

# Code of Practice for Collaborative Provision

Code 12: 2021 Version 01  
Effective from: 1 August 2021



PRIFYSGOL  
**BANGOR**  
UNIVERSITY

<b>Date</b>	<b>Supersedes</b>	<b>Description of Change</b>
1 August 2021	2020 Version 1.2	Category A has been split into two sub-categories.
6 July 2021	2020 Version 1.1	Correction of minor errors.
17 November 2020	2020 Version 01	The IEC retains a role in introducing international partners for category A provision and in preparing category B paperwork.

<b>Document Owner</b>	<b>Approved By</b>	<b>Date Approved</b>	<b>Review Frequency</b>
Head of Quality Assurance function.	Senate Regulations and Special Cases Committee.	2 August 2021.	Every three years.

Note: In exceptional circumstances, and subject to approval by the Chair of the Senate Regulations and Special Cases Committee, responsibilities assigned to Schools, Heads, of School, School Officers or School Committees in these Regulations may be assumed by the College, Head of College, College Officers or College Committees respectively, as appropriate.

# Code of Practice for Collaborative Provision



PRIFYSGOL  
**BANGOR**  
UNIVERSITY

## Contents

Overview .....	4
Definitions .....	4
Principles .....	6
Responsibilities of University Bodies .....	7
Responsibilities of Professional Services in Relation to the Establishment or Renewal of Collaborative Provision.....	8
Responsibilities of Professional Services in Relation to the Ongoing Management of Collaborative Provision.....	8
Approval Routes for Collaborative Partnerships .....	9
Strategic Approval for Establishing or Renewing a Partnership in Category A.....	11
Academic Approval or Renewal of Category A Partnerships .....	13
Institutional Approval .....	13
Establishing or Renewing a Category B Partnership .....	16
Agreement.....	17
Termination .....	19
Academic Management and Governance of Franchised, Validated and Embedded Collaborations .....	19
Management and Operational Oversight .....	20
Management and Quality Assurance of Collaborative Programmes in Category B.....	21
Management and Quality Assurance of Collaborative Programmes in Category C.....	22
Management and Quality Assurance of Collaborative Programmes in Category D .....	22
Monitoring, Institutional Oversight and Feedback Mechanisms .....	23
Changes to Programmes.....	24
Information for Students .....	24
Appeals, Complaints and Academic Misconduct .....	25
Certificates.....	25
Conferment.....	25
Publicity Material .....	25
Review of Partnership Agreements .....	25
Appendix 1: Responsibilities of Academic Leads and Moderators .....	26
Appendix 2: Collaborative Provision Sub-Group Terms of Reference .....	27
Appendix 3: Partnership Management Plan .....	28
Appendix 4: Operational Board Terms of Reference.....	31

Appendix 5: Partnership Management Board Terms of Reference..... 32  
Appendix 6: Business Case Template..... 33  
Appendix 7: Template for a Request for the Re-approval of a Partnership..... 35

## Overview

1. This Code of Practice is for all award-bearing programmes delivered by the University in collaboration with another organisation. It applies to both taught and research programmes and to partnerships within the UK and internationally. It applies to whole programmes and parts of programmes (e.g. modules). This Code of Practice must be read in conjunction with:
  - Regulations for Taught Programmes (Regulation 01)
  - Regulations for Postgraduate Research Programmes (Regulation 03)
  - Code of Practice for Programme Approval, Monitoring and Review (Code 08)
  - Guidelines for Franchised Provision
  - Validation Manual (for validated programmes only)
  - Procedure for Placement Learning (Procedure 07)
  - General Regulations for Senate and its Sub-Committees (Regulation 14)
2. Collaborative Teaching Partnerships are formal arrangements, with one or more organisation, that lead to a Bangor University award. Under such arrangements, the University is dependent upon the partner(s) for the achievement of programme or module learning outcomes. Teaching partnerships include any collaboration where the partner contributes to the delivery of a programme and/or to the support provided to students. Responsibility for the academic oversight of collaboration rests with Schools.

## Definitions

3. **Academic Lead:** The Academic Lead undertakes overall responsibility for a franchised programme or programmes and acts as liaison between the partner and the University in relation to academic and quality assurance matters. The Academic Lead must be a senior, full-time member of University staff within the academic school from which the programme is franchised. Where the Academic Lead is unable, for whatever reason, to continue with the role in accordance with the University's expectations, the Head of School will assume the Academic Lead's responsibilities until another person is appointed to the role. See Appendix 1 for a detailed description of the role.
4. **Agreement for Collaborative Academic Programmes:** A formal agreement between the University and the partner defining the responsibilities and conditions for the programme(s).
5. **Approved Staff:** Staff of the partner institution who are approved by the University to deliver parts of a programme and, for research programmes, to supervise and examine students.
6. **Articulation:** Articulation is the process by which students who have successfully completed an approved programme of study in a partner institution have guaranteed entry onto a linked undergraduate programme in the University.
7. **Articulation Arrangement:** An arrangement through which students who successfully complete an approved programme of study in a partner institution are automatically entitled (on academic grounds) to be admitted with advanced standing to a subsequent stage of a programme of a degree-awarding body. Students will typically complete two or more years of study in the partner institution and then transfer to the University to complete the final 2 years of a programme (for example,

a '2 + 2' arrangement). Exceptionally, students may be allowed to directly enter the final year of a University programme. When establishing articulation arrangements, it is important to ensure that the course or modules completed in the partner institution match those that students in the University would complete up to the point of entry. Reference should be made to the programme outcomes listed in the Programme Specification. For certain countries or educational systems, independent evidence may be available that can be used to verify their academic equivalence in terms of credit and level. Transferable and cognitive skills must be considered as well as subject specific skills and knowledge, so that students entering the University are not at a disadvantage. Where the proposed arrangement involves an international partner, the arrangements must also consider how English or Welsh language requirements will be met.

8. **Board of Studies:** The Board of Studies is a school's most senior decision making body for all academic matters, including those pertaining to school policies, teaching and assessment, research activities, taught and research programmes, student progression and admissions criteria.
9. **Dual, Double or Multiple Awards:** Awards given for a programme that is separately and fully approved by the University and the partner institution(s). Students receive two (or more) awards, one from each institution. Programmes that lead to Dual, Double or Multiple Awards have substantial common elements which may be partially determined by the local legal context, but should differ between the University and partner(s) in order to reflect the additional value of these awards. Programmes involve credit transfer which may be reciprocal.
10. **Executive Lead:** A member of the University Executive with responsibility for a teaching partnership.
11. **Externally Validated Programmes:** See Validation
12. **Franchised Programmes:** Programmes designed and approved by the University and delivered by another institution, under the University's regulations, and leading to an award of the University.
13. **Joint Award:** An award that is given for a single programme that is Jointly approved by a University and a partner. In such cases the names of both institutions are listed on the certificate.
14. **Moderator:** Normally a permanent member of staff usually within the relevant University School engaging in the partnership, who will undertake overall responsibility for a suite of validated programmes offered at a site or through a single partner. Moderators may exceptionally be appointed to oversee franchised provision in the case of innovations such as new modes of delivery or specific quality or academic challenges. In these cases, where they are appointed to oversee a suite of franchised programmes, Moderators should not assume the responsibilities of Academic Leads. The responsibilities of the Moderator are set out in Appendix 1.
15. **Partner:** Organisation approved by the University that delivers or is involved in the delivery of the collaborative provision. This includes other academic institutions, public sector bodies and private companies. The term 'partner' is used throughout this Code of Practice, however, it is recognised that some partnerships may involve multi-lateral agreements with two or more partners.

16. **Programme Director:** The Programme Director will be a permanent member of staff within the partner, and will undertake responsibility for all aspects of a programme within the partner, and should command sufficient authority within the partner so as to be able to implement most decisions regarding the programme.
17. **Programme Specification:** The details of each programme as approved by the University.
18. **Programme:** Programme of study delivered via collaboration between the University and the Partner. The programme can be delivered by the partner within a specific academic and financial framework and subject to contractual obligations. Academic responsibility for content, assessment, quality assurance and standards lies with the University.
19. **Regulations:** Regulations of the University, including Codes of Practice, Regulations, Policies, Procedures and Guidelines.
20. **Validation:** A process by which the University judges a module or programme developed and delivered by another institution and approves it as being of an appropriate standard and quality to contribute, or lead, to one of its awards. Students normally have a direct contractual relationship with the delivering institution.
21. **Validated Programmes:** Programmes developed by the partner that the University validates as being of commensurate standing as its own. See Validation

## Principles

22. The University is responsible for the academic standards of all awards granted in its name. The academic standards of all awards made under a collaborative arrangement must meet the expectations of the UK Quality Code for Higher Education and the Credit & Qualification Framework for Wales. If provision is offered at level 3, it must meet the requirements of the awarding body.  
  
In all cases, academic responsibility for collaborative programmes or collaborations lies with the School Board of Studies.
23. The initiative for a programme may come from the University, partner institution or external agency and may reflect an institutional need, market forces or educational imperative.
24. Collaborative provision must normally be in a field in which the University has expertise and offers comparable programmes, and should involve the relevant School(s) in the University. Schools must lead on all academic content and oversight for collaborative provision and must commit sufficient resources, including staff time, to ensure that the requirements of this Code of Practice are met.
25. The University may approve programmes designed and delivered by another institution (validation). Due to the risks involved particularly in relation to quality and administration, validation will only be permitted in exceptional circumstances.
26. Any partner from the UK, except where specifically exempted in the collaborative agreement, must be a recognised Tier 4 sponsor in its own right, in order for the University to be assured that the partner is in a position to discharge its obligations to the UKVI.
27. Third party franchising is not normally permitted. That is, partner institutions do not have the authority to offer collaborative provision under serial arrangements with

other institutions. Third party arrangements may be approved by the University under exceptional circumstances, for example, if a partner institution uses specialist placement locations for parts of collaborative programmes.

28. The language of instruction and of all assessed work must normally be Welsh or English, except for subjects where a language is the subject of study.

### **Responsibilities of University Bodies**

The University bodies listed below have responsibilities in relation to the establishment of Collaborative Provision.

29. The Academic Strategy Group (ASG) reports to the University Executive, and is responsible for the strategic approval of new partnerships in category A1 (see para 46 for details of categories).
30. The External Partnerships Scrutiny Group (EPSG) is responsible for initial consideration of new partnerships in category A1 and making a recommendation to ASG on possible strategic approval. EPSG is responsible for the approval of partnerships in category A2 and category B and reports to the ASG and University Senate. The membership and Terms of Reference of EPSG are specified in the General Regulations for Senate and its Sub-Committees (Regulation 14).
31. The Collaborative Provision Sub-group reports to the University's Teaching and Learning Strategy Group. It considers all elements of quality assurance and teaching and learning, including annual programme review, student performance, student feedback and staff training needs. It receives reports from Boards of Studies and from senior academics involved in each partnership. It seeks to share best practice across collaborative partnerships and to promote the academic quality of partnerships. Its Membership and Terms of Reference are set out in Appendix 2: Collaborative Provision Sub-Group Terms of Reference.
32. Institutional Approval Panels are responsible for the academic approval of partners in category Institutional Approval Reports are ratified by ASG.
33. Where new programmes are required (usually in the case of validation) or amendments to an existing programme for contextual reasons (in the case of franchising) these will be processed as set out in Code 08. Where they are to be considered by the Programme Approval Group (PAG), that decision must be processed and informed by the Institutional Approval Panel's report.
34. **Operational Board:** Board responsible for the ongoing administration of programmes offered within a partnership, reporting to the Management Board. Meeting as required by the Partnership Management Boards. In no case will it make decisions relating to academic content. It will be supported by the Student Administration Office (see Appendix 4: Operational Board Terms of Reference).
35. **Partnership Management Board:** Board responsible for overseeing the ongoing strategic management of a partnership and reviewing progress against key indicators. (see Appendix 5: Partnership Management Board Terms of Reference).
36. **Joint Board of Studies:** Committee including all academic staff involved in teaching and learning activity in the case of franchised, joint or dual awards with a partner within a single school. A Joint Board of Studies is also convened within a school where elements of University provision are provided by a partner (such as

arrangements for degree apprenticeships). Its membership will also include Academic Leads (for franchised or embedded provision). Joint Boards of Studies make initial decisions on academic issues such as programme and module revisions and staff CPD. It will usually be chaired by the Head of School and reports to the School Board of Studies. The Joint Board of Studies will also act as an examination board to approve marks and final awards (see Regulation 01) with appropriate administrative support from the partner. It reports to the School Board of Studies in this capacity.

37. **Joint Programme Board:** A committee equivalent to a Joint Board of Studies in the case of validated or embedded provision which will consider the same range of issues but with its chair usually alternating between the Head of School and the equivalent in the partner. In the case of large-scale partnerships and those involving multiple Schools, the Executive Lead may take this role. As outlined above (para 36), the Joint Programme Board will also act as an Examination Board and reports to the School/Schools Board of Studies. Exemptions from this may be agreed at the time of institutional approval, if the partner's own governance structures are deemed to suffice.

### **Responsibilities of Professional Services in Relation to the Establishment or Renewal of Collaborative Provision.**

38. The Planning and Student Data Office will coordinate risk assessment, due diligence, and business planning in relation to establishing or renewing category A1 partnerships (see para 48).
39. For international partners, the International Education Centre (IEC) is the primary contact between the School or Schools and any international partner during preliminary discussions about establishing an international partnership. In the case of establishing or renewing category A2 and B partnerships, the IEC will coordinate risk assessments and due diligence procedures. The IEC is also responsible for managing collaborative provision in category B in conjunction with the relevant school.
40. The IEC will coordinate arrangements for establishing and renewing formal category D student exchange programmes with overseas institutions which includes risk assessments, due diligence procedures and issuing of agreements.
41. The Head of Quality Assurance function is responsible for recommending to EPSG approval processes for any category A partnerships that are outside the set of definitions provided in this Code of Practice.

### **Responsibilities of Professional Services in Relation to the Ongoing Management of Collaborative Provision**

42. The Quality Assurance function will assure the academic standards of collaborative provision using the same processes used for Bangor based provision. It will ensure that the internal quality audit process of each School includes scrutiny of its collaborative provision. It will appoint Moderators, External Examiners and Academic Leads and, in exceptional circumstances, with the support of the Collaborative Provision Sub-Group, will intervene to ensure standards are met.
43. The Quality Assurance function maintains a publicly available record of all partnerships, and a list of all collaborative programmes operated through those partnerships.

44. The Planning and Student Data Office will assist the School with the arrangements to present planning information for ongoing monitoring of each teaching partnership in category A1. These will include all direct expenditure and indirect associated costs, information in respect of student numbers, and other targets and/or performance metrics as appropriate. These will be overseen by the Partnership Management Board who will also review management plans annually as part of the University's annual planning round.
45. The Student Administration Office is responsible for the operational support of taught collaborative programmes in category A1 but is subject to the academic authority of the School's Board of Studies (see paragraph 8).

### Approval Routes for Collaborative Partnerships

46. The University supports a range of collaborative teaching partnerships and takes a risk-based approach to their approval, monitoring and renewal. The approval and re-approval routes for different types of partnership are:

Category	Types of Partnership
<p>Category A1:</p> <p>Require preliminary recommendation from the External Partnerships Scrutiny Group (EPSG) and strategic approval by the Academic Strategy Group (ASG), usually followed by an institutional approval event with ratification of panel decision by ASG, and decision to be reported to the Programme Approval Group (PAG). ASG may determine that proposals for dual, joint, or collaborative provision to support degree apprenticeships may be considered directly by PAG.</p>	<ul style="list-style-type: none"> <li>• Externally Validated Programmes</li> <li>• Franchised Programmes</li> <li>• Collaborative Arrangements to support degree apprenticeships</li> <li>• Joint Programmes (Taught and Research<sup>1</sup>)</li> <li>• Dual Programmes (Taught and Research)</li> <li>• Doctoral Training Centres</li> <li>• Any other form of major partnership (for example, Embedded College or provision through a third party)</li> </ul>
<p>Category A2:</p> <p>Require preliminary recommendation from the External Partnerships Scrutiny Group (EPSG) and strategic approval by the Academic Strategy Group (ASG).</p>	<ul style="list-style-type: none"> <li>• Joint Programmes (Research<sup>1</sup> – individual students)</li> <li>• Dual Programmes (Research – individual students)</li> <li>• Doctoral Training Centres</li> </ul>
<p>Category B:</p> <p>Require academic approval (EPSG)</p>	<ul style="list-style-type: none"> <li>• Articulation arrangements</li> <li>• Memoranda of Understanding</li> </ul>
<p>Category C:</p> <p>Approved by University Module Approval Process (Code 08)<sup>3</sup></p> <p>QA function</p>	<ul style="list-style-type: none"> <li>• Collaboration with other HEI(s) to provide taught modules (including provision in Welsh)</li> <li>• Work-based learning modules</li> </ul>

<b>Category</b>	<b>Types of Partnership</b>
Category D: Approved by Head of School (or equivalent)	<ul style="list-style-type: none"> <li>• Joint supervision of research students (where the co-supervisor is from a partner institution)<sup>2</sup></li> <li>• Research conducted at a partner institution (including research and taught postgraduate programmes)<sup>3</sup></li> <li>• Provision of learning support, resources or specialist facilities as a small module component or small part of a research project.</li> <li>• Provision of Continued Professional Development (CDP) at another institution</li> <li>• Work-based Placements</li> <li>• Study abroad (including exchanges and student mobility)</li> </ul>

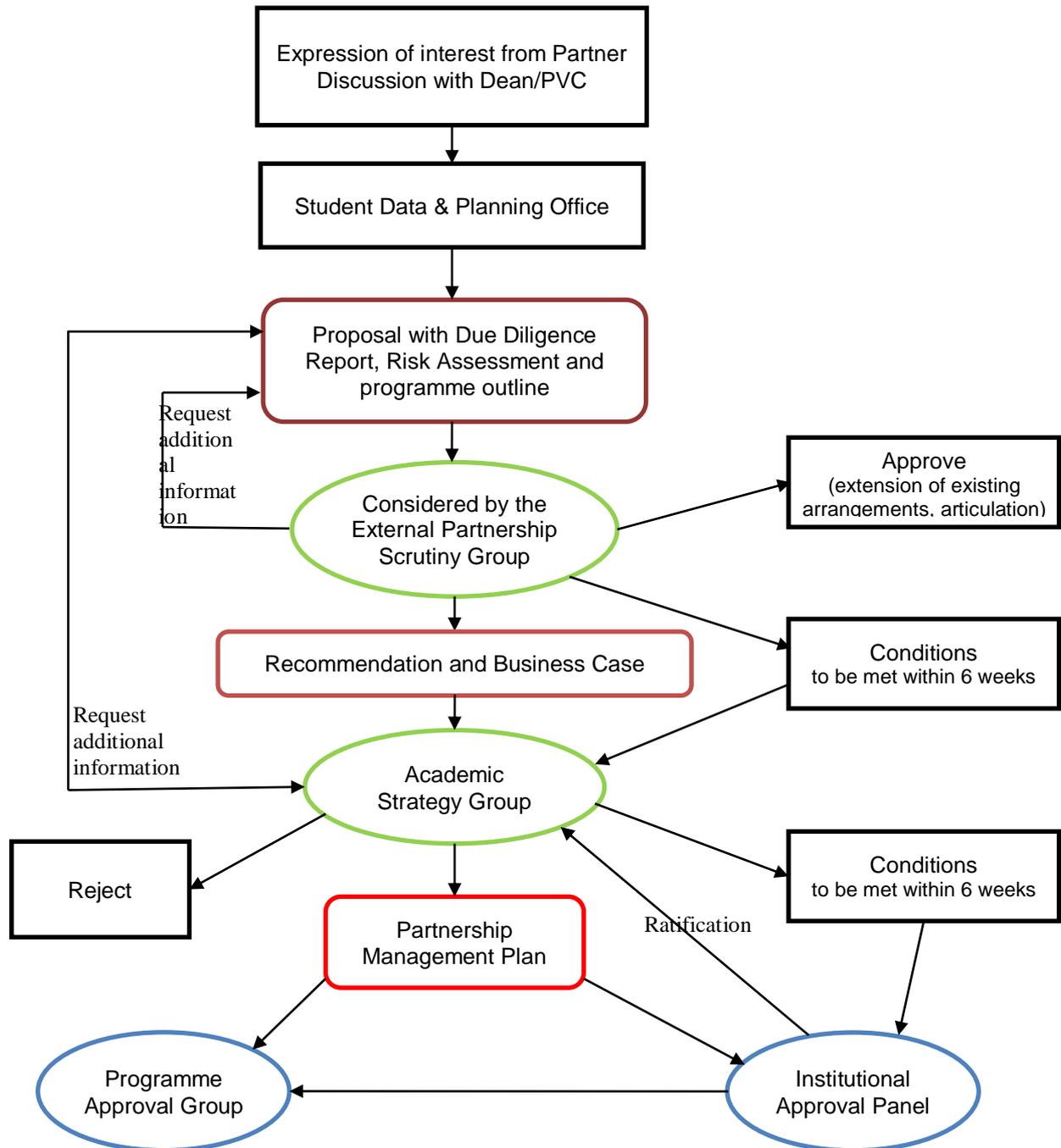
<sup>1</sup> Joint supervision of research programmes (where the co-supervisor is from a partner) **and** research conducted at a partner (including research and taught postgraduate programmes)

<sup>2</sup> If this involves more than one student, in a planned recurring agreement, then see Joint and Dual programmes.

<sup>3</sup> Must be reported to the Student Administration Office, for the University's records.

### Strategic Approval for Establishing or Renewing a Partnership in Category A1

47. A two-step strategic approval process is followed, with a recommendation in respect of strategic approval made to the ASG by EPSG.



48. In the case of international partnerships, following initial discussions and approval by the Dean/PVC (or agreed nominee) and Head of School, the proposer should contact the IEC to initiate the strategic approval process. For each category A1 partnership, the Planning and Student Data Office will coordinate information gathering to complete the Due Diligence Report and Risk Assessment to be submitted to EPSG.

49. In the case of the following proposed arrangements for partnership, additional documentation is required:

- For Externally Validated, Franchised and Joint programmes: an Initial Programme outline (See Code 08)
- For Dual awards: descriptions of each component of the programme

50. Representatives from the submitting School and the planning officer who has supported the submission (paragraph 48) will normally be invited to present their proposals to EPSG. In the case of large or complex proposals, a number of other representatives may be required to attend. These may include the Director of the IEC, a representative of the Finance Department and the Head of Governance and Compliance.

51. For each proposal in category A1, EPSG must select one of the following options:

- Refer to ASG with recommendation to accept
- Refer to ASG with recommendation to reject
- Preliminary decision to refer to ASG with recommendation to accept with conditions, to be completed within six weeks and approved by the Chair of EPSG
- Resubmission to EPSG with a request for specific additional information

**In the case of option i, the Planning and Student Data Office will be tasked with preparing a Business Case (Appendix 6) in collaboration with the proposers (see 52).**

In the following two cases, EPSG may approve proposals:

1. Articulation agreements
2. Where an existing partner proposes to deliver programmes at a higher level or in a new subject area. These proposals must reflect the business plan already agreed by ASG.

52. The Planning and Student Data Office will produce a digest of the proposal papers presented to EPSG (48) together with the recommendation provided. In the case of proposals with a recommendation for strategic approval, the Planning and Student Data Office will prepare a Business Case (Appendix 6) with support from the School or the IEC.

53. For each proposal, ASG must choose one of the following options:

- Approval with no conditions, refer the proposal to an Institutional Approval Panel and direct proposers to prepare a Partnership Management Plan
- Approval with no conditions and refer the proposal to the Programme Approval Group and direct proposers to prepare a partnership management plan (only available in case of dual awards or joint programmes, expanding franchise arrangements for an existing partner or with trusted UK partners as in the case of Doctoral Training Centres)
- Approval with conditions, to be completed within six weeks and approved by the Chair of ASG before referral to an Institutional Approval Panel
- Resubmission to ASG (ASG can decide that an Institutional Visit is required before a proposal is resubmitted to ASG)
- Reject the proposal

## **Academic Approval or Renewal of Category A1 Partnerships**

54. An Institutional Approval Panel is usually convened to consider academic approval of an institution. Its recommendation is ratified by the ASG, and reported to PAG.
55. New academic programmes must be submitted through the process described in Code 08. For franchise provision, where the proportion of new modules and risk is low, some programmes may be considered executively. Others will be considered by PAG and some, typically in new areas will require a Programme Approval Panel. Where the academic approval for a programme lies with PAG, the decision should be informed by the Institutional Approval Panel report. Where ASG decides that no Institutional Approval Panel is needed, PAG should consider the contextual elements provided in the partnership management plan in considering programme validation.

## **Institutional Approval**

56. The membership of an Institutional Approval Panel will be:
  - Head of Quality Assurance function (or nominee) as Chair
  - At least two academic members of staff
  - An External Assessor
  - A secretary chosen by the Chair
  - A student representative.
57. A Panel secretary, appointed by the Chair will liaise with the potential partner to support the visit. The membership of an Institutional Approval Panel may be amended at the discretion of the Head of Quality Assurance function.
58. The Institutional Approval Panel must consider the Institution's governance, management, resources, services, any local governmental or legal requirements and quality assurance arrangements, along with the intended arrangements to be put in place by the University to ensure that the partnership can be managed effectively.
59. Prior to a visit, the partner will produce a partnership management plan in collaboration with the following stakeholders at Bangor:
  - The School or Schools
  - The Head of Governance and Compliance
  - The Head of Student Administration.
  - The Students' Union
  - ITS and the Library
60. This document will outline expectations of each partner. Areas to be considered will normally include:
  - Admission of students
  - Appeals and complaints procedures
  - Academic Integrity procedure
  - Academic regulations
  - Annual and periodic review of programmes
  - Appointment and role of External Examiners
  - Appointment of staff (where appropriate)
  - Continual Professional Development of Staff
  - Data Protection and information governance arrangements, including security of data

- Health and safety
- Governance and Management Structures relevant to the partnership
- Pastoral care
- Student voice and representation
- Tuition fees
- Any other parties involved in the provision.

61. In the case of proposals for re-approval, the partnership management plan must outline the existing arrangements and any changes from the initial agreement. The University's expectations for the management of existing partnerships are set out in paragraphs 39 and onwards. Both the partner and the University will be expected to reflect on any issues relating to academic standards identified by External Examiners, student feedback or student performance and any key performance indicators agreed as part of the initial agreement. As a minimum, the management plan should include the following sections:

- A list of programmes currently delivered by the partner (with any proposed changes).
- Performance against any agreed targets such as student numbers.
- Details of any new programmes the partner wishes to introduce.
- Reports from Moderators (if applicable).
- Reports from External Examiners.
- Feedback from professional bodies (if applicable).
- Details of any matters considered by the Teaching and Learning Strategy Group.
- Data protection and information governance arrangements, including security of data.
- An outline report on student performance: progression, awards and academic integrity issues.

62. Stakeholders within the University will normally be interviewed by the Panel prior to the Institutional Visit.

63. The Chair of an Institutional Approval Panel will specify, in advance of the visit, the documentation required, the resources the panel will wish to view, and the teaching staff or senior managers it will wish to meet. These can include:

- A partnership management plan
- A Mission Statement
- An outline of the relevant legislative or legal context
- Self-evaluation with regard to the delivery of Higher Education programmes
- Governance and structure (including the committee(s) responsible for quality assurance)
- Procedures and policies for quality assurance & enhancement
- Regulations and procedures, including:
  - Staff profile and staff development
  - Outcome of external reviews
  - Student feedback
  - Student support services and pastoral care
- For re-approval processes, the panel will usually consider the minutes of Boards of Studies and Examination Boards and those of Joint Management Boards or equivalent.

64. This documentation must be submitted to the University six weeks before the Institutional Visit.
65. The Panel will usually request to interview senior managers, teaching staff, students for relevant programmes and heads of support services.
66. During the visit, the Panel will consider:
- the overall development of the programme
  - academic standards and quality of teaching
  - compliance with Bangor University's policies, regulations, codes and procedures including expectations relating to data protection and information governance.
  - application numbers
  - admission standards
  - physical resources
  - learning resources
  - student progression and employability
  - staffing, including staff development and training
  - student support and pastoral care
  - assessment and feedback
  - enhancement
  - student representation
  - effectiveness of management and administrative arrangements
  - accuracy of published information (in the case of re-approval)
  - any other relevant factors as may be determined by the Panel
67. The Panel Secretary will prepare the report which to be agreed by the panel members and signed by the Chair and External Assessor.
68. The Institutional Approval Panel must recommend one of the following options:
- i. Approve Institution with no conditions.
  - ii. Approve Institution with minor conditions.
  - iii. Approve Institution with conditions to be fulfilled before the Panel's report is submitted for ratification by the Panel Chair.
  - iv. Reject the application by Institution and inform the Institution of the reasons, giving an indication of whether the University will/will not consider future applications.
  - v. Reject the application by Institution and inform the Institution, without specifying the reasons, indicating that the University will not consider future applications.
69. For the re-approval of an existing partnership, the Institutional Re-approval Panel must recommend one of the following options:
- i. Approval of the Institution to be renewed with no conditions.
  - ii. Approval of the Institution to be renewed with minor conditions.
  - iii. Approval of the Institution to be renewed with conditions to be fulfilled before the Approval Panel's report is submitted for approval by the Panel Chair.
  - iv. Approval of the Institution to be reconsidered and Panel to be reconvened.
  - v. Approval of the Institution to be discontinued.
70. If approval is to be reconsidered, under option iv above, the Panel must be reconvened within 3 months of the original Panel meeting and at least 1 month before

the current agreement expires. A Panel must only chose option iv if there is sufficient time:

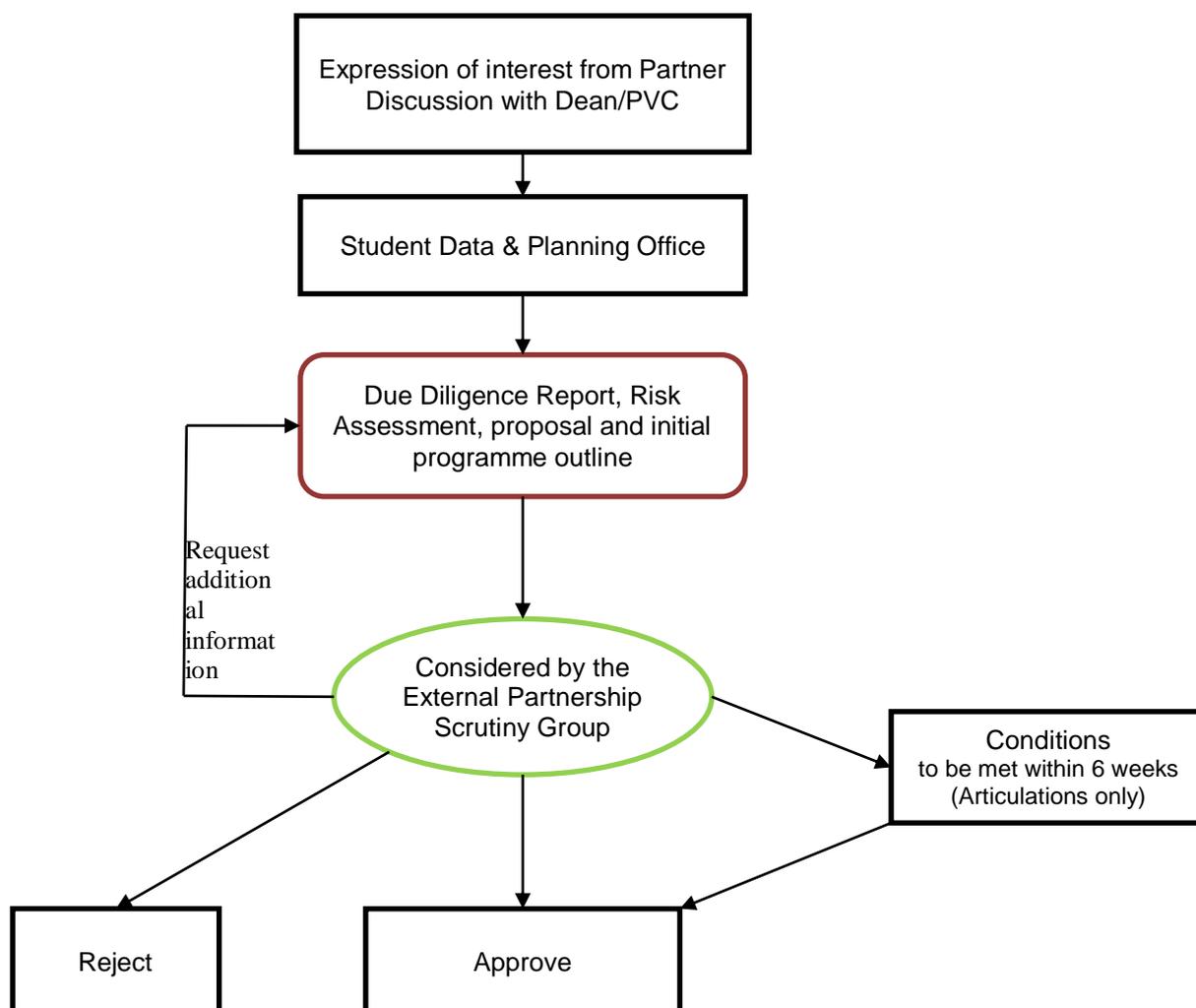
- For the Institution to address the issues raised by the Panel **and**
- For the Institution to meet any conditions specified by the Reconvened panel **and**
- For a new agreement to be put in place.

If a Panel chooses option iv, it must identify the areas of concern and specify matters it requires the Institution to change/improve.

71. The Panel's report will be ratified by the ASG and the Chair of the Institutional Approval Panel will communicate the decision to the prospective or current partner. If a decision is made not to renew an existing partnership under option v above, a termination agreement must be drawn up in accordance with the original agreement and appropriate arrangements put in place for programmes to be taught out as necessary.
72. After ASG has ratified the decision of an Institutional Approval Panel, then the EPSG will oversee formal legal agreement through the IEC for international partners and through the School for UK partners. EPSG will also have sight of draft agreements.
73. In the case of professionally validated or recognised provision, the University will inform the relevant professional, statutory and regulatory body (PSRB) of any plans to deliver the programme under a collaborative arrangement. In these cases, the status of the programme in respect of PSRB recognition must be made clear to prospective students.
74. Approval or re-approval of programmes offered as part of a partnership will be formally reported as set out in Code 08.

### **Establishing or Renewing a Category A2 and B Partnership**

75. The process for initial discussion and the preparation of documentation to be submitted to EPSG is set out in paragraph 48 above. For category A2 and category B international partnerships, the IEC will coordinate the collection of information to complete the Due Diligence Report and Risk Assessment for submission to the EPSG.  
Please note that for articulation agreements, detailed mapping is required to the University's programmes at module level.



76. For each proposal EPSG must choose one of the following options:

- vi. Approval with no conditions.
- vii. Approval with conditions, to be completed within six weeks and approved by the Chair of EPSG (only available for Articulation Agreements).
- viii. Resubmission to EPSG.
- ix. Reject the proposal.

The secretary of EPSG will inform the proposers of the decision made.

### Agreement

77. Before students may register on a programme, an Agreement for Collaborative Academic Programmes must be signed between the University and the partner(s), setting out the rights and obligations of all parties. The terms of the Agreement for Collaborative Academic Programmes must be discussed and agreed during the programme development phase. The development of the agreement or contract for the collaboration will be supported by the Planning and Student Data office. Agreements must be approved and signed on behalf of the University as shown below:

78.

<b>Category</b>	<b>Person authorised to sign the agreement<sup>1</sup></b>
Category A1 and A2	Chair of ASG
Category B: Articulation Agreements Memoranda of Understanding	Chair of EPSG
Category C: Collaboration with other HEI(s) to provide taught modules (including provision in Welsh) Work-based learning modules	Approved and signed by the Head of School <sup>2</sup>  As defined by the Procedure for Placement Learning (Procedure 03)
Category D: Joint supervision of a research students (where the co-supervisor is from a partner) Research conducted at a partner (including research and taught postgraduate programmes) Provision of learning support, resources or specialist facilities, as a small module component or small part of a research project. Work-based Placements  Study abroad (including exchanges and student mobility)	Approved and signed by the Head of School  Approved and signed by the Head of School  Approved and signed by the Head of School  As defined by the Procedure for Placement Learning (Procedure 03)  As defined by the Procedure for Placement Learning (Procedure 03), the IEC has authority to sign international exchange Agreements with overseas universities.

<sup>1</sup> Agreements may also be signed by the Vice-Chancellor (or nominee)

<sup>2</sup> The agreement template provided by The Coleg Cymraeg Cenedlaethol can be used.

79. The Agreement for Collaborative Academic Programmes must include:

- The term of the agreement.
- Any conditions pertinent to a particular programme, including aims, academic structure, professional requirements, resources and staffing.
- A detailed fee schedule.
- The conditions under which termination can occur.

80. The Agreement for postgraduate research students must also include:

- Details of the status and location of the institution where the study will be undertaken.
- Details of the intended programme of work.
- The curriculum vitae or details of the relevant qualifications of the local supervisor should be appended to the agreement. In the case of Dual and Joint awards the student must have a designated supervisor in each partner.
- A statement by the head of the partner, or other person with appropriate authority, confirming that the student will be provided with necessary facilities as required during the study period.
- Relevant health and safety documentation, approved by the School Health and Safety Co-ordinator.

### **Termination**

81. If an agreement is terminated or where an agreement will expire and there is no intention to renew but where students are enrolled on a programme at the date of expiry, the University and the partner must enter into a Termination Agreement that sets out the responsibilities and rights of both institutions and of students enrolled on programmes. The Termination Agreement must include the steps necessary to safeguard the interests of existing students, including offering alternative programmes where appropriate.

### **Academic Management and Governance of Franchised, Validated and Embedded Collaborations**

#### **Externally Validated and Embedded Programmes:**

82. Responsibility is assigned to a Joint Programme Board which will act as an Examination Board, and managed by the partner in accordance with the Validation Manual. The membership and scope of these groups is described above (para 37).
83. In the case of validated provision, equivalent data must be collated and used by partners to develop Annual Reviews at programme and modular level. These development plans should be considered alongside those for in-house provision to enable the potential sharing of good practice. The partner's capacity to produce equivalent data to that provided internally will be explored during Institutional Approval by a Panel and through the partnership management plan.

#### **Franchised provision:**

84. School Boards of Studies should establish Joint Boards of Studies which will act as Examination Boards. The membership and scope of these groups is described above (para 36). A special Joint Board of Studies will need to be held immediately or within 10 days of the External Examination Board to draft and agree on Annual Review plans (see Code 08).
85. As part of the Annual Review cycle, Academic Leads must reflect on student data and External Examiner comments that are relevant to the franchised provision. Where programmes are franchised, this provision may differ from the programme taught in-house to enable contextual matters (such as delivery, different employability contexts and student feedback) to be understood fully and integrated into curriculum

development. In these cases, normal processes for approving changes to programmes or modules must be followed (see Code 08).

**University provision offered partly through a partner:**

86. This category of provision includes degree apprenticeships and arrangements made to offer level 3 teaching. Responsibility is assigned to a separate Joint Board of Studies managed by the School in accordance with Regulation 01. This Joint Board of Studies reports to the School Board of Studies and the Collaborative Provision Sub-Group.

**Joint and Dual awards for taught programmes:**

87. Responsibility is assigned to a sub-group of the Board of Studies consisting of representatives from the School and from each/all partners.

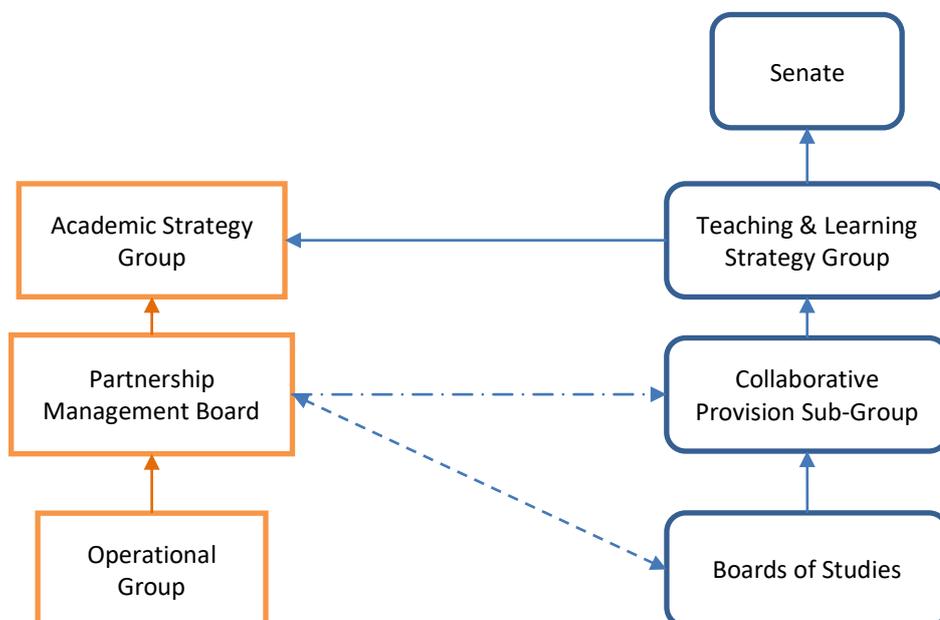
**Joint and Dual awards for research programmes:**

88. Responsibility assigned to a Boards of Examiners as specified in the University's Regulations for Postgraduate Research Programmes (Regulation 03)
89. The Collaborative Provision Sub-Group is responsible for strategic oversight of teaching and learning and quality assurance issues across all approved partnerships in categories A and B. An overview of its function is described in 31 above. Its membership and terms of reference are described in Appendix 2: Collaborative Provision Sub-Group Terms of Reference.

**Management and Operational Oversight**

90. An Operational Group will be convened for each teaching partnership and serviced by the Student Administration Office. They will report to the Partnership Management Board and will oversee routine processes related to the partnership. Typically, Operational Groups will be convened at least twice a year, but more often during programme set-up or where risks have been identified. The recommended membership and Terms of Reference of the Operational Group is set out in Appendix 4: Operational Board Terms of Reference. Partnership Management Boards may make reasonable adjustments to membership and terms of reference of Operational Groups. Operational Groups will direct academic matters to the School Board of Studies or Officers, to the QA function or to the Collaborative Provision Sub-group (for overarching issues) as appropriate.
91. Partnership Management Boards will be convened for each teaching partnership to consider strategic and contractual issues relating to the Partnership, and reports from the Operational Group. They will meet at least twice per year. Membership and Terms of Reference for these groups are set out in Appendix 5: Partnership Management Board Terms of Reference. Variations to membership or Terms of Reference must be reasonable and agreed at the institutional approval. These Boards will report to the Academic Strategy Group, but also direct any overarching academic related issues to the Collaborative Provision Sub-group, and more specific academic or QA issues to the QA function, or to Schools as appropriate. Partnership Management Boards will also receive reports from the School Boards of Study, the QA function, or the Collaborative Provision Sub-group, where issues identified impact on the strategic direction or performance of the Partnership (see Appendix 5).
92. Academic and management oversight for Category A1 teaching partnerships will be provided through parallel structures. Academic decision making for all collaborative

provision programmes for Category A1 partnerships lies initially with School Boards of Study, reporting to the Teaching and Learning Strategy Group through the Collaborative Provision Sub-group. Operational and Strategic Management is provided through Partnership Management Boards and reports to the ASG. Governance and management structures for category A1 provision are shown below:



## Management and Quality Assurance of Collaborative Programmes in Category A2

93. Schools are responsible for managing collaborative programmes in category A2.
94. Collaborative provision in category A2 must be managed in accordance with the University's the Regulations for Postgraduate Research programmes (Regulation 03).
95. The Bangor University supervisor must maintain regular contact with research students by e-mail, video conferencing or other electronic means for students based overseas. Students must be made aware of the standards and procedures for the conduct of research in the partner. They must also be made aware of how to seek guidance and assistance where necessary and procedures for reporting concerns or irregularities.
96. Research students must comply with the legal and ethical requirements defined by the University and in the countries where the research is conducted. Similarly students based abroad who are enrolled for a research programme of the University must comply with the UK's legal and ethical requirements as well as those of the country in which they are working. Any plans for students to undertake study overseas must take into account the relevant Foreign and Commonwealth Office Foreign Travel Advice and follow the University's normal health and safety guidelines.

## Management and Quality Assurance of Collaborative Programmes in Category B

97. Schools are responsible for managing UK-based collaborative programmes in category B.

98. International collaborative programmes in category B are managed on behalf of the University by the International Education Centre. The International Education Centre will coordinate liaison between the University School and the partner institution to ensure that the University's requirements continue to be met.
99. Schools will have shared ownership with the articulation partners and as such will actively engage in matters of relationship management and student matters. Schools are responsible for supporting students from the partner institution during the transition period and throughout enrolment at the University
100. Quality assurance of category B partnerships is achieved through comparing the results of students entering via articulation agreements with other students in each cohort and through structured discussions of these results at the Collaborative Provision Sub-group. Discussion with students who have followed the articulation pathway is included in Internal Quality Audits of relevant schools.

### **Management and Quality Assurance of Collaborative Programmes in Category C**

101. Schools are responsible for managing collaborative programmes in category C in accordance with the University's Regulations for Taught Programmes (Regulation 01) and the Procedure for Placement Learning (Procedure 03). Modules are subject to annual module review as set out in Code 08 and are discussed at School Boards of Study (or equivalent) as with modules offered entirely through the University.

### **Management and Quality Assurance of Collaborative Programmes in Category D**

102. Schools are responsible for managing programmes that involve:
  - Joint supervision of a research students (where the co-supervisor is from a partner)
  - Research conducted at a partner (including research and taught postgraduate programmes)
  - Provision of learning support, resources or specialist facilities as a small module component or small part of a research project.
  - Work-based Placements.
103. Collaborative programmes in category D must be managed in accordance with the University's Regulations for Taught Programmes (Regulation 01), the Regulations for Postgraduate Research programmes (Regulation 03) and the Procedure for Placement Learning (Procedure 03). Where these collaborations are at modular level, they will be subject to annual review and discussion as would any other School modules (see Code 08).
104. In the case of research supervisions, the Bangor University supervisor must maintain regular contact with research students by e-mail, video conferencing or other electronic means for students based overseas. Students must be made aware of the standards and procedures for the conduct of research in the partner. They must also be made aware of how to seek guidance and assistance where necessary and procedures for reporting concerns or irregularities.
105. Research students must comply with the legal and ethical requirements defined by the University and in the countries where the research is conducted. Similarly students based abroad who are enrolled for a research programme of the University must comply with the UK's legal and ethical requirements as well as those of the

country in which they are working. Any plans for students to undertake study overseas must take into account the relevant Foreign and Commonwealth Office Foreign Travel Advice and follow the University's normal health and safety guidelines.

106. The IEC, working with Schools, is responsible for administration of international placements at partner institutions that form an integral part of the degree programme (including university exchanges, work placements and other forms of student mobility, and as such the activities must be as defined in the Programme Specification. For all international placements, the proposed programme must at all times adhere to the requirements of the partnership agreement and any related external source of grant support funding.) Placements must be approved by a student's home School and by the International Education Centre. Where a student has declared a disability or mental health difficulties, cases will be referred to the University's Student Services for formal recommendations.
107. All activities must be planned and conducted in accordance with the Procedure for Placement Learning (Procedure 03). The International Education Centre is jointly responsible with Schools for preparing students for their overseas placement, pre-departure induction, academic requirements, health and safety, finance, and cultural assimilation. Schools will remain responsible for the student whilst on placement, maintaining regular contact, confirming attendance and monitoring progress throughout the placement.

### **Monitoring, Institutional Oversight and Feedback Mechanisms**

108. The monitoring, institutional oversight and feedback mechanisms for the various types of partnership are as follows:

Category A1:	<ul style="list-style-type: none"> <li>• External Examiner Reports</li> <li>• Annual Monitoring Reports (for Taught Programmes – QA1s and QA2s)</li> <li>• Approval and revalidation reports</li> <li>• Moderator Reports (for Externally Validated Programmes)</li> <li>• Joint Boards of Studies (for Franchised, Joint and Dual Programmes – Taught)</li> <li>• Joint Programme Boards (for Externally Validated Programmes)</li> <li>• Internal Quality Audits (for Schools involved with Franchised Programmes and Joint Programmes)</li> <li>• Financial and non-financial performance data (considered by the Partnership Management Board).</li> </ul>
Category A2:	<ul style="list-style-type: none"> <li>• External Examiner Reports</li> <li>• Monitoring reports (for research students)</li> <li>• Joint examination arrangements (for Dual Programmes – Research)</li> <li>• Financial and non-financial performance data (Doctoral Training Centres)</li> </ul>

Category B:	<ul style="list-style-type: none"> <li>• Internal Quality Audits</li> <li>• Marks obtained by students in Bangor</li> <li>• Partner required to inform BU of any major changes to curriculum.</li> <li>• Annual procedure to check that programme in partner still meets university requirements.</li> </ul>
Category C:	<ul style="list-style-type: none"> <li>• External Examiner reports</li> <li>• QA2 forms</li> <li>• Internal Quality Audits</li> <li>• PRSBs where appropriate</li> </ul>
Category D:	<ul style="list-style-type: none"> <li>• External Examiner reports</li> <li>• QA2 forms (for modules)</li> <li>• Internal Quality Audits</li> <li>• PRSBs where appropriate</li> <li>• Monitoring reports (for research students)</li> <li>• External Examiner reports (for research students)</li> <li>• Statistics on successful completion of overseas placements</li> </ul>

### Changes to Programmes

109. No major changes may be made to modules or programmes without the prior approval of the School Board of Studies and may be restricted by the local legal context. Minor changes that can be authorised by Boards of Studies or Joint Programme Boards are described in Code 08.
110. Any changes to programmes or modules that cannot be authorised by School Boards of Studies must be submitted for approval to the QA function and reported at the Collaborative Provision Sub-group.
111. Where approved amendments affect students currently enrolled on a programme, the agreement of those students should be obtained before implementing the amendment. Any significant changes to a programme should be notified to prospective students who have received an offer of a place but have yet to register.
112. Copies of the amended and approved Student Handbook, or equivalent programme information, incorporating all approved changes, must be forwarded to the University by the partner institution on an annual basis prior to the beginning of the academic year.

### Information for Students

113. The School will be responsible for monitoring the information given by the partner institution to prospective students and those enrolled on a collaborative programme, including information provided in the Student Handbook and on the partner institution's web site and Virtual Learning Environment.
114. Students will be provided annually with a named point of contact within the relevant School at the University.
115. Students enrolled on a collaborative programme must be provided with information about the procedures for complaints and appeals, making clear the channels through which they can contact the University.

## **Appeals, Complaints and Academic Misconduct**

116. Appeals must be considered under the University's Academic Appeals Procedure. For Externally Validated Programmes, the partner's appeals procedure must be used, as described in the Validation Manual.
117. Complaints by students about the course, the standard of teaching, facilities or other relevant matter, will be considered under the University's Student Complaints Procedure, or, for Externally Validated programmes, the partner's procedure. For all programmes, an attempt must be made to resolve the complaint informally. If a student is unhappy with the way a complaint has been considered by a partner institution, a complaint can be submitted to the University's Head of Governance and Compliance.
118. The partner institution must maintain a record of all complaints and appeals made by students and of their outcome.

## **Certificates**

119. The University has sole authority for awarding certificates and transcripts relating to programmes of study leading to its awards. The only exception is that partners may produce transcripts for students on Externally Validated programmes or joint or dual award programmes, subject to the prior agreement of the University.

## **Conferment**

120. Subject to approval by the University, partners may make arrangements for a ceremony at which certificates are presented. Arrangements for attending the University's graduation ceremony will be included in individual agreements with partners.
121. Costs incurred by the University for a partner's ceremonies and for participation in ceremonies must be included in the Business Plan.
122. Graduates should wear the appropriate academic dress in accordance with the University's policies.
123. Students who receive a University award shall become members of the University Alumni.

## **Publicity Material**

124. The University, in accordance with its Scheme of Published Information, will ensure that it has effective control over the accuracy of all public information, publicity and promotional activity relating to its collaborative provision, by requiring all such information to be approved by the School. The School will be responsible for monitoring such publicity. Where publicity is produced in a language other than Welsh or English, a translation must be provided to the School.

## **Review of Partnership Agreements**

125. Agreements for Collaborative Academic Programmes in category A and category B must be reviewed and reapproved initially after three years, and then every five years by ASG and EPSG respectively. Agreements for Collaborative Academic Programmes in Categories C and D must be reviewed every 5 years by Schools and where appropriate by the International Education Centre.

## **Appendix 1: Responsibilities of Academic Leads and Moderators**

### **Responsibilities of the Academic Lead**

The Academic Lead undertakes overall responsibility for a Franchised programme or programmes and acts as liaison between the partner and the University in relation to academic and quality assurance matters. The Academic Lead must be a senior, full-time member of University staff within the academic school from which the programme is franchised. No Academic Lead should be responsible for more than 4 partner sites.

The Academic Lead will use data relevant to the programme as delivered through the partner to prepare annual review plans and to agree these with the partner and module leads at Bangor. Usually the Academic Lead will also be responsible for providing or coordinating training for staff teaching on the franchised programme at the partner site in order to reflect the University's expectations, standards and procedures.

Academic Leads will advise on the appointment of External Examiners for the franchised programmes where these arrangements differ from the programme taught onsite. They must attend Examination Boards and Boards of Study and usually contribute to Operation Groups within Bangor.

Academic Leads may also be appointed for validated provision where a need for additional subject expertise is identified.

Academic Leads are appointed by the Head of Quality Assurance function on the recommendation of the Head of the relevant school. This is a paid role, usually for a term of 5 years (with the option of renewal no more than once). The role should be reflected in workload allocation.

### **Responsibilities of the Moderator**

The Moderator undertakes overall responsibility for a validated programme or group of programmes provided by a partner and acts as liaison between the partner and the University in relation to academic and quality assurance matters. The Moderator will usually be an experienced, full-time member of staff in the relevant University school but may be a non-subject expert or very rarely, an honorary member of staff whose expertise is required. No Moderator should be responsible for more than 4 sites.

Usually the Moderator will also be responsible for providing or coordinating training for staff at the partner site in order to reflect the University's expectations, standards and procedures.

Moderators will oversee the process of producing Annual programme and module level reviews for the site.

They will also be responsible for monitoring deviations from the validation manual and updates to regulations produced by the Student Administration Office. Moderators will advise on the appointment of External Examiners for the validated programmes and other reasonable duties. They must attend Examination Boards and Boards of Study and usually contribute to Operation Groups within Bangor.

Moderators are appointed by the Head of Quality Assurance function on the recommendation of the Executive Lead for the partnership. This is a paid role, usually for a term of 5 years (with the option of renewal no more than once). The role should be reflected in workload allocation.

## **Appendix 2: Collaborative Provision Sub-Group Terms of Reference**

### **Membership**

Head of QA function (Chair)

All Moderators and Academic leads for Collaborative Provision in category A1, including UK and TNE collaborations

College Directors of T&L

Student Union representative

Up to three other members of the T&L Task group

Senior QA Officer (Secretary)

### **Terms of Reference**

To oversee the implementation of the University's Teaching and Learning Strategy where it is relevant to partnerships.

To oversee discussion of QA issues across partnerships and ensure practice is in line with the UK Quality Code and relevant guidelines.

To identify and discuss enhancement issues.

To discuss and approve annual review plans (QA1s) or equivalent.

To make recommendations to the relevant Partnership Management Board on management or operational issues.

To oversee CPD delivered by the University for partners and discuss other CPD requirements.

To celebrate best practice within and across partnerships.

This group reports to the T&L Strategy Group.

### **Appendix 3: Partnership Management Plan**

The following list is indicative of the structure and information required in the Management Plan. Schools will coordinate the process with the partner but it is expected that the relevant professional services will be fully consulted and will agree to support the plan as indicated.

A management plan is expected to be in place for a five-year period but may be amended to ensure targets are met and academic standards are maintained (see above). The partnership management plan will be reviewed as part of the University's annual planning process, together with key metrics such as student numbers and financial planning.

#### **1. Outline of the Programme/Partnership**

What will be taught?

What are the agreed targets for student numbers (over a 5-year period)

Please outline your internal decision-making structures as they are relevant to this proposal? (As a minimum please outline where decisions are/would be made on performance of the partnership against KPIs, where teaching and learning decisions and QA are made and operationalised and what CPD processes you have in place for staff).

For existing provision, what mechanisms are in place to ensure targets are met?

What (if any) action has been undertaken or planned to address any shortfall?

#### **2. Student Voice**

Please describe how your institution will comply with BU practices in relation to the student voice and course representation (please refer to: <https://www.bangor.ac.uk/regulations/codes/code16.php.en>)

If the proposal is for shared teaching and students will be registered at BU, what arrangements are proposed to ensure students are able to access student representatives and students' union support at Bangor?

#### **3. Administration and student data**

How will the provision be marketed?

What are admission criteria and how will these be discussed?

How will admissions be processed?

Who will process student data?

Who will provide data for the examination and progression boards?

What is the agreed data protection policy? To what extent does this mirror BU policy.

#### **4. Academic support**

What arrangements are in place for staffing the programme?

What processes will be followed for the approval of new staff?

What support will be required from Bangor?

What oversight will be provided by Bangor?

What training and support will be available to staff teaching on the proposed programmes through the partner and if applicable through Bangor?

Outline issues around intellectual copyright.

To what extent will local staff contextualise the materials?

#### **5. Curriculum review**

To what extent are the partners' annual review processes equivalent to those of BU?

What efforts will be made to produce comparable data on student performance and student feedback?

Whose responsibility is the annual curriculum review?

In the case of existing partnerships:

Please reflect on any curriculum development undertaken in response to annual review plan (QA1 and QA2 forms).

#### **6. Assessment and feedback**

Outline arrangements for producing, verifying and disseminating assessment questions.

Outline arrangements for marking, verifying/second marking and providing feedback on assessments.

Outline any differences from Bu Academic regulations for progression and award.

If marking and feedback are undertaken by a partner what training and other quality checks are in place to ensure students' experience is broadly equivalent to that of students at BU?

For existing partnerships please outline any issues relating to assessment and feedback for example from student feedback, high or low pass rates and external examiner comments.

#### **7. Governance and Compliance**

Outline any deviations from Bangor University regulations in relation to:

- a. Appeals and complaints procedures
- b. Academic Integrity procedure

c. Health and safety

### **8. Enhancement**

What opportunities for enhancement or institutional learning does the partnership offer (or has it offered since the last approval)?

In the case of an existing partnership: Please note any capacity building or training undertaken to support this partnership.

What plans exist to enhance this partnership?

### **9. Remedial action**

What mechanisms are in place to identify and address challenges the partnership may face/has faced, for example in terms of ineffective administration, a failure to meet agreed targets or risks to academic standards or reputational damage?

In the case of an existing partnership: Please reflect upon any action taken to counter risks incurred by this partnership in relation to the University's Risk Register.

#### **SD&P Signature:**

Staff Name:

Title:

Date:

#### **Head of School Signature:**

Head of School Name:

School:

Date:

#### **College Representative Signature:**

Name:

College:

Date:

#### **IEC representative Signature:**

Name:

Date:

## **Appendix 4: Operational Board Terms of Reference**

Membership of the group will be as follows but reasonable modifications may be made by the Partnership Management Board:

A Chair (usually the Programme Lead, in rotation with other programme leads in the case of multiple programmes and including Programme Directors at partners where appropriate).

The Head of Student Administration at Bangor and equivalent at the partner

All Moderators and/or Academic Leads for the provision at Bangor

Programme Directors at the partner

A designated member of Quality Assurance function staff

A designated member of IEC staff

A secretary chosen from among the Student Administration Partnerships Office

Up to 4 other members may be co-opted by the University or the partner including student representative/s.

### **Terms of Reference**

To oversee the effective administration of processes relating to teaching and learning particularly in relation to the following: sharing course materials, setting or revising assessments and student data, awarding certificates.

To oversee the administration of student recruitments, registration and transfer where appropriate.

To report on QA processes including staff approval and the appointment of External Examiners.

To discuss operational issues including those related to training and itineraries for visits.

To monitor the annual update of the regulations for franchised provision and any modifications to the validation manual in the case of validated provision.

Any other operational matters as may be deemed appropriate by the Partnership Management Board but not extending to the academic sphere.

To report academic and QA issues to School Boards of Studies, QA function or the Collaborative Provision Sub-group as appropriate and receive reports from these groups where issues reported impact on operational processes.

The group will meet regularly and at least twice per semester.

Minutes will be taken.

## **Appendix 5: Partnership Management Board Terms of Reference**

Membership of the group will be as follows unless reasonable adjustments are agreed at validation:

A Chair (Executive Lead for the Partnership)

A Senior Management representative equivalent to PVC level (from the partner)

The Head of Quality Assurance function for the University and equivalent for the partner if an academic partner

The Director of the IEC for the University and equivalent for the partner for international academic partner

The Head of Student Administration for the University and equivalent for the Partner

The President of the Students' Union for the University and equivalent for the partner if an academic partner

A secretary chosen from among the Planning and Student Administration Staff

### **Terms of Reference**

To provide overall governance of the partnership in relation to legal and legislative contexts.

To oversee the performance of the partnership against its strategic objectives (for example transfer or recruitment).

To discuss and improve management processes.

To consider any further collaborations including those to support research.

To establish an operational group if needed.

To receive and discuss reports on operational matters either from the operational group or through the head of student administration.

To discuss a digest of teaching and learning issues.

The group will meet at least twice in each academic year.

Report to the Academic Strategy Group.

## **Appendix 6: Business Case Template**

The following list is indicative of the structure and information required for the Business Case. The Planning and Student Data office will coordinate the process with Schools and Partners and advise on appropriate content depending on the nature of the proposal

### **1. University Strategic Priorities**

The University's strategic Plan is available online:  
[bangor.ac.uk/planning-and-student-data/strategic-plan/](http://bangor.ac.uk/planning-and-student-data/strategic-plan/)

Outline of how the programme will contribute to the University's strategic priorities; proposals will not necessarily be expected to contribute to all priorities.

How will the partnership operate?

### **2. Market Context**

Who are current competitors and how will this offer distinguish itself from the market place?

What are the relevant student recruitment trends? (Various analyses are available from Planning.)

What marketing position or quality profile does the University occupy in this specific subject area (e.g. league table information which Planning can provide, research profile, or relevant links with specific employers, associations etc.)?

### **3. Marketing Strategy**

How will the course reach its target market? Who are the target students; what career paths might this be an attractive course for?

Will the course require any specific or differing marketing activities?

Responsibilities for marketing clearly identified between the University and Partner?

### **4. Income/Costs and Resource Requirements**

This section just needs to provide narrative to demonstrate that the requirements have been thought through; assistance will be provided by Planning to populate an appendix which will outline the costs associated with any additional resources and advice will be provided re: costing of staff etc.

What level of student recruitment is likely to be achievable?

Funding arrangements (e.g. grant and/or fee income).

Is grant funding split with the partner?

Is there a minimum income to the University?

If no additional resources are required please state this.

Additional academic and non-academic staff – what profile/grade? How many, and over what time period?

Non-staff resource: subject specific equipment, central library and IT resources; marketing material costs; travel and subsistence; agents' commission; scholarships or bursaries.

External costs (e.g. Board of Examiners or professional body)

External Examiner fees and costs

Initial and ongoing panel/meetings costs

Other Fees/Expenses

Indirect Expenditure

- School academic and support staff time
- Teaching Partnership Office staff time
- Other University staff time
- Other indirect costs

Ongoing costs of managing the partnership

Costs of training staff at the partner institution.

**SD&P Signature:**

Staff Name:

Title:

Date:

**Head of School Signature:**

Head of School Name:

School:

Date:

**College Representative Signature:**

Name:

College:

Date:

**IEC representative Signature:**

Name:

Date:

## **Appendix 7: Template for a Request for the Re-approval of a Partnership**

Date of approval and initial approval report

Academic content partnership (please append any module lists)

List of targets (for example student transfers to Bangor University, student numbers)

Student numbers (last 3 years)

Student progression by average over last 3 years

Please describe how this partnership contributes to the University's strategic goals

Please consider how this partnership performs in relation to the University's Teaching and Learning Strategy

Please reflect upon any issues raised by this partnership at the University's Teaching and Learning Strategy Group

Please append the most recent partnership management plan.

### **SD&P Signature:**

Staff Name:

Title:

Date:

### **Head of School Signature:**

Head of School Name:

School:

Date:

### **College Representative Signature:**

Name:

College:

Date:

### **IEC representative Signature:**

Name:

Date: