Education Partnerships Policy

Document Control Table	
Document Title:	Education Partnerships Policy
Written/Maintained By;	Academic Quality and Standards
Version Number:	Version 6.
Document Status:	Live
Date Approved:	12th June 2024
Approved By:	Senate
Effective Date:	August 2024
Date of Next Review:	May 2026
Superseded Version:	Collaborative Provision Policy Placement Learning Policy Study Abroad Policy

Document History

Version	Date	Committee	Revisions
1	03/07/2023	ASQC	New Policy [
2	17/02/2024	ASQC paper 23/427	Additional consultation with stakeholders [Minute 1516.3] Addition of a simplified procedure for schools wanting to add a Year of Study Abroad to an existing, up to date programme. [Minute 1616.6]
3	06/03/2024	Senate	Referred to ASQC
4	23/05/2024	ASQC Paper 23/649	Incorporation of feedback from Senate Members March 2024 [Minute 1533.4]. Removal of postgraduate research section as a separate policy was being developed [1534.1].
5	12/06/24	Senate	Updates to information on asylum seekers, refugees and other people seeking sanctuary in the UK.

Contents

Scope and exclusions

Scope

From 1st August 2024, this Policy provides an overview for the management and review of a wide range of education partnership arrangements at Cardiff University including:

- Taught Education Partnerships leading to a Cardiff University Award
- Study Abroad
- Placements and Work Based Learning
- Progression and Articulation Agreements

This Policy outlines a set of principles that allows Cardiff University to effectively discharge its responsibilities for the oversight and management of partnership provision. An Education Partnerships Procedure has been developed to support the Policy and provide a framework for the effective management and operation of Cardiff's partnership provision. As such, the Education Partnerships Policy should be read in conjunction with the Education Partnerships Procedure.

Key principles

The Policy has been designed around the following 'guiding principles':

Principle 1:	Degree programmes are designed and delivered in accordance with Cardiff University regulations, policies, and procedures and meet the requirements of the Institutional Expectations.
Principle 2:	If Cardiff University is the Awarding Institution, it has the responsibility of 'owning' and 'managing' the programme.
Principle 3:	There is a clear framework for monitoring, review, and risk management.

Institutional oversight

This Policy has been approved by Senate in June 2024. It will be kept under regular review to ensure it continues both to support internal processes that function efficiently and effectively and to fully meet the external reference points set out in the UK Quality Code for Higher Education and section 1.5 and 1.9 of the European Standards and Guidelines (ESG) for internal quality assurance.

Education Partnership Sub-Committee

The Education Partnership Sub-Committee, under delegated authority from ASQC, has the responsibility to review the quality and academic standards of credit bearing education partnership activity in line with the requirements set out in this Policy and the programme approval procedure. The Sub-Committee will provide regular reports to ASQC in line with its Terms of Reference.

Exclusions

Approval of University strategic partnerships.

The University may endorse proposals to develop a wide range of education or research partnerships that have significant importance in achieving its strategic ambitions. As the arrangement matures, specific education/research proposals may be proposed in line with those outlined in this policy. Where this is the case, all stages of the programme approval procedure will need to be completed including any additional requirements based on the nature and complexity of the proposal.

Professional, statutory, and regulatory body requirements.

The University recognises that some programmes have specific requirements set by professional, statutory, and regulatory bodies (PSRB). Where specific PSRB requirements impact on the implementation of the principles of this Policy, an exemption will be required from the Chair of the Academic Standards and Quality Committee.

Non-credit-bearing activity

The University offers a variety of non-credit-bearing education partnership activity that does not lead to a Cardiff University award. It is expected that the monitoring and review of all non-credit-bearing provision will follow the principles set out in this Policy. Some non-credit-bearing programmes are accredited by external professional bodies and as such may also be subject to their policies and practices regarding quality assurance**.**

Asylum Seekers, Refugees and other people seeking Sanctuary in the UK

It is recognised that some students applying to Cardiff University may have several different official status options that may impact their ability to undertake specific education partnerships outlined in the policy. Further information can be found on the UK Visas and Immigration webpages.

External Reference Points

The principles within this Policy have been mapped to the against the expectations and core and common practices of the revised UK Quality code, alongside the supporting advice and guidance on Partnerships, Course Design and Development, Monitoring and Evaluation, Assessment, Enabling Student Achievement, External Expertise, Student Engagement, Research Degrees and Work Based Learning as appropriate.

Expectations for standards	Expectations for quality
The academic standards of courses meet the requirements of the relevant national qualifications' framework.	Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.
The value of qualifications awarded to students at the point of qualification and over time is in line with sector recognised standards.	From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.
Core practices for standards	**Core practices for quality**
The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications' frameworks.	The provider designs and/or delivers high-quality courses.
The provider ensures that students who are awarded qualifications can achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.	Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.
Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.	The provider supports all students to achieve successful academic and professional outcomes.

The provider uses external expertise, assessment and classification processes that are reliable, fair, and transparent.	The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.
	The provider has sufficient, and appropriately qualified, skilled staff to deliver a high-quality academic experience.
	Where the provider offers research degrees, it delivers these in appropriate and supportive research environments.
	The provider actively engages students, individually and collectively, in the quality of their educational experience.
	The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all. students.
Common practices for standards	**Common practices for quality**
The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and Enhancement.	The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.
	The provider's approach to managing quality takes account of external expertise.
	The provider engages students individually and collectively in the development, assurance, and enhancement of the quality of their educational experience.

Overview of risk management

At Cardiff, we take a risk-based approach to developing and managing all education partnership activity. The nature of the risks – and whether these present opportunities or threats – depends on the partner and the type of activity. We try to balance the need for efficient decision-making with the need to have an appropriate system of risk management.

In practice, the nature and extent of the risk assessment undertaken will vary according to the complexity of the proposal. The [Education Partnerships Taxonomy](#) will provide you with a starting point when developing your risk management strategy helping you to identify the risks and how they might be mitigated.

Due diligence

Due diligence must be undertaken for all types of education partnership arrangements; however, the nature and complexity of the proposal will inform the type of due diligence required. Early discussions with the the International Partnership Team are required before starting due diligence conversations. It covers the following areas:

- the partner (strategic, financial, and legal)
- the partner's ability to deliver the arrangement (academic standards)
- the visit (facilities, student support and a high-quality learning experience)

The baseline due diligence requirements for each type of partnership activity can be found in the following sections of the Policy.

- [Taught Education Partnerships leading to a Cardiff University Award](#)
- [Study Abroad](#)
- [Placements and Work Based Learning](#)
- [Progression and Articulation Agreements](#)

Developing your risk management strategy

All Education partnerships' arrangements require ongoing monitoring and review, during the lifetime of the agreement. For this to become successful business as usual activity, it must be integrated into all education discussions within the school as part of the annual cycle of business with progress reported through School and College committees. Monitoring risks enables prompt action if it has the potential to impact on the academic standards and quality of the student experience. In severe cases, it can cause reputational risk.

Student support and engagement

When a student is studying away from Cardiff, they are still a Cardiff University student and are still subject to Cardiff University regulations, policies, and procedures in line with the Student Study and Engagement Regulations.

The school is responsible for providing support arrangements for students including effective pastoral support. Students will continue to be able to access most student support services that are offered by the University; and it is expected that personal tutors (or an alternate nominated by the school) should clarify the method and schedule of communication with students before they leave Cardiff.

Complaints and Appeals

Where a student is be enrolled or studying at another institution, it is expected that if they have a complaint or concern, they will discuss with the partner directly in the first instance. However, as a Cardiff University student, they can follow the University's Student Complaints Procedure and Academic Appeals Policy and Procedure as Cardiff University is the Awarding Institution.

Taught Education Partnerships leading to a Cardiff University Award

Definition:

> "*Any provision that leads to a Cardiff University award, or award of institutional credit that is delivered, assessed or supported in partnership between Cardiff University and one or more partner institutions*".

Taught education partnerships leading to a Cardiff University award are considered higher risk on the taxonomy of education partnerships; therefore, additional levels of scrutiny are required for institutional oversight by the Education Partnership Sub-Committee and subsequently ASQC and Senate.

Due Diligence

While the University recognises several models of taught education partnerships which are described in the Education Partnerships Taxonomy, it is expected that any taught education partnership leading to a Cardiff University award will undertake appropriate due diligence activity. Schools will be required to complete a due diligence, and this will be reviewed by the Education Partnership Sub-Committee.

The partner

Undertaking due diligence of the partner ensures appropriate checks have been carried out and the information evaluated <u>before</u> Cardiff University can confidently enter into a legally binding agreement.

The partner's ability to deliver the programme (or part of programme).

Due diligence of the partner's ability to deliver the programme (or part of a programme) is required to assure academic quality and standards and the student experience **before** moving to contract. There must be **clear programme management structures** and an agreed statement of responsibility depending on the type of education partnership.

Site visit

A site visit will be needed as part of the due diligence process to assess if the partner has appropriate facilities, services to support the student, and they can provide a high-quality learning experience. The visit may also offer opportunities to observe teaching at the partner and speak with students depending on the nature of the proposed partnership.

> **Principle 1: The programme is designed and delivered in line with Cardiff University regulations, policies, and procedures and meets the baseline requirements of the Institutional Expectations.**

The development and approval of any programme with an education partnership is governed by the University's programme approval procedure. A set of institutional expectations for programme structure, design, and delivery have been developed that outline the key baseline requirements that should be part of all Cardiff programmes.

Depending on the complexity of the proposal, staff from each partner are expected to be members of your development team to ensure you factor in their expertise. The focus is always the development of a coherent programme even if students' study in different partner institutions.

Before starting any development work on a taught education partnership programme (or part of a programme) leading to a Cardiff University Award, you must discuss the proposal with the International Partnerships team **before** starting negotiations with the partner.

> **Principle 2: If Cardiff University is the Awarding Institution, it has the responsibility of 'owning' and 'managing' the programme.**

If Cardiff University is the awarding institution, it is always our responsibility to ensure that the partner understands, implements, and adheres to our regulations, policies, and procedures. Even if Cardiff University staff are not delivering the entire programme, the academic standards and student experience are still our responsibility. If anything goes wrong, students have the right to complain to us as the awarding institution.

Where a Cardiff University programme (or part of a programme) is delivered by a partner, there must be clear programme management structures for assuring academic quality and standards and the student experience. Developing or updating a statement of responsibility will support the smooth operation of the partnership that can be part of your risk management strategy.

Teaching delivery

Where a Cardiff University programme (or part of a programme) is delivered by a partner, schools are responsible for ensuring all partner staff are qualified to undertake their role before they begin teaching[1] (Senate Assessment Regulations).

---

[1] Guest lecturers or staff involved in tutorials and seminar presentations need not be approved if they are under supervision of a Cardiff University academic member of staff.

The Head of School must ensure all education partner staff involved with the delivery and administration of the programme, have appropriate training and opportunities to participate in all Cardiff University staff development activities. It is important that all partner staff understand Cardiff University regulations, policies, and processes and how they apply to the programme.

Partner staff must be aware of their obligations through the statement of responsibilities and should be mentored throughout the process. It is important that all partner staff are aware of the baseline requirements, and the requirements for all student support and engagement activities are identified in the Education Partnership Procedure.

Principle 3: There is a clear framework for monitoring, review, and risk management.

Programme and partnership management.

Programme and partnership management must be integrated with all education discussions within the school as part of the annual cycle of business. To do this, the following programme management structures must be in place:

- **A Partnership Management Board** with terms of reference based on the legally binding contract and statement of responsibilities.
- **A statement of responsibilities** co-developed by the school, the partner, and the Education Partnership Team.
- **A separate examining board** should be established for oversight of education partnership provision, chaired by the relevant Education Dean.
- **Reporting to School and College ESEC** in line with the annual cycle.
- **Mechanisms to capture student feedback** at the partner for discussion at the Partnership Management Board.
- Establishment of a Link tutor and an **External Moderator**.

Moderator reports and school responses are reviewed by the Education Partnership Sub-Committee who will analyse the content and provide an update to ASQC. The analysis will be detailed in the Annual Quality Report submitted to ASQC, Senate, and Council each year providing an analysis of the risk associated with the partnership including how it is being managed internally by the school.

Student support and engagement

Arrangements for student support and engagement at the partner may differ slightly from Cardiff University. Where this has been identified as part of the due diligence process, the school must monitor the arrangements to ensure they provide students with a comparable learning experience (not the same) to a programme studied at Cardiff University. Where issues are identified, the School should inform the Quality and Standards team to ensure a swift resolution can be found.

In addition to the support provided at the partner, the school is still responsible for providing support arrangements for students including effective pastoral support. Students will continue to be able to access most student support services that are offered by the University; and it is expected that personal tutors (or an alternate nominated by the school) should clarify the method and schedule of communication with students before they leave Cardiff.

When a student is studying away from Cardiff, they are still a Cardiff University student and are still subject to Cardiff University regulations, policies, and procedures in line with the Student Study and Engagement Regulations.

Reviewing, renewing, or exiting a taught education partnership leading to a Cardiff University Award

Taught education partnerships are considered a high risk on the taxonomy of education partnerships; therefore, the levels of scrutiny required for institutional oversight by the Education Partnership Sub-Committee and subsequently ASQC and Senate will be based on the following:

- Wider contextual information relating to the partnership, such as any updates to university strategy, regulations, policies, and procedures.
- Updated due diligence of the partner, a site visit and the partner's ability to deliver the programme.
- Recruitment and enrolment data.
- Student performance data.
- Survey responses.
- Issues identified by the Moderator or Link Tutor.

Renewing

Where the decision has been made to renew the taught education partnership, the school must complete all stages of the programme approval process in addition to these Policy requirements. Where practicable, the review should be aligned to a school's revalidation activity.

Visiting the Partner

The school is expected to visit the partner every 2 years, with the frequency of the visits being reviewed as the partnership matures. For UK based partnerships, the Education Partnership Team will attend and produce a report from their visit and share this with the Education Partnership Sub-Committee and AQSC as part of the risk management process.

Exiting the partnership arrangement

The details in the contract with the partner will outline how to terminate the arrangement and in what timescales. The timescales must be built into the review of the arrangement to ensure all contractual requirements can be met.

The 'Teach Out Plan' will be considered and approved by the Education Partnership Sub-Committee. The Sub-Committee will also regularly review the Plan until the final student has completed and left the programme.

Study Abroad

Definition:

> **"*An additional year of credit bearing study at another higher education institution, outside the UK, where the study forms an integral part of the Cardiff University programme (additional 120 credits).*"**

Study abroad partnerships form a key part of the University's Education and Student sub-strategy. The 'planning for successful student futures' work stream includes a commitment to developing culturally and globally aware citizens and our study abroad partnership arrangements play a key role in achieving this ambition.

While the University recognises there are several models of study abroad arrangements in the sector, the Education Partnerships Taxonomy outlines that any credit bearing study abroad arrangement leading to a Cardiff University award must be delivered and managed in line with the principles outline below:

> **Principle 1: The programme is designed and delivered in line with Cardiff University regulations, policies, and procedures and meets the baseline requirements of the Institutional Expectations.**

The development and approval of any programme with a Year of Study Abroad is governed by the University's programme approval procedure and must align with the institutional expectations. When developing study abroad programmes, Cardiff University has specific naming conventions, approved by ASQC, for programmes that have 120 additional credits for study abroad. These are:

- 'Core programme name' plus the suffix '**with a Year of Study Abroad'** ('gyda Blwyddyn o Astudio Dramor').

Programme structure and credit equivalence.

Students are required to study credit at the study abroad partner that is the equivalent to 120 Cardiff University credits and it is expected, where possible, to be equally split between each semester, and at the appropriate FHEQ level.

A standard 120-credit Year of Study Abroad module will be recorded as either a pass or fail and will not contribute to the final degree classification calculation.

Failing credit at the study abroad partner

A threshold of tolerance is available to students in line with condonement rules permitted under Cardiff Academic Regulations. A student must pass the equivalent

of at least 100 Cardiff University credits (out of the 120 credits) at the study abroad partner to be eligible to pass the year of study abroad and progress to the next year of their programme.

If a student does not achieve the equivalent of 100 Cardiff University credits, and there is no opportunity for re-assessment at the partner, they may stay at the partner institution until the end of the study abroad year and transfer to the standard three-year variant of the programme on return to study at Cardiff.

Students will not be permitted to undertake re-sits provided by Cardiff University academic staff when they return as the University would not be fully aware of the curriculum, assessment methods, learning outcomes at the study abroad partner; and assessing the experience a student has gained while studying abroad.

Where the year of study abroad is integral to meeting the programme level learning outcomes (languages).

Where a Year of Study Abroad is integral to achieving the programme learning outcomes e.g., in language related programmes, students must:

- Study the equivalent of 80 Cardiff University credits at the study abroad partner over the full academic year.
- Pass the equivalent of at least 60 Cardiff University credits out of the 80 at the study abroad partner by the end of the academic year.
- Successfully complete all Cardiff University assessments in addition to the requirements set out by the study abroad partner.

Contribution to the degree classification

A standard Year of Study Abroad will not contribute to the final degree classification calculation. The 120-credit Year of Study Abroad module will be recorded as either a pass or fail. A pass outcome is recorded if a student has passed the equivalent of at least 100 out of 120 Cardiff University credits at the study abroad partner.

Where a Year of Study Abroad is integral to achieving the programme learning outcomes e.g., in language related programmes, the school will set supplementary Cardiff University assessment in addition to the requirements set out by the study abroad partner. This will be used to calculate the 10% weighting towards the student's final degree classification.

Where a student does not successfully pass all credit undertaken at the study abroad partner, the school must ensure students understand the outcomes and how this will impact their studies. Details of how this is managed are contained within the Education Partnerships Procedure.

Principle 2: **If Cardiff University is the Awarding Institution, it has the responsibility of 'owning' and 'managing' the programme.**

Due Diligence

Identifying study abroad partners

It is expected that, prior to engaging in discussions with potential study abroad partners, the school will work with the Global Opportunities team to assess each partnership arrangement for its suitability and the appropriateness of the curriculum being studied.

It is important for the school, in collaboration with the study abroad partner, to develop an appropriate system of ongoing risk management for all study abroad activity where the risks are continually identified, assessed, managed, and monitored (see the Education Partnership Procedure).

Visiting the partner

Visiting the study abroad partner is a key part of building positive relationships and allows the University to assure itself that the study abroad partner has appropriate staff, facilities, and services to support the student during their time there and they can provide a high-quality learning experience.

It is recognised that this may not always be practical due to financial and environmental considerations and in such cases, a risk-based approach will be taken to use alternative forms of due diligence to provide the same assurances. For further information about re-visits and the alternative forms of assurance, please see the Education Partnership Procedure.

Promoting your Study Abroad programmes

When developing any programme 'with a Year of Study Abroad' or 'with a Placement Year Abroad' it is important for each School to confirm that there are sufficient resources in place to support the provision. Schools will need to indicate to the Global Opportunities Team and the College Communication and Marketing Team if they would like to advertise their programme via UCAS and CourseFinder.

The number of study abroad places available and how they are allocated will need to be carefully managed to ensure the contractual obligations can be met when students apply for a programme 'with a Year of Study Abroad'.

Schools who choose not to advertise their Year of Study Abroad programmes and prefer the option to internally transfer students (to manage numbers or available spaces) are able to note that there may be opportunities for a student to study abroad when advertising the standard programmes on UCAS and CourseFinder and during recruitment events.

Schools may need to include additional academic requirements if there are specific pre-requisites or PSRB demands. Students must be aware of all entry requirements when applying to undertake a year of study abroad to ensure clear and transparent decision making.

Incoming study abroad and international exchange students

Study abroad opportunities rely on reciprocal arrangements with other partners and as such, we have a responsibility for the delivery of education provision for incoming exchange students. Schools are expected to ensure that information about the modules available is correct and up to date, with an appropriate range of modules being offered to incoming students.

In line with the standard confirming programme information process, Schools are required to annually review their incoming study abroad programme and module information and confirm which modules will be available for the forthcoming academic year to the same schedule and by the deadline for the confirmation of programme information.

Principle 3:	There is a clear framework for monitoring, review, and risk management.

Programme management.

Programme management must be integrated with all education discussions within the school as part of the annual cycle of business. To do this, the following programme management structures must be in place:

- Appointment of a Study Abroad Co-Ordinator
- **A School-based study abroad pre-examining board** should be established for oversight of study abroad provision for returning students, with any issues identified by the pre-examining board being communicated to the school's relevant examining board and being detailed on their Exam Board Framework.
- Ensuring **study abroad arrangements are a standing item** on Boards of Studies agenda.
- **Ensuring there are appropriate mechanisms for engaging with students when they are studying away from Cardiff** so it can be discussed at the Board of Studies in line with other student feedback.
- Feedback must be **routinely reported to School and College ESEC** in line with the annual cycle.

Learning Agreements

The school has a responsibility to routinely monitor and review all individual student Learning Agreements to ensure they have confidence that students continue to study the requisite number of credits at the appropriate level to achieve their Cardiff University Award. Students are required to return a complete and signed copy of their student Learning Agreement no later than 4 weeks after enrolling at the study abroad partner.

The learning agreement acts as confirmation of what students will study and enables them to access sources of funding (depending on eligibility) such as Taith and Turing funding. Failure to return a completed and signed Learning Agreement will result in funding not being released to the student.

It is recognised that there are occasions where a student may experience difficulties in returning a learning agreement in accordance with the pre-determined timescales. These will be handled on a case-by-case basis, as detailed in the Education Partnership Procedure.

Non-engagement

Where the Study Abroad Co-Ordinator or Head of school has started the Student Non-Engagement Procedure, any action could require a student to return to Cardiff or transfer on to the standard 3-year programme at the end of their year of study abroad.

Student support (pre- and post-departure)

Arrangements for student support and engagement at the partner may differ slightly from Cardiff University. Where this has been identified the school must monitor the arrangements to ensure they provide students with a comparable learning experience (not the same) to a programme studied at Cardiff University.

The school is responsible for providing support arrangements for students who are on a year of study abroad including effective pastoral support. Students will continue to be able to access most student support services that are offered by the University.

Through regular personal tutor contact with the student, risks can be identified early, e.g. if a student has failed too much credit, and can be rectified, e.g. the study abroad partner offers resit opportunities, or the student can return to their Cardiff University programme. As such, it is expected that personal tutors should contact the student studying abroad no less than twice a semester.

Schools are required to keep concise records of each meeting, to include a summary of the discussion and any agreed actions or referrals. Records should be kept on the University's Student Information Management System (SIMS).

To support pastoral care arrangements further, and with the student's consent and in compliance with relevant data protection legislation, the school may share information with the partner institution where a student has been permitted any reasonable adjustments.

Student engagement

While a student is at a study abroad provider, they are still a Cardiff University student. As such, they must enrol at Cardiff University as the declaration of enrolment is still active, and they are still subject to Cardiff University regulations, policies, and procedures in line with the Student Study and Engagement Regulations

and their associated policies. Schools must continue to monitor the student's academic engagement while on their Year of Study Abroad to ensure they continue to meet the full requirements of the [Student Study and Engagement Regulations.](#)

Student Voice

Schools must ensure that there is a clear, effective, and confidential way for students to provide feedback whilst they are on placement and on returning from their placement. Each School and the Global Opportunities Team have co-responsibility for developing and administering surveys in line with the principles of the Survey Management Framework. All feedback must be considered by relevant Boards of Studies in line with the annual cycle of activity and reported via the ARE process alongside other survey feedback.

Reviewing, renewing, or exiting study abroad arrangements

The risks and mitigations for Study Abroad partnerships are outlined on the [Education Partnerships Taxonomy.](#) When reviewing or renewing the Education Partnership Sub-Committee will consider the following:

- Wider contextual information relating to university strategy, regulations, policies, and procedures.
- The school's ability to provide sufficient resources to support the activity.
- Updated due diligence of the partner, site visits and the partner's ability to support the arrangement.
- Outward and incoming mobility data.
- Student performance data.
- Survey responses.

Exiting study abroad arrangements

Where the decision has been made to exit the study abroad partnership, the Global Opportunities Team will provide written notice to the study abroad partner no later than six months before the study abroad contract expires. This includes programmes with a Placement Year Abroad.

Placements and Work-Based Learning

Definition:

> **"…_learning through work, learning for work and/or learning at work. It consists of authentic structured opportunities for learning which are achieved in a workplace setting or are designed to meet an identified workplace need._"**

Cardiff students will be resilient, critical, problem-solving change makers, who know how to work together in an uncertain, interdisciplinary, cross-sectoral, digitised world. Placements, internships, work experience and other authentic opportunities with employers and the wider community are an integral part of our curriculum.

Equality, diversity, and inclusion

Cardiff University is committed to supporting, developing, and promoting equality and diversity in all our practices and activities. These principles are outlined in the Equality and Diversity Policy, which is itself underpinned by UK legislation.

Students are protected from discrimination by placement providers in the UK by the provisions of the Equality Act, whether they are in paid or unpaid positions. This also includes a specific obligation for the University, and where appropriate its partners, to provide reasonable adjustments for students with protected characteristics.

The nature of these adjustments may vary depending on the resource capacity. The University's Disability and Dyslexia Service can assist by ensuring that there is a clear awareness of the legal obligations and by providing good practice guidance and support. Under the Equality Act 2010 protected characteristics are the grounds upon which discrimination is unlawful. The protected characteristics under the Act are:

- age,
- disability,
- gender reassignment,
- marriage and civil partnership,
- pregnancy and maternity,
- race,
- religion or belief (including lack of belief),
- sex and sexual orientation.

While the University recognises there are several models of placement/work-based learning arrangements in the sector, the Education Partnerships Taxonomy outlines that any credit bearing placement/work based learning arrangement leading to a Cardiff University award must be delivered and managed in line with the principles outline below.

> **Principle 1:** **The programme is designed and delivered in line with Cardiff University regulations, policies, and procedures and meets the baseline requirements of the Institutional Expectations.**

The development and approval of any programme with a year of placement/work based learning is governed by the University's programme approval procedure and institutional expectations. When developing placement learning programmes, Cardiff University has specific naming conventions, approved by ASQC. These are:

- 'Core programme name' plus the suffix '**with a Professional Placement Year**' ('gyda Blwyddyn o Leoliad Gwaith Proffesiynol')
- 'Core programme name' plus the suffix '**with a Year in Industry**' ('gyda Blwyddyn o Leoliad Gwaith o fewn Diwydiant')
- 'Core programme name' plus the suffix '**with a Placement Year Abroad'** ('gyda Blwyddyn o Leoliad Gwaith Dramor').

When developing programmes with placement or work-based learning activities, both 'additional credit' and 'replacement credit' are accepted as appropriate models.

Additional credit: Any programme designed with an additional year of 120 credits studied on placement or work-based learning activities bearing credit and leading to an award title 'with a Professional Placement Year', 'with a Year in Industry', or 'with a Placement Year Abroad'.

Replacement credit: The model is based on a student replacing Cardiff University credit to undertake a placement or work-based learning activity or in-module placement activity, such as clinical placements.

Where the placement replaces a semester of academic study, the student will be able to spend the entirety of the semester with the placement provider. Where the placement replaces a single module, the student can be granted leave from their studies, of no more than one day per week, to complete their placement activity, if required.

Contribution to the degree classification

Additional credit

Where a programme has been approved with an additional 120 credits of placement/work-based learning **it will contribute to 10% of the student's final degree classification.**

Replacement credit

The degree classification for replacement credit (Semester-long placements, or single module placement) will be calculated in accordance with the award calculation set approved for the programme.

The school must ensure that there is an appropriate Cardiff University assessment aligned to the credit value of the placement/work-based learning module. The assessment should be designed to build on and be inclusive of the student's experience while completing the placement and should usually include an element of personal reflection.

> **Principle 2:** **If Cardiff University is the Awarding Institution, it has the responsibility of 'owning' and 'managing' the programme.**

Cardiff University is the awarding institution therefore it is always our responsibility to ensure that all placement/work-based learning activities are inclusive in nature. To support the institution's responsibilities to ensure inclusivity in placements and discharge its responsibility for the effective oversight of the provision, all placements should have an appropriate placement agreement in place. The Education Partnerships Procedure details how the agreement should be drafted, operationalised, and reviewed.

Due Diligence

Identifying suitable placement providers

It is expected that, prior to engaging in discussions with potential placement providers, the school will, where appropriate, seek advice and guidance from the Student Futures team to assess the requirements for each placement.

Schools are required to complete an appropriate risk assessment as outlined in the Guidance on Risk Assessment of Placement Provision document. Once the risk assessment has been completed, Schools are expected to share the assessment with the placement provider and develop an appropriate system of ongoing risk management for all placement activity where the risks are continually identified, assessed, managed, and monitored.

Visiting the placement provider

Visiting the placement partner is a key part of building positive relationships and allows the University to assure itself that the student can have a safe and inclusive placement experience. It is recognised that this may not always be practical due to financial and environmental considerations and in such cases, a risk-based approach will be taken to use alternative forms of due diligence to provide the same assurances.

All placements (whether UK or international) should be underpinned by a tripartite agreement, which sets out the responsibilities of the University, the student, and the placement provider.

Promoting your placement programmes

When developing any programme with an additional 120 credits of placement/work-based learning, it is important for each School to confirm that there are sufficient resources in place to support the provision. Schools will need to indicate to their College Communication and Marketing Team that they would like to advertise their programme via UCAS and CourseFinder.

The number of placements available and how they are allocated will need to be carefully managed to ensure the contractual obligations can be met when students apply for a programme with 120 credits of placement.

Schools who choose not to advertise placement programmes and prefer the option to internally transfer students (to manage numbers or available spaces) are able to note that there may be opportunities for a student to study on a placement programme when advertising the standard programmes on UCAS and CourseFinder and during recruitment events.

Students showing interest in applying to study on a programme with a placement year will be required to apply internally to the school and may be required to meet specific eligibility criteria usually in their second year of study. The standard application eligibility criteria that will be applied for programmes that operate this admissions method are detailed in the Education Partnerships Procedure.

Schools may need to include additional academic requirements if there are specific pre-requisites or PSRB demands. Students must be aware of all entry requirements when applying to undertake a placement programme to ensure clear and transparent decision making.

> **Principle 3: There is a clear framework for monitoring, review, and risk management.**

Programme Management

Programme management must be integrated with all education discussions within the school as part of the annual cycle of business. To do this, the following programme management structures must be in place:

- Appointment of a **key contact for placements** to effectively manage the placement activity (the structure may differ in each school).
- Ensuring **placement learning arrangements are a standing item** on Boards of Studies agenda.
- Ensuring there are appropriate mechanisms for engaging with students when they are studying away from Cardiff so placement activity can be discussed at the Board of Studies in line with other student feedback.
- Feedback **reported to School and College ESEC** in line with the annual cycle.

Student support

The school is responsible for providing support arrangements for students who are on a placement including effective pastoral support. Students will continue to be able to access most student support services that are offered by the University.

The method and schedule of communication should be explained to the students before the placement commences to ensure that an appropriate induction has taken place, and the student has transitioned into the placement environment. For short, modular placements (up to 70 hours) the first contact should take place within 2 days of the start of the placement but within 2 weeks for longer placements.

The minimum expectations for student contact are twice per semester via Teams/Zoom and/or telephone with email follow up where appropriate. Schools are required to keep concise records of each meeting, to include a summary of the discussion and any agreed actions or referrals. Records should be kept on the University's Student Information Management System (SIMS).

Student engagement

While a student is at a placement provider, they are still a Cardiff University student. As such, they must enrol at Cardiff University as the declaration of enrolment is still active, and they are still subject to Cardiff University regulations, policies, and procedures in line with the Student Study and Engagement Regulations and their associated policies. Schools are required to monitor the student's academic engagement while on their Professional Placement Year to ensure they continue to meet the full requirements of the Student Study and Engagement Regulations.

Student Voice

Schools must ensure that there is a clear, effective, and confidential way for students to provide feedback whilst they are on placement and have returned from their placement. It is also expected that the school will seek feedback from the placement provider. Each School has sole responsibility for developing and administering surveys in line with the principles of the Survey Management Framework.

Schools may seek advice from the Student Futures Team on whether there are any additional questions they believe should be included in the surveys. All feedback must be considered by relevant Boards of Studies in line with the annual cycle of activity and reported via the ARE process alongside other survey feedback.

Early termination of placements

The nature of placement learning means that there is always a risk that a placement may terminate early, often due to circumstances outside of the parties' control. Schools must have clear processes in place to mitigate such incidents, such as options to continue the placement with an alternative provider or alternative study options to fulfil the learning outcomes.

Reviewing, renewing, or exiting placement arrangements

The risks and mitigations for placement related partnerships are outlined on the [Education Partnerships Taxonomy.](#) When reviewing or renewing placement agreements, schools should consider:

- Wider contextual information relating to the partnership, such as any updates to university strategy, regulations, policies, and procedures.
- The school's ability to provide sufficient resources to support the activity.
- Updated due diligence of the placement provider and their ability to support the placement.
- Student performance data.
- Survey responses.
- Issues identified by the student, school, and student.

If the University/School wish to continue with the arrangement for a **placement year abroad**, the requirements for renewal are set out in the Study Abroad section of the Education Partnership procedure.

Exiting placement arrangements

Where it has been decided not to renew the placement agreement, the school will formally write to the placement provider advising that they no longer wish to continue the arrangement.

Where the programme has a placement year abroad, the Global Opportunities Team will formally write to the partner advising that they no longer wish to continue the arrangement.

If the University/School want to exit the partnership prior to the natural end of the agreement, this must be carried out in line with the terms of the agreement. The Global Opportunities Team can support schools through this process.

Progression and Articulation Agreements

Definition:

> **Progression agreements:**
>
> *"An arrangement between two institutions which cover only entry to the first year of the higher education programme".*
>
> **Articulation agreements:**
>
> *"An agreement between two institutions which permits students who have successfully completed a programme/part of a programme at one education partner to utilise the credit to enter an* <u>approved</u> *Cardiff University programme at an advanced stage".*

We use progression and articulation agreements to target recruitment opportunities from specific institutions (and countries) into Cardiff University programmes. These arrangements are **formal agreements** between Cardiff University and the partner institution.

Where schools are considering developing new agreements, they should consult with the <u>International Partnership Team</u> who will be able to provide a list of current active progression and articulation agreements with established partners. This will avoid duplication of effort and co-ordinate an institutional level conversation with partners.

While the University recognises there are several models of administering progression and articulation agreements in the sector, this Policy outlines the principles for using both types of arrangements for entry to a Cardiff University programme.

> **Principle 1: The programme is designed and delivered in line with Cardiff University regulations, policies, and procedures and meets the baseline requirements of the Institutional Expectations.**

When using standard progression and articulation agreements, it is expected that students will study the <u>approved</u> Cardiff University programme. If students are required to study a modified version of the approved Cardiff University programme, this will be considered <u>a variation</u> and will need to be reviewed to ascertain the level of change and the associated risk of implementing the change. Where possible, the change should be managed by a <u>Board of Studies</u> or through <u>the changes over the threshold process</u> to avoid going through the full programme approval procedure.

Principle 2: **If Cardiff University is the Awarding Institution, it has the responsibility of 'owning' and 'managing' the programme.**

Progression agreements

Progression agreements are only used for entry to the first year of a Cardiff University programme and will follow the standard Cardiff University admissions policies and procedures for each programme under consideration.

Articulation agreements

When signing an articulation agreement, we have agreed to reserve a place and allow the student to enrol on the approved, published, programme subject to meeting the entry and academic requirements. Once agreed, these cannot be changed or amended at a later point. Where applicants satisfy the admissions and academic criteria, they will be automatically accepted for entry into the programme.

Once agreed, these cannot be changed or amended at a later point. Where applicants satisfy the admissions and academic criteria, they will be automatically accepted for entry into the programme.

A Standard articulation agreement uses external credit transfer for entry into:

- Year 2 of a 3-year undergraduate programme (1+2 or 2+2); or
- Year 3 of a 4-year integrated master's programme (2+2).

Direct entry into year 2 (not via an articulation agreement)

Care must be taken when reviewing applications for direct entry into year 2 using the Recognition of Prior Learning Policy as offers need to be consistent with those set out in ant articulation agreements. Students applying for direct entry via RPL cannot be treated less or more favourably that those who are part of the articulation arrangement as outlined in the Cardiff University admissions policies and procedures

All articulation agreements are reviewed and approved by the Education Partnership Sub-Committee before they are signed, and applicants can be admitted to the programme via the Recognition of Prior Learning Policy.

Non-standard articulation agreements: Entry to the final year of an existing Cardiff University 3-year undergraduate programme will only be approved on an exceptional basis when agreed with the International Partnership Team. Schools cannot use a non-standard articulation agreement for advanced entry into the dissertation stage of postgraduate taught programme.

Requests to use external credit transfer for both standard and non-standard articulation agreements are outlined in the Education Partnership procedure.

Due Diligence

Mapping the partner curriculum.

In order for students to successfully transfer to a Cardiff University programme, a mapping exercise must be completed to ensure the curriculum at the partner appropriately covers the core/required knowledge, skills, and learning taught at Cardiff. When completing the mapping, Schools will also consider if any additional support arrangements need to be put in place to support a successful student transition.

The mapping exercise will be completed by the school with support from the International Partnership and Education Partnership Teams. The requirements for the mapping process are detailed within the Education Partnerships Procedure.

Principle 3: There is a clear framework for monitoring, review, and risk management.

Articulation agreements are approved for a maximum period of five years to ensure they can be monitored and reviewed. Where practicable, Schools should align all renewal discussions with the revalidation cycle to ensure they are included in the wider holistic review of their education provision.

As part of the annual cycle of activity, schools are required to provide an analysis of the effectiveness of any progression/articulation agreement by tracking the progress and outcomes of students entering via these arrangements including any action plans to support students.

Reviewing, renewing, or exiting progression or articulation arrangements

If Schools wish to renew a progression or articulation agreement, they will need to consider:

- Wider contextual information relating to the partnership, such as any updates to university strategy, regulations, policies, and procedures.
- Updated due diligence and confirmation that the partner's curriculum continues to map to the specific Cardiff University programme.
- Student numbers
- Fee income and associated expenditure
- Student performance data.
- Survey responses.
- Any issues identified by the school.

Exiting a progression or articulation agreement

Where it has been decided not to renew the agreement, the International Partnership Team will formally write to the partner advising that the University no longer wishes to continue the arrangement. If the University/School want to exit the partnership prior to the natural end of the agreement, this must be carried out in line with the terms of each individual agreement. The International Partnership Team can support schools through this process.