



# QUALITY ENHANCEMENT AND ASSURANCE HANDBOOK

2016 V6.3

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## Section 10: Managing Provision Delivered in Partnership

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## 10. MANAGING PROVISION DELIVERED IN PARTNERSHIP

### 10.1 Context

The University, in common with the sector, is involved in a wide range of arrangements and opportunities for delivering learning and teaching at all academic levels, both in the UK and internationally.

The University additionally recognises partnership activity as a key enabler to support its strategic goal to engage globally; and Internationalisation is a core theme that runs across all the University's 2020 goals.

The key principles and overarching procedures laid out within this section apply to the development, approval, monitoring and review of all UK based and transnational education (TNE) partnership arrangements.

Any proposed partnership arrangement for TNE to be developed must align with the University's framework for growth of international students. Where appropriate, there must be consultation with the Strategic Internationalisation Teams established through the Framework.

### 10.2 Governing Principles and Criteria

In setting up a partnership 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 goals. In this context, a partnership arrangement will normally be expected to promote the following:

- to be **strategic in its intention**. It should benefit the overall mission, vision and strategic goals 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 and return on investment. Wherever possible they should generate a financial surplus. The benefits brought by the proposed partnership or collaborative arrangement 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** including those for anti-bribery, anti-corruption and cyber security.
- **compliant with UK Government policies**, in particular UKVI and Consumer Rights Act (and associated CMA advice).
- **assessed using a risk-based approach**. The approach taken 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 activities that the University has with a single partner and defined as partnership intensity.
- **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 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.

The University has also agreed a set of KPIs which will be used to measure and monitor partnership arrangements. These are detailed in the section below on monitoring and review.

### 10.3 Partnership Types

The following table provides an extended typology of the various types of partnership 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 arrangement is being proposed.

*Table 1. Extended Typology*

Type	Definition
<b>Accreditation</b>	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.
<b>Articulation</b>	A specific form of partnership 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. 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.
<b>Branch Campus</b>	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.
<b>Close Co-operation</b>	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 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

Type	Definition
	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-operation that will govern the partnership activity.
<b>Credit Rating (External)</b>	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.
<b>Dual Award</b>	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.
<b>Exchange (ERASMUS+)</b>	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.
<b>Exchange (non- ERASMUS+)</b>	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.
<b>Franchise</b>	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.
<b>Joint Award</b>	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.
<b>Joint Delivery</b>	An arrangement where one (or more) partner institution(s) provide teaching towards an award of the University.
<b>Off-campus delivery</b>	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.

Type	Definition
<b>Research Degrees (Joint supervision)</b>	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.
<b>Serial Arrangement</b>	The University does not permit any serial arrangements, which is effectively sub-contracting by a partner institution to a third party.
<b>Study Abroad (Incoming)</b>	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.
<b>Study Abroad (Outgoing)</b>	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. 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.
<b>Summer School (International)</b>	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.

#### 10.4 Supporting Structures and Governance

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

##### Department of Academic Quality and Development

- The Department of Academic Quality and Development (AQD) essentially acts as the administrative arm of Senate for institutional quality enhancement and assurance, and governance aspects. It provides guidance, advice and support in the development, approval and monitoring of all partnership arrangements, with the exception of those exclusively responsible by the International Partnerships Office as defined below.

##### International Partnerships Office

- The International Partnerships Office (IPO), in partnership and liaison with AQD, provides guidance, advice, and support in the development, approval and monitoring of partnerships, **exclusively for international articulation, exchange and study abroad**. The IPO also facilitates international partnership development and negotiation, relationship management and partnership liaison and has responsibility for the administration and management of the University's Exchange and Study Abroad scheme.

Within the University's framework of academic governance, institutional oversight for the quality assurance and approval of partnership arrangements, UK and transnationally, is undertaken by the International Committee and the Academic Policy Committee on behalf of Senate.

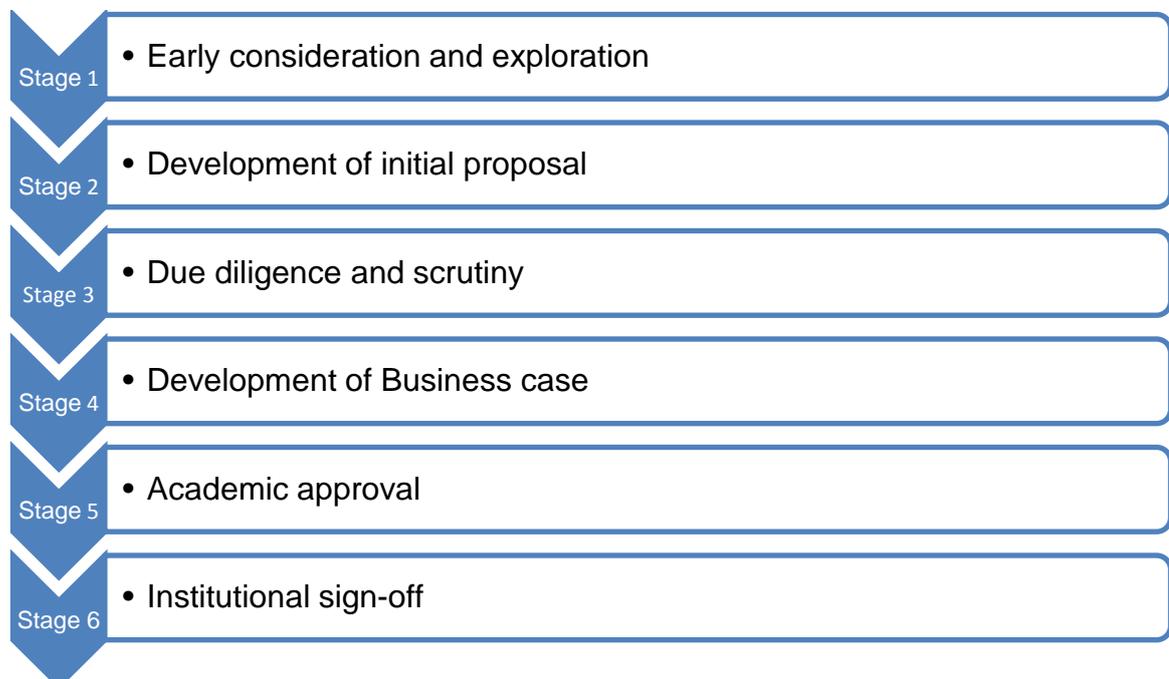
The level and scope of oversight will be dependent on the nature of the partnership arrangement being proposed. For example, an articulation arrangement with an international partner institution requires consideration and approval by the International Committee, whereas an arrangement such as off-campus delivery 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).

### 10.5 Outline of Development and Approval Stages

The development and approval of partnership arrangements is generally split into six main stages. The specific process to follow is dependent on the nature of the proposed arrangement and the risk associated with the proposal.

At each stage of the process, the partnership proposer will be guided through a framework 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 including initial concept identification, due diligence, risk assessment and register, academic case and business (financial) case, draft outline agreement and/or contract.

*Diagram 1. Process stages*



### 10.6 Contractual Arrangements and Agreements

All partnership arrangements will be supported by a written agreement setting out the objectives and activities of the arrangement and 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 contract will vary depending on the nature of the partnership arrangement, e.g. for partnership arrangements 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/contract. Not until this is finalised and signed by the authorised signatories can activity within the scope of the agreement/contract commence. The agreement/contract will be subject to regular monitoring and review as defined and agreed by parties.

## **10.7 Partnership Register**

All arrangements that are subject to a formal agreement will be recorded in the University's Partnership Register maintained by the International Partnerships Office.

The purpose and objectives of the central register is to:

- act as the principal and definitive record of the University's all partnership and collaborative arrangements;
- ensure the University's policies and practices are compliant with the QAA UK Quality Code for Higher Education Chapter B10: Managing Higher Education Provision with others, in particular, the Indicator which states that all HE providers maintain records (by type and category) of all arrangements for delivering higher education with others that are subject to a formal agreement; the register of partnerships should be maintained and be publicly available on the University website.
- capture key management information to support the administration, ownership and oversight of partnership activity such as partnership owner and the period of agreement covered within the formal agreement; this is key for partnership liaison and risk management activity;
- set key milestones for partnership review activity including closure action and exit strategy planning;

- act as a key reference point to inform potential new developments and to support the University's requirements of due diligence and academic case development, an integrated approach to future developments;
- support internal and external monitoring and reporting requirements including University KPI measurement;
- support in-country marketing and recruitment activity through the promotion of current partnership activity;

*Specific to internationalisation*

- act as a 'live' supplement to the Internationalisation Strategy of current activity;
- act as the mechanism to fulfil the term of reference of the International Committee to oversee the University's register of international partnership arrangements.

A partnership arrangement will have a dedicated owner/lead allocated within their respective School/Department. This individual will be responsible for the maintenance of the Risk Register initially developed during the approval stages as outlined above.

**Review of Partnership Register Standing Data**

A review of information held in the Partnership Register will be undertaken by the IPO on a bi-annual basis and reported to the University Internal Audit Committee. The review will include updates to partner standing data such as type of arrangement, partner owner, contacts, and updates to risk register. The timeline for the bi-annual review will be as follows:

- 1<sup>st</sup> review of partnership list will start July of each year to allow time for collection of partnership updates from Schools/Departments to ensure information is correct and accurate and that performance against KPIs is evaluated for submission of a confirmed report to the Internal Audit Committee in September.
- 2<sup>nd</sup> review will start in January of each year to request details as above for a finalised report to be submitted in March to the Internal Audit Committee.

**10.8 Changes to Partnership Arrangements**

Any proposed changes to existing partnership arrangements which may require an amendment to the existing agreement or contract, 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 Academic Quality and Development or the International Partnerships Office (as appropriate to type).

**10.9 Monitoring and Review**

All partnership 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. The set of KPIs that the University has agreed to measure and monitor partnership arrangements are as follows:

- Contribution to student and staff mobility;
- 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; multifaceted
- Supporting the development of GCU's learning and teaching pedagogy, in particular in relation to the Common Good Curriculum;
- Contribution to University-wide strategic projects.

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.

## **10.10 Withdrawal and Termination of a Partnership**

A partnership 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 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 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

### **10.11 Appointment of Associate Lecturers**

The status of Associate Lecturer 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(a) are not intended to apply to 'guest' lecturers who make contributions to the teaching of a module.

## APPOINTMENT OF ASSOCIATE LECTURERS

### 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 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 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(b) 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 Academic Quality and Development.
- 2.4 The Department of Academic Quality and Development, 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 Academic Quality and Development will maintain a list of all Associate Lecturers.
- 2.5 The Dean of School will be responsible for informing the Associate Lecturer 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 status from an individual, the Department of Academic Quality and Development must be notified.
- 2.7 The designation of Associate Lecturer 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 (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:

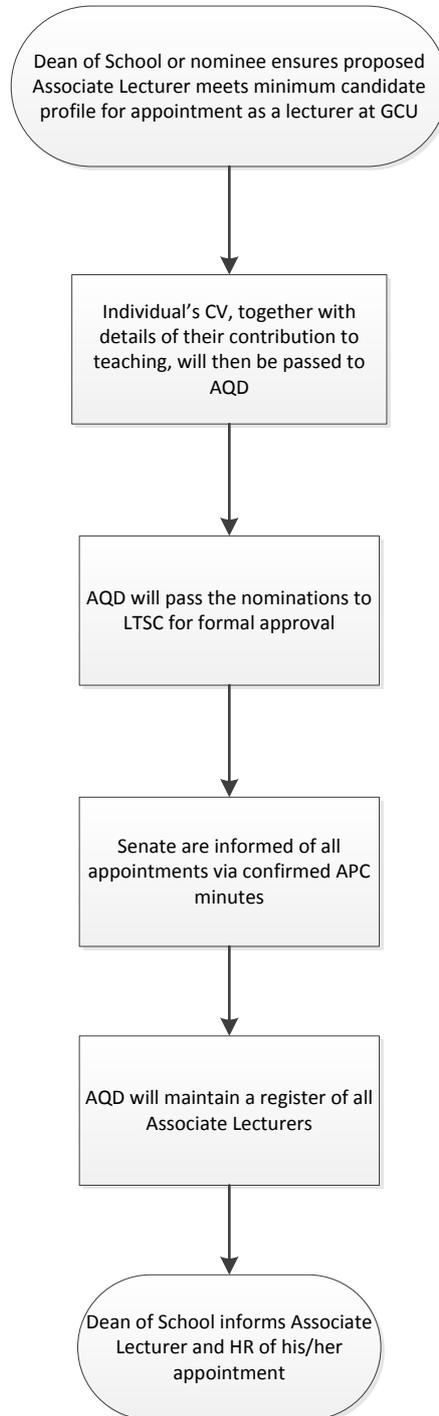
- Honours degree in a relevant subject

- 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



## GUIDELINES ON PLACEMENT LEARNING

### 1. Introduction

These guidelines<sup>1</sup> 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*' (ACADEMIC DEVELOPMENT)<sup>2</sup>.

### 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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<sup>1</sup> 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).

<sup>2</sup> [https://www.gcu.ac.uk/media/gcalwebv2/theuniversity/gaq/gaqfiles/Guidelines\\_for%20management\\_of\\_student\\_placements\\_revised\\_June\\_2012.pdf](https://www.gcu.ac.uk/media/gcalwebv2/theuniversity/gaq/gaqfiles/Guidelines_for%20management_of_student_placements_revised_June_2012.pdf)

- 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.