



ACADEMIC QUALITY POLICY & PRACTICE 2023 V1.5

Section 11: TNE and Academic Partnership

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11. TNE and ACADEMIC PARTNERSHIP

11.1 Purpose

Glasgow Caledonian University is involved in a wide range of arrangements and opportunities for delivering learning and teaching, supervision and support at all academic levels, both within the UK and internationally.

The University recognises partnership activity as a key enabler to support its strategic goal to engage on a local, national and global level; a key element of our [Strategy 2030](#).

The purpose of this policy is to provide an outline of the quality assurance framework for academic partnership development and approval, monitoring and review. The policy applies to all instances where the University is involved in the provision of Higher Education (HE) in partnership with others and where the achievements of the learning outcomes for the programme or module, including research degrees, are dependent on a partnership arrangement with another organisation. **This policy is aligned with the UK Quality Code's Advice and Guidance for Partnerships.**

11.2 Scope

The policy applies to all those involved in the approval and management of academic partnerships.

This policy applies to all learning opportunities leading or contributing to the award of Glasgow Caledonian University, or to specific credit, of the University delivered and/or supported and or/assessed through a formal arrangement with a partner institution.

This policy does not apply to non-credit bearing CPD, non-credit bearing student exchanges, work-based learning (WBL) or placement learning, distance learning, consultancy or commercial activities coordinated by the Department of Research, Innovation and Enterprise (RIE). The approval of placements and WBL within programmes is covered by the University's Programme Approval process (Section 5).

For Partnerships where a GCU programme is to be delivered in a language other than English, the University's approved, 'Principles for Programme Delivery in a Foreign Language' will apply. Of critical importance in such instances is the English language proficiency of partner staff and the translation – and back translation – of academic materials. See Appendix 2, for full details of GCU's approved principles.

11.3 Principles

The guiding principles underpinning the TNE and Academic Partnerships Policy and the development of partnerships will normally be expected to promote the following:

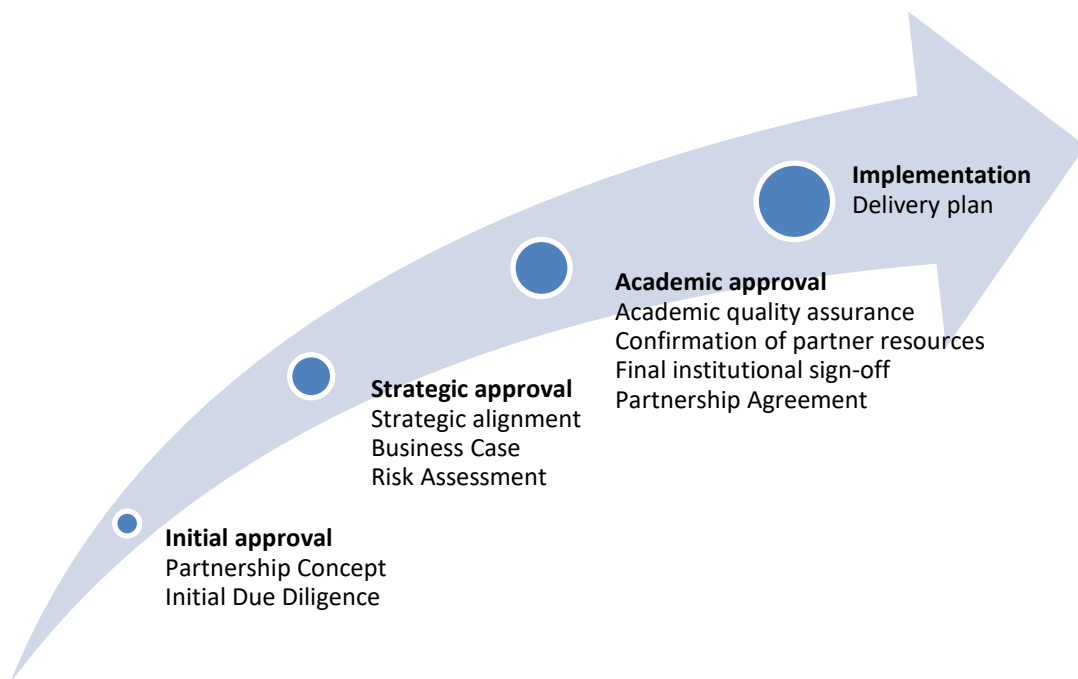
- To be **strategic in its intention**.
 - The provision of HE with others should be consistent with the overall mission, vision and values of the University and its [strategic plan](#) clearly contribute to the strategic development of School and Departmental plans and have congruence with the University's academic portfolio.

- The University Executive Group has institutional oversight of the strategic and business cases of all proposed partnership activity to ensure alignment with GCU strategy.
- The University Senate and its standing committees have institutional oversight for all matters related to the academic standards and quality assurance of any academic partnership provision.
- To be **financially viable and sustainable**.
 - At a minimum, arrangements should cover their direct costs and where this is the case they should be able to demonstrate significant other benefits.
 - Wherever possible they should generate a financial surplus.
 - The benefits brought by the proposed partnership should seek to outweigh the resources required to establish and maintain it.
- To support the GCU [Strategy for Learning](#) and the development our [Common Good Attributes](#), as an integral part of GCU's approach to Learner Agency.
- **Compliant with the [QAA UK Quality Code for Higher Education](#)**.
 - Glasgow Caledonian University is ultimately responsible for the academic standards of the awards made in its name, and the enhancement of the student's learning experience that lead to those awards, regardless of where these opportunities are delivered and who is delivering them.
 - The academic standards of an award delivered in partnership should be equivalent to comparable awards and/or credit of the University.
- **Compliant with the University's standard policies and procedures** including those for anti-bribery, anti-corruption, data protection and information security.
- **Compliant with UK Government policies**, in particular, UKVI and Consumer Rights Act (and associated Consumer Markets Authority (CMA) guidance).
- **Assessed using a risk-based approach**.
 - The approach, systems and processes should be proportionate to the level of risk, nature, and complexity of the proposed arrangement.
- The potential to be **multi-layered**, expressed by the total number of provision arrangements that the University has with a single partner.
- **Widening participation** and access to the University's programmes.
- **Strengthening** the University's position in the **recruitment and selection** of students.
- **Contributing to the research** activities of the University or enhancing the scholarship of the University's staff and in the context of developing a portfolio of institutional level Joint PhD arrangements.

The **exchange** (with or without the conferment of joint/dual awards) **of students and staff** for the purposes of teaching and supervision.

11.4 Development and Approval

The development and approval of partnership arrangements is generally split into four main stages:



Stage	Description	Approvals
Initial approval	Identification of new partner and development of initial partnership concept.	<ul style="list-style-type: none"> • School • Deans' Group
Strategic approval	Confirmation of strategic alignment, due diligence and financials (Business Case).	<ul style="list-style-type: none"> • School • Finance • University Executive Group
Academic approval	Quality assurance process to include confirmation of partner academic environment and resources, programme development and approval (dependent on partnership) and institutional sign-off.	<ul style="list-style-type: none"> • APPC (Taught Provision) • RDC (Research Degrees) • Partnership Approval Panel • LESC • Senate
Implementation	Development of action plan to support partnership delivery implementation.	<ul style="list-style-type: none"> • School • Head of Department

At each stage of the process, the proposing partnership lead will be guided through a series of forms and templates which will capture the essential and mandatory information and responses required for the key elements of the development and approval stages.

11.5 Identifying a new partner

Proposals for academic partnership arrangements may come forward through various routes, through academic schools, the Institute for University to Business Education, GCU

London or GCNYC by an approach from another institution or the University Executive Group directly to help further the University's strategic objectives. A typology of the various types of partnership arrangements that the University will consider to engage in is included in appendix one.

It is recommended that once a representative of the University has been approached regarding a possible partner relationship with a new organisation, the representative should notify the Department of Quality Assurance and Enhancement at the earliest opportunity. This notification should take place following initial School level discussion and if there is a positive intention to progress further dialogue with the prospective partner.

At the early development stages of a new partnership, consultation must also take place with the key professional support services across the University to ensure their input to the academic development, administrative and operational management of the proposed partnership arrangement. Due consideration should be given at this stage to library/license resources and their applicability across international boundaries.

It is essential for the partnership approval process to allow a reasonable lead-in time to be built in for the development and approval of proposed new partnerships. Whilst every effort is made to expedite matters, and where there is a significant business case, recommended to and endorsed by University Executive Group for doing so, prospective partners should be aware that, depending on the nature of the arrangement and the approval process (and associated meeting schedules), it can take time to undertake due diligence activity and complete the approval process. Due attention should also focus on any in-country approval processes, which may need to be met.

No partnership arrangement should commence until the approval process has been completed and the underpinning legal agreement has been signed by authorised signatories of all parties.

11.6 Site Visits

As part of the initial and strategic approval stages and due diligence consideration, an initial site visit will be required, particularly for proposed partners if they are deemed to be of a higher risk and for new entities.

The site visit will take the form of a preliminary appraisal of the proposed partner and is intended to ensure that the proposed partner is aligned with the University's Vision, Mission and Values. The visit will also include an early assessment of the overall academic capacity and environment and that appropriate learning resources, student support and appropriate quality assurance systems are in place. A template for preliminary appraisal by appropriately informed academic staff is included at Appendix 3.

11.7 Programme Approval

After the strategic approval stage and approval to proceed, the proposing School will be responsible for presenting the provision covered under the partnership proposal for the approval in accordance with the University's New [Programme Approval](#) process. This element will include formal confirmation of the partner academic environment and resources, and where relevant, the consideration and approval of any programme or module to be covered under the specific partnership arrangement.

An Academic Partnership Approval Panel will be established and will involve external expertise as standard. This may be the current external examiner appointed to the existing and comparable programme at the University or a new external (academic) advisor.

The Approval Panel will consider the proposal, in line with normal programme approval protocols, and where approved, will inform the Learning Enhancement Sub-Committee of the Education Committee of the event outcomes, the date of commencement and any other salient points.

11.8 Contractual Agreements

All partnership arrangements will be supported by a written agreement setting out the objectives and activities of the arrangement, the respective rights and responsibilities of the parties and standard contractual terms.

After strategic approval of the partnership has been obtained, the relevant School staff will work with the partner institution to develop the programme implementation in detail. Staff from the School, Quality Enhancement and Assurance, and the Department of Governance and Legal Compliance will together produce a draft of the formal Legal Agreement to be negotiated with the partner institution(s).

The content of the agreement will vary depending on the nature of the partnership arrangement. Discussion and negotiation with the partner will be required in order to formulate a successful partnership agreement. Not until this is finalised and signed by the authorised signatories can activity within the scope of the agreement commence.

The agreement will be subject to regular monitoring and review as defined and agreed by parties and as stated in the agreement clauses.

A partnership arrangement is normally established for a period of five years, subject to appropriate risk-assessment, to align with the standard approval agreement attached to academic provision and subsequent periodic programme review.

11.9 Data Protection and Freedom of Information

Legal responsibilities

The University should take a lead in ensuring that partnership arrangements consider how legal responsibilities for data protection and freedom of information will be discharged. Clarity should be obtained on GCU and partner roles and responsibilities including compliance with Scottish, UK or other national legislation as appropriate.

Consideration should be given to adopting the GCU policy without adaption, adopting partner policy or developing bespoke arrangements for the partnership.

Depending on the nature of the partnership it is likely that the partner will be responsible for ensuring compliance with local legislation and GCU will be responsible for compliance with Scottish and UK legislation.

The partner and GCU should ensure that students understand the arrangements for the provision covered under the academic partnership arrangement and how this relates to student information. The partners should ensure that staff of its organisation is also aware of their responsibilities. In particular, it should be clear that for administration purposes,

personal information will be exchanged between, and held by, both organisations. Where appropriate, it should also be clear that this data will be held in the both the partner country and the United Kingdom.

The partner and GCU are responsible for ensuring that their respective staff are briefed in the arrangements and that appropriate operational procedures are adopted.

Legislative compliance, reputation and the student experience

The University expects its partners to have in place organisational and technical measures to ensure information security and protect students' privacy. In addition, GCU encourages partners to manage information effectively.

The University has a responsibility to protect students' information, manage it well and ensure that it is not exposed to unauthorised people or organisations. Using incorrect information can directly impact on the student experience and, failure to manage and protect information presents a risk of eroding students' trust in the University.

Data protection and information security

The partnership agreement should normally include a Data Sharing Agreement. The Data Sharing Agreement will set out responsibilities and details of: the data that will be shared, the data subjects, how data subject rights will be managed, the purpose of data sharing, the mechanism by which the data sharing will take place; specific technical and organisational measure which should be implemented; and any other conditions.

Freedom of Information

The partner should be made aware that the University is subject to freedom of information legislation including the Freedom of Information (Scotland) Act 2002. The partnership agreement should outline the arrangements for managing requests and consulting with the partner as appropriate.

11.10 Approval and Monitoring of Information

It is the University's responsibility to maintain control over the accuracy of all public information and publicity as it relates to the academic provision delivered through the partnership arrangement.

11.11 Monitoring and Review

All partnership arrangements will be monitored and reviewed in a range of ways to safeguard quality and standards and ensure that issues identified are addressed appropriately.

All formal academic programme arrangements, in common with all GCU academic provision, will be subject to the University's standard monitoring procedures and mechanisms. In general, the review of partnership arrangements is embedded within the normal quality enhancement and assurance procedures covered by Annual Programme Monitoring and Enhancement-led Internal Subject Review.

Academic and Contract Milestones

Depending on the scope of the partnership arrangement, agreements between the University and the partner institution may specify transition points (milestones) within the

contractual period whereby the University will make an assessment of the academic capacity of a partner towards them providing a greater input to the overall delivery of a partnership arrangement.

Strategic KPIs

The University will additionally measure and monitor partnership arrangements using the undernoted KPIs approved by the University Executive Group:

- Contribution to staff and student mobility
- Contribution to University-wide strategic projects
- Contribution to fee paying student numbers
- Financial contribution to the University
- Number of research publications produced associated with the partnership
- Contribution to the reputation of GCU through the quality of partners as defined by the relevant external ranking of partner
- Partnership intensity expressed by the total number of partnership activities the University has with the partner
- Strengthening of the University's reputation as the University for the Common Good
- Supporting the development of GCU's learning and teaching pedagogy, in particular in relation to the Common Good Curriculum.

11.12 Management and Liaison

The management and oversight of an academic partnership will vary depending on the scope and complexity of the arrangement. For some partnerships, a Joint Management Board, Advisory or Steering Group may be established to provide overall strategic direction for the partnership and its activities and will include representation from GCU and the partner organisation.

For academic and quality assurance purposes, an Academic Liaison Group may be established to act as a formal channel of communication between GCU and the partner institution. This group will oversee the academic and administrative liaison arrangements relating to GCU programmes and modules delivered by the partner institution to ensure that these are maintained, and to monitor their effectiveness.

11.13 External Examining

All partnership arrangements which lead to an award or credit of the University will be required to have an External Examiner. To assist the External Examiner in fulfilling their duties, as defined in the University Assessment Regulations, they will normally visit the partner institution periodically.

In their annual report, External Examiners will be invited to comment on the comparability of standards, the quality of the student learning experience, and the effectiveness of assessment arrangements across locations (where this is applicable for the arrangement) for the programme(s) and/or module(s) under their responsibilities. In particular, this will include comment on the quality of the work of the students who studied in the different locations, the level of achievement of the different cohorts of students, consistency of practice, and equity of treatment of students.

The operation and management of External Examiners for programmes delivered through a partnership arrangement will be governed by the University's Academic Policy and Practice

Section 10 in relation to [External Examiners](#) and the Process and Criteria for the Appointment, Resignation and Termination of External Examiners.

11.14 Associate Lecturers

The status of Associate Lecturer is reserved for individuals involved in partnership arrangements, normally as employees of the partner institution (for details on appointment of other categories of staff, please refer to People Services Resourcing Routes). The separate [guidance for the appointment of Associate Lecturers](#) is not intended to apply to guest lecturers who make contributions to the teaching of a module.

11.15 Certificates and Records

The University retains authority for the awarding of certificates and detailed records of study in relation to student achievement.

11.16 Changes to a Partnership

Proposed changes to existing partnership arrangements which may require an amendment to the existing agreement, for example, the addition of an academic programme(s) to the current approved provision with an existing partner should be notified to the Department of Quality Assurance and Enhancement for confirmation of the procedures to be followed.

Where there have been material/significant changes to an existing partner, additional financial and/or legal and academic due diligence may be carried out.

11.17 Withdrawal and Termination

Where the decision has been taken to terminate or withdraw from a partnership the following key principles must be adopted, some of which will be more relevant for specific partnership arrangements:

- The process must be carefully managed so as to ensure that academic standards and the quality of the student learning experience is maintained for remaining students.
- Both the University and partner institutions continue to have responsibilities until all students have completed or have left the programme or programmes.
- The withdrawal decision must be communicated promptly to the partner institutions by the University or vice versa. Communication of the decision must allow sufficient time for detailed arrangements to be discussed and agreed.
- An action plan (incorporating any teach out arrangements) must be agreed via a meeting(s) of the partner institutions. The plan should include an agreed date for final student admissions to the programme that are the subject of the partnership agreement.
- Following the completion or departure of the final students, the University will write to the partner institution to confirm the termination of the partnership arrangement.

11.18 Guidance and Forms

Guidance and forms relating to academic partnerships are available upon request from the Department of Quality Assurance and Enhancement.

11.19 Resources and further information

Resources and further information relating to academic partnerships are available upon request from the Department of Quality Assurance and Enhancement.

11.20 Outline Principles for the approval of a GCU Programme for Delivery in a Foreign Language

It is anticipated that, in the normal course of events, all GCU TNE partnerships will be delivered and assessed in English. However, there may be exceptional cases where it is in the University's interests to extend delivery of an approved GCU programme of study, for delivery in a foreign language. Early approval will be required by the University Executive Group, following consideration of a full proposal and initial due diligence by the proposing School(s). It is imperative that proposals continue to adhere to GCU's robust quality assurance and enhancement protocols. Senate has approved outline principles, to be considered and adopted, where initial approval to develop the proposal is given by the University Executive Group. See Appendix 2, for further details.

Appendix 1 Typology of Partnership Types

The typology of the various types of partnership arrangements that the University will consider to engage in provided below. Depending on the type of arrangement, proposals submitted will be asked to follow a particular process with specific information and documentation required for the main stages of the approval process.

It should be noted that the procedures for the approval, monitoring and review of arrangements will also vary according to type and the degree of risk involved. As such, some arrangements will require a higher degree of oversight than others such as TNE partners and/or providers relatively new to the HE arena.

Table: Overview of Partnership Types and Quality Assurance Stage Requirements

Type	Definition	Complexity Level	Agreement	QA Stage Requirements
Accreditation	Accreditation is the process by which the University judges that a programme (or module) designed, delivered, and assessed by an external partner institution without degree awarding powers is of an appropriate quality and standard to lead to an award (credit) of the University. Through this arrangement the external partner programme (or module) will be subject to the quality assurance procedures of the University.	Medium	Yes – financial arrangements will be specified in the legal agreement and external institution will be charged for the University’s accreditation services.	Initial approval to proceed Strategic approval Academic approval
Articulation	A specific form of partnership between the University and a partner institution, whereby the University will agree to recognise the successful achievement of specified qualifications and/or credits offered by the partner institution for entry, or advanced entry, to applicants from the partner institution to enter a specified programme of study at the	Low	Yes – the agreement also commits the partner institution to a series of related actions and communications regarding the articulation process.	Initial approval to proceed Strategic approval Academic approval

Type	Definition	Complexity Level	Agreement	QA Stage Requirements
	University. Articulation partnerships are a useful international recruitment tool and a way for GCU to assure the quality of articulating students. Planned articulation pathways can greatly augment recruitment, which can be subject to fluctuation.			
Branch Campus	A branch (or satellite) campus is a campus of the University that is physically at a distance from the original University site. The campus may be located in a different city or country, and is often smaller than the main campus of the University.	High	No specific agreement is required unless the University requires and approves the provision of academic services by an external provider.	The establishment of a branch campus will be an institutional arrangement, normally a GCU strategic objective and approved by University Court.
Close Co-operation	The University agrees to promote co-operation, discussion, and positive academic relations with another partner institution to their mutual benefit, without establishing a binding legal relationship between the two institutions.	Low	For this type a Memorandum of Understanding would be established. The MoU may be multi-layered and include a number of activities. Any of the party has the ability, in co-ordination with the respective points of contact identified in the agreement, to develop and engage in further joint activities. The content and special conditions of such further activities will be specified by a party in a supplementary agreement or contract to the general agreement of co-	Initial approval to proceed Strategic approval

Type	Definition	Complexity Level	Agreement	QA Stage Requirements
			operation that will govern the partnership activity.	
Credit Rating (External)	A process of evaluation by GCU of programmes or individual units delivered by an external organisation. The evaluation takes place against the Scottish Credit and Qualifications Framework (SCQF) guidelines in order to assess the level and volume of credit attributable to the programmes or units concerned. Its primary purpose is to give a specific value at a specific level, of general credit to learning undertaken in the workplace, or learning that is work related. From the external organisation's perspective, it may enhance the attractiveness of the learning from the point of view of potential learners. The process and procedures laid out in the Handbook for Credit Rating at GCU will be followed.	Low	Yes – financial arrangements will be specified in the legal agreement and external institution will be charged for credit rating services.	Initial approval to proceed Strategic approval Academic approval
Degree Apprenticeship	Degree Apprenticeships (DAs) are work-based learning programmes that lead to a degree or degree-level, professionally recognised qualification of the University. DAs combine both higher and vocational education and fully test both the wider occupational competence and academic learning, either using a fully-integrated degree co-designed by employers and the	Medium	Yes	Initial approval to proceed Strategic approval Academic approval

Type	Definition	Complexity Level	Agreement	QA Stage Requirements
	<p>University, or using a degree plus separate end-test of professional competence. The GCU DA model is based on the Trailblazer Standards (England) which define and bound the knowledge, skills and behaviours required to perform the specific job role and thus inform the programme development.</p>			
Dual Award	<p>The University, with one or more partner institution(s) together provide a programme leading to separate awards conferred by both, or all, of the partners.</p> <p>A dual award will normally require a minimum period of study at GCU and the partner institution. GCU and the partner institution(s) will retain overall responsibility for its own award.</p> <p>Under special arrangements, the University will also consider dual award arrangements with existing partners and which do not involve the study of any GCU credit. The basis for this type of arrangement is in the shared design, approval, assessment and quality assurance of the award at the partner institution. In practice this is the same as Accreditation.</p>	Medium	Yes – financial arrangements will be specified in the legal agreement and partner institution will be charged for their input to the arrangement.	<p>Initial approval to proceed Strategic approval Academic approval Implementation plan</p>

Type	Definition	Complexity Level	Agreement	QA Stage Requirements
Double Degree	<p>Similar to Joint Degree, but in recognition that there may be legal or regulatory impediment to a single, joint certificate.</p> <p>In these circumstances, students are awarded two (or more) certificates, one from each partner institution involved. The GCU certificate and/or transcript draws reference to partner institutions and makes it clear that students have completed a single, jointly conceived programme.</p>	Medium	Yes – financial arrangements will be specified in the legal agreement and partner institution will be charged for their input to the arrangement.	Initial approval to proceed Strategic approval Academic approval Implementation plan
Dual PhD Degree (by Cotutelle)	<p>A Dual PhD Degree (by Cotutelle) refers to the joint supervision of a research student by GCU and another HEI from a different country and leads to the award of two doctoral degrees, attesting the successful completion of the requirements of the doctoral programme at GCU and the partner HEI. The research student is jointly registered at GCU and the partner HEI and will spend a period of time at each university and will have access to the research training of both universities during the course of the PhD award. The regulations for each institution will apply which requires the student to successfully complete all the required progression milestones for both institutions.</p>	Medium	Yes – a Cotutelle agreement is normally established on an individual student basis and will be expected to last for the duration of the student's registration.	Initial approval to proceed Academic approval

Type	Definition	Complexity Level	Agreement	QA Stage Requirements
Erasmus+	A scheme which encourages universities throughout Europe to establish close links through joint activities, in particular, student and staff exchange.	Low	Yes – in all cases, agreements should not be entered into without an assessment of the suitability of the exchange partner including evidence of the status of the institution. A relevant academic staff member is required to undertake an initial assessment of the proposed exchange partner institution to determine if entering into an exchange agreement will be viable or not.	Initial approval to proceed Strategic approval Academic approval
Franchise	An approved GCU programme (level of a programme or part of a programme), delivered and assessed by staff of another educational institution or other body, leading to an award of the University. GCU retains direct responsibility for the programme content, Strategy for Learning and assessment. Such institutions/bodies will be subject to the quality assurance procedures of the University.	Medium	Yes – financial arrangements will be specified in the legal agreement and partner institution will be charged normally in line with agreed student numbers.	Initial approval to proceed Strategic approval Academic approval Implementation plan
Graduate Apprenticeship	Graduate Apprenticeships (GAs) are work-based learning programmes that lead to a degree or degree-level, professionally recognised qualification of the University.	Medium	Yes (with SDS)	Strategic approval Academic approval Implementation plan

Type	Definition	Complexity Level	Agreement	QA Stage Requirements
	GA's are developed by Skills Development Scotland (SDS) through consultation with employers, universities, professional bodies and qualification authorities in the form of Technical Education Groups (TEGs).			
International Exchange	An exchange arrangement not otherwise covered under the ERASMUS+ scheme, for example, with a transatlantic/overseas partner.	Low	Yes – similar process for Erasmus+ applies to determine suitability of partner.	Initial approval to proceed Strategic approval Academic approval
Joint Award	<p>A programme delivered by GCU together with one or more degree-awarding institution(s), leading to the conferment of a single award made jointly by both, or all, partners. The nature and extent of the partnership may vary and may require the design of programme-specific regulations and quality assurance procedures which are approved by all partners.</p> <p>GCU or the partner institution(s) will be designated as the 'Administering University' and will take the lead in the coordination of the financial, administrative and QA functions. The award certificate will attest to the joint nature of the arrangement.</p>	Medium	Yes – financial arrangements will be specified in the legal agreement and partner institution will be charged for their input to the arrangement.	Initial approval to proceed Strategic approval Academic approval Implementation plan

Type	Definition	Complexity Level	Agreement	QA Stage Requirements
Joint Delivery	An arrangement where one (or more) partner institution(s) provide teaching towards an award of the University.	Medium	Yes – financial arrangements will be specified in the legal agreement and partner institution will be paid for their contribution to the arrangement.	Initial approval to proceed Strategic approval Academic approval Implementation plan
Off-campus delivery	An arrangement whereby an approved GCU programme (level of a programme or part of a programme) is taught by University staff at an off-campus location. The University will need to assure itself of the quality of the resources and student support facilities at the site for the off-campus delivery, whether in the UK or overseas, before final approval of off-campus delivery. In cases where the achievement of the learning outcomes is dependent on the involvement of the partners in teaching and assessment at the delivery site this will be classified as a franchise.	Medium	Yes – financial arrangements will be specified in the legal agreement and partner institution will be charged for their input to the arrangement.	Initial approval to proceed Strategic approval Academic approval Implementation plan
Research Degrees (Dual PhD Award)	GCU will partner with one or more degree-awarding institution(s), leading to the award of two doctoral degrees, one from each institution, attesting the successful completion of the requirements of the doctoral programme at GCU and the partner institution.	Medium	Yes	Initial approval to proceed Strategic approval Academic approval Implementation plan

Type	Definition	Complexity Level	Agreement	QA Stage Requirements
	A dual award will normally require a minimum period of study at GCU and the partner institution. GCU and the partner institution(s) will retain overall responsibility for its own award.			
Research Degrees (Joint PhD Award)	<p>GCU will partner with one or more degree-awarding institution(s), leading to the conferment of a single PhD award made jointly by both, or all, partners.</p> <p>A joint award is a structured programme where all the elements of the doctoral provision are delivered jointly and the provision of specialist teaching/supervision integrated during the period of registration.</p> <p>A single set of regulations may be devised, agreed and approved by all the partner institution(s) for this type of arrangement.</p>	Medium	Yes	Initial approval to proceed Strategic approval Academic approval Implementation plan
Research Degrees (Joint supervision)	A student associated with a partner institution and registered for the award of a higher degree with GCU in accordance with the University's Higher Degree Regulations. Part of the student's period of study may be spent at a partner institution, with a co-supervisor appointed from the partner institution.	Low	No	Initial approval to proceed Strategic approval Academic approval

Type	Definition	Complexity Level	Agreement	QA Stage Requirements
Serial Arrangement	The University does not permit any serial arrangements, which is effectively sub-contracting by a partner institution to a third party.			
Study Abroad (Incoming)	A scheme whereby fee-paying incoming students from non-exchange partners study for a trimester or year at GCU as part of their home programme of study.	Low	No	No specific requirements
Study Abroad (Outgoing)	A scheme whereby GCU-registered students on a GCU programme of study undertakes a trimester or year of study at a non-exchange partner institution.	Low	There should be agreement between the outgoing GCU student and the host institution with approval from the relevant GCU Programme Leader. The University guidelines on placement learning shall apply and a placement learning agreement must be concluded with the student prior to departure.	No specific requirements
Summer School (International)	International Summer School programmes give incoming students the chance to complete a shorter period of study at GCU. Summer School programmes at GCU may be divided into two possible types of programme: credit-bearing courses or non-credit experiences.			

Appendix 2 Approval of a GCU Programme for Delivery in a Foreign Language

Approval Event:

- The Panel to include a bi-lingual external, with UK HEI experience
- The Panel to be provided with approval documentation in English (**the partner's academic and support staff must be proficient in English, to provide assurance from the point of approval**).
- The Programme approval event will be conducted in and reported in English.
- **Post event, programme approval submission documentation will be updated to reflect any requirements and recommendations from the programme approval event. Student facing documentation (to include PSP, Module descriptors and supporting academic regulations and policy) will then be translated into the language of delivery, prior to commencement of the first intake.**

Responsibilities for the Proposing School and Partner (in addition to standard AQPP protocols):

- To identify bi-lingual academic staff to support in-country delivery of the programme(s)
- To appoint bi-lingual External Examiners to undertake GCU's approved External Examining function for programmes delivered in a foreign language. EEs must have an understanding and experience of UK Higher Education.
- To translate all applicable regulations and policies into the language of delivery, to ensure students undertaking a GCU programme in a foreign language have the opportunity to learn, to be supported and to benefit from a student experience similar to that offered on an English speaking programme delivered in the UK.
- To undertake a systematic mapping of the programme's modules, identifying and prioritising those modules which are considered key to the achievement of the educational aims and objectives of the programme and where there is potential for core concepts and facts to be lost through the translation processes. Modules identified through this mapping exercise must have their associated learning resources and session plans back translated into English for Quality Assurance and Enhancement purposes after translation to the delivery language, to ensure that the content and spirit of the intended learning is not lost.
- To identify link tutors, to facilitate on-going relationship with the partner institution
- To have the ability to undertake ad-hoc, independently verifiable translation as required. This may include Academic Appeal and/or student complaint submissions from students studying in a foreign language; GCU must be assured that the translation in such instances is independent of the partner institution, fully articulates the student's concerns and is administered under existing policy. In cases where a student interview is required, a translator for the student must be provided.
- Teach out arrangements, to preserve the continuity of study to point of completion in the event of termination, must be clear from the outset (QAA Quality Code).
- To ensure from the outset that the partner institution and prospective students are fully aware of the elements of the partnership that will be set in English, regardless of

the language of delivery; this is likely to include (as a minimum) registration/recording of student names on central systems, recording of marks against modules, PAB consideration, award, academic transcript and graduation certification

- To engage with normal, on-going QAE protocols as outlined in the AQPP (in English)

Operational Considerations

- To identify and prioritise modules for back translation of associated resources and session plans to English, where core concepts and facts could potentially be lost through translation into a second language.
- VLE translation of academic content to a second language
- Assessment invigilation to GCU standards.
- Assessment materials and ML responsibilities at the start of examination
 - To follow GCU protocols, from assessment prep/moderation, through cycle to feedback and reporting of marks.
- Bi-lingual support staff (Programme Co-Ordinator equivalent)
 - Requests for transcripts/proof of student status – Some delegation to partner to be considered, GCU will be the issuing authority. Language of official documentation will be English.
 - Student Partnership Forum and translation to English – independent translation will be required.
 - Last minute timetable updates and GCU Learn announcements - some delegation to partner may be required.
- Cultural issues and awareness of academic misconduct and plagiarism – GCU standards to be applied.
- Student wellbeing and needs assessment/reasonable adjustment to reflect GCU standards.
- Dissertation and Project supervision – second marker be GCU member of staff at the outset and until partnership reaches assured level of maturity.

Anticipated materials for translation:

the PSP and module descriptors;

Student Handbooks;

Placement Handbooks, where applicable;

University regulations and assessment procedures;

all student-facing regulations and process documents;

Session plans to assist delivery;

any modified regulatory, policy or process documents, as modified (on-going cost);

Annual Reports and External Examiner Reports must be written in English;

Responses to external examiners must be written in English;

Translation of University materials from the language of study into English for quality assurance and enhancement processes will include:

Student Partnership Forum minutes

Output (free text) from MEQs or equivalent – to be translated as required

Appendix 3 Preliminary Partnership Appraisal Report

1. Partner details		Risk
Name of Academic Lead completing report		
Job Title		
Name of School		
Dates of travel to partner		
Date of last visit (if applicable)		
Name of partner		
Country and region of partner		
Description of the proposed relationship between the University and the partner institution		
2. Programme details		
Exact title and name of proposed academic award(s) ¹		
Name of the host School (at GCU) and the equivalent in the partner institution		
Does the proposal lead to a GCU award and/or joint award? Please briefly outline the nature of the anticipated partnership.		
Does the proposed partner have authority to make academic awards in its own name?		
Mode(s) of study and length of the programme and proposed academic calendar.		
Does the proposal require the creation of a brand new programme, or is a current GCU programme going to be offered? If the latter, will any contextualisation be required, and who (GCU staff or partner) will have the knowledge base to provide this?		
Are there any in-country regulatory authorities, ministries, etc. with requirements for min/max		

¹ It is anticipated that the programme title may change as discussions evolve; the academic award to be conferred should correlate with GCU's Qualifications Framework.

proportions of face-to-face or online teaching?			
Admissions criteria. Who is responsible for ensuring that minimum admissions requirements are met? Does the partner have any additional admissions requirements beyond standard GCU? Is any mapping required for equivalencies of qualifications from other countries? Who is responsible for marketing and enquiries?		Low	
		Med	
		High	
3. Quality Assurance			
Does the partner anticipate any in-country governmental approvals, in advance of any partnership to run academic programmes?			
Does the partner have a teaching and learning ethos that is compatible with GCU?		Low	
		Med	
		High	
Are there adequate administrative systems and quality assurance mechanisms in place in the partner institution to support the programme, and the necessary liaison with the host University department?		Low	
		Med	
		High	
CVs of teaching staff		Low	
		Med	
		High	
Is the partner institution committed to an adequate staff development policy that would support the programme?		Low	
		Med	
		High	
Are mechanisms in place for student engagement in quality assurance and enhancement?		Low	
		Med	
		High	
Are there opportunities for students to provide feedback on their learning and student experience?			

Is there clear assessment criteria?		Low	
		Med	
		High	
Is student feedback provided on assessment?		Low	
		Med	
		High	
Are there procedures for student complaints?		Low	
		Med	
		High	
What arrangements are in place for annual monitoring and review?		Low	
		Med	
		High	
Are there procedures for student discipline and appeals?		Low	
		Med	
		High	
Will the partner provide students with a programme handbook that contains all the relevant academic and student support information?		Low	
		Med	
		High	
What arrangements are in place for student induction?		Low	
		Med	
		High	
What mechanisms are in place for academic advising?		Low	
		Med	
		High	
Staff Exchange			
4. Academic Environment and Infrastructure			
General academic environment		Low	
		Med	
		High	
IT facilities and supporting internet facilities		Low	
		Med	
		High	
Laboratory facilities (if relevant) If Computing/Engineering labs required, consultation required re. portability of software licences and minimum hardware requirements.		Low	
		Med	
		High	
Library/journal access – is capacity within the partner institution sufficiently		Low	
		Med	
		High	

advanced for the subject area in question?		Red	
Library – e-resources (GCU owned/licensed) – consult with GCU Library in terms of license portability.		Green	
Health and Safety		Low	
		Med	
		High	
Student accommodation (if relevant) – sufficient capacity and standard for projected student numbers.			
5. Student Support			
Are there appropriate student study areas at the partner institution?		Low	
		Med	
		High	
Does the partner provide adequate student support services?		Low	
		Med	
		High	
6. Risk Assessment			
Please make your overall assessment of risk based on your findings above		Low	
		Med	
		High	

Date report completed: