10. PARTNERSHIP AND COLLABORATIVE ARRANGEMENTS

10.1 Introduction

The University, in common with the sector, is involved in a widening range of arrangements and opportunities for delivering learning and teaching at all academic levels. In GCU we work collaboratively with other providers, employers and professional bodies, traditionally in health but increasingly in other areas such as business, engineering, and the built environment. In addition, new strategic partnerships; the growing mobility of both students and staff; off campus, flexible entry routes; blended and distance learning; and increased opportunities for joint working in health, industry, and the third and voluntary sectors offers valuable career development and enhances the reputation of the University, its students, and staff.

The University recognises partnership and collaborative activity as a key enabler to support its strategic objective to become a globally-networked University. Internationalisation is central to the mission of the University and is embedded as a key priority in its vision and strategic goals. The University is committed to reaching outward internationally in a professional, systematic, and creative manner, to enhance cultural understanding, diversify the staff and student body, and to advance its commitment to scholarship and learning, to social justice and equality of opportunity.

This section is intended to apply predominantly to international partnerships and collaborative arrangements. The processes and procedures laid out within this section will also broadly apply to any arrangements within the United Kingdom. Specific advice on proposed UK arrangements, and the appropriate development and approval framework to be followed, can be obtained from the Department of Governance and Quality Enhancement.

10.1.1 Internationalisation Strategy 2015: GCU Global

The University’s International Strategy 2015: GCU Global articulates a number of aims and objectives to intensify our existing international engagements. The strategy is interlinked with, and complementary to, the University’s Strategy for Learning 2013-2020, Research and Knowledge Transfer, and Business Engagement strategies; indeed some of the internationalisation objectives overlay those embedded in these strategies.

The University’s Internationalisation Strategy is broadly defined and encompassing with a long-term aspiration that internationalisation is embedded across all relevant University activities. The Strategy is as much about co-ordination and integration as it is about market analysis and positioning, prioritisation and planning.

The University will continue to expand its partnership network, further building on the knowledge, experience, and success it has had to date. This is managed in a targeted way aligned with geographic and programme priorities.

The University recognises the variety of relationships that expansion will create and that a one size fits all approach to developing partnerships is not

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1 Partnership arrangements may not necessarily involve the delivery of a GCU award, i.e. articulation, exchange, and study abroad; whereas a collaborative arrangement is academic provision leading to an award, or to specific credit, of the University delivered and/or supported and/or assessed through a formal arrangement with a partner institution.
appropriate, albeit that it will, in all cases, ensure consistency and fit with the core values and mission of the University. The strength of relationships will vary by subject, intensity, and depth of engagement and the University will actively manage this aligned to the mutual benefit it is expected to generate over the short, medium, and long term.

10.1.2 National Level

Whilst the emphasis of the University's partnership and collaborative activity is weighted towards internationalisation and global reach, within a national and regional context the University will also seek to establish partnerships with other UK-based institutions and organisations for the delivery of learning opportunities. This can be further expanded through the University's current and future relationships with partner Further Education (FE) colleges. The University has a long and proud history of successful partnership working with the college sector as part of our commitment to widening participation. The College Connect Strategy 2013-2020, developed within the context of the University's strategic objectives, particularly those relating to excellence in education and commitment to the common good, as well as the Scottish Funding Council (SFC) Outcome Agreement, consists of two main strands of work: supporting the student experience of articulation; and strategic partnerships with colleges.

10.2 Types of Partnership

10.2.1 The University's partnerships fall into the following four general categories:

- Strategic Partnerships
- Articulation Partnerships
- Exchange Partnerships
- Research Partnerships.

10.2.2 Strategic partnerships have, or may have, several of the following characteristics:

- bring prestige and enhanced profile for the University
- often championed or led by a member of the Executive Board
- offer University-wide engagement with the partner
- involve long-term commitment and multiple benefits
- often there is a clear financial commitment and/or return expected
- may involve academic programme development and delivery overseas.

10.2.3 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.

10.2.4 Exchange partnerships offer the University the opportunity to provide GCU students with an international study opportunity, as well as bringing international students to enrich the GCU community for a trimester or an academic year. Student and staff exchanges are either covered under the ERASMUS+ scheme or other formal exchange agreement, e.g. with a transatlantic/overseas partner.
10.2.5 Research partnerships are coordinated by the Department of Research, Innovation and Enterprise (RIE). The University has a growing number of project-based links, varying in degrees of size and depth and spanning across the world. Within RIE, the Europe Office promotes, develops, and supports EU and international engagement opportunities in research, innovation, knowledge transfer, mobility, and exchange. This chapter of the handbook does not cover provision for the process of development and approval of research partnerships. Advice and guidance for any proposed partnerships that involve research and knowledge transfer activity should be routed directly to RIE; and for Erasmus Mundus, Erasmus Lifelong Learning Programmes, and Tempus Joint European Projects, to the Europe Office.

10.3 Typology of Arrangements

The following table provides an extended typology of the various types of partnership and academic collaborative arrangements that the University will consider. Depending on the type, Schools submitting proposals will be asked to follow a particular process and submit specific documentation. 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. It is important to be clear from the outset which model of partnership or collaborative arrangement is being proposed.

Table 1. Extended Typology

<table>
<thead>
<tr>
<th>Type</th>
<th>Definition</th>
<th>Category</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation</td>
<td>A programme of study (or module) designed, delivered, and assessed by a partner institution, awarded by the University and subject to the quality assurance procedures of the University. The programme (or module) must be of an appropriate quality and standard to lead to an award (credit) of the University.</td>
<td>Collaborative</td>
<td>3</td>
</tr>
<tr>
<td>Articulation</td>
<td>A specific form of collaboration between the University and a partner institution, whereby the University will agree to recognise specified qualifications 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 University. The agreement also commits the partner institution to a series of related actions and communications regarding the articulation process.</td>
<td>Partnership</td>
<td>2</td>
</tr>
<tr>
<td>Branch Campus</td>
<td>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. The establishment of a branch campus will be an institutional arrangement, normally a GCU strategic objective.</td>
<td>Strategic</td>
<td>3</td>
</tr>
<tr>
<td>Type</td>
<td>Definition</td>
<td>Category</td>
<td>Level</td>
</tr>
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</tr>
<tr>
<td>Close Co-operation</td>
<td>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. An agreement may include any or all of the following: staff/student exchange; research collaborations; joint PhDs; joint teaching activities/projects.</td>
<td>Partnership</td>
<td>2</td>
</tr>
<tr>
<td>Dual Award</td>
<td>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.</td>
<td>Collaborative</td>
<td>3</td>
</tr>
<tr>
<td>Exchange (ERASMUS+)</td>
<td>A scheme which encourages universities throughout Europe to establish close links through joint activities, in particular, student and staff exchange. 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.</td>
<td>Partnership</td>
<td>2</td>
</tr>
<tr>
<td>Exchange (non-ERASMUS+)</td>
<td>An exchange arrangement not otherwise covered under the ERASMUS+ scheme, for example, with a transatlantic/overseas partner. Similar process as above applies to determine suitability of partner.</td>
<td>Partnership</td>
<td>2</td>
</tr>
<tr>
<td>Franchise</td>
<td>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. Such institutions/bodies will be subject to the quality assurance procedures of the University.</td>
<td>Collaborative</td>
<td>3</td>
</tr>
<tr>
<td>Joint Award</td>
<td>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 collaboration may vary and may require the design of programme-specific regulations and quality assurance procedures which are approved by all partners.</td>
<td>Collaborative</td>
<td>3</td>
</tr>
<tr>
<td>Off-campus delivery</td>
<td>An arrangement whereby an approved GCU programme (level of a programme or part of a</td>
<td>Collaborative</td>
<td>3</td>
</tr>
<tr>
<td>Type</td>
<td>Definition</td>
<td>Category</td>
<td>Level</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Progression Accord</strong> (UK Based)</td>
<td>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.</td>
<td>Partnership</td>
<td>2</td>
</tr>
<tr>
<td><strong>Research Degrees</strong> (Joint supervision)</td>
<td>An agreement between the University and a partner institution, whereby the University will agree to recognise and consider applications for advanced standing from a named programme of the partner institution to enter a programme of study at the University. The accord also commits the partner institution to a series of related actions and communications regarding the articulation process. Refer to Appendix 10(i).</td>
<td>Collaborative</td>
<td>3</td>
</tr>
<tr>
<td><strong>Serial Arrangement</strong></td>
<td>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.</td>
<td>Not applicable</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Study Abroad (Incoming)</strong></td>
<td>The University does not permit any serial arrangements, which is effectively subcontracting by a partner institution to a third party.</td>
<td>Not applicable</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Study Abroad (Outgoing)</strong></td>
<td>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.</td>
<td>Not applicable</td>
<td>N/A</td>
</tr>
</tbody>
</table>
10.4 Governing Principles and Criteria

In setting up a partnership or collaborative arrangement, the partnership must achieve an end which the University would not be able to achieve acting alone; i.e. the partnership must be necessary to meet the University’s strategic objectives. In this context, a partnership will be expected to promote the following:

- to be strategic in its intention. It should benefit the overall mission, vision and aims of the University and enhance, where relevant, School and Departmental plans.
- to be financially viable and sustainable. At 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.
- compliant with the QAA UK Quality Code for Higher Education, in particular, Chapter B10: ‘Managing higher education provision with others’
- compliant with the University’s policies and procedures
- assessed using a risk-based approach. The approach taken should be proportionate to the level of risk, nature, and complexity of the proposed arrangement.
- 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
- the exchange (with or without the conferment of dual awards) of students and staff for the purposes of teaching and supervision.

In all partnership and collaborative arrangements, and specifically one involving the award of academic credit granted in the University’s name, the University will have ultimate responsibility for the quality and maintenance of academic standards, and the quality and enhancement of the student’s learning experience wherever these take place and whoever provides them.

To ensure a co-ordinated and coherent approach to the development, approval, monitoring, and review of partnership and collaborative arrangements, both within the UK or transnationally, the following framework of processes and procedures must be adopted.

10.5 Supporting Structures and Governance

A range of support is available within the University to support the development and approval process of partnership and collaborative arrangements. Professional support advice should be sought at the outset to aid the development of any proposals. The Department of Governance and Quality Enhancement and the International Partnerships Office are two key offices and sources for support and co-ordination of activity, as follows:
Department of Governance and Quality Enhancement (GQE):

- administrative arm of Senate for institutional quality enhancement and assurance, and governance aspects
- provision of guidance, advice and support in the development, approval and monitoring of partnership and collaborative arrangements, in accordance with the processes and procedures set out in the Quality Enhancement and Assurance Handbook.

International Partnerships Office:

- in partnership and liaison with GQE, the provision of guidance, advice, and support in the development, approval, and monitoring of partnership and collaborative arrangements, in particular, international activity such as articulation, exchange, and study abroad
- international partnership development and negotiation
- relationship management and partnership liaison
- administration and management of Exchange and Study Abroad scheme.

Within the University's framework of academic governance, institutional oversight for the quality assurance and approval of partnership and collaborative arrangements, UK and transnationally, is undertaken by the International Committee and the Academic Policy Committee on behalf of Senate. The level and scope of oversight will be dependent on the nature of the partnership and/or collaborative arrangement being proposed. For example, an articulation arrangement with an international partner institution requires consideration and approval by the International Committee, whereas a collaborative arrangement such as a franchise arrangement with an international partner institution will require to be considered and approved by both the International Committee (initial approval of international partner) and the Academic Policy Committee (institutional academic approval of arrangement). Where appropriate, the Executive Board will also be involved in the decision and approval process, in particular strategic (and collaborative) partnership arrangements.

10.6 Development and Approval of Partnership and Collaborative Arrangements

The development and approval of partnership and collaborative arrangements is generally split into three main stages: initial approval to proceed; strategic approval of the partner; and academic approval of the programme arrangement (where this is relevant). The specific nature of the process to follow is dependent on the nature of the proposed arrangement and the risk associated with the proposal. To support the development and approval process, the University recognises three levels of guidance in support of the three main stages above.

Table 2. Guidance Levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Type/Category</th>
<th>Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Simple agreement designed to allow initiation of discussions with potential partners.</td>
<td>Memorandum of Understanding</td>
</tr>
<tr>
<td>2.</td>
<td>Articulation Exchange Close Co-operation</td>
<td>Memorandum of Agreement</td>
</tr>
<tr>
<td>3.</td>
<td>Strategic Partnership</td>
<td>Memorandum of Agreement</td>
</tr>
</tbody>
</table>
10.7 Guidance Notes for the Development of International Agreements

In the development of partnerships the following guidance attached to the three levels above, should be followed by Schools:

**Level 1**

Where a signed document is required by potential partners before detailed discussions begin. A Memorandum of Understanding (MoU) merely indicates a commitment to explore a potential partnership and defines the areas in which discussions will take place.

a) School identifies partner institution and determines areas of mutual benefit and potential areas for partnership/collaboration;

b) School Associate Dean International (ADI) reviews suitability of both the partner and the nature of the proposed partnership to be explored;

c) If an MoU is required the School’s ADI will seek agreement from the Dean;

d) With the agreement of the Dean, the ADI notifies the International Partnerships Office (IPO) and the Deputy Vice-Chancellor (DVC);

e) If required a MoU will be established with the partner, approved and signed, to reflect the scope of objectives and areas of co-operation to be explored as part of the Level 1 arrangement.

**Level 2 (Articulation, Exchange, or Close Cooperation)**

a) School holds discussions with the potential partner institution to determine areas of mutual benefit and potential areas for partnership/collaboration;

b) School completes the International Partnership Proposal Proforma (IPPP), incorporating due diligence to seek initial agreement from the School’s Associate Dean International (ADI) and Dean regarding the suitability of both the partner and the nature of the proposed partnership;

c) If the suitability of the partner and partnership proposal is approved by the School, the ADI, on behalf of the School, submits the IPPP to the International Committee for consideration and approval;

d) If approved by the International Committee, an optional MoU can be established with the partner institution at this stage, while more detailed articulation/partnership investigations take place and prior to the drafting and approval of the Memorandum of Agreement (MoA).

**Articulation Arrangement:**

- School undertakes the requisite curriculum mapping exercise and identifies the proposed GCU articulation pathways in accordance with the guidance notes for staff for international articulation agreements.
- Full IPPP agreed by School ADI and approved by the Dean of School.
- School signed copy of IPPP forwarded to International Partnerships Manager to facilitate final approval by DVC.

**Exchange**

- School completes IPPP in accordance with the guidance notes for staff for exchange partnership agreements.
• IPPP agreed by School Exchange and Study Abroad Co-ordinator in consultation with ADI and approved by the Dean of School
• School signed copy of IPPP forwarded to International Partnerships Manager (Exchange and Study Abroad) for approval and to facilitate final approval by DVC.

**Close Cooperation**

• School drafts Memorandum of Understanding (MoU), agreed by Dean and approved by the DVC.

  e) Level 2 agreement template completed by School in consultation with International Partnerships Office.
  f) Final draft agreement concluded and forwarded to International Partnerships Office to facilitate final approval and signature by DVC and relevant signatory at partner institution (alternatively a signing ceremony may be appropriate and as agreed between the University and partner institution).
  g) Agreement signed by DVC and forwarded to partner institution for signature.
  h) Partner institution returns signed agreement to International Partnerships Office.
  i) Database of partnership and collaborative arrangements updated by International Partnerships Office.
  j) For *Articulation Agreements* copies of articulation pathway details forwarded to Admissions and Enquiry Service. Financial schedules including student fee details and any partnership fund details (as appropriate) to be noted and recorded.
  k) School initiates partnership marketing plan as specified in IPPP in liaison with International Partnerships Office.
  l) for *Exchange Agreement* promotion of exchange opportunity undertaken by International Partnerships Office (Exchange and Study Abroad team) and School Exchange and Study Abroad Coordinator
  m) School's annual progress reporting on articulation and exchange partnership agreements co-ordinated by International Partnerships Office and reported to International Committee.

**Level 3 (Strategic Partnership/Collaborative Arrangement)**

  a) Executive Lead (or designate) holds discussions with potential partner institution to determine areas of potential strategic partnership and/or collaboration.
  b) Outline proposal of potential areas of partnership and/or collaboration incorporating initial due diligence submitted to International Committee for approval in principle and authorisation to proceed (the IPPP should be completed).
  c) Outline proposal approved in principle by International Committee.
  d) Outcome of approval notified to EB at this stage and GQE for approval process set-up.
  e) Full Academic and Business Case incorporating risk assessment completed and approved by School.
  f) Full partnership proposal submitted to Executive Board for approval
  g) If approved by Executive Board, Executive Lead (or designate) progress partnership development.

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2 The University will inform any professional, statutory, or regulatory body (PSRB) which has approved or recognised a programme which becomes the subject of a possible or actual collaborative arrangement of its proposals and of any final agreements which involve the programme.
h) Academic Case submitted to Academic Policy Committee for formal approval on behalf of Senate and to set in motion next steps in the academic approval process.

i) An approval event and/or site visit to partner institution is undertaken as appropriate.

j) Memorandum of Agreement drafted and agreed between GCU and partner institution.

k) The report of the outcomes of the approval event/visit considered by the Learning and Teaching Subcommittee on behalf of the Academic Policy Committee and Senate.

l) If approved, Memorandum of Agreement signed by Principal and Vice-Chancellor on behalf of Senate and Executive Board.

m) Partner institution signs MoA (two copies to be provided) and originals returned to GCU.

n) Database of partnership and collaborative arrangements updated by Department of Governance and Quality Enhancement.

o) Operational academic and administrative elements established.

p) Strategic partnership/collaborative arrangement commences.

10.8 Memorandum of Agreement

All partnership and collaborative arrangements will be supported by a written agreement (a Memorandum of Agreement) setting out the respective rights and responsibilities of the parties and signed by the authorised representatives of the University and the partner institution.

The content of the agreement will vary depending on the level, type (as depicted in the table above), and nature of the partnership or collaborative arrangement. For collaborative arrangements, i.e. those which lead to an award, or to specific credit, of the University, specific elements will be mandatory, including:

- the University’s ultimate responsibility for the maintenance and oversight of the quality of student learning experience and of the academic standards of all awards granted in its name; including the ways in which standards are to be maintained
- the processes and responsibilities for the approval, monitoring, and review of provision, including proposed changes to any aspect of provision including, without limitation, the structure, curricula, admission regulations, assessment regulations, programme title, or any other significant changes
- management of admissions and registration
- responsibilities for marketing, recruitment and promotion
- arrangements for the assessment and teaching of students, including the language and teaching of assessment
- External Examiners
- graduation and conferment of award, issue of certificates and transcripts
- management and administration of programme(s) including student support and welfare
- arrangements for complaints, discipline, and academic appeals.

Discussion and negotiation with the partner will be required in order to formulate the agreement. Not until the agreement is finalised and signed by the authorised signatories can activity within the scope of the agreement commence. The Memorandum of Agreement will be subject to regular monitoring and review.
10.9 Record of Agreements

All arrangements that are subject to a formal agreement will be recorded in the University’s database of partnership and collaborative arrangements maintained between the Department of Governance and Quality Enhancement and the International Partnerships Office.

1.10 Changes to Partnership or Collaborative Arrangements

Any proposed changes to existing partnership or collaborative arrangements which may require an amendment to the existing Memorandum of Agreement, or the development of a new one, for example, the addition of an academic programme(s) with an existing partner or extension to articulation arrangement, should be notified to the Department of Governance and Quality Enhancement or the International Partnerships Office (as appropriate to agreement), to confirm the process and procedures to be followed.

10.11 Monitoring and Review

All partnership and collaborative arrangements will be monitored and reviewed in a range of ways to meet the needs of various stakeholders across the University and will include, as appropriate, ongoing ‘fit’ with current and emerging strategy, the effectiveness of partnership liaison activity, KPIs and objectives, the on-going maintenance of academic standards, and the quality and enhancement of the student’s learning experience.

Annual report(s) on all types of partnership activity (strategic, collaborative arrangements, articulation, exchange, and study abroad) will be collated between the Department of Governance and Quality Enhancement (for strategic partnerships and collaborative arrangements) and the International Partnerships Office (for international articulation, exchange, and study abroad). The report(s) will be considered through the University’s academic governance framework, namely, the International Committee and Academic Policy Committee on behalf of Senate and the Executive Board. The University Court will also receive a report(s) on activity.

All formal academic programme arrangements, in common with all institutional academic provision, will be subject to periodic approval, appraisal, and review. In general, the review of partnership arrangements is embedded within the normal quality enhancement and assurance procedures covered by the Annual Programme Monitoring and Review processes.

All partnership arrangements which lead to an award or credit of the University will require to have an External Examiner. To assist the External Examiner in fulfilling their duties, as defined in the University Assessment Regulations, they will be required to 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.
10.12 Withdrawal and Termination of a Partnership or Collaborative Arrangement

A partnership or collaborative agreement may come to an end for various reasons: a partner institution may successfully achieve degree-awarding powers; a partner may decide to cease offering a programme; the articulation arrangement is no longer viable; or the University may decide, following a review, that the collaboration no longer fits with its strategic plan.

In all cases, the withdrawal and termination must adopt key principles, some of which will be more relevant for specific partnership and collaborative arrangements. These include:

- 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 collaborative agreement
- following the completion or departure of the final students, the University will write to the partner institution to confirm the termination of the collaborative arrangement
- a timeline for completion of the withdrawal will be agreed by the University with the partner institutions on a case-by-case basis.

10.13 Appointment of Associate Lecturers and Teaching Assistants

The status of Associate Lecturer or Teaching Assistant is reserved for individuals involved in collaborative arrangements, normally as employees of the partner institution (for details on appointment of other categories of part-time staff, please see the relevant HR Policy). The procedures described in Appendix 10(g) are not intended to apply to ‘guest’ lecturers who make contributions to the teaching of a module.
FLOWCHART FOR DEVELOPMENT AND APPROVAL OF ARRANGEMENTS (LEVEL 2)

1. Explore partnership or collaborative arrangement
2. Complete IPPP
3. Seek initial agreement from ADI and Executive Dean
   - Not agreed
     - No further development
   - Agreed
4. ADI on behalf of School submits IPPP to International Committee
   - Not approved
     - School/Executive Member advised
     - Approved
5. Close
   - Co-operation
   - Articulation
   - Exchange
FLOWCHART FOR DEVELOPMENT AND APPROVAL OF ARRANGEMENTS (LEVEL 2)

Close Co-operation

School drafts MoU, agreed by Executive Dean and forwarded to DVC

Articulation

School undertakes curriculum mapping, identifies GCU articulation pathways and completes IPPP

IPPP agreed by School ADI

IPPP approved by Exec Dean

IPPP forwarded to IPO to facilitate DVC final approval

MoA (Articulation) drafted, concluded and forwarded to IPO

MoA/U signed by DVC and forwarded to partner institution

Partner institution signs MoA/U and returns to GCU

Exchange

School completes IPPP for initial consideration by School Exchange & Study Abroad Coordinator (ESAC)

IPPP agreed by School ESAC

IPPP approved by Exec Dean

APPP forwarded to IPO for approval by DVC

Database of arrangements updated
Appendix 10(b)

FLOWCHART FOR DEVELOPMENT AND APPROVAL OF ARRANGEMENTS (LEVEL 3)

- Exec Lead holds discussions with potential partner institution
  
  - Outline proposal incl. initial due diligence submitted to IC (IPPP)
    
    - International Committee considers outline proposal
      
      - Approved in principle
        
        - Not approved
          
          - No further development
            
            - Outcome notified to Executive Board & GQE for approval process set-up
              
              - Full partnership proposal incl. risk assessment considered by School
                
                - Not approved
                  
                  - No further development
                    
                    - Approved
                      
                      - Full partnership proposal submitted to Executive Board for approval
                        
                        - Not approved
                          
                          - No further development
                            
                            - Approved
                              
                              - Academic Case submitted to APC for formal approval
                                
                                - Approval event and/or site visit to partner institution undertaken

FLOWCHART FOR DEVELOPMENT AND APPROVAL OF ARRANGEMENTS (LEVEL 3)

1. Approval event and/or site visit to partner institution undertaken
2. MoA drafted and agreed between GCU and partner institution
3. Report of and response to the outcomes of approval event/site visit considered by LTSC
4. Approved
5. MoA signed by Principal and Vice-Chancellor
6. Database of arrangements updated
7. Operational academic and administrative elements established
8. Strategic partnership/collaborative arrangement commences
The process of initial due diligence, enables the University to confirm that the proposed partner institution is, prima facie, compatible in mission and of suitable standing to support the proposed partnership activity or collaborative arrangement. The following information must be provided and submitted by the proposing School:

a) The Mission Statement or equivalent (the mission of the overseas institution must be compatible with the University's Mission Statement).

b) The strategic plan or equivalent, giving a context for the proposed collaboration with GCU in terms of the partner's other current, previous and proposed work with overseas institutions, its overall profile, aims and direction (the proposed collaboration should be compatible with the strategic plan of the University).

c) The legal status of the overseas institution (e.g. whether public or private; whether it has award-conferring powers; the level of awards taught and conferred).

d) The financial status of the proposed partner.

e) The possible long term strategic benefits to the University of the collaboration.

f) Whether there is commitment at all levels in the partner to the proposed collaboration.

g) The reputation of the overseas institution with, for example, employers, funding agency, published reports, QAA (sources of information might include QAA reports; the British Council; UK National Academic Recognition Information Centre (UK NARIC); UKVI and UK government offices based in the overseas county; overseas government departments and overseas government agencies; European Union agencies).

h) Where the overseas institution has existing collaborative arrangements, then references should be sought from partners. Where, after investigation, there is evidence of previous collaborative arrangements which have terminated, references should also be sought from these previous partners. This would be particularly important if there was any such evidence of recent termination in the same subject/programme now proposed. The reason for finishing with a previous partner and commencing with a new partner would need to be explored in depth. Where a UK HEI has withdrawn from a collaborative agreement and is approached by another UK HEI which is intending to enter into a collaborative arrangement with that overseas institution, then, as far as possible, a full disclosure of the circumstances should be given.
ACADEMIC CASE

Information to be supplied to the Academic Policy Committee to inform the decision on whether a proposed collaboration should go forward for approval:

- exact title and name of the proposed award(s)
- name of the host School and the equivalent in the overseas institution
- mode(s) of study and length of the programme
- the nature of collaborative proposal (e.g. franchise, joint programme), including details of which parts/levels of the programme are to be offered at the University and which at the overseas institution, and the proportion at the overseas institution to be delivered by the University or the overseas institution. If a franchise proposal, confirmation of the approval on-campus and date of the original approval should be given.
- a summary of the Due Diligence Report on the overseas institution, in terms of compatibility of mission and reputation of the institution, specifically legal status, existing collaborative arrangements
- confirmation that the Business Case has been submitted and approved by the Chief Financial Officer
- a statement of the principal admissions criteria for entry to the programme (including English language requirement) and a comparison with an equivalent UK qualification
- a description of the relationship between the University and the proposed partner institution (e.g. visits which have taken place; any existing approved collaborative arrangements; or staff exchanges relevant to the proposal)
- CVs of proposed teaching staff (i.e. evidence that teaching staff employed by the overseas partner are qualified to an appropriate level to deliver the proposed programme and are able to deliver and assess in English)
- evidence that appropriate IT facilities exist, or will exist, in the overseas institution to support the delivery of the proposed programme
- evidence that library facilities (with English texts) exist, or will exist, in the overseas institution at an appropriate level to support the proposed programme
- evidence that, where required, appropriate laboratory facilities exist, or will exist, in the overseas institution to support the proposed programme
- evidence that the overseas institution is committed to an adequate staff development policy that would support the proposed programme
- evidence that the overseas department has a teaching and learning ethos that is compatible with that at the University (e.g. Has the partner experience of using a range of teaching, learning, and assessment methods similar to those in use at the University? Is the overseas department familiar with an interactive, rather than a didactic, approach to teaching and learning?)
- evidence that an adequate administrative system and quality enhancement and assurance mechanisms are, or will be, in place in the overseas institution to support the proposed programme, and the necessary liaison with the host University department
- evidence that agreement has been obtained with any other University department whose modules are included in the part of the programme to be offered at the overseas institution
- evidence that there is a commitment to supporting opportunities for staff exchanges between the overseas institution and the University, where appropriate
- evidence that, where necessary, there is a commitment to providing adequate support or English language studies for students on the proposed programme.
BUSINESS CASE

The Business Case should detail the financial impact of the proposed collaborative arrangement. The format of the case will be advised by the Finance Office and will include as a minimum, details of the investment, initial costs, estimates of expenditure and direct costs, savings and a risk assessment (business plan).

Further financial due diligence building on the requirements required for the initial due diligence (appendix 10(c)) should also be completed.

A draft of the Financial Annexe to the Memorandum of Agreement should be prepared for submission alongside the Business Case outlining the proposed financial arrangements, such as the remittance of fees (if appropriate) and other charges.

Where government departments are involved in the host country it should be clear what level of approval is required and what payments are also required, if any.
GUIDELINES ON PLACEMENT LEARNING

1. Introduction

These guidelines are sufficiently broad to cover all types of placement learning at the University and outline the minimum requirements that the University expects should be met by Schools. It is not intended to cover which is not a planned part of a programme of study, such as part-time and vacation work which students have arranged for themselves. The guidelines should also be read in conjunction with the document ‘Managing Risk: Guidelines for the Management of Student Placements at GCU’ (GCU LEAD).

2. Scope

There are several different types of placement learning for students on undergraduate and postgraduate taught programmes. These are:

- **Academic Placements**: study abroad as part of the programme of study. Some are available through the ERASMUS+ exchange programme scheme, others are through individual agreements with other partner institutions
- **Work/Industrial Placements**: to gain work/industrial experience relevant to the programme of study
- **Practice Placements**: to develop the practical skills and competencies that will be required for practice in a profession or other employment.

The method of assessment/credit rating of the placement varies between programmes. On some placements, students are assessed and gain credits which count to their final award, whilst on other placements there are no credits awarded but completion of the placement is required in order to meet progression and professional requirements.

3. Preparation for Placement Learning

3.1 General Principles

Schools should include information about placement learning in the Programme Specifications and Programme Handbooks. This should include intended learning outcomes, which should relate to the programme learning outcomes, monitoring and review procedures, and methods of assessment. The School should consider whether any assessment of placement learning is covered by their arrangements for internal moderation and external examining and whether the standards which are applied to any assessment of placement learning are consistent with available subject benchmarks and other relevant reference points and, where appropriate, fulfil professional, statutory, or regulatory body requirements.

3.2 Checklist of School’s Responsibilities: Information for Students Pre-Placement

Schools should:

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3 All placement activity which includes international students on Tier 4 visas must comply with the UKVI regulations. Advice should be obtained from the Registry Operations Manager (PBS Compliance).

inform eligible students, at an appropriate stage, of placement opportunities offered by the School

- ensure that students are adequately informed about the procedures for securing, approving, and allocating placements and, if applicable, define their procedures and criteria for approval of individual placement opportunities
- ensure that the School has sufficient up-to-date information about each of their placement providers (e.g. partner institutions or work placement providers) for dissemination to interested students
- where relevant, ensure that students are informed in detail about the programme of language study which is required, and about language study facilities at the University
- ensure that students are adequately informed about the academic requirements of the placement learning period and, if applicable, how the marks obtained will be processed and incorporated into their degree classification
- make students aware of the procedures for claiming mitigating circumstances
- inform students about the consequences of failure to secure, or fully attend and complete, a placement
- ensure that each student has a Learning Agreement/Practice Action Plan agreed prior to departure;
- ensure that students are adequately informed about any induction and registration procedures at the placement provider
- provide students with full contact details for the members of staff who will be responsible for them during their placement learning period both in the School and at the host institution
- provide students with information about the University's support services that will remain available to them during the placement
- ensure that students are aware of relevant health and safety, insurance, personal safety, and cultural information
- ensure that students are made aware of the relevant procedures to be followed for dealing with misconduct and student discipline while on placement
- ensure that students are aware of the University's Complaints Handling Procedure and that these should be used if students wish to make a complaint regarding their placement.

### 3.3 School's Responsibilities: Information for Staff

Schools should ensure that:

- staff responsible for placement learning activities are adequately trained to meet the needs of their role
- placement providers should be informed of the University’s formal mechanism for students who wish to make a complaint
- the placement provider has been supplied with information about the student by the deadline required by the placement provider
- the International Partnerships Office (Exchange and Study Abroad) has been informed of the students who will be undertaking a study abroad period and that these offices are notified immediately of any subsequent changes.

### 3.4 Responsibilities and Rights of Students

Schools should ensure that students are aware of their responsibilities:

- as representatives of the University
• towards the placement provider and its customers, clients, patients, and employees. This would include maintaining appropriate dress/uniform code and maintaining punctuality, reliability, and professional conduct
• for managing their learning and professional relationships
• for recording their progress and achievements
• for alerting the placement provider and their home School to problems with the placement that might prevent the progress or satisfactory completion of the placement.

Schools should also ensure that students are aware of their rights:

• to a safe placement environment
• to be treated in accordance with applicable legislation.

3.5 Students who have a Disability

Schools have a responsibility to ensure that the needs of students who have a disability, and who are participating in placements, are considered prior to departure and that appropriate support is available before, during, and after their placements.

3.6 Responsibilities of Placement Providers

Schools should be able to assure themselves that placement providers know what their responsibilities are during the period of placement learning, including their roles in providing learning opportunities, the assessment of students, and the health and safety of students.

4. During the Placement Learning Experience

Schools should require students to keep in regular contact with the School during their placement period in order to review their progress. This could be facilitated by e-mail communication. In addition it is recommended, where practical, that academics aim to visit students during the placement period.

Students should be given information about their subsequent period of study back at the University, particularly any regulation changes.

5. Post-Placement Checklist for Schools

Schools should:

• monitor and periodically review their placement policies and procedures in order to evaluate their effectiveness in providing intended learning outcomes and meeting appropriate levels of quality and standards
• encourage students to write a brief evaluation of their experiences at the host institution and country in order to provide user-friendly advice for future students
• seek formal or informal feedback from the placement provider
• consider holding information events for future students, using the returning students, and should consider asking returners to help integrate incoming students from partner institutions
• remind students to complete reports/receipts/contracts relating to the student grant, if applicable.
6. **Marks and Credit Transfer for Students on Placements/Exchanges at Partner Institutions**

6.1 **Policy**

Where students participate in periods of study abroad at another educational institution which results in the award of marks and credit by the partner Institution, the University undertakes to provide arrangements for the consistent transfer of credit and marks to GCU for the purpose of progression and final award decisions. This will ensure that students on exchanges are neither advantaged nor disadvantaged parallel to peers remaining at GCU and not participating on an exchange.

6.2 **Setting up Agreements**

The ownership of an exchange scheme rests at School level, with advice and guidance from the International Partnerships Office (Exchange and Study Abroad).

6.3 **Credit Equivalence**

Schools must define and document what, in their belief, is the amount of work to be undertaken at the exchange institution which corresponds most closely to the level and number of credits required for that period of academic study at GCU. This should be done by obtaining information on the academic regulatory framework (credit systems) in place at partner institutions and, with advice from the International Partnerships Office (Exchange and Study Abroad), defining a range which equates with a range of GCU credits and levels.

6.4 **Mark Translation**

Schools must have a documented procedure for translating a mark awarded by a partner institution into a mark to be used for the purposes of determining a student's progression or award. The procedure may be based on one or more combinations of the methods described below:

- Schools may agree standards of achievement in the form of assessed learning outcomes and relate these to marks on their GCU scale. These standards/learning outcomes must be agreed with the partner institution and levels of achievement indicated by the partner for each student.
- Schools may request that all or a portion of a student's work is returned to GCU to be double marked and or shown to the External Examiner.

6.5 **Student Learning Agreements (Exchange and Study Abroad)**

Schools must ensure that each individual student undertaking an exchange has a Learning Agreement.

Students attending the same exchange institution should undertake a broadly equivalent workload to other GCU exchange students in the same subject area.

Students should be informed prior to departure of the way in which credit and marks are to be transferred and this confirmed in the Learning Agreement.

The student's Learning Agreement should state the manner in which re-assessment will be undertaken if a fail mark is received during a placement.
Options are:

- the re-assessment is set and marked by the institution at which the student is undertaking the placement (prior agreement will need to have been sought from the placement institution)
- the re-assessment is set and marked by the student’s School
- the student is required to enrol on a substitute module at GCU in order to accrue the credits not gained during the placement. This may entail the student enrolling on extra credits during the next year/stage of the programme in order to complete the previous year/stage. Alternatively, it may mean the student is unable to progress to the next year/stage until the requisite numbers of credits have been gained by taking the substitute module(s) as a part-time student.
APPENDIX 10(g)

APPOINTMENT OF ASSOCIATE LECTURERS AND/OR TEACHING ASSISTANTS

1. Definitions

1.1 An Associate Lecturer is involved in the delivery of a GCU award. They may have responsibility as Module Leader and will normally be engaged in one or more of the following activities: lecturing, tutorials, seminars, and assessing student work.

1.2 A Teaching Assistant provides support to academic staff responsible for module and programme delivery. They will normally take seminars and tutorials under the guidance of an Associate Lecturer or an academic member of staff from GCU.

1.3 The procedures described below are not intended to apply to ‘guest’ lecturers who make contributions to the teaching of a module.

2. Procedure

2.1 The CVs of staff proposed for designation as Associate Lecturers or Teaching Assistants will normally be considered as part of the programme approval or Review process, but may also be considered outwith these processes. In the latter case the following procedures must be followed. The flowchart in Appendix 10(h) summarises the process.

2.2 The Dean of School (or nominee at the appropriate senior level) will ensure that an individual proposed for Associate Lecturer designation meets the minimum candidate profile for appointment as a lecturer at GCU* (see below). The only exception will be when an applicant has an externally-recognised professional qualification in substitution for an honours degree. Individuals without appropriate HE teaching experience will be required to undergo an appropriate training programme and will be assigned an appropriate mentor.

2.3 The individual’s CV, together with details of their contribution to teaching, will then be passed to the Department of Governance and Quality Enhancement.

2.4 The Department of Governance and Quality Enhancement, either as part of the consideration of the reports of the approval/review process or individually, will pass the nominations to the Learning and Teaching Subcommittee for formal approval. Senate will be informed of decisions via a ‘for information’ agenda item. The Department of Governance and Quality Enhancement will maintain a list of all Associate Lecturers.

2.5 The Dean of School will be responsible for informing the Associate Lecturer/Teaching Assistant of his/her appointment and for ensuring he/she is aware of, and complies with, the GCU quality enhancement and assurance procedures as laid out in this Handbook.

2.6 When a School withdraws Associate Lecturer or Teaching Assistant status from an individual, the Department of Governance and Quality Enhancement must be notified.

2.7 The designation of Associate Lecturer/Teaching Assistant status implies that the individual has satisfied the criteria adopted by GCU for the granting of such a title only in relation to the award in which he/she will be involved. This must be clearly indicated
in any correspondence in the following form, e.g. ‘Associate Lecturer/Teaching Assistant (Programme title), Glasgow Caledonian University’. Any misuse of the title will result in it being revoked.

*The candidate profile for a GCU lecturer includes the following essential criteria:

- Honours degree in a relevant subject
- special interest in (or the potential to develop) research, and/or consultancy/income generation, and/or specific teaching experience
- demonstrate effective interpersonal skills, including communication (written and verbal), and team working skills
- demonstrate a commitment to the University’s mission, values, principles of governance, and strategic priorities
- demonstrate an ability to undertake academic administration
- demonstrate an ability to undertake research and to develop a research profile if teaching at levels H and M
- demonstrate an ability to teach effectively
- demonstrate an ability to develop teaching and research links with industry in the UK and overseas, and to contribute towards the growing international teaching, research, and income generation activities of the School.

*The following criteria are desirable:

- higher degree (preferably PhD)
- membership of an appropriate professional body
- membership of HE Academy or a teaching qualification
- lecturing experience in HE
- experience of raising external research and/or consultancy income
- record of scholarly publication
- experience of quality enhancement and assurance in HE.
FLOWCHART OF THE PROCESS FOR THE APPOINTMENT OF ASSOCIATE LECTURER AND/OR TEACHING ASSISTANTS

Dean of School or nominee ensures proposed Associate Lecturer meets minimum candidate profile for appointment as a lecturer at GCU

Individual’s CV, together with details of their contribution to teaching, will then be passed to GQE

GQE will pass the nominations to LTSC for formal approval

Senate are informed of all appointments via confirmed APC minutes

GQE will maintain a register of all Associate Lecturers and Teaching Assistants

Dean of School informs Associate Lecturer and HR of his/her appointment
GUIDELINES ON THE DEVELOPMENT OF ARTICULATION AGREEMENTS AND/OR PROGRESSION ACCORDS WITH PARTNER INSTITUTIONS WITHIN THE UK

1. Definition of Articulation Agreements

Articulation is defined as a credit transfer agreement between the University and a partner institution, whereby the University will agree to recognise and grant advanced standing to an agreed number of applicants from a named programme to enter a programme of study at the University. The agreement also commits the University and the partner institutions to a series of related actions and communications regarding the articulation process.

2. Definition of Guaranteed Place Agreement

A Guaranteed Place Agreement is an agreed internal arrangement at the University which includes named partner colleges, whereby the University will agree to recognise and grant advanced standing to an overall agreed number of applicants (not college-specific numbers) from a named programme to enter a programme of study at the University.

3. Purpose of Guidelines

The purpose of the guidelines is to assure standards at the point of admission and consistency of approach with partner institutions.

4. Stages in the Development and Approval of Articulation Agreements and Progression Accords

<table>
<thead>
<tr>
<th>STAGE</th>
<th>PROCESS</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of Proposal at GCU</td>
<td>Academic GCU liaison</td>
<td>Draft Articulation Agreement or Guaranteed Places Agreement</td>
</tr>
<tr>
<td>School level</td>
<td>The identified College Connect staff members who work within the Academic Schools will review annual agreements with Programme Leaders to align the number of guaranteed places to agreed programme-level targets.</td>
<td>Using the template described in 5 below</td>
</tr>
<tr>
<td>Development of Proposal at Partner Colleges</td>
<td>Academic College liaison</td>
<td>Draft Articulation Agreement</td>
</tr>
<tr>
<td></td>
<td>Identified College Connect staff work annually with partner institutions to develop and review annual agreements.</td>
<td>Using the template described in 5 below</td>
</tr>
</tbody>
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5 This section is intended to apply predominantly to the development of college partnerships as part of the University’s College Connect Strategy 2013-2020.
<table>
<thead>
<tr>
<th>STAGE</th>
<th>PROCESS</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Approval</td>
<td>Vice Dean of School</td>
<td>Articulation Agreement</td>
</tr>
<tr>
<td></td>
<td>On completion of agreement paperwork by College Connect staff member</td>
<td>Using the template described in 5 below.</td>
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<tr>
<td></td>
<td>the agreement should be submitted to central College Connect staff</td>
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<td>within GCU LEAD who will amalgamate all Schools and programme</td>
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<td>agreements into one document and organise for this to be signed</td>
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<td></td>
<td>off by Vice Dean of the appropriate Schools. This allows for one</td>
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<td></td>
<td>agreement for all GCU programmes per college.</td>
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<tr>
<td>School Approval</td>
<td>Vice Dean of School</td>
<td>Guaranteed Place Agreement</td>
</tr>
<tr>
<td></td>
<td>On completion of agreement paperwork by College Connect staff member</td>
<td>Using the template described in 5 below.</td>
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<td>this should be submitted to central College Connect staff within GCU</td>
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<td>LEAD who will organise for this to be signed off by Vice Dean of the</td>
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<td>appropriate Schools.</td>
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<tr>
<td>College Approval</td>
<td>Principal of College</td>
<td>Articulation Agreement</td>
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<td></td>
<td>Documentation should be sent to the relevant college for agreement</td>
<td>Using the template described in 5 below.</td>
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<td>and should be signed off by College Principal or relevant member of</td>
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<td>the Senior Management Team.</td>
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</tr>
<tr>
<td>Communication of Approval</td>
<td>Approved Signed Articulation and Guaranteed Places Agreements to be</td>
<td>Records updated</td>
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<tr>
<td></td>
<td>sent to Department of Governance and Quality Enhancement. Following</td>
<td>Register of Collaborative Activity updated</td>
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<td>approval of required authorisers, signed agreements are passed by</td>
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<td></td>
<td>College Connect staff to GQE to update Register of Collaborative</td>
<td>Admissions and Strategy and Planning receive Agreement to update</td>
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<td>activity.</td>
<td>records.</td>
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<td></td>
<td>Admissions and Strategy and Planning should also receive final</td>
<td>Agreement filed with School by College Connect staff member.</td>
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<td>agreements. The Agreements are also made available on the GCU</td>
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<td></td>
<td>portal within GCU LEAD for all staff to access.</td>
<td>All Agreements are made available on the GCU Portal within GCU LEAD</td>
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<td></td>
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<td>department.</td>
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</tbody>
</table>
5. Template for Proposal for an Articulation Agreement or Guaranteed Place Agreement

5.1 GCU School and Partner Institution

The academic year for which the agreements are applicable should be identified in the heading and the GCU School and partner institution should also be identified in the heading and first paragraph.

5.2 College and GCU Programmes

This should describe the programme of study undertaken at the UK partner institution and indicate the number of credit points gained. The agreed entry requirements, the year of entry and related SCQF levels should be indicated. The number of SFC Funded Guaranteed Places should also be specified.

5.3 Liaison

In order to ensure effective liaison between the partner institutions, key operational contacts for each relevant programme at GCU and the partner institution should be identified.

5.4 Activity Related to Agreements

In signing off these documents, the University and partner institutions commit themselves to a series of collaborative actions designed to enhance articulation and transition. These actions relate to, for example, programme content and any changes to curriculum content which might impact on articulation, the admissions and applications procedures, induction activity, and monitoring and review of the articulation process.

5.5 The Signatures

The signatures should be completed as outlined in the table above.

5.6 Template for an Articulation and Guaranteed Places Agreement

Templates for an Articulation Agreement and Guaranteed Places Agreement are available for download from the Department of Governance and Quality Enhancement website.