior lecture, principal lecturer and professor);

- admissions policy and entrance criteria;

- University approach to plagiarism detection and invigilation of examinations to promote and safeguard academic integrity;

- assessment, marking and feedback policy and process;

- student engagement policy and process;

- work based learning and placement learning policy.

14.9   To assist the panel in the approval process the Collaborating Partner will provide access to explore their VLE.

14.10 For outreach franchised programmes, whilst it is to be accepted that staffing issues need not be explored (assuming common staffing between the University and outreach franchised programme), the generality of 13.3 also applies.

14.11 Franchise Approval/Validation Panels for collaborative programme events:

a) Panels for collaborative programme events will normally comprise:

(i)   Chair - member of University staff, but external to the School concerned, with appropriate training and experience (for overseas events, the Chair shall be drawn from a register of appropriately qualified and experienced staff);

(ii)   At least one person, normally from a UK higher education institution, who is external to the University, has subject expertise relevant to the programme and has not acted as an external examiner to other courses at the collaborative partner;

(iii)   one University staff member external to the School concerned (for overseas events, the staff member shall be drawn from a register of appropriately qualified and experienced staff);

An Event Secretary nominated by the University Quality Enhancement Directorate will record the event.

In attendance:

One person from the associated School

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14.12 The Chair of Academic Quality & Standards Committee in consultation with the Panel Chair shall, on behalf of the Academic Quality and Standards Committee, have the power to vary the composition given above as appropriate to the particular circumstances of the event. For instance, in order to ensure appropriate subject coverage if more than one subject/discipline is being considered as part of the event.

14.13 The Panel Chair, approved by Academic Quality and Standards Committee, will normally have experience as a Chair/Panel Member both within and outside the University and need not be a subject specialist in a field relevant to the programme. Close association with the development of the programme will be a bar to Chairing the panel. For overseas events, the Chair shall be drawn from a register of appropriately qualified and experienced staff.

14.14 The programme for the event will normally include:

- a private meeting of the Panel;

- a meeting of the Panel with senior members of the collaborating institution to explore the location of the programme within the collaborating institution's portfolio, the familiarity of the prospective delivery organisation with the standards and ethos of UK higher education, other contextual issues, issues relating to resourcing in regard to the programme, and initiatives of provision which might affect the programme (e.g. learning resource planning).

- a meeting of the Panel with the programme teaching team so that the Panel can explore the programme rationale, aims, structure, content, delivery, assessment, entry, staffing, facilities, and programme specific regulations, etc, as appropriate to the particular type of collaborative arrangement;

- an inspection of relevant facilities, using the resources guidelines and questionnaire;

- completion of a student services questionnaire;

- a meeting with students from other programmes within the collaborating institution, where applicable;

- a further private meeting of the Panel to formulate conclusions;

- feedback to appropriate staff of the collaborating institution.

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NB: All travel and accommodation expenses incurred in connection with the approval visit will normally be charged to the proposing collaborating institution.

14.15 During the initial private meeting, the Panel shall share information with regard to written feedback from Panel Members and any responses such feedback may have prompted from the collaborating institution. Further issues may emerge. The Panel Chair may wish to allocate question topics to Panel Members and to further structure the event depending upon circumstances.

14.16 In the private meeting, the Panel shall discuss its findings and agree upon a statement to be given verbally to the collaborating institution in a feedback session. The statement shall include the recommendation that will be made to the University's Academic Quality & Standards Committee with regard to approval (or otherwise) to offer the programme: the statement shall also specify any conditions associated with approval and deadlines for meeting them, any recommendations that the collaborating institution must consider.

14.17 In considering its recommendations to the University Academic Quality & Standards Committee and the conditions and recommendations of approval, as appropriate, the Panel shall take full cognisance of the collaborating institution's perceived ability to deliver the programme to at least threshold levels of quality - as adjudged from the staffing expertise and capacity, the learning resource levels and the student support available - and to sustain academic standards equivalent to those achieved by University students qualifying for equivalent awards.

15 Approval of Additional Programmes Proposed by an Existing Collaborative Partner

15.1 This process has been prepared to ensure that new proposals received from existing collaborative partners for new degree programmes can be given full consideration, without the need to reconvene full Panels of Assessors at the partner institution. It is intended for use when University staff will have visited the institution relatively recently and will have met with many of the relevant staff and viewed the facilities. Any such proposals shall be considered by the Director of Learning Enhancement and a member of staff in the school in which the programme discipline is based, in order to determine the nature of the approval event.

15.2 An initial approval request form shall be submitted to the University's Portfolio Development Committee and Portfolio Enabling Group.

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15.3 Following approval, submission documentation shall be submitted in line with the University's normal requirements for the consideration of the University's programmes at collaborative partners.

15.4 In accordance with the Academic Handbook, all new programmes should be subject to a full franchise approval/validation event which will be held in the University.

The Director of Learning Enhancement, following discussion, will decide if the event requires some or all of the Panel of Assessors to visit the partner institution or if the event can be held virtually by video conference with documentation submission only.

15.5 The Panel will provide a report commenting on the staffing, facilities to support the proposed degree programme and other pertinent information. For the event held in Cardiff, staff from the partner institution shall normally be invited to attend the full franchise approval/validation event in Cardiff or to participate by video network. The Panel of Assessors convened at the University will include external expert members.

15.6 The report of the approval event will be submitted to the Collaborative Provision Committee and Academic Quality and Standards Committee.

16 Approval of an Additional Campus Proposed by a Collaborative Partner

16.1 It is now increasingly common for requests to be received from collaborative partners for approval of additional campuses, either at the point of validation or subsequently for programmes to be offered at additional centres. These can be in the same country or in another country. It is important to ensure that such proposals are properly vetted and recorded in order to ensure that any students studying at additional centres have an equivalent learning experience to those studying in the originally approved location, and that appropriate staffing, resources and quality assurance/management arrangements are in place. It is also very important to note that serial arrangements are not permitted (see paragraph 8, below).

16. 2 Given the diverse variety of additional campuses that can be proposed, ranging from staff delivering a programme at an additional rented centre through to an entirely different teaching team delivering a programme at another location, a flexible but robust process is required.

16.3 If a prospective **new** partner institution wishes to deliver a collaborative programme at more than one campus, this should be drawn to the University's attention prior to the initial vetting visit. Wherever possible, the initial visit should include a visit to all prospective campuses. Information regarding the resources and staffing at the campuses should be recorded in the University's initial vetting form.

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16.4 In addition to the University's normal requirements for collaborative programmes, where delivery is being proposed at more than one campus, the submission documentation for the validation should include information regarding the following:

- full details of ownership of the additional campuses;

- information regarding resources;

- information regarding student services;

- details regarding staffing (academic and administrative);

- details of management / administrative / financial / co-ordination arrangements between centres.

16.5 Arrangements should be made for members of the Panel of Assessors to visit all potential campuses and to meet with staff, students and view facilities. The outcome of these discussions will be recorded in the subsequent approval event report.

16.6 If an **existing** partner wishes to deliver an approved programme(s) at an additional campus(es) a request must be submitted for consideration by the Portfolio Development Committee (PDC). The following information regarding the additional campus(es) should be submitted to the PDC:

- rationale for the additional campus(es);

- details of ownership of the additional campus(es) (e.g. wholly owned subsidiary, joint venture - see below regarding 'serial' arrangements);

- details of any in-country approval requirements;

- full information regarding resources and a resource development plan;

- details of student induction and support mechanisms, PDP employer links and work based learning/placement arrangements at the new campus(es);

- student metrics for existing provision, outlining progression and module pass/fail rates and degree outcomes.

- a completed student services checklist;

- full details regarding staffing (academic and administrative) and staff development policy;

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- anticipated student numbers for the next three years;

- details of management /administrative /financial /co-ordination arrangements between campuses;

- levels and types of insurance covering the additional campus(es);

- an initial risk assessment completed on the basis of the information above.

Should there be any change to existing programme delivery arrangements the submission must include a rationale to support the proposed change, for example;

- the assessment strategy at the new campus(es);

- the delivery pattern at the new campus(es);

- the admission criteria and supporting processes at the new campus(es);

- student engagement processes at the new campus(es);

- information provided to new students at the new campus(es).

The PDC will assess the risk at delivering programmes at the additional campus(es). In the event of any concerns being identified, prior to or as a result of the submission, the PDC may request a vetting visit be carried out to the proposed campus(es) to discuss the proposal further.

16.7 The requirement for a Panel to visit any or all additional campuses as part of the formal approval process will be determined by the PDC or Director of Learning Enhancement on consideration of the level of risk as determined from factors listed in the proposal:

- length of partnership;

- Associate College status;

- location of additional campus(es);

- partner engagement with quality assurance processes;

- resource concerns;

- staffing arrangements at additional campus(es);

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- requirement for specialist facilities (e.g., laboratories / sporting resources);

- the extent of any changes to existing programme delivery arrangements.

Should a visit be conducted as part of the approval event the composition of the Panel will also be determined by the PDC or Director of Learning Enhancement, again based on the assessment of risk, and will comprise of some or all of the following:

- an experienced chair;

- an academic member of staff from the University;

- an external representative;

- a representative from the Quality Enhancement Directorate (Recorder).

If it is determine that an approval event should be held in Cardiff, staff from the partner institution shall normally be invited to attend the event by video network.

16.8 In exceptional circumstances, if the external representative is unable to attend the event, written comments will be requested and shall be taken into consideration by the Panel of Assessors. The Panel shall be provided with the most recent set of External Examiners' reports for the partner's existing provision.

16.9 A report, concentrating on staffing, resources and quality assurance procedures at the additional campus(es), shall be submitted to the Collaborative Provision Committee and Academic Quality and Standards Committee. The report should highlight alignment of any changes in the following arrangements at the additional campus:

- the programme delivery arrangements;

- student induction and ongoing support mechanisms;

- approach to assessment, marking and feedback;

- teaching and learning resources;

- approach to PDP employer links and work based learning/placement arrangements;

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- an evaluation of student metrics on existing provision, outlining progression and module pass/fail rates and degree outcomes.

- staff qualifications and experience;

- materials made available to students via the Virtual Learning Environment (VLE);

- student engagement methods;

- approaches to promoting academic integrity.

16.10 To assist the panel in the approval process the University will make available the following information:

- typical role specification for appropriately qualified staff (lecturer, senior lecture, principal lecturer and professor);

- admissions policy and entrance criteria;

- University approach to plagiarism detection and invigilation of examinations to promote and safeguard academic integrity;

- assessment, marking and feedback policy and process;

- student engagement policy and process;

- work based learning and placement learning policy.

16.11 Should a partner wish to deliver a programme at an approved campus and the programme was not part of the original campus approval, the format for considering this should be agreed by the Director of Learning Enhancement and the Director of Learning and Teaching in the relevant School based on the risk assessment outlined in point 16.7 above. The additional approval shall be reported to the Collaborative Provision Committee and the Academic Quality and Standards Committee.

16.12 Arrangements for examining boards, moderation visits and external examiner visits should be agreed with the relevant University staff – the normal expectation is that University staff will visit each campus at least once a year. Agreement documents should contain a reference to all campuses where programmes are to be offered, or a separate agreement for each campus if deemed more appropriate. Information regarding staffing, students and resources at each campus shall be included within an Annual Programme Review (APR) report to the University covering all campuses.

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16.13 In accordance with the University's policy, transcripts provided to successful students will record the location of study.

16.14 Serial arrangements are <u>not permitted</u> in normal circumstances - any proposed collaborative arrangement that is not a wholly owned subsidiary or which may be considered to have elements of a serial arrangement shall be referred to the Vice-Chancellor's Executive Group for consideration of the safeguards in place to ensure that proper control is retained of the academic standards of the University's award.

The University's agreement with its partner institutions states that the partner agrees 'not to subcontract or franchise the Programme or any part thereof to another provider.'

17. Formulation of Franchise Approval/Validation Event Decisions

Franchise Approval/Validation Panels may make the following decisions:

17.1 that the programme be approved;

17.2 that the programme be approved subject to the fulfilment of Conditions in the stated timescale and the full and evidenced (through subsequent Annual Programme Review) consideration of Recommendations; resource issues, including staffing may result in a requirement for an action plan, to be monitored through the Academic Quality & Standards Committee;

17.3 that the programme be not approved but resubmitted after a process of further or re-design/development. In the case of Resubmission, the Franchise Approval/Validation Report will identify those issues which need to be addressed before a further event may take place;

17.4 that the programme be rejected, on the grounds that neither the application of Conditions nor further development would result in a programme of appropriate quality or standard.

18 Approval

18.1 Approval should not be recommended to the Academic Quality & Standards Committee if the Panel retains major reservations about the aims, academic standard, structure, content, assessment regulations, etc, after the dialogue with the programme team is completed.

18.2 Decisions should be made on the basis of the franchise approval/ validation event and pressures resulting from the timing of an event should not influence the academic decision.

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18.3 The situation which causes most difficulty arises where the document is deficient but where the reservations of the Panel have been satisfied in discussion. In such cases the Panel must be satisfied that the issues have been or can be resolved and that the documentation will be amended accordingly (through imposing conditions).

19   Conditions/Recommendations for Approval

19.1 Conditions of approval should be used for requirements, which MUST be fulfilled, in order to ensure that the programme meets the required standard and quality threshold. Conditions must be expressed precisely, be agreed by the Panel and must be accompanied by a timescale for completion – normally before students are admitted to the programme. Documentation, usually in the form of a revised (definitive) programme document, must be submitted to the Quality Enhancement Directorate for consideration by the Chair.

19.2 Changes which are desirable in order to enhance the quality of the programme and/or student experience, but which do not affect the threshold standard, should be expressed as Recommendations. Recommendations are advisory as opposed to compulsory, but the University's quality monitoring system would wish to see reference to where such issues have been considered and implemented, or rejected. This might include an action plan of issues to be addressed. Responses to the recommendation should be recorded in the Annual Programme Review report. Recommendations cannot be used as a means of quality or standards enhancement where the Panel judges one or both of these to be below the acceptable threshold level.

The conclusions of the franchise approval/validation event should normally be circulated to the panel and collaborating institution within 5 working days of the event.

19.3 A written report, (in line with the requirements of Volume 2, Section 3.1 – *Validation of New Programmes* Validation of New Programmes in the Academic Handbook), confirmed for accuracy by the Chair of the Panel and including a statement of conditions and recommendations imposed by the Panel shall be produced within **20** working days of the event by the Event Secretary. This shall be sent to the collaborating institution, Panel Members, the School associated with the collaboration, the Academic Quality & Standards Committee and the Collaborative Provision Committee.

19.4 Whilst for franchised and outreach franchised programmes, programme specific regulations shall be as for the equivalent University programme, the report shall confirm in particular that the programme specific regulations for a validated programme are acceptable and within the University's requirements, as explored by the Panel.

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19.5 It is the responsibility of the Quality Enhancement Directorate working with the associated School and the collaborating institution to monitor that the conditions imposed at franchise approval/validation are completed properly and on time, demonstrating to the Panel Chair via appropriate documentation and/or revised programme document submitted by the collaborating institution that the conditions have been met. It is **essential** that the revised documentation (or a covering paper) should clearly indicate where the changes resulting from conditions have been made. The Chair of the Panel shall, through a written report to the QED, confirm (or otherwise) the attainment of the conditions within the required timescale. The QED shall report outcomes to the Academic Quality & Standards Committee and the Collaborative Provision Committee.

19.6 Conditions must be completed to the satisfaction of the Panel Chair according to an agreed timescale and the Chair shall submit a written report to the QED confirming that conditions have been met. The University QED shall provide a progress report to Academic Quality and Standards Committee, as necessary, on such conditions.

19.7 Action taken on recommendations shall be monitored by the University Quality Enhancement Directorate and the associated School and such progress shall be reported in the normal way via the Annual Programme Review.

19.8 The Chair of the Academic Quality & Standards Committee shall report the findings to the Collaborative Provision Committee.

19.9 Following the Academic Quality & Standards Committee approval of the programme, the University Global Engagement Team and Academic Registry will liaise with partners with regards to registration arrangements.

19.10 The Agreement for Academic Collaboration and Memoranda of Agreement shall be signed by the Vice-Chancellor of the University (or his/her nominee) and the Principal of the collaborating institution. Failure to achieve such signing will jeopardise the continuance of the programme. Copies of these Memoranda shall be lodged with the collaborating institution with originals being held in/by the University Global Engagement Team.

19.11 The programme may only be advertised with the prior approval of the University. The collaborating institution must submit all draft advertising and publicity material to the Global Engagement Team, and the phrases "Subject to Validation" and "Subject to Approval" must be used as appropriate to the relevant stages leading up to final approval (see Appendix 2).

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20   Franchise Approval/Validation Checklist

20.1 Pre-Event

Procedure	Action	Timescale
Initial Approach	School / Global Engagement (International)/QED(UK Based)/Pro Vice-Chancellor (Cyncoed Campus)	
Initial Vetting Visit	See Appendix 1	
Seek VCB approval via PDC	Dean of associated School (in conjunction with GE (International) or QED (UK Based))	Submission to PDC/PEG
Oversee completion of draft Memoranda	Head of Partnerships/Secretariat	
Approve franchise approval/validation event and Chair of Panel	Quality Enhancement Directorate	
Appoint Panel, begin franchise approval/validation arrangements	Quality Enhancement Directorate	
Preparation of programme document (s)	School/Collaborative institution/ Quality Enhancement Directorate	
E-mail draft copy of programme document to QED	School/Collaborative institution	25 working days before the event
Check documentation to determine compliance with requirements	Quality Enhancement Directorate /School	20 working days before the event
Finalise franchise approval/validation arrangements	Quality Enhancement Directorate	20 working days before event
Send programme documents, programme for event, relevant	Quality Enhancement Directorate	15 working days before event

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Procedure	Action	Timescale
regulations and request for written comments to Panel Members		
Inform School/ Collaborating Institution of Panel Members' comments and request response	Quality Enhancement Directorate	5 working days before event
Identify issues likely to be raised at event and brief School/ Collaborating institution	Chair/ Quality Enhancement Directorate	5 working days before event

20.2 Post-Event

Procedure	Action	Timescale
Send commendations, conditions and recommendations to collaborative partner	Quality Enhancement Directorate	Within 5 days following the event
Complete draft report and send to Panel Chair, Panel Members, School, Collaborating Institution for accuracy check	Quality Enhancement Directorate	20 working days after event
Submit comments to QED	Panel Chair, Panel Members, School, Collaborating Institution	25 working days after event
Adjust report as appropriate and send to Panel Chair, Panel Members, School, Collaborating Institution	Quality Enhancement Directorate (Panel Chair to confirm)	30 working days after event
Confirm in writing to QED that	Chair of Panel	Timescale agreed at event

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conditions have been met		
Present confirmed report to AQSC and Collaborative Provision Committee	Quality Enhancement Directorate	Following approval of conditions
Enter programme and module details onto registration system	Academic Registry	As appropriate
Complete the Memoranda of Agreement including appropriate signatures and send copies to the Collaborating Institution	GE (International)/QED (UK Based) (which also archives original Memoranda)	10 working days after approval by AQSC
Submit programme advertising material to GE	Collaborating Institution	As appropriate
Submit moderator nominations to Collaborative Provision Committee for approval/information or appoint Link Tutor through HR processes	School	As appropriate
Monitor recommendations in Annual Programme Review	School / Moderator / Link Tutor/QED Report to AQSC/ Collaborative Provision Committee	As appropriate
Send definitive programme handbook to Global Engagement	School/Moderator/Link Tutor	Before programme begins

20.3 Note that in the above the approval of third party bodies (e.g. Edexcel) must also be sought, as appropriate, to a timescale dictated by such third party

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bodies, prior to the event. Such bodies may require representation on the Franchise Approval/Validation Panel.

Additionally, reporting to and final approval of such bodies prior to programme commencement will also be required.

21 Post-Franchise Approval/Validation Monitoring of Collaborative Provision

21.1 The associated School via its Moderator/Link Tutor is charged with the responsibility of ensuring that programme quality and the academic standards achieved by students are maintained at an appropriate and acceptable level and for ensuring that quality enhancement takes place.

21.2 It is further incumbent on the associated School via its Moderator/Link Tutor to ensure that any programme modifications are undertaken according to the *Modifications to Programmes* Modifications to Programmes procedure, from seeking approval for such changes through to the completion of any requirements emanating from modification applications.

21.3 The associated School and the Moderator/Link Tutor are responsible for the quality and rigour of on-going reporting, such as Moderators'/Link Tutors' reports and APRs, and for ensuring that any issues raised through these and from External Examiner reports are actioned accordingly.

21.4 Whereas the Academic Quality & Standards Committee shall have the responsibility of approving franchise approval/validation, re-validation and periodic review events, the Collaborative Provision Committee has responsibility for the more detailed monitoring of the operation of collaborative programmes. The Collaborative Provision Committee not only receives (and requires information on action resulting from) reports of franchise approvals/validations as well as reviews, modification events, and Annual Programme Review report summaries, it also receives (and requires information on action resulting from) reports from Chairs of Panels on conditions of Franchise Approval/Validation/Review, Moderators/Link Tutors, and an annual Summary of External Examiner reports.

21.5 Reports of Franchise Approval/Validation/Review events, Panel Chairs' reports on conditions, External Examiners' overview reports etc, shall be transmitted to the Collaborative Provision Committee via the Quality Enhancement Directorate. The QED shall also ensure that relevant reports are available to the Moderator/Link Tutor, the School and the collaborating institution.

21.6 It is accepted that academic and management structures in collaborating institutions will differ from those at the University. However, the University systems require that there shall be a Programme Committee, responsible at the collaborating institution for the day-to-day operation of the

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collaborative programme, which meets regularly to discuss and take action on programme related matters.

21.7 Collaborating institutions are required to hold Programme Committees, if this is not already the case, so that programme reporting takes place both internally to the collaborating institution and externally to the University.

21.8 Examination Boards must also be convened as outlined both in this document and elsewhere in the University Academic Handbook (Assessment Regulations).

21.9 Further, the generality of the regulations (and guidance notes) as given in the University Academic Handbook apply to collaborative provision.

21.10 The quality assurance principles adopted by the University rely upon:

(i) Vice-Chancellor's Executive Group approval and initial vetting visit;

(ii) scrutiny of the (proposed) programme by peer review (franchise approval/validation event);

(iii) clear University responsibility for ensuring appropriate programme operation, quality assurance and enhancement, and for standards achieved by students;

(iv) regular monitoring, discussion, evaluation and reporting by both the School and programme staff and Programme Committee to achieve quality enhancement;

(v) an external examiner system, which brings external and independent scrutiny to the judgement of standards;

(vi) a moderator/link tutor system which acts both as a source of advice and linkage for the collaborating institution, a source of regular status reporting to the University Committee structure, and which seeks to ensure comparability of the programme with similar programmes at the University;

(vii) an Examination Board to ensure consistency of standards of award;

(viii) an Annual Programme Review reporting system, which reviews the programme each year, concentrating on quality enhancement processes;

(ix) a periodic review event, which scrutinises the programme by peer judgement every five years;

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(x) a periodic review of the partnership against the terms of the University's procedures for collaborative provision and the agreements in place between partners.

21.11 (iv) to (x) above are described briefly in what follows, but reference should also be made to the relevant entries elsewhere in the University Academic Handbook.

22 New Staff/Staff Changes

22.1 Staff to deliver the collaborative programme are approved at the franchise approval/validation event via scrutiny of staff CVs which must be included in the submission documentation.

22.2 With the exception of instances where a short term arrangement of duration not more than four weeks (under which circumstances the collaborating institution will use its own judgement), the curriculum vitae of any new staff must be submitted to the University for scrutiny by the Academic School. Wherever possible CV's should be submitted for approval **prior** to the new staff member beginning to teach/supervise University students.

22.3 The process will be undertaken with confidentiality, with only those individuals concerned having sight of the CVs. Any concerns regarding the new staff member will be discussed confidentially with the Head of the Collaborating institution and monitored.

22.4 The University will ensure that decisions are communicated to the collaborating institution within five working days.

23 Programme Committee

23.1 The Programme Committee is the body within the collaborating institution responsible for the oversight of the collaborative programme. The Programme Committee consists of all staff teaching on the collaborative programme, representatives of technicians and other support staff, student representatives and University moderator(s)/link tutor(s) (ex-officio). Programme Committees should meet frequently (at least three times a year) and maintain records of their meetings. At least one Programme Committee meeting each year should be held at which the University Moderator(s)/Link Tutor(s) is (are) present.

Collaborating Institutions are responsible for all aspects of the servicing of Programme Committees.

Records of Programme Committee meetings must be sent to the QED for submission to the Moderator/Link Tutor for scrutiny.

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23.2 At the University, the QED will ensure that the Moderator(s)/Link Tutor(s) receive copies of Programme Committee records.

23.3 The Terms of Reference of Programme Committees are to:

- monitor and review the programme with regard to all aspects of the organisation, teaching strategies used and quality of teaching;

- liaise with institutional library and learning resource functions to ensure adequacy for the programme;

- highlight areas of development with a view to programme improvement, modification (where appropriate) and staff development;

- monitor arrangements for the examination and assessment of the programme;

- monitor the implementation of the regulations and requirements of the University (and/or other examining/validation bodies) and to ensure the full involvement of the examiners and moderators/link tutors where appropriate;

- present information to the University (Collaborative Provision Committee, Learning Teaching and Student Experience Committee) and to equivalent Committees of the collaborating institution, including final examination results, as required;

- provide an Annual Programme Review report to the QED for distribution in accordance with the University's quality assurance procedures.

24 External Examiners

24.1 Arrangements for external examining shall comply with the generality of the University Academic Handbook entries Volume 1, Section 04.1 – *Assessment Regulations* https://www.cardiffmet.ac.uk/registry/academichandbook/Documents/AH1_04_01.pdf and Volume 1, Section 06.1 – *External Examiners* https://www.cardiffmet.ac.uk/registry/academichandbook/Documents/AH1_06_01.pdf.

24.2 External Examiners have an important role in ensuring that programmes and students achieve standards appropriate to the particular award and comparability of standards with the University programmes, and they make valuable independent comment on the programme's operation. The University receives External Examiner reports via the QED from all External Examiners and this is an important part of the University quality system. External Examiner reports are valuable evidence in Annual Programme Review reports, Periodic and Elective Reviews and other scrutiny events.

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24.3 Nominations for External Examiner appointments are made via Schools on a standard proforma, and approved by a sub-group of the Academic Quality & Standards Committee.

New External Examiners take-up their appointments before the retirement of their predecessors where possible, and have a term of office of four years with an extension of one year if there are special circumstances [such as the imminent closure of a programme, or a particular requirement for continuity].

For new programmes, appointments are normally made such that External Examiners are involved from the point at which programme assessments begin to contribute to the final award (e.g. from the beginning of year two of a three-year degree; from the beginning of year one of a two-year HND).

24.4 External Examiners will not teach on the programme; they must be independent and objective.

24.5 The responsibilities of External Examiners are given in the University Academic Handbook under Volume 1, Section 06.1 – *External Examiners* https://www.cardiffmet.ac.uk/registry/academichandbook/Documents/AH1_06_01.pdf and include:

- moderating the totality of the assessment process;

- approving the overall scheme of assessment and any proposed modification(s)

- comparing the performance of/standards achieved by students with that of their peers on comparable programmes at the University and elsewhere;

- approving the form and content of assignments and examinations that count towards the award before they are provided to students;

- attending, and contributing to, meetings of the Examination Board

- moderating the marks of Internal (collaborating institution) Examiners as appropriate.

24.6 External Examiners are required to send External Examiner reports on the programme to the University's Quality Enhancement Directorate, which forwards copies to the relevant Programme Director, Deputy/Associate Dean, Dean of School, Director of Learning Enhancement and (for collaborative provision) to the Partner Institution. Reports are considered at programme level and responses to the issues raised are submitted by the Partner Institution and School and sent via the Quality Enhancement Directorate to the External Examiner. The School Deputy/Associate Dean prepares a summary of issues raised in reports on their school's

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programmes, for submission to the Learning Teaching and Student Experience Committee. The Director of Learning Enhancement prepares a summary of the reports from all the External Examiners and identifies issues for action at the University's corporate level for submission to the Academic Quality and Standards Committee, Collaborative Provision Committee, Learning Teaching and Student Experience Committee and Academic Board.

24.7 External Examiner reports must be referred to in Annual Programme Review reports, citing issues arising and action taken.

24.8 Each External Examiner report utilises a standard report form and will include observations on:

- the academic standards achieved by students and, where appropriate, other levels of competence;

- the general quality of the programme including resource adequacy, the student experience, teaching and learning quality;

- assessment in relation to programme learning outcomes;

- recommendations on academic and other matters requiring attention;

- any student comments regarding the programme and its delivery;

- the conduct of the Examination Board;

- benchmarking;

- other pertinent matters.

External Examiner reports should not make reference to individual students by name (except for Master's dissertation reports/research degrees).

24.9 External Examiners for collaborative programmes should be in a position to calibrate standards achieved by students against those for similar UK programmes and in particular for franchised and outreach franchised programmes, against the University equivalent programme. Hence, for these it is essential that wherever possible there is commonality of external examining across the University and collaborating institution programme. Where this is not possible, linkages will be organised.

24.10 All External Examiners will be inducted into the University (and third party, as appropriate) external examining requirements and systems.

25 Moderators/Link Tutors

25.1 Moderators are appointed to all collaborative programmes situated in the Schools of Education and Social Policy, Sport and Health Sciences and Art. They are also appointed for Wales-based programmes situated in the School of Management and the School of Technologies. Link Tutors are appointed for Cardiff School of Management and School of Technologies

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(non Wales-based) TNE activity. Their efforts ensure that programme quality and academic standards achieved by students are maintained at an appropriate and acceptable level (in line with the FHEQ) and that quality enhancement takes place.

Moderators are appointed by the Collaborative Provision Committee after nomination by their School. Link Tutors are appointed through their School via an application and interview process and are reported to the Collaborative Provision Committee.

For programmes situated in the Cardiff School of Management a minimum of one Link Tutor will be appointed to each partnership and will be responsible for all programmes within that partnership.

Moderators shall be nominated on the basis of their expertise in relation to the programme and the actual number of programme moderators will depend upon the spread of expertise required.

25.2 The purpose of Moderators is to:

- act as a reporting and action link between the associated School, University and the collaborating institution;

- act in consultation with the Director of Learning Enhancement as an advisor to the collaborating institution programme team on regulatory issues, quality assurance and enhancement processes, mechanisms for effecting programme changes, interpretation of aspects of the programme document (where appropriate), programme delivery, and other pertinent issues;

- where necessary, ensure that student entrance qualifications comply with the requirements determined at validation;

- ensure, via inspection and moderation as necessary, that assessment/examination exercises and questions are of an appropriate level and that marking schemes and marking are similarly of an appropriate level, and are fair; for franchised programmes it is desirable that common assessment across the "home" and collaborative programme takes place wherever possible;

- advise the collaborating institution on resourcing issues for the programme;

- monitor staffing changes and additions to the programme team;

- attend at least one meeting of the Programme Committee each academic year and ensure that the Programme Committee is operating effectively and addressing issues that affect quality and standards;

- attend meetings of the Examination Board and where necessary advise upon procedures and moderate gradings; and invite the External Examiner to appropriate meetings of the Examination Board;

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- provide and/or facilitate where possible and appropriate, staff development/training sessions for staff of the programme team;

- Ensure that students' concerns are being discussed in the relevant fora.

The above are intended to ensure that the programme is delivered at an appropriate quality level and that graduating students do so to required standards.

25.3 The purpose of the Link Tutor is to be the main point of contact within the School for a particular collaborative partnership.

This includes:

- Quality assurance role: including advising on the University's regulations and procedures and advising partners on programme modifications
- Quality enhancement role: identify staff development needs at the partner institution, participate in or facilitate training events and share good practice with partners
- Advise partners on draft APRs prior to their submission to the University
- Meet students during visits to partner institution [
- Attend programme committee at partner institution or video conference/skype (at least one p.a.)
- Attend Exam Boards
- Assist with staff and student induction (where necessary)
- Agree academic calendar with partners
- Report to the University Collaborative Provision Committee and relevant School Committees on partnership issues
- Monitor recruitment (with GE) and support recruitment activities at the partner, including transfers on-campus
- Assist with the admissions process and ensure that student qualifications comply with the entry requirements agreed at validation
- Monitor marketing and publicity materials, and provide marketing assistance where required (with GE)
- Advise on and monitor student handbooks (with QED)
- Peer observation of teaching (where necessary)
- Approve new staff members at partner institutions (and interview, if deemed necessary)
- Review resources at the partner institution on an on-going basis and advise on and monitor any necessary improvements
- Provide advice (in conjunction with colleagues in the relevant School) on draft assessments (coursework and examinations) prior to transmission to External Examiner(s)
- Provide assistance to partners on learning materials and Moodle
- Report to the University on the above following visits (at least two p.a.)

The above are intended to ensure that the programme is delivered at an appropriate quality level and that graduating students do so to required standards.

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25.4 Moderators/Link Tutors will visit the collaborating institution as necessary to ensure that the programme progresses appropriately. Moderators/Link Tutors will normally visit the collaborating institution twice during each academic session to a schedule negotiated with the collaborating institution. If this is not possible, the moderator/link tutor should make arrangements to interact with staff and students of the Partner Institution via alternative means, for example, video conference meetings. Such Moderator/Link Tutor visits should include participation in a Programme Committee meeting and in meetings of Examination Boards. It is also envisaged that Moderators/Link Tutors will:

- meet and discuss the programme with students;

- review facilities in relation to programme developments and student numbers;

- review students' work;

- review Programme Committee records;

- review assignment schedules and where possible (franchised programmes) harmonise these with the 'home' programme;

- review teaching plans;

- meet informally with the Programme Director and members of the programme team.

Moderators/Link Tutors may also take action, make recommendations, and contribute to staff development activities during their visits, or assist in any other way such that they may fulfil the function of mentor and advisor to the programme team.

25.5 Apart from contact via visits, Moderators/Link Tutors shall receive from the collaborating institution, for approval and to agreed timescales:

- draft assessments and examination papers, and marking schemes (based on intended learning outcomes) associated with these and/or, for franchised programmes, facilitate the development of common assessment wherever possible across the University and the collaborating institution;

- copies of examination papers;

- if not included in the review of students' work as in 22.3, an agreed sample of student assignment work and examination scripts before the visit;

- any other documentation requested by the Moderator/Link Tutor for assurance that the quality of the programme and the standards achieved by students are appropriate.

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25.6 The Moderator/Link Tutor will insist on equivalence of assessment, such arrangements to include assessment approval by the University.

25.7 An annual report and an interim report must be submitted by the Moderator/Link Tutor to the QED for presentation to the collaborating institution and to the Collaborative Provision Committee in parallel. Moderator/Link Tutor reports shall address the following:

- issues raised by students and any action taken or proposed to consider/address them;

- observations regarding the resources - including staffing, physical, library and other learning resources - with recommendations for enhancement where necessary;

- staff development undertaken by the programme team, perceived staff development needs, and how such activities will benefit the programme;

- observations on programme delivery and programme management;

- issues arising from Programme Committees and records of meetings, and any resulting discussion and action taken as a result of Moderator/Link Tutor, External Examiner and student consultation issues;

- progress made in regard to issues arising from franchise approval/validation recommendations, periodic review conditions and recommendations;

- matters relating to the University (and any third party, as appropriate) regulations and procedures, including compliance observations;

- where applicable comments on the standard of assignments and examination papers set, marking schemes and the standard of marking, in comparison to equivalent programmes at the University;

- observations on assignment schedules and teaching plans;

- any other general issues pertaining to the programme.

Following meetings that coincide with the Moderator's/Link Tutor's attendance at Examination Boards, reports should also consider:

- the overall standards attained by students;

- the conduct of assessments and examinations;

- the conduct of the Examination Board and any pre-meeting, and the appropriateness of preparation and organisation of papers for the Examination Board;

- any problems encountered, and any consequent proposals for staff development.

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25.8 Further details regarding the role and responsibilities of the Moderator/Link Tutor can be found in the University Moderator/Link Tutor Handbook. These are provided to all Moderators/Link Tutors at the beginning of each academic year.

26 Examination Boards

26.1 The Examination Board is the body responsible for the consideration of student performance on the programme and for confirming assessment and examination results, and any resulting awards classifications.

26.2 The Terms of Reference and Conduct of Examination Boards shall be as for the University's own programmes as given in the University Academic Handbook under *Assessment Regulations* Assessment Regulations. Where it is possible, common Examination Boards with the University home programme will be held.

26.3 Membership of Examination Boards shall be as given in the Academic Handbook with the following differences in instances where there is not a common Examination Board:

- the University Moderator(s)/Link Tutor(s) shall be present at all Examination Boards and shall have an equal say with that of Internal Examiners on outcomes, and may additionally advise on University procedures where appropriate;

- the Chair shall be nominated and approved as described under '*Assessment Regulations*' as given in the University Academic Handbook.

For common Examination Boards, the Moderator/Link Tutor should also be present.

26.4 Reports of Examination Board meetings shall be produced by the University and shall be forwarded to the School, the Moderator/Link Tutor and the Partner Institution.

27 Annual Programme Review

27.1 The annual monitoring of programmes is the cornerstone of the University's quality assurance process and is the vehicle for effecting progressive improvements in the academic health of the programme. Emphasis is placed upon action following scrutiny which identifies issues to be addressed, and upon the traceability of such identification and action through, for example, Programme Committee records. The Annual Programme Review report also forms the basis of each periodic review.

27.2 Annual Programme Review reports for collaborative programmes are

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submitted by Partner Institutions to the QED. APR reports are scrutinised by the associated University School, by the Moderator/Link Tutor and the QED. The School Deputy/Associate Dean includes all the school's collaborative programmes in his/her summary of Collaborative Provision APR reports. The Reports may also be made available to External Examiners and external agencies (such as QAA).

27.3 All Annual Programme Review reports must be in English.

27.4 The format of the Annual Programme Review report for collaborative programmes is as for the University's programmes. However, in completing the Annual Programme Review report, the Moderator/Link Tutor must work fully with the collaborating institution to:

- produce reports that are of equivalent quality and comprehensiveness to that expected for programmes delivered at the University;

- take cognisance of where changes in headings are required, such as entry qualifications and geographical information;

- pay full and particular attention to reporting in sections from which indicators of equivalence in standards might be gleaned, such as student destination and further study. Such sections should not only give statistical information but should, under 'comments', report examples of job titles, programmes entered, where and at what level, etc.

28   Periodic Review

28.1 All University programmes undergo Periodic Review at intervals of approximately five years and information pertaining to such reviews is given in the Academic Handbook. Reviews might additionally arise at shorter intervals as a result of Franchise Approval/Validation Conditions.

28.2 The essential purpose of the Periodic Review is to ensure that quality and standards set at the introduction of a programme have been maintained and that relevant developments and changes have taken place and are properly documented.

28.3 Franchise Approval/Periodic Reviews may involve individual programme scrutiny or the scrutiny of groups of related programmes. Therefore a programme offered collaboratively may be reviewed as part of a periodic review of the programme at the University or on its own.

28.4 If the periodic review takes place at the collaborating institution, it is the responsibility of the associated School, the Moderator/Link Tutor and the Collaborating Institution to ensure that documentation for the Periodic Review is of the required quality and comprehensiveness. It is the responsibility of the associated School and the Moderator/Link Tutor to

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ensure that the Collaborating Institution has been fully apprised and prepared for the event and that due timescales are observed.

28.5 Documentation for a Periodic Review event must be received from the associated School by the QED at least 25 working days before the event; failure to achieve this may result in cancellation of the event and any consequences of such cancellation. Documentation for review events should generally conform to that given in the University Academic Handbook entry '*Periodic Review of Existing Programmes'*.

28.6 Periodic Review Panels will normally consist of:

(i) Chair - member of University staff, but external to the School concerned (for overseas events, the Chair will be drawn from a register of appropriately qualified and experienced staff);

(ii) At least one person normally from a UK higher education establishment, who is external to the University and has subject expertise relevant to the programme;

(iii) one member of the University staff external to the School concerned (for overseas events, the staff member will be drawn from a register of appropriately qualified and experienced staff);

Staff from the QED will record the event.

In attendance:

One person from the School concerned.

28.7 The Periodic Review Panel Chair will normally have experience as a Chair or Panel Member of franchise approval/validation/review events both within and outside the University. The Panel Chair need not be a subject specialist in a field relevant to the programme. Close association with the programme will be a bar to chairing the Periodic Review Panel. For overseas events, the Chair will be drawn from a register of appropriately qualified and experienced staff.

28.8 The nature of the periodic review event will reflect the nature of the programme and the particular collaborative arrangement.

28.9 The programme for the periodic review event will normally include:

• a private meeting of the Panel to review the documentation provided; the Panel will identify issues it wishes to raise with the programme team.

• a meeting of the Panel with relevant management of the collaborating

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institution; this will allow the programme to be contextualised within the collaborating institution's portfolio and an exploration of issues relating to resourcing, staffing/staff development and initiatives in programme provision (e.g. learning resource planning).

- a meeting of the Panel with the programme team so that the Panel can explore the programme performance since franchise approval/validation or the last review, quality and standards issues, quality enhancement issues, programme management, assessment practices, etc;

- a meeting with students from the programme (and, where possible, past students and employers).

28.10   The Periodic Review Panel Chair will conclude the review with an oral report of the Panel's main conclusions and recommendations. An agreed written report, with conditions, recommendations and timescales, will be produced within four weeks by the QED and be circulated to the School concerned, the Moderator/Link Tutor, the Academic Registry, collaborating institution, Panel Members, Academic Quality & Standards Committee and the Collaborative Provision Committee.

28.11 The associated School and the Moderator/Link Tutor, working with the Collaborating Institution, have the responsibility to ensure that any conditions are met according to the required timescale and for ensuring that the Panel Chair, via the QED, receives the required documentation to make judgements on attainment of the conditions. The Chair of the Panel shall, through a written report to the QED, confirm (or otherwise) the attainment of the conditions within the required timescale. The QED shall report outcomes to the Collaborative Provision Committee.

29   Periodic Review of Collaborative Provision Partnerships

29.1 All collaborative partnerships will be reviewed, normally on a quinquennial basis, against the terms of the Cardiff Metropolitan University procedures for collaborative provision and the academic agreements in place between partners in which the expectations of both partners are expressed.

29.2 Aims and Objectives of Partnership Review

The main aim of partnership review is to provide assurance that the collaborative partnership is operating satisfactorily on the part of both partners, and in accordance with the terms of the academic agreements in place and that it is an arrangement to be recommended for continuation.

The objectives of partnership review are to:

- Provide an opportunity to reflect at institutional level on the experience of academic collaboration

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- Consider both strategic and operational arrangements for the effective management of the partnership
- Review ways of working, identifying potential improvements to the management and operation of the partnership and enhancing the quality of the student experience
- Review the effectiveness of arrangements for quality assurance and enhancement on the part of the partner and the University
- Confirm the overall academic standards and quality of the programmes delivered under the partnership arrangement
- Review the support provided to partners by the University, and make recommendations regarding the term of office of the Moderator/Link Tutor.

Cardiff Metropolitan University is committed to making partnership review a consultative, self-critical and genuinely collaborative process. Reviews should also be proportionate to the scale of the partnerships, with account taken of smaller scale partnerships. Conducted in this manner, partnership review is intended to serve as a means of improving the overall learning experience, improving communication and fostering a shared understanding of the partnership.

On establishing that the principles of the partnership have been broadly observed by both partners, the key outcome of partnership review is to re-affirm the partnership normally for a further period of five years, subject to engagement with the terms of any action plan, as appropriate and continued adherence to the terms of the academic memoranda and the University's quality assurance processes.

A formal report of the partnership review and the action plan will be submitted to the Collaborative Provision Committee for initial scrutiny and then to Academic Quality and Standards Committee for approval, and will be reported to Academic Board.

Periodic Review of individual programmes will be undertaken through the procedure associated with the periodic review of programmes, unless deemed appropriate to combine the two review processes by the Director of Learning Enhancement.

29.3 Review Documentation

The documentation will comprise:

From the Partner:

- A partnership evaluation document which includes:

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- o Synopsis of institution position (i.e. history, size, current HE provision, and strategy, particularly in partnership with the University
- o Current University provision and developments over the five year period, and plans for future development
- o Evaluation of operation of the partnership, to include:

- ▪ Engagement with quality assurance and enhancement
- ▪ Staff development
- ▪ Development of the portfolio

Documentation should also include:

- • Staff CVs
- • Updated resources and student services checklists
- • Examples of publicity and marketing materials (including   websites)

Guidance on the Partner's Partnership Evaluation Document including a typical Partnership Review timeline is in Appendix 4A.

From Cardiff Metropolitan University:

- • A partnership evaluation document from each School associated with the collaboration and written by the A/DDLT which summarises matters relevant to partnership operations arising from:

  - • External examiners' reports and responses for the past two sessions
  - • Moderators'/Link Tutors' reports and responses for the past two sessions
  - • Annual monitoring reports (APRs) for past two sessions
  - • Any periodic/elective review events affecting provision at the partner
  - • Engagement with University regulations and systems
  - • Original franchise approval/validation report(s)
  - • Information on student numbers
  - • Information on other partnership-related issues (e.g. mobility, on-campus transfers, research and enterprise links)

Guidance on the School's Partnership Evaluation Document including a typical Partnership Review timeline is in Appendix 4B.

The Quality Operational Manager in QED will compile an overview of the submissions from partner and schools for the Chair of the Review Panel.

Each partner should identify areas of good practice, as well as areas for development. It is recommended that partners share drafts of their documents in advance of submission.

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29.4 Outline of the Process

The Quality Enhancement Directorate will co-ordinate the preparations for a partnership review. Reviews will normally take place over one day, normally (but not necessarily) at the Partner institution.

Review Panel

The **Review Panel** will comprise:

- Trained and experienced Chair from another academic school, or an experienced senior manager
- External representative, with experience of collaborative provision
- Trained and experienced member of Cardiff Met academic staff not previously involved with the partner

Meetings

The Review Panel will meet with senior managers from the partner institution, course leaders and representatives from staff teaching on the collaborative programmes, and any other individuals who play a key role in the programmes (for instance administrators or technicians).

The Review Panel will also meet with the relevant staff from the associated School's management team and the associated Moderator(s)/Link Tutors. This may take place by telephone or videoconference if required.

Meeting with Partner Senior Managers.

To discuss the effectiveness of the partnership

- Developments within the aims of the partnership to date
- Successes and challenges encountered to date
- Experience of working with University systems
- Relationship with the University
- plans for future development

Meeting with students

To discuss the experience of studying on a collaborative programme including:

- Overall learning experience
- Experiences of being a student of both the Partner and Cardiff Met

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Meeting with course leaders, teaching and administrative staff from the partner

To discuss generic rather than course specific issues (which would be reviewed in the periodic review of the programme(s) relating to the experience of delivering and managing collaborative programmes, including:

- Experience of course development (if appropriate)
- Engagement with University processes
- Liaison with University staff and Units
- Teaching and learning issues

Meeting with Associated School(s) Moderator(s)/Link Tutor

To discuss:

- Engagement of University colleagues with partners and University processes
- Quality assurance and enhancement issues

29.5 Outcomes of the process

The Review Panel will reach a recommendation on the basis of the discussions held during the review meetings. If continuation is recommended, this will normally be for a further five years, although a shorter time-span may be agreed if substantial areas for development, or to address, are identified. In appropriate circumstances, the recommendation may be that the partnership be discontinued (see below).

In recommending the continuation of the partnership, the review panel may identify areas for development by the partner or Cardiff Metropolitan University), as conditions (to be met by a specific date) or recommendations (not mandatory but response to be reported through the partnership action plan) based on their implications for the effective continuation of the partnership.

The Review Panel may also identify areas of good practice in partnership working, which will be disseminated to relevant staff in the University and at partner institutions.

If the outcome of the review is to recommend discontinuation of the partnership, both partners should work closely to ensure that any existing students already enrolled on programmes at the partner institution are given the opportunity to complete their studies (as stipulated in the Memorandum of Agreement).

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The Partnership Review Report will be submitted to Collaborative Provision Committee for initial scrutiny and to Academic Quality and Standards Committee for approval. The review outcomes will be reported to Academic Board in due course. Collaborative Provision Committee will monitor progress in adherence to action plans.

29.6 <u>Evaluation of the Partnership Review Process</u>

Cardiff Metropolitan University will monitor participant comments on the partnership review processes through the distribution of evaluative questionnaires at each meeting. These are scrutinised for both general and specific issues.

30 **Annual Review of Partnerships**

The Annual Review of Partnerships is an opportunity to reflect on the academic and financial health of the University's partnership portfolio. The review is split into two parts, the first focusing on academic quality matters and the second on the financial aspects of the portfolio. It is an opportunity for the University's senior management team to take a holistic look at the portfolio and to assure itself of the health of the provision.

Quality

The quality element focuses on quality assurance and enhancement at a partner and thematic level. It is informed by the work of the University's Academic Quality and Standards Committee (AQSC) and is serviced by the Quality Enhancement Directorate. The University's AQSC has overall responsibility for monitoring the quality of the University's provision, consequently, it is not the purpose of the review to make judgements on quality or academic standards but rather to receive assurance from the work of AQSC. Likewise, the University has mechanisms, through AQSC, to take action when provision is likely to become inadequate and so it is not the remit of the review to determine the future of individual partnership arrangements on a quality basis. It may be, however, that in scrutinising the portfolio as a whole, the panel determine broad recommendations for quality enhancement. In such cases these will be fed back to the AQSC for further consideration and implementation.

The information presented to the review, and any recommendations made, will also be presented to the Governors TNE Committee and will inform the University's Annual Assurance to Governors.

The Panel for the quality element shall be:

- Deputy Vice-Chancellor (Chair)
- PVC Student Engagement

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- PVC (Cyncoed Campus) and Dean of the Cardiff School of Sport and Health Sciences

The following persons shall also be in attendance to inform discussion:

- Head of Partnerships
- Director of Learning Enhancement
- Director of Registry Services

The Panel will receive the following information to inform its discussions:

- A paper from the University's AQSC summarising the work of its sub-committee the Collaborative Provision Committee;
- A thematic analysis of risk matrices for the previous academic session.

Business

The purpose of the business meeting will be to consider the performance of the portfolio over the last year and to consider any adjustments to the portfolio. It is serviced by the International and Partnership office and the outcomes of the meeting will be reported to the Governors TNE Committee for information.

The Panel for the business element shall be:

- Deputy Vice-Chancellor (Chair)
- PVC (Cyncoed Campus) and Dean of the Cardiff School of Sport and Health Sciences
- Director of Finance

The following persons shall also be in attendance to inform discussion:

- Head of Partnerships

The Panel will receive the following information to inform its discussions:

- A breakdown of historical and current student numbers;
- A summary of income over the past session;
- A summary of business developments over the past session.

31   Periodic Due Diligence Checks

In line with the QAA Quality Code, the University will carry out periodic due diligence reviews of its collaborative partners.

The following information will be collected every three years, or at shorter intervals if deemed necessary by the Vice-Chancellor's Executive Group (VCEG) or the Governors' TNE Sub- Committee:

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1. Audited financial accounts for the previous two years;
2. Details of the ownership of the partner institution;
3. Details of any changes to the legal status of the partner and details of any pending legal action;
4. Details of the requirements for formal recognition/accreditation/approval requirements by the relevant authorities in country for collaborative providers and programmes;
5. The University will also carry out a credit check on the partner institution;
6. The University will also assess whether there are any legal/political/ethical/cultural issues that need to be considered.

The updated due diligence information will be considered by appropriate University staff and the outcomes reported to the Portfolio Development Committee (PDC), VCEG and the Governors' TNE Sub-Committee.

[For Wales-based Further Education partners, the need for updated due diligence will be waived.]

32   Administrative Responsibilities

32.1 The administration of collaborative provision programmes will be managed as follows:

- the enrolment and registration of students on the collaborative programme; information on individual students, including entry qualifications, being supplied in a prescribed manner and to agreed timescales *(Global Engagement Team)*

- administration of the External Examiner appointment and payment system *(Quality Enhancement Directorate)*

- the integrity of assessment arrangements, including invigilation; the Academic Registry has the right to require information on these and to approve them; and as necessary to inspect such arrangements; the Academic Registry may also request reports on such arrangements; *(Academic Registry)*

- notifying the Academic Board of the names of Chairs of Examination Boards and dates, for approval *(Academic Registry)*

- processing the outcomes of Examination Board decisions for awards, producing certificates and transcripts where appropriate, and controlling the security and distribution of these as appropriate *(Academic Registry)*

- administering student appeals against decisions of Examination Boards and unfair practice *(Academic Registry)*

32.2 Schools and collaborating institutions shall respond to requests on the above as and when required by the University.

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33 Modification to Programmes

33.1 Changes may be made to programmes following initial franchise approval/validation through the modification procedure or a re-franchise/re-validation event. Such changes need thus to be the subject of consultation between the University and the Collaborating Institution and considered at the Programme Committee and subsequently approved by AQSC.

34 Procedure for Addressing Quality Concerns

In cases where serious concerns affecting quality and standards are identified at a partner organisation (by a Committee, Moderator, Link Tutor, External Examiner or elsewhere) a sub group of the Collaborative Provision Committee should be established to consider the concerns and recommend further action, which may include bringing forward a review of the programme or the partnership. Evidence will be sought from all relevant parties prior to a recommendation for action being made to the Committee. It is proposed that the group should comprise:

a) Chair of Collaborative Provision Committee (or Deputy Chair)
b) Director of Learning Enhancement
c) Deputy/Associate Dean in the relevant School
d) One member of the Committee not associated with the School(s) in which the provision in question lies

35 Withdrawal of Franchise Approval/Validation

35.1 In circumstances under which withdrawal of franchise approval/validation of a franchised, outreach franchised or validated programme is deemed to be necessary, the Collaborative Provision Committee may recommend such withdrawal via the University AQSC to Academic Board. Academic Board following due consideration and a recommendation by PDC may approve withdrawal and subsequently transmit this decision to any third party involved.

35.2 Issues leading to a decision to withdrawal of franchise approval/validation might include:

- a decline in outcome standards below the threshold level as evidenced by External Examiner reports, Moderator/Link Tutor reports, External Assessment reports, etc, following repeated attempts to cause reversal of the decline;

- a decline in programme quality and/or the quality of the student experience below that envisaged at franchise approval/validation, following repeated and/or multiple attempts to cause reversal of the decline;

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- a breakdown of relationships between the University and the collaborating institution, perceived to be irreversible;

- repeated non-adherence to the University regulatory requirements, following repeated warnings;

- serious breaches of the financial arrangements by the collaborating institution;

- low student numbers.

35.3 Following a decision by Academic Board (on the recommendation of the PDC) to withdraw franchise approval/validation, the University shall ensure by suitable means that the interests of students on the programme are protected as far as is possible by one or more of the following measures:

- arranging for existing students to undertake the remainder of their studies at the University or elsewhere;

- allowing existing students to complete the programme at the collaborating institution whilst permitting no new cohorts to enrol on the programme; (this measure might also be used as an interim mechanism until such time as the collaborating institution can demonstrate to the University that franchise approval/validation should be reinstated);

- issuing University "stage" certificates (such as University Certificates and Diplomas) such that students may use these for advanced standing purposes either immediately or at a later time for entry onto programmes, as arranged by themselves, elsewhere.

35.4 In any of the above cases, full consultation with students, Moderators/Link Tutors, External Examiners and the collaborating institution must take place for determination of the best programme(s) of action. This shall also be approved by Academic Board following a recommendation by the Academic Quality and Standards Committee.

35.5 Upon withdrawal of franchise approval/validation, the collaborating institution shall be informed in writing by the University Pro Vice Chancellor (Cyncoed Campus) that it may not advertise the programme utilising the name of the University (or any third party involved in the franchise approval/validation) or in any other way implicate the University, save for those necessary and approved (by Academic Board) instances associated with the cohorts of students completing their studies at the collaborating institution.

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36   Exit Strategy following the Termination of a Collaborative Partnership

Responsibility for Quality and Standards

As the degree-awarding body for its franchised and validated programmes the University has ultimate responsibility for academic standards and the quality of learning opportunities, regardless of where these opportunities are delivered and who provides them. Partners involved in the delivery of a collaborative arrangement are required to adhere to the University's quality assurance policies and procedures and these responsibilities are outlined in the Memorandum of Agreement signed at the commencement of the collaboration.

In the Event of Termination

At the commencement of any collaborative arrangement both parties sign a Memorandum of Agreement. The Agreement states that:

'In the case of a notice period which does not allow the most recent cohort of students to complete the Programmes, the two parties hereby agree to seek appropriate alternative arrangements for such students, such arrangements including enrolment on appropriate stages of closely related Programmes either at Cardiff Metropolitan University, the Collaborating Institution or elsewhere.'

Exit Strategy

To minimise the risks associated with the termination of a collaborative arrangement the University has two key stages at which it manages these risks. The first takes place at the commencement of the collaboration and is built into the University's due diligence procedures. The second takes place at the termination of a collaborative arrangement and is the development of an exit strategy.

The purpose of an exit strategy is to safeguard academic standards and the student experience following the termination of a collaborative arrangement and to allow enrolled students to complete their programme of study, or a similar programme, with the minimum possible disruption.

In the majority of cases no new cohorts of students will be enrolled following termination of a collaborative arrangement. In exceptional circumstances where commitments have been made to prospective students who have yet to begin study, the University may consider allowing the enrolment of additional cohorts. In such cases these additional cohorts must be included in the exit strategy.

Following the termination of the collaborative arrangement by either party an exit strategy should be submitted to the University's Portfolio Enabling Group (PEG) for consideration.

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The exit strategy should be produced by the Global Engagement Team in consultation with the Partner, School, Quality Enhancement Directorate and any other parties that are to contribute to the strategy. If the strategy includes the transfer of students to another institution which is not the University or the partner institution the accepting institution must also contribute to the production and agreement of the strategy. Only in exceptional cases, and with the express agreement of the students involved, will the awarding authority be transferred to a third party degree-awarding body.

In occasions where a partner institution becomes insolvent or ceases trading the responsibilities associated with supporting remaining students, as outlined in the Memorandum of Agreement, still apply. Every effort should be made by the partner institution to contribute to the production and operation of the exit strategy. At a minimum, arrangements should be made to transfer all student information to the University. The exit strategy should detail:

- The reasons for termination;
- The date of notice of termination and the date of termination;
- The date the strategy will commence and projected period of completion of the strategy;
- A breakdown of current and pending student numbers, their stages of completion and projected minimum and maximum completion dates;
- The financial arrangements that will govern the collaboration during the strategy;
- A breakdown of the responsibilities and expectations of all parties and a summary of how these may differ from those outlined in the Memorandum of Agreement;
- Detailed information on how the programme will be taught and administered during the run-down period;
- What information has been given to students to date;
- How communication between the parties will be maintained;
- How the strategy will be monitored on a day-to-day basis.

Once the strategy has been approved by PEG it will be monitored by the Collaborative Provision Committee with an annual update to PEG and the University's Academic Quality and Standards Committee (AQSC). If the strategy requires amendment this must be approved by IPEG. Any concerns regarding the quality and standards of the programme will be referred to AQSC.

Following approval of the exit strategy the partner institution will provide the University with contact details of all affected students. The students will be informed of the termination by the University and provided with full details of progression options available to the (interim awards, awarding of credits and RPL to another institution, transfer to the University). They will be provided with details of who they may contact to discuss the options.

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37 Movement of Students between Programmes

37.1 It may be the case that students on a franchised programme wish to undertake part of their studies on the home version of the programme, or indeed that students on the home programme wish to undertake part of their studies on the franchised version of the programme.

37.2 Two basic scenarios exist to accommodate the above:

(i) the student may terminate his/her place on the programme at an appropriate stage and apply to the alternative programme for entry with advanced standing at the appropriate stage. Control of issues such as enrolment, examining, fees, etc thus transfer to the alternative programme, the student now being a student of that programme;

(ii) the student undertakes parts of the alternative programme but remains a student of the original programme.

37.3 Under scenario 36.2(ii), the following apply:

- programme teams may arrange study on the alternative programme under the regulations given in Volume 2, Section 09.5 – *Complementary Study and Assessment at Overseas Institutions: Variations to Validated Programmes for Individual Students* Complementary Study and Assessment at Overseas Institutions (Academic Handbook). This allows for up to 5 modules of study to be taken on the alternative programme, on an individual student basis, after certain assurances have been gained;

- the movement of students is built into the franchise approval/validation of the programme(s).

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INITIAL VETTING VISIT: COLLABORATIVE PROVISION

Please note that this information is used to gather accurate information as part of the University's initial approval and due diligence processes. It is essential that all information included is accurate and verifiable (including financial information). Failure to abide by these requirements can lead to the termination of the initial approval process.

1. GENERAL INFORMATION

Name and location of the collaborating institution:

Details of the ownership and governance structure of the institution:

[Please attach CVs or biographical details for all owners.]

Legal Status of the institution:

Is the organisation permitted to enter into legally binding collaborative agreements?:

Sources of funding for the institution:

Strategic plan and organisational mission details (required to determine the degree of fit):

Date of Foundation:

Management structure :
Please attach an organisational chart for how the institution is managed

2. ACADEMIC BACKGROUND

Current size of the institution:

Details of programmes currently offered (including awarding bodies):

Number of students, number of staff (including breakdown of full time/part time):

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Links with other organisations:

Current Quality Assurance processes and committee structure:

3. FACILITIES AND RESOURCES

Location of all campus(es):

Are the teaching premises owned or leased?:

Teaching Staff-including balance of full time and part time:

Support Staff-including balance of full time and part time:

Details of Staff Development, Equal Opportunities and Health and Safety Policies:

IT facilities:

Classroom facilities:

Library facilities:
As well as physical library holdings, please include details of electronic library resources currently available to students and list any database/journal subscriptions.

Laboratory facilities (if applicable):

Details of access for disabled students:

[NB: The requirements of the Equality Act 2010 do not currently apply to overseas partners.]

Details of student support services:

Budget for supporting all the above:

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4. DUE DILIGENCE CHECKS

Financial status - including audited financial accounts for the previous three financial years, bankers' references and business plans, where available.

NB: The University will request updated financial information and carry out credit checks as part of its periodic updating of due diligence.

Details of the education system in the country concerned:

Details regarding the requirements for formal recognition/accreditation/approval by the relevant national authorities of collaborative providers and programmes in-country-

Details of any current or previous partnerships with Universities, Colleges or other awarding bodies (in country or overseas). If a relationship has been terminated, please provide details of the reason for termination.

Details of checks carried out by University staff with the authorities in-country:

Legal/Political/Ethical/Cultural issues to be considered in the proposed collaboration:

Levels and Type of insurance held by the institution:

Details of any legal judgements in the last three years against the institution or any pending legal action:

5. THE PROPOSED COLLABORATION

Nature of the initial contact - e.g. via an agent, British Council, overseas government agency, existing collaborating institution, etc:

Planned programmes:

Type of collaboration-franchise/validation/outreach:

Does the proposal include a dual award (made by the partner or other awarding body)?:

Anticipated student numbers on the University programmes (for three academic years):

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A business plan should be appended, to be completed jointly by the prospective partner and University staff-see example at appendix.

Qualifications of students on entry, including English language requirements:

Mode(s) of study:

Source of student funding:

Professional Body requirements:

Perceived benefits of the collaboration to the associated School and/or to the University:

Has a link staff member been identified within the School to develop the project?

Proposed start date:

Details of input or resources required from the University:

Details of key proposers:

- in the University

- in the Partner

Does the proposal comply with the University's regulations?

Exit Strategy: In the event of the partnership terminating, how will the students enrolled with the University be seen through to completion of their studies? Options include (i) the partner to 'teach out', use of University staff to deliver modules and provide support, FDL delivery and support or transfer on-campus or to other institutions.

Please note: It is the responsibility of the institution seeking to collaborate with the University to disclose any material facts that you are aware of regarding any legal issues or publicity related issues that may have arisen at the institution.

Rationale to support changes to existing delivery arrangements*:

Note* - only required when proposing delivery of an existing programme at a new campus.

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6. ANY FURTHER INFORMATION

Recommendation of whether to proceed: YES/NO

Form Submitted by

Date:

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Example of outline business plan for TNE partnership

		2012/13	**2013/14**	**2014/15**
Income				
Number of Students		15	25	30
Net Stage Fee (GBP£)		1,200	1,200	1,200
Total fee income (GBP£)		18,000	30,000	36,000
Expenditure				
Payment to School	20%	3,600	6,000	7,200
Consultancy Payment	0.00%	0	0	0
External Examiners				1,200
Assessors				500
Moderators/Link Tutors				
Flights		1,200	1,200	1,200
Travel & subsistence		700	700	700
Other		300	300	300
Legal				
Total Income		18,000	30,000	36,000
Total Expenditure		5,500	7,900	10,800
Contribution		12,500	22,100	25,200
Contribution % sales		69	74	70

NOTES:

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Procedure for preparing advertising and publicity materials for collaborative partners

Persons responsible for preparing advertising and publicity material should read this procedure in conjunction with:

- Cardiff Metropolitan University Commitment to Students – Public Information Handbook

  http://www.cardiffmet.ac.uk/study/studentservices/Documents/Commitment%20to%20Students-%20Public%20Information%20Handbook%202014.pdf

- The Quality Assurance Agency Quality Code and accompanying Advice and Guidance on 'Partnerships':

  https://www.qaa.ac.uk/quality-code/advice-and-guidance/partnerships

- Cardiff Metropolitan University Brand Guidelines. Available via Cardiff Metropolitan University's Creative Services (see below for contact details).

- Cardiff Metropolitan University Guidance for the Provision of Information to Collaborative Partner Students and Prospective Students (relating to prospectuses, programme handbooks, module handbooks and induction materials and available via the International and Partnership Office).

1. Definitions

Marketing/publicity material includes the following items:

- Advertisements;
- Corporate brochures including prospectus entries;
- Direct marketing material;
- Posters;
- Press releases;
- Product brochures and fliers;
- Mail shots;
- E-mail marketing;
- Use of Twitter, Facebook and other social media;
- Websites.

Photographs of Cardiff Metropolitan University, copies of Cardiff Metropolitan University's logo and other publicity materials are available from the Global Engagement Team. Cardiff Metropolitan University will retain the ownership of copyright, trademarks and any other applicable intellectual property rights at all times.

2. Rationale

Cardiff Metropolitan University and its partners need to promote a clear and consistent message regarding its programmes offered on a collaborative basis to ensure that intended audiences receive accurate and appropriate information about higher education programmes.

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Such information should be fit for purpose, accessible and trustworthy. These procedures advise on the production of publicity materials, which enables Cardiff Metropolitan University to oversee the messages communicated to partners, potential and existing students and to external audiences. The potential for damage arising from publicity is very real and Cardiff Metropolitan University will continue to exercise great vigilance and take action wherever necessary.

These procedures are designed to ensure that:
- The consistency of marketing and publicity materials using Cardiff Metropolitan University's name is maintained;
- The message communicated is accurate, consistent and not contradictory;
- Cardiff Metropolitan University's corporate image is maintained and protected;
- Marketing and publicity materials do not compromise but enhance Cardiff Metropolitan University's image;

All publicity and advertising materials should ensure that:
- the institutional relationship with regard to the programme is accurate and that any 'top up'/advanced entry/articulation arrangements where the full programme is not that of Cardiff Met are clear. Advice on the wording can be obtained from the University
- the awarding body and title of the award are correct;
- all programme information is an accurate reflection of its approval by the University;
- progression details are accurate;
- accurate information regarding fees, accommodation and progression/transfer opportunities to Cardiff Metropolitan University are included;
- the Cardiff Metropolitan University logo (where used) complies with corporate image requirements

The Global Engagement Team will make checks against the above and will also ensure that:

- there are no inappropriate or misleading comparisons with other programmes or providers;
- there are no derogatory statements about other institutions or organisations;
- there are no misleading statements about the awarding body, the recognition of awards by public or other authorised bodies;
- prospective students are not mislead with regard to the recognition of the award by a professional or statutory body;
- there are no misleading statements about entry requirements, credit for prior learning or length of time that may be required to secure an award.

Where necessary, advice will be sought from the relevant programme Moderator(s)/Link Tutors in order to ensure that any statements regarding a collaborative programme or partner institution are accurate. The Global Engagement Team will also liaise, where necessary, with Cardiff Metropolitan University's Communications, Marketing and Student Recruitment Unit to ensure the correct use of Cardiff Metropolitan University's brand.

Institutions that have submitted a programme for consideration by Cardiff Metropolitan University can only advertise the degree as 'subject to validation/final approval' with approval from the Cardiff Metropolitan University Head of Partnerships. This "subject to validation/final approval" status will need to be maintained until all the conditions of validation have been met to the Panel's satisfaction. Any admission offers made to prospective students on the basis of

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this advertising must be made conditionally, subject to approval of the degree by Cardiff Metropolitan University.

3. Creative Services and Brand Use Guidance

For support and advice when developing promotional material you may contact Cardiff Metropolitan University Creative Services department at:

Creative Services
Communications, Marketing and Student Recruitment (CMSR) Unit
Cardiff Metropolitan University
Western Avenue
Cardiff
CF5 2SG

Email: creativeservices@cardiffmet.ac.uk
Tel: 0044 29 2041 6044

4. Procedure for the Approval of Marketing/Publicity Materials

All marketing materials relating to the University or its programmes should be sent to the Global Engagement Team for review and approval on behalf of Cardiff Metropolitan University in advance of their publication. Alternatively, materials can be sent in hard copy to the GE at the following address:

Global Engagement Team Cardiff Metropolitan University Western
Avenue
Cardiff
CF5 2SG

Email: partnerships@cardiffmet.ac.uk

Please allow five working days for approval. Cardiff Metropolitan University will have absolute discretion as to the contents of any statements, advertisements or other promotional material prepared by the Institution for publication for the purposes of attracting the candidates to the collaborative programme.

The Global Engagement Team will maintain a record of marketing materials.

5. Monitoring

The Global Engagement Team routinely (every 2 months) check collaborative partners' websites to review the contents. Should any material found to be misleading or inaccurate partners will be required to amend the site(s) with immediate effect.

All institutions will be required to complete a *pro forma* issued annually by the Global Engagement Team confirming compliance with these procedures.

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6. Non-compliance and Penalties

The University's agreement with its partners states that:

''All communications, publicity and other material in which mention is made of any title or accreditation of or approved by the University shall not be used without the Universities permission.''

''All advertising publicity material pertaining to Programmes will be submitted to the University for approval.''

"You (The partner) shall ensure that all communications, publicity and other material in which mention is made of any title or accreditation of or approved by the University or otherwise mentions the University shall not be used without the University's express prior permission, such permission will not be unreasonably withheld."

"In pursuance of the requirements of 3.1(iv) Cardiff Metropolitan University, via the Head of Partnerships, will receive from the Collaborating Institution for consideration the form of any advertising or publicity material produced pertaining to the Programmes. Where approval is not given, recommendations as to what needs to be done to gain approval will be given."

''In pursuance of the requirements of 4.1(iii) the Collaborating Institution will submit to the Cardiff Metropolitan University Head of Partnerships any and all advertising/publicity material for approval prior to its being used and subsequently make any changes as notified by the Head of Partnerships.''

Any issues relating to non-compliance with the above process will be referred by the Head of Partnerships to the Deputy Vice-Chancellor for consideration. Cardiff Metropolitan University reserves the right to take action on institutions failing to adhere to these procedures. This might range from suspending the right to use Cardiff Metropolitan University's name in advertisements and, ultimately, to the possible withdrawal of approval to offer the University's programmes. An annual report on publicity issues will be submitted to the Deputy Vice-Chancellor.

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NB: THIS MODEL HAS BEEN DISCONTINUED. THE BELOW APPLIES ONLY TO EXISITING ARRANGEMENTS THAT ARE BEING PHASED OUT.

External Moderation Model of Collaboration

1. Rationale

Under the 'external moderation' model of partnership, Cardiff Metropolitan University staff will provide quality assurance guidance and play a developmental role with partners. The University logo may, if local laws permit, appear on any certificates issued to students in order to recognise this role.

2. Responsibility

The University's role is solely limited to that of the provision of quality assurance guidance and assisting with the development of the partner. Any awards granted will not be awards of the University. For the avoidance of doubt students will not be enrolled with the University. The University shall not be awarding the degree and accepts no liability whatsoever for any claim or challenge made by any student any prospective student or any other person.

In the event of any such claim being directed at the University, the partner shall indemnify the University against all such claims and liabilities, costs, expenses, damages and losses (including but not limited to any direct, indirect or consequential losses, loss of profit, loss of reputation and all interest, penalties and legal costs (calculated on a full indemnity basis) and all other professional costs and expenses) suffered or incurred by the University.

3. Definition

The 'External Moderation' process involves a member(s) of the University staff acting as external quality and standards moderator, on behalf of Cardiff Metropolitan University, for programmes offered at partner institutions. The role is similar to, but broader than that of a traditional External Examiner in the UK system. The role is external in the sense that the staff member is external to the partner institution. Normally the External Moderator will have competence and experience in the subjects covered by the programme of study. Where this is not possible, the External Moderator will seek appropriate advice from subject specialists in the University. In cases where there is a significant amount of provision at one organisation a 'Super Moderator' will be appointed to oversee all programmes, with subject experts assisting with subject-level duties and providing a link to the relevant school Learning and Teaching Committee. The awards are not those of the University, nor are students enrolled with the University: the role is developmental, with an aim of providing quality assurance and enhancement support to partners and to support their academic development as institutions. In time, other collaborations may develop from such a partnership, including on-campus transfers, joint research and staff/student exchanges.

4. Establishing an External Moderation Agreement

Initial contact regarding the development of an external moderation proposal may arise through a variety of formal and informal routes but is managed through the International and Partnership Office in conjunction with the Pro Vice Chancellor (International). Where the initial contact arises outside a School, the associated School emerging from such contact must be involved at the earliest stage in any discussion via the Associate Dean: Partnerships and the Deputy Dean. For new partners due diligence checks and initial approval of an external moderation proposal will be required as follows and administered by the Global Engagement Team:

(i) initial vetting visit;
(ii) Initial Approval Panel (IAP) approval to proceed;

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The subsequent stages leading to the approval of an external moderation proposal will be administered by the Academic Standards and Quality Unit:
(i) approval event
(ii) Academic Quality & Standards Board approval (subject to any imposed conditions being met)

The Collaborative Provision Committee will be kept informed of progress by the Academic Standards and Quality Unit.

New Partners - Initial Vetting Visit
Where a request has been received that an external moderation arrangement be explored with a new partner, an Initial Vetting Visit (IVV) should be carried out by a suitably qualified member(s) of staff (to be agreed by a member of the Vice Chancellor's Board on receipt of outline information regarding the proposal). For institutions with which the University already has collaborative arrangements, an IVV will not be necessary. As part of the preliminary initial visit, the University staff member(s) will meet with:

· members of the collaborating institution's senior management;

· members of the collaborating institution's teaching and appropriate administrative staff;

· the librarian and relevant heads of administrative services including those responsible for the allocation and management of learning resources, student and Registry services;

· in the case of overseas provision, wherever possible, the Panel will also meet or correspond with any relevant local British Council or other appropriate local education officials.

The Initial Vetting Proforma (See Annexe 4), supported where necessary by additional supporting material, together with a completed risk matrix form, will be critically reviewed by the Initial Approval Panel. The Panel will seek to ensure that the proposed development can be supported by the relevant School(s) and that appropriate due diligence checks have been carried out in respect of the proposed partner.

Approval
Following PDC approval (in the case of a new partner) or initial discussions (in the case of an existing partner) a meeting will be held to discuss the details of the proposal and to agree an annual calendar of activities which will form the basis for the agreement. In addition, the Chair shall be seeking reassurance of the partners ability to deliver the programme(s) to threshold levels of quality, to sustain academic standards equivalent to the UK Framework for Higher Education Qualifications (FHEQ) and that the proposal does not contravene any compulsory local or QAA endorsed qualification benchmarking frameworks. Should the Chair have any concerns in this regard, or should the University and partner be unable to reach agreement on the annual calendar of activities, the proposal will not be recommended for approval. The approval meetings will be serviced by the Academic Standards and Quality Unit and Chaired by the Deputy Vice Chancellor or Director of Learning Enhancement. In attendance will also be:

· Representatives of the Partner Senior Management team;

· Representatives of the School Senior Management team (to include the Associate Dean : Partnerships and Deputy Dean);

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· The Head of Partnerships;

· Wherever possible, the proposed external moderator(s).

The partner and the associated School (with assistance from the International and Partnership Office) shall be responsible for the production of the documentation required for the approval event, for its quality, accuracy and completeness, and for ensuring that, wherever possible, it is received by the Quality Enhancement Directorate (QED) at least 5 working days before the approval event is due to take place.

The documentation will include:

· The names, level and mode of delivery of the programmes for which external moderation is sought;

· A summary of the partners background and history and its current relationship with the University (where applicable);

· An outline of the internal and external quality assurance processes currently in place for the programme(s);

· Details of the programme(s) standing in-country, including how the award has been benchmarked against any national qualifications framework;

· An outline of the assessment processes currently in place for the programme(s);

· An outline of the learning resources associated with the programme(s);

· A draft annual calendar of activities developed by the partner and the associated School(s) (see Annexe 2 for an example);

· Programme Specification(s) or equivalent documents outlining the programme structure, content, learning and teaching strategies and assessment strategies;

· Details of staffing for the programme(s);

· Confirmation from the School that the qualifications have been mapped against the FHEQ and details of the level at which they have been benchmarked. Following the meeting the Chair will make a recommendation to the University Academic Quality & Standards Board regarding the approval of the proposal including any conditions of approval, as appropriate. All agreements will be approved for a maximum of five academic sessions. At the close of the agreement period a re-approval of the arrangement should be undertaken in line with the process outlined above. Periodic due diligence of partners will take place on a rolling cycle in line with the University's due diligence processes for collaborative partners.

5. Duties of the External Moderator
The external moderator will have the following specific duties on behalf of Cardiff Metropolitan University. In cases where there is a significant amount of provision at one organisation a 'Super Moderator' will be appointed to oversee all programmes at that partner with subject experts acting as External Moderators and providing a link to the relevant school Learning and Teaching Committee. The delineation of duties, in such cases, is identified below by indicators (SM) (M):

(a) to moderate the work of the partner (including: draft assessments and marked assessed work) (M)
(b) to attend Assessment Board meetings, up to twice per year (SM)

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(c) to be satisfied that the students have been assessed within the partner institution's regulations and have attained standards consistent with the UK Framework for Higher

Education Qualifications (M/SM)
(d) be satisfied that appropriate arrangements are in place to ensure sound academic practice and plagiarism detection (M/SM)
(e) to visit the partner organisation at least once a year to meet staff and students (SM – though subject level External Moderators may visit if deemed necessary by the relevant School)
(f) to provide update reports on the operation of the arrangements to the School Learning and Teaching Committee twice throughout each academic year. (M)
(g) to report annually on the operation of the arrangements to the School Learning and Teaching Committee and University's Collaborative Provision Committee at the end of each academic year (SM)
(h) to flag to the School Learning and Teaching Committee and Collaborative Provision Committee, in a timely manner, any concerns regarding the partners engagement with the external moderation process or failure to meet academic standards (M/SM)
(i) to liaise with the partner institution and International and Partnership Office to ensure that any recruitment, publicity or other literature relevant to the programmes which is produced by the partner is approved by the University in advance of publication.(SM)

6. Certification and Student Information
Certificates awarded to successful candidates will be issued by the partner organisation. However, in recognition of the partnership, the certificates awarded may include, if local laws permit, both the partner and the University logos. In instances where the University's logo appears on a certificate or transcript it must be accompanied by text stating 'Award externally moderated by Cardiff Metropolitan University'. Draft transcripts and certificates must be approved by the University and should be submitted to the Head of Partnerships. It is also understood that the partner institution may market the fact that the University is externally moderating their award (with any publicity material submitted to the University for approval). It is important that students studying on awards externally moderated by the University understand the relationship between the University and their award and that they are not students of the University. In all cases, student programme handbooks should include the following information:

This programme is externally moderated by Cardiff Metropolitan University. The External Moderation process involves a member of the University's staff acting as external quality and standards moderator, on behalf of Cardiff Metropolitan University, for programmes offered at partner institutions. The awards are not those of the University, nor are students enrolled with the University: the role is developmental, with an aim of providing quality assurance and enhancement support.

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The External Moderator Role in Practice

(i)   Getting Started

The first role of the external moderator is to get to know the staff that they will be working with at the partner institution. It is useful if you can identify a single point of contact with whom you can communicate all matters and who will be able to disseminate this information to the staff working/teaching at the institution.

An annual calendar of activities will have been agreed during the approval process and this will articulate your responsibilities and those of the partner. The calendar will outline the operation and number of module assessment boards, programme assessment boards and programme boards of studies each year and your role in supporting these. It will also specify any visits you will be expected to undertake to the partner for external moderation, training or marketing purposes. It is good practice to arrange to link with your contact at the partner and confirm these dates at the commencement of the relationship in order to ensure you each have a sound understanding of the year ahead. The annual calendar may need to be adapted in some instances in order to adapt to changing circumstances. Any changes must be agreed between the partner and yourself and must not undermine your ability to make judgements regarding the quality of the programmes.

You will need to become familiar with the programme(s) that the partner institution is delivering, its modules, learning and teaching methods and assessment. Specifically you should know how many modules there are and the type and number of assessments you can expect to moderate for each of these. A copy of the programme specification and module descriptors, or equivalent documents, will have been submitted to the School as part of the external moderation approval process and you will need to obtain copies and read and understand them. The programme will have been benchmarked to the FHEQ by the School during the approval process but any issues/inconsistencies with the documentation and the programme that you identify should be raised with the partner at this time.

Finally, you should familiarise yourself with the rules and regulations of the programme which the partner institution is operating to. Specifically you should be fully aware of the rules regarding passing/failing a module, reassessment, infringements, processes for ensuring academic integrity and the overall rules governing the conferment of the award. In some cases this will not be documented and in which case you should help the partner write this document if required. It is important to remember that the award is that of the partner, rather than the University, and if the partner wishes to offer "Distinctions", "Merits" or "Commendations" on a two year Diploma then this is permitted, as long as the rules and criteria for the award of these are clearly defined.

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(ii)   Pre-Moderation

Assuming that you have visited the partner institution, agreed the annual calendar of activities, been introduced to your contact, read and understood all of the documentation and are happy with this, then your role as external moderator begins with pre-moderation. The partner institution should provide you with any assessments that they intend to release to their students in order to give you an opportunity to view these well in advance of them being issued to students. Assessment criteria should also be provided, where these are available. The timescale for this should be agreed with the partner institution. If the institution provides electronic copies of the assessment via email this is a good way to speed up this process.

Having read the supplied assessments you should provide some feedback to the assessor on the level, appropriateness of, complexity, content and mapping to the module learning outcomes. There is no formal feedback sheet for this, but you may wish to implement one based upon those used in your own School. You should also indicate whether or not you wish to see a revised copy of the assessment before it is issued to students or whether you are happy for the institution to distribute to their students assuming but not insisting that they will act upon the comments you have made.

(iii)   Post-Moderation

After students have completed their assessments and they have been marked by the partner staff, you should visit the institution in order to conduct at least part of the next stage of the moderation process. However, depending on the number of assessment boards which have been agreed you may not visit on every occasion that a board is held. You may wish for example to have some assessed work sent to you and only attend certain assessment boards in person – you may participate by telephone or videoconference. You will need to negotiate this with the partner institution.

The first stage of the post moderation process is to examine the marked work. The institution will need to be made aware that all marked work should be retained for you to view, however you may only be able to view a sample of the work if the cohort of students is very large. The institution should also be informed that it is good practice to prepare a "module box" for each module, where sample work for each cohort is retained as are the moderation feedback comments you will make during the visit. In viewing the assessments, marking and feedback you should comment on the quality of the marking, the consistency of the marking and the feedback given to students and adherence to any academic integrity processes. Feedback should be in a written form and may be provided on a feedback sheet so that the module leader can benefit from the transfer of knowledge and improve upon the marking/assessment for the next iteration.

Meeting with students and collecting student feedback is essential for determining how the operation of the programme is perceived from the student body and also to ensure that the students are aware of you and your role. You may wish to collect feedback through a formal feedback form or conduct a student meeting (ideally in private). Any

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issues raised by students should be fed back to the relevant staff in the partner, and the confidentiality of the students should be observed wherever possible.

As an external moderator you should ensure that the partner institution convenes an assessment board and a programme committee. As a minimum this should include the chair (a senior member of staff from the partner institution), an officer, the teaching team and you. These should be operated in a similar fashion to how Examination Boards operate within the University. As moderator you will provide comments regarding the level of the work scrutinised (similar to the External Examiner role for the University programmes). You may also wish to recommend altering marks if you feel that this is necessary. You should ensure that the board operates to the agreed rules and regulations set down for the programme. You may be asked to sign a formal record of the decision of the board in terms of the agreed awards.

Following the assessment board, it is recommended that a Programme Committee (along the lines of those held at the University) is held, including student representation. The Programme Committee may also agree and implement changes to the programme and rules and regulations, provided that this fits in with the processes at the partner.

In the event of serious concerns being expressed by the University external moderator regarding the standard of the awards being made, the concerns will be discussed with senior management of the partner institution and if remedial action is not taken to the external moderator's satisfaction within the agreed timescale, the University reserves the right to withdraw from the arrangement.

(iv)   Reporting

Twice throughout each academic year, you are required to provide an update report to your School Learning and Teaching Committee on the operation of the arrangements and flag to the Committee, in a timely manner, any concerns you have regarding the partner's engagement in the process or failure to meet academic standards. At the end of each academic year you are required to provide a written report using the Annual External Moderator Report Proforma (Appendix 3) to the School Learning and Teaching Committee and Collaborative Provision Committee.

This should also be sent to your Deputy/Associate Dean and will be presented to the School Learning and Teaching Committee. Following L&T Committee approval it will be presented to the University's Collaborative Provision Committee and forwarded to the Partner, International and Partnership Office and Associate Dean: Partnerships. The report should cover all aspects of the operation of the programme and highlight any changes that you would like addressed, preferably before the next operation of the programme. Information in the report will have been informed from all aspects of the processes described above. The partner should confirm receipt of this report and may wish to respond to the comments you have made.

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(v)   Added Value Schemes

Partners approach the University for external moderation arrangements for a variety of reasons. This might be for additional reassurance in ensuring the academic standards of their awards, advertising and recruitment purposes or for staff development purposes. In order for the University to be able to respond to these needs added value schemes may be agreed as part of an arrangement. These might include, for example, scholarships for students studying at the partner, University funded PhDs for partner staff, University led student induction sessions or increased engagement by the University in partner marketing activities. Where it is agreed that the University will take an enhanced role in marketing activities it is paramount that the University's relationship with the partner is clearly articulated to all prospective students. Any added value activities will normally be discussed during the initial stages of the proposed collaboration and formalised during the approval process. Should these activities be requested to be added during the life of an existing arrangement these should be agreed with the relevant School and reflected in a revised agreement and annual calendar of activities.

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Summary of Cardiff Metropolitan University & Partner Responsibilities

ACTIVITY	RESPONSIBLE PARTY
Admission and Recruitment	
Required	
Co-ordinate local admissions activities and approve applicants	Partner
Undertake local marketing activities	Partner
Seek approval for any references to Cardiff Met in marketing materials	Partner
Review and approval of any marketing materials referencing Cardiff Met	Cardiff Met
Optional	
Provide support for local marketing activities	Cardiff Met

ACTIVITY	RESPONSIBLE PARTY
Student Registration	
Required	
Undertake all registration functions and collection of student fees	Partner
Create and maintain student records	Partner

ACTIVITY	RESPONSIBLE PARTY
Student Induction	
Required	
Produce and distribute student, programme and module handbooks	Partner
Organisation of a student induction programme	Partner
Optional	
Provide Cardiff Met guidance on programme handbooks, placement handbooks and induction	Cardiff Met
Attendance at student induction programme	Cardiff Met

ACTIVITY	RESPONSIBLE PARTY
Resources	
Required	
Provision of learning and teaching resources such as rooms, IT facilities, access to appropriate software and other learning resources as outlined at arrangement approval	Partner
Optional	
Provision of example teaching support materials for partner staff	Cardiff Met

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ACTIVITY	RESPONSIBLE PARTY
Programme Delivery and Student Support	
Required	
Delivery of programme	Partner
Pastoral support and the organization of personal tutorials	Partner
Ensuring the health and safety of students and ensuring that appropriate liability cover is in place	Partner
Collection of student feedback through annual meeting	Cardiff Met
Optional	
Provision of student scholarships	Cardiff Met

ACTIVITY	RESPONSIBLE PARTY
Assessment	
Required	
Drafting and agreement of annual schedule of activities	Partner Cardiff Met
Drafting of assessments and the determination of marking criteria	Partner
Submission of draft assessments to Cardiff Met within agreed timescales	Partner
Review of draft assessments prior to submission students	Cardiff Met
Organization and invigilation of examinations	Partner
Arrangements to ensure sound academic practice and plagiarism detection	Partner
Coordination of the submission of coursework and dissertations	Partner
The marking of assessments and the provision of feedback on student performance	Partner
The moderation of a sample of marked assessed work	Cardiff Met
Appointment of External Examiners	Partner
Collation of examination results for the Examining Board	Partner
Chairing and recording of Examining Boards	Partner
Communication of assessment results to student	Partner
Attendance at examination boards as agreed in annual calendar of activities	Cardiff Met
Confirmation that students have been assessed within the partner institution's regulations and have attained standards consistent with the UK Framework for Higher Education Qualifications	Cardiff Met
Confirmation that appropriate arrangements are in place to ensure sound academic practice and plagiarism detection	Cardiff Met
Optional	
Provision of example assessments for partner staff development	Cardiff Met

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ACTIVITY	RESPONSIBLE PARTY
Programme Management	
Required	
Appointment of Programme Director	Partner
Adherence to academic frameworks	Partner

ACTIVITY	RESPONSIBLE PARTY
Quality Assurance	
Required	
Compliance with the Cardiff Met quality assurance requirements for the organisation of examination boards and programme committees	Partner
Co-ordination of the production of documentation relating to review and on-going quality assurance	Partner
Submission of External Moderator reports	Cardiff Met
Review of External Moderator reports and responses	Cardiff Met Partner
Flagging of concerns regarding the partner engagement with the external moderation process or failure to meet academic standards	Cardiff Met
Optional	
Response to External Moderator reports	Partner

ACTIVITY	RESPONSIBLE PARTY
Support and Development	
Required	
Responsibility for local staff development	Partner
Optional	
Support local staff development in relation to learning, teaching and assessment strategies and quality assurance requirements	Cardiff Met
Funded PhDs for partner staff	Cardiff Met

ACTIVITY	RESPONSIBLE PARTY
Visits	
Required	
Organization of External Moderator visits (at least once annually)	Partner Cardiff Met

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ACTIVITY	RESPONSIBLE PARTY
Graduation	
Required	
Production of transcript and certificate in line with Cardiff met requirements	Partner
Approval of use of Cardiff Met logo or name on transcript or certificate	Cardiff Met
Organisation and resourcing of graduation event	Partner
Optional	
Attendance at graduation event	Cardiff Met

ACTIVITY	RESPONSIBLE PARTY
Appeals, Complaints and Unfair Practice	
Required	
Consideration of Academic Appeals	Partner
Consideration of student complaints	Partner
Consideration of unfair practice cases	Partner
Optional	
Membership of unfair practice panel	Cardiff Met

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Example Annual Schedule of Activities

Partnership Level Information

Marketing Materials

Activity	Submission to University	Approval/Feedback	Release
Responsibility	Partner	Ex Mod	Partner
Date	*00/00/00*		

Marketing Events

Activity	Marketing Event 1	Marketing Event 2	Marketing Event 3
Date	*00/00/00*		
External Moderator Attendance	*Y/N*		

Student Induction

Activity	Induction Session 1	Induction Session 2	Induction Session 3
Date	*00/00/00*		
External Moderator Attendance	*Y/N*		

Staff Development

Activity	Ex Mod led Staff Development Session 1	Ex Mod led Staff Development Session 2	Ex Mod led Staff Development Session 3
Date	*00/00/00*		

Graduation

Activity	Graduation Ceremony
Date	*00/00/00*

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External Moderator Attendance	Y/N

Programme Level Information (Please provide for each programme)

Programme Management

Activity	Programme Committee 1	Programme Committee 2	Programme Committee 3
Date	00/00/00		
External Moderator Attendance	Y/N		

Programme Delivery

Activity	Cohort 1 Intake date	Cohort 2 Intake date	Cohort 3 Intake date	Cohort 4 Intake date	Cohort 5 Intake date
Date	00/00/00				

Module Delivery

Activity	Teaching Commences	Submission of draft assessment	Feedback on draft assessment	Release of assessment	Exam Board Date	Submission of sample scripts	Feedback on Scripts	External Moderation attendance at Examination Board
Responsibility	Partner	Partner	Ex Mod	Partner	Partner	Partner	Ex Mod	
Module 1	00/00/00	00/00/00	00/00/00	00/00/00	00/00/00	00/00/00	00/00/00	Y/N
Module 2								
Module 3								
Module 4								
Module 5								
Module 6								

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Cardiff Metropolitan University
Annual External Moderator Report Proforma

Institution:	
Programme(s) Title:	
External moderator(s):	
Visit Date(s):	
Reporting Period:	

A. Academic Standards

A1	If any changes to the curriculum have taken place since the approval of the arrangement do the outcomes of the programme (and/or its component parts) continue to align with the relevant qualification descriptor set out in the FHEQ Yes / No
	Comment:
A2	If you would like to provide additional feedback in relation to the maintenance of academic standards of the award(s), please do so below.

B. Achievement Rigour and Fairness

B1	Do you consider that examinations and other types of assessment are appropriate for: • the subject; • the students; • the level of study; • the intended learning outcomes? Yes / Partly / No
	Comment:
B2	Do you consider that internal marking is fair, reliable and thorough? Yes / Partly / No
	Comment:

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B3	Do you consider that assessment processes are carried out in accordance with the Partners regulations and procedures? Yes / Partly / No
	Comment:
B4	Do you consider that examination board procedures governing academic integrity were undertaken fairly and equitably and in line with the partners regulations: Yes / Partly / No
	Comment:
B5	If you would like to provide additional feedback in relation to measuring achievement, rigour and fairness, please do so below.

C. Comparability of standards and student performance

C1	Are standards and achievements of students comparable with those in other UK higher education institutions of which you have experience? Yes / No
	Comment:
C2	If you are reporting on a programme delivered at a partner with more than one campus, are standards and achievements of students comparable across campuses during your period of appointment to date? Yes / No / NA
	Comment:
C3	Are standards and achievements of students comparable across cohorts during your period of appointment to date? Yes/ No/ NA
	Comment:

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C4	If you would like to provide additional feedback in relation to comparability of standards and achievement of students, please do so below.

D General Information

D1	Were the arrangements for you to comment on draft examination papers and/or assignment questions appropriate?	Yes	No	
D2	Were you provided with copies of the assessment guidance given to students, including assessment criteria?	Yes	No	
D3	Was sufficient assessed work made available to you to enable you to have confidence in your judgements on the standard of students' work?	Yes	No	
D4	Were you able to attend the examination board?	Yes	No	
D5	Was the examination board conducted to your satisfaction?	Yes	No	N/A
D6	Were you satisfied with the recommendations made at the Examination board?	Yes	No	N/A
D7	Did you have access to student feedback (either in written form or at a meeting with students)?	Yes	No	
D8	If you have answered 'no' to any questions in Section D, please explain your reasons below.			

E. Overall Points Of Commendation:

F. Areas For Consideration:

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Signed:	
Date:	

If you have answered No to questions A1, B1, C1, D3 or D6 please flag your concerns to your Deputy Dean as soon as possible.

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CARDIFF METROPOLITAN UNIVERSITY

PERIODIC REVIEW OF COLLABORATIVE PROVISION PARTNERSHIPS
PARTNERSHIP EVALUATION DOCUMENT TEMPLATE: <u>PARTNER</u>

<u>Purpose of the Partnership Evaluation Document</u>

The aim of partnership review is to assure Cardiff Metropolitan University and the Partner that the partnership is operating satisfactorily and in accordance with the academic agreements governing the partnership.

The review is carried out by a University Panel which is empowered to recommend whether or not the partnership should be re-affirmed for another five years. Its deliberations are informed in part by a University evidence base but more importantly by Partnership Evaluation Documents (PEDs) and supporting evidence submitted by the Partner and the associated University School(s).

<u>Guidance for Completing a Partner's PED</u>

The Partner should use its PED as an opportunity to reflect at an institutional level on the experience of academic collaboration with Cardiff Metropolitan University, in the process evaluating the effectiveness of strategic and operational arrangements. The Partner should use the PED as an opportunity to identify for the Review Panel, potential improvements, areas for development and areas of good practice, linking reflective statements with relevant evidence wherever possible.

Each programme included in the partnership is governed by the terms of an academic memorandum which sets out the respective rights and responsibilities of the Partner and the University in respect of the following activities:

- Admission and Recruitment
- Student Registration
- Student Induction
- Resources
- Programme Delivery and Student Support
- Assessment
- Programme Management
- Quality Assurance
- Staff Support and Development
- Visits
- Graduation
- Appeals, Complaints and Unfair Practice

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The detail of each of the above categories is included in Appendix A, which may be a helpful reference point when completing the PED.

The Cardiff Met Quality Enhancement Directorate will provide access to the following evidence base to assist your reflection and evaluation:

- External Examiner Reports and responses for the past two years
- Moderator and Link Tutor reports for the past two years
- Annual Programme Reports and Action Plans for the past two years
- Reports of any periodic/elective review reports affecting provision at the partner
- Original franchise approval/validation reports
- Student number information
- Memoranda of Programme Agreement

Timeline to Review

The typical lead-in to the review event should be 26 weeks from the issue of the notice of review by the Quality Enhancement Directorate, though the timeline may vary if warranted by operational exigencies approved by the Director of Learning Enhancement.

A typical timeline to review is contained in Appendix B.

Structure of Partner PED

The PED is divided in to the following sections

At the Strategic Level
Section 1.   Synopsis of the Partner Institution
Section 2.   Current Provision

At the Operational Level
Section 3.   Evaluation of the Operation of the Partnership
　　　　　　　　.1   engagement with quality assurance
　　　　　　　　.2   engagement with quality enhancement
　　　　　　　　.3   staff development
　　　　　　　　.4   development of the portfolio

Strategic Level

PED Section 1: Synopsis of Partner Institution

The synopsis should include a description and reflection under each of the following categories:
- History
- Size

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- Organizational Structure
- Current HE provision
- Strategic planning, contexts and development, particularly in partnership with Cardiff Metropolitan University
- Location and campuses, teaching and learning facilities
- Academic Staffing including a list of staff for each programme

PED Section 2: Current provision

This section should include a description and reflection under each of the following categories:
- The programmes currently delivered with Cardiff Metropolitan University including type of collaboration (franchise, validation, outreach)
- Articulation arrangements, if any
- Enrolment numbers broken down by programme for each year of the review period
- Developments over the five-year review period
- Plans for future development

Operational Level

PED Section 3: Evaluation of the Operation of the Partnership

This section should include reflection and evaluation of effectiveness and impact under each of the following categories:
- Partner summary of relationship and agreements
- Recent strategic and quality assurance developments including external reviews
- Engagement with Cardiff Metropolitan quality assurance and regulatory framework, including management responsibility and oversight of academic standards, academic committee structure, examination boards, assessment and feedback to students, external examiners, moderators/link tutors, programme approval, design, validation, periodic review, programme annual monitoring and reporting (APRs, external examiners, moderators/link tutors, external accreditation, academic appeals and unfair practice, engagement of students in quality assurance
- Engagement with QAA UK Code including subject benchmark statements
- Engagement with Cardiff Metropolitan quality enhancement: including the quality and enhancement of student learning opportunities (teaching and academic support) , effectiveness of the learning and teaching strategy, student module and programme evaluation and feedback and action plans/impact, learning support, personal tutors, student complaints
- Staff development related to higher education including implementation and operation (conference attendance, conference organization, attendance at Cardiff Metropolitan University staff development activities, partner internal workshops, academic and related publications and publications development, external publications, scholarship,

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support for updating qualifications, monitoring the effectiveness of staff development, sharing of good practice

- Development of the portfolio, including programme approval, design, validation, periodic review and modification.

Supporting Documentation

The Partner should submit the following documentation in support of its PED:

- Staff CVs including a table mapping staff to modules and programmes
- Updated resources and Student Services checklists
- Examples of publicity and marketing materials including links to websites.

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Summary of Cardiff Metropolitan & Partner Responsibilities

The following table is indicative of the roles and responsibilities of both The University and Partner. It is noted that some operational amendments may be required depending upon the nature of the programme and these would be agreed with the relevant School.

ACTIVITY	RESPONSIBLE PARTY
Admission and Recruitment	
Undertake local marketing activities	Partner
Provide Cardiff Met guidance for marketing materials	Cardiff Met
Develop text of marketing materials in line with Cardiff Met guidance	Partner
Produce and fund local marketing materials	Partner
Approve publicity materials	Cardiff Met Partnership Office
Provide Cardiff Met admissions documentation and guidance	Cardiff Met Partnership Office
Co-ordinate local admissions activities and submit applications to Cardiff Met	Partner
Consider applications	Cardiff Met
Communicate decisions on admissions to applicants	Partner

ACTIVITY	RESPONSIBLE PARTY
Student Registration	
Collect student fees	Partner
Provide Cardiff Met enrolment guidance	Cardiff Met Partnership Office/Registry
Submit enrolment, RPL and module selection forms to Cardiff Met	Partner
Submit student photographs to Cardiff Met	Partner
Provide ID cards to students	Cardiff Met Registry
Provide students with log-on details for Cardiff Met electronic library	Cardiff Met IT/Registry
Create and maintain student records	Partner/Cardiff Met Registry

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ACTIVITY	RESPONSIBLE PARTY
Student Induction	
Provide student handbook	Cardiff Met Student Services
Provide Cardiff Met guidance on programme handbooks*, placement** handbooks and induction**	Cardiff Met QED* and School**
Provide sample module handbooks	Cardiff Met School
Develop programme, module and placement handbooks in line with Cardiff Met guidance	Partner
Approve programme, module and placement handbooks	Cardiff Met School
Organization of a student induction programme in line with Cardiff Met guidance	Partner

ACTIVITY	RESPONSIBLE PARTY
Resources	
Provision of learning and teaching resources such as rooms, IT facilities, access to appropriate software and other learning resources as agreed at validation	Partner
Provision of on-line student resources	Cardiff Met
Provision of Blackboard/Moodle sites for partner staff	Cardiff Met School
Provision of teaching support materials for partner staff	Cardiff Met School/Partner

ACTIVITY	RESPONSIBLE PARTY
Programme Delivery and Student Support	
Delivery of programme	Partner
Pastoral support and the organization of personal tutorials	Partner
Ensuring the health and safety of students and ensuring that appropriate liability cover is in place	Partner

ACTIVITY	RESPONSIBLE PARTY
Assessment	
Drafting of academic calendar and submission to Cardiff Met Partnership Office	Partner

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Drafting of assessments and the determination of marking criteria	Partner
Submission of draft assessments to Cardiff Met within agreed timescales	Partner
Submission of draft assessments to Moderator Link/Tutor and External Examiner for approval	School
Review of draft assessments prior to submission to External Examiner	School
Organization and invigilation of examinations in accordance with Cardiff Met regulations	Partner
Coordination of the submission of coursework and dissertations	Partner
The marking of assessments and the provision of feedback on student performance	Partner
Appointment of External Examiners	Cardiff Met QED
Communication with External Examiners	Cardiff Met QED
Collation of examination results for the Examining Board	Partner/Cardiff Met Registry
Chairing and recording of Examining Boards	Cardiff Met Registry
Communication of assessment results to student	Partner

ACTIVITY	RESPONSIBLE PARTY
Programme Management	
Appointment of Programme Director	Partner
Acting as point of contact for students in relation to the day-to-day administration of the programme	Partner
Adherence to academic frameworks as outlined in the Cardiff Met Academic Handbook	Partner

ACTIVITY	RESPONSIBLE PARTY
Quality Assurance	
Compliance with the Cardiff Met quality assurance procedures including the organization of programme committees, student-staff liaison committees, the undertaking of student evaluations, production of the annual APR report, and contributing to review activities	Partner
Co-ordination of the production of documentation relating to review and on-going quality assurance	Partner
Submission of Moderator/Link Tutor reports	Cardiff Met School
Collation and circulation of Moderator/Link Tutor reports	Cardiff Met QED

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Response to Moderator/Link Tutor reports	Partner
Review of Moderator/Link Tutor reports and responses	Cardiff Met School/QED
Collation and circulation of External Examiner Reports	Cardiff Met QED
Response to External Examiner reports	Partner
Review of External Examiner reports and responses	Cardiff Met School/QED

ACTIVITY	RESPONSIBLE PARTY
Support and Development	
Responsibility for local staff development	Partner/Cardiff Met
Appointment of a Moderator/Link Tutor	Cardiff Met School
Support local staff development in relation to Cardiff Met learning, teaching and assessment strategies and quality assurance requirements	Cardiff Met School/Partner
Provide access to Cardiff Metropolitan University staff development resources on-line	Cardiff Met QED
Organization of an annual partner training event	Cardiff met Partnership Office

ACTIVITY	RESPONSIBLE PARTY
Visits	
Organization of visits	Partner/Cardiff Met Partnership Office
Organization of Examining Board visits	Partner/Cardiff Met Registry

ACTIVITY	RESPONSIBLE PARTY
Graduation	
Production of transcript and certificate	Cardiff Met Registry
Organisation and resourcing of graduation event in Cardiff	Cardiff Met Registry
Organisation and resourcing of a local graduation event	Partner

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ACTIVITY	RESPONSIBLE PARTY
Appeals, Complaints and Unfair Practice	
Consideration of Academic Appeals	Cardiff Met Registry
Consideration of student complaints	Partner/ Cardiff Met Student Services
Consideration of unfair practice cases	Cardiff Met Registry

QED – Quality Enhancement Directorate

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Typical Timeline to Partnership Review Event (may vary according to operational exigencies)

Working Weeks before and after review event	Activity
-26	notice issues to participants with invitation to preparation meeting
-24	review panel convened
-26 to -23	evidence base compiled and posted to s/point by QED
-22	evidence set ready and links sent to participants
-22 to -9	Schools and Partnership draft Partnership Evaluation Documents (PEDs)
-8	draft PEDs submitted to QED for review
-7	QED feedback on draft PEDs
-5	final PEDs submitted to QED
-4	Distribution of final PEDs to Review Panel together with procedure and links to evidence base
-3	QED Overview of PEDs submitted to Chair of Review
-2	Deadline for Panellists' comments
-1	Chair meets with DDLTs and Link Tutors to discuss Panellists' feedback and QED Overview of PEDs
0	Review Event
+4	QED sends draft report to Chair for approval
+5	QED sends approved draft report to Partner and School(s) to check factual accuracy
+6	QED submits final report to next available Academic Quality and Standards Committee
On-going (as recommended in Review Report)	QED monitors Partner and School compliance with any action plan arising from the Review

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CARDIFF METROPOLITAN UNIVERSITY

PERIODIC REVIEW OF COLLABORATIVE PROVISION PARTNERSHIPS
PARTNERSHIP EVALUATION DOCUMENT TEMPLATE: <u>SCHOOL</u>

<u>Purpose of the Partnership Evaluation Document</u>
The aim of partnership review is to assure Cardiff Metropolitan University and the Partner that the partnership is operating satisfactorily and in accordance with the academic agreements governing the partnership.

The review is carried out by a University Panel which is empowered to recommend whether or not the partnership should be re-affirmed for another five years. Its deliberations are informed in part by a University evidence base but more importantly by Partnership Evaluation Documents (PEDs) and supporting evidence submitted by the Partner and the associated University School(s).

<u>Guidance for Completing a School's PED</u>

The School PED should be completed by the Assistant/Deputy Dean and used as an opportunity to reflect on the experience of academic collaboration with the Partner, in the process evaluating the effectiveness of the School's strategic TNE aims and operational arrangements. The School should use the PED as an opportunity to identify for the Review Panel, potential improvements, areas for development and areas of good practice.

Each programme included in the partnership is governed by the terms of an academic memorandum which sets out the respective rights and responsibilities of the Partner, the School and the University in respect of the following activities:

- Admission and Recruitment
- Student Registration
- Student Induction
- Resources
- Programme Delivery and Student Support
- Assessment
- Programme Management
- Quality Assurance
- Staff Support and Development
- Visits
- Graduation
- Appeals, Complaints and Unfair Practice

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The detail of each of the above categories is included in Appendix A, which may be a helpful reference point when completing the PED.

The Cardiff Met Academic Standards and Quality Unit will provide access to the following evidence base to assist your reflection and evaluation:

- External Examiner Reports and responses for the past two years
- Moderator and Link Tutor reports for the past two years
- Annual Programme Reports and Action Plans for the past two years
- Reports of any periodic/elective review reports affecting provision at the partner
- Original franchise approval/validation reports
- Student number information
- Memoranda of Programme Agreement

Timeline to Review

The typical lead-in to the review event should be 26 weeks from the issue of the notice of review by the Academic Standards and Quality Unit, though the timeline may vary if warranted by operational exigencies approved by the Director of Learning Enhancement.

A typical timeline to review is contained in Appendix B.

Structure of Partner PED
The PED is divided in to the following sections

At the Strategic Level
Section 1.   Synopsis of the School's Collaborative Provision strategy and the Partner's place in it
Section 2.   Current Provision with the partner

At the Operational Level
Section 3.   Evaluation of the Operation of the Partnership
              .1   engagement with quality assurance
              .2   engagement with quality enhancement
              .3   staff development
              .4   development of the portfolio

Strategic Level

PED Section 1: Synopsis of School's TNE and Partner's Place in it

The synopsis should include a description and reflection under each of the following categories:
- Collaborative Provision history of the School
- School organizational structure for managing Collaborative Provision

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- Current Collaborative Provision
- Strategic planning, contexts and developments with the Partner
- List of programme directors of home programmes franchised to the Partner
- List of moderators and/or link tutors and programmes overseen

- **PED Section 2: Current provision**

This section should include a description and reflection under each of the following categories:
- The programmes currently delivered with Partner including type of collaboration (franchise, validation, outreach)
- Articulation arrangements, if any
- Enrolment numbers broken down by programme for each year of the review period
- Developments with the partner over the five-year review period
- Plans for future development with the Partner

Operational Level

PED Section 3: Evaluation of the Operation of the Partnership

This section should include reflection and evaluation on issues arising from, and the Partner's engagement with:
- Cardiff Metropolitan's quality assurance and regulatory framework, including assessment and feedback to students; external examiners' reports and responses; moderators'/link tutors' reports and responses; programme approval, design, validation, periodic review; APRs and action plans; examination boards; academic appeals; unfair practice; engagement of students in quality assurance; operation of course committees and staff/student liaison committees; external accreditation
- Cardiff Metropolitan quality enhancement, including the quality and enhancement of student learning opportunities (teaching and academic support) , effectiveness of the learning and teaching strategy, student module and programme evaluation and feedback and action plans/impact, learning support, personal tutors, student complaints
- Staff development delivered to and by the Partner including attendance at Cardiff Metropolitan University staff development activities; partner internal workshops; monitoring the effectiveness of staff development; sharing of good practice
- Development of the portfolio, including programme approval, design, validation, periodic review and modification.

Supporting Documentation

The School should submit the following documentation in support of its PED:
- Information on other partnership-related issues (e.g. mobility, on-campus transfers, research and enterprise links)
- List identifying Programme Directors of home programmes franchised to the Partner
- List identifying Moderators and/or Link Tutors and the programmes they oversee
- CVs of Moderators and/or Link Tutors

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Summary of Cardiff Metropolitan & Partner Responsibilities

The following table is indicative of the roles and responsibilities of both The University and Partner. It is noted that some operational amendments may be required depending upon the nature of the programme and these would be agreed with the relevant School.

ACTIVITY	RESPONSIBLE PARTY
Admission and Recruitment	
Undertake local marketing activities	Partner
Provide Cardiff Met guidance for marketing materials	Cardiff Met
Develop text of marketing materials in line with Cardiff Met guidance	Partner
Produce and fund local marketing materials	Partner
Approve publicity materials	Cardiff Met Partnership Office
Provide Cardiff Met admissions documentation and guidance	Cardiff Met Partnership Office
Co-ordinate local admissions activities and submit applications to Cardiff Met	Partner
Consider applications	Cardiff Met
Communicate decisions on admissions to applicants	Partner

ACTIVITY	RESPONSIBLE PARTY
Student Registration	
Collect student fees	Partner
Provide Cardiff Met enrolment guidance	Cardiff Met Partnership Office/Registry
Submit enrolment, RPL and module selection forms to Cardiff Met	Partner
Submit student photographs to Cardiff Met	Partner
Provide ID cards to students	Cardiff Met Registry
Provide students with log-on details for Cardiff Met electronic library	Cardiff Met IT/Registry
Create and maintain student records	Partner/Cardiff Met Registry

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ACTIVITY	RESPONSIBLE PARTY
Student Induction	
Provide student handbook	Cardiff Met Student Services
Provide Cardiff Met guidance on programme handbooks*, placement** handbooks and induction**	Cardiff Met QED* and School**
Provide sample module handbooks	Cardiff Met School
Develop programme, module and placement handbooks in line with Cardiff Met guidance	Partner
Approve programme, module and placement handbooks	Cardiff Met School
Organization of a student induction programme in line with Cardiff Met guidance	Partner

ACTIVITY	RESPONSIBLE PARTY
Resources	
Provision of learning and teaching resources such as rooms, IT facilities, access to appropriate software and other learning resources as agreed at validation	Partner
Provision of on-line student resources	Cardiff Met
Provision of Blackboard/Moodle sites for partner staff	Cardiff Met School
Provision of teaching support materials for partner staff	Cardiff Met School/Partner

ACTIVITY	RESPONSIBLE PARTY
Programme Delivery and Student Support	
Delivery of programme	Partner
Pastoral support and the organization of personal tutorials	Partner
Ensuring the health and safety of students and ensuring that appropriate liability cover is in place	Partner

ACTIVITY	RESPONSIBLE PARTY
Assessment	
Drafting of academic calendar and submission to Cardiff Met Partnership Office	Partner
Drafting of assessments and the determination of marking criteria	Partner

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Submission of draft assessments to Cardiff Met within agreed timescales	Partner
Submission of draft assessments to Moderator Link/Tutor and External Examiner for approval	School
Review of draft assessments prior to submission to External Examiner	School
Organization and invigilation of examinations in accordance with Cardiff Met regulations	Partner
Coordination of the submission of coursework and dissertations	Partner
The marking of assessments and the provision of feedback on student performance	Partner
Appointment of External Examiners	Cardiff Met QED
Communication with External Examiners	Cardiff Met QED
Collation of examination results for the Examining Board	Partner/Cardiff Met Registry
Chairing and recording of Examining Boards	Cardiff Met Registry
Communication of assessment results to student	Partner

ACTIVITY	RESPONSIBLE PARTY
Programme Management	
Appointment of Programme Director	Partner
Acting as point of contact for students in relation to the day-to-day administration of the programme	Partner
Adherence to academic frameworks as outlined in the Cardiff Met Academic Handbook	Partner

ACTIVITY	RESPONSIBLE PARTY
Quality Assurance	
Compliance with the Cardiff Met quality assurance procedures including the organization of programme committees, student-staff liaison committees, the undertaking of student evaluations, production of the annual APR report, and contributing to review activities	Partner
Co-ordination of the production of documentation relating to review and on-going quality assurance	Partner
Submission of Moderator/Link Tutor reports	Cardiff Met School
Collation and circulation of Moderator/Link Tutor reports	Cardiff Met QED
Response to Moderator/Link Tutor reports	Partner

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Review of Moderator/Link Tutor reports and responses	Cardiff Met School/QED
Collation and circulation of External Examiner Reports	Cardiff Met QED
Response to External Examiner reports	Partner
Review of External Examiner reports and responses	Cardiff Met School/QED

ACTIVITY	RESPONSIBLE PARTY
Support and Development	
Responsibility for local staff development	Partner/Cardiff Met
Appointment of a Moderator/Link Tutor	Cardiff Met School
Support local staff development in relation to Cardiff Met learning, teaching and assessment strategies and quality assurance requirements	Cardiff Met School/Partner
Provide access to Cardiff Metropolitan University staff development resources on-line	Cardiff Met QED
Organization of an annual partner training event	Cardiff met Partnership Office

ACTIVITY	RESPONSIBLE PARTY
Visits	
Organization of visits	Partner/Cardiff Met Partnership Office
Organization of Examining Board visits	Partner/Cardiff Met Registry

ACTIVITY	RESPONSIBLE PARTY
Graduation	
Production of transcript and certificate	Cardiff Met Registry
Organisation and resourcing of graduation event in Cardiff	Cardiff Met Registry
Organisation and resourcing of a local graduation event	Partner

ACTIVITY	RESPONSIBLE PARTY

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Appeals, Complaints and Unfair Practice	
Consideration of Academic Appeals	Cardiff Met Registry
Consideration of student complaints	Partner/ Cardiff Met Student Services
Consideration of unfair practice cases	Cardiff Met Registry

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Typical Timeline to Partnership Review Event (may vary according to operational exigencies)

Working Weeks before and after review event	Activity
-26	notice issues to participants with invitation to preparation meeting
-24	review panel convened
-26 to -23	evidence base compiled and posted to s/point by QED
-22	evidence set ready and links sent to participants
-22 to -9	Schools and Partnership draft Partnership Evaluation Documents (PEDs)
-8	draft PEDs submitted to QED for review
-7	QED feedback on draft PEDs
-5	final PEDs submitted to QED
-4	Distribution of final PEDs to Review Panel together with procedure and links to evidence base
-3	QED Overview of PEDs submitted to Chair of Review
-2	Deadline for Panellists' comments
-1	Chair meets with DDLTs and Link Tutors to discuss Panellists' feedback and QEDOverview of PEDs
0	Review Event
+4	QED sends draft report to Chair for approval
+5	QED sends approved draft report to Partner and School(s) to check factual accuracy
+6	QED submits final report to next available Academic Quality and Standards Board
On-going (as recommended in Review Report)	QED monitors Partner and School compliance with any action plan arising from the Review

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