



Taught Education Partnerships Taxonomy, 2023/24

Approved by: Education Partnership Sub-Committee
 Approved: 31st May 2023

To be reviewed by: May 2024

Education Partnership Activity	Description	Risk Category	Team responsible for managing arrangement	Risk: Resource (including financial risks)	Proposed Mitigation: Resource Risks	Risk: Education Governance	Proposed Mitigation: Education Governance Risks	Risks: Equality, Diversity & Inclusion	Proposed Mitigation: Equality, Diversity & Inclusion Risks
Service Level Agreements	SLAs are a single contract between two parties focusing on the type and quality of service provided to a client. This could be provision of learning support, resources and specialist facilities by an external organisation for credit and non-credit bearing activity	Dependent on each individual SLA	School	Risks are dependent on the objective and extent of the SLA. The importance of the objective of the SLA needs to be qualified and paired with the consequences of breaching the commitment. This is usually associated with the level of compensation if the SLA cannot be honoured.	This will be dependent of the type of service provided and the impact of any interruption of service e.g., 30 minutes compared with one day/week. The degrees of penalties will depend on the impact of the disruption and in extreme cases dissolution of contract.	If the SLA refers to teaching services or providing resources or facilities, careful consideration needs to be given on the impact to the programme e.g., if a Health Board are providing placement services, what is the impact on students if the placements are cancelled?	Contingency plans must be developed to ensure students can still meet the programme level learning outcomes if the services required are withdrawn.	Risks are dependent on the objective and extent of the SLA. The importance of the objective of the SLA needs to be qualified and paired with the consequences of breaching the commitment. This is usually associated with the level of compensation if the SLA cannot be honoured.	This will be dependent of the type of service provided and the impact of any interruption of service e.g., 30 minutes compared with one day/week. The degrees of penalties will depend on the impact of the disruption and in extreme cases dissolution of contract.

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Non-credit bearing placements	<p>Opportunities outside of the programme curriculum which do not count for credit but can form a significant contribution to a student's graduate attributes'.</p> <p>It is not part of the programme of study but will appear on the HEAR</p>	Low	School/ Student Futures team are responsible for sourcing /arranging the placement/ time abroad.	<p>Finance These activities are supported by the Student Futures team (which is centrally funded) or by schools (and therefore managed withing existing budgets). As such, existing activities would only be at risk if budgetary pressures meant that they needed to be discontinued.</p> <p>New activity will only be developed where either Student Futures and/or a school has decided that it can be delivered within existing resources, or additional resourcing has been secured.</p>	<p>Finance These activities are supported by the Student Futures team (which is centrally funded) or by schools (and therefore managed withing existing budgets).</p> <p>New activity will only be developed where either Student Futures and/or a school has decided that it can be delivered within existing resources, or additional resourcing has been secured.</p>	<p>Availability If the activity is curtailed, impact upon graduate outcomes/the transition into the word of work and students' opportunity to develop wider employability/cultural skills. Siobhan</p>	<p>Availability Student Futures is a centrally funded service, the risk is low that no extracurricular activities would be available to students, even if relevant activities within schools were curtailed.</p> <p>As this activity is non-credit bearing, the main impact of activities not running or being curtailed is on the student</p>	<p>Employers may not be able to make adjustments in the workplace for disabled students.</p> <p>The nature of these adjustments may vary depending on the resource capacity of each provider.</p> <p>placements could be an area of difficulty for students in terms of witnessing and/or being the subject of discriminating behaviour.</p>	<p>The GO Wales Team (within Student Futures) can help source work shadowing opportunities, work tasters and up to six weeks paid work placements for students who have faced barriers in accessing higher education or work experience: Gowales@cardiff.ac.uk</p> <p>Pre-departure briefing to explain the range of support, advice, and guidance at the partner</p>

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Electives (DENTL / HCARE / MEDIC / PHRMY)	A period of time (often 6-12 weeks) spent away from a medical degree on a placement, often overseas. A wide range of other health-related degree courses can also include an elective, such as, nursing, physiotherapy, and pharmacy.	Low	School/ Student Futures team are responsible for sourcing /arranging the placement/ time abroad.	Resourcing will have been explored as part of the programme approval process. Where undertaken overseas, funding for these placements is sourced via Turing and/or Taith, and therefore the opportunities are contingent on the level of grant awarded.	The University has, to date, agreed an underwrite to ensure that opportunities are available in the event that external funding is not obtained.	Curriculum The elective does not cover the content at Cardiff requiring the School to catch up on return from the elective. The timing of the elective clashes with important Cardiff University assessment or reassessment precluding the student from progressing to the next stage of their programme. Student cannot attend the elective or it is cancelled at short notice.	Curriculum Specific mapping is required to ensure the student does not miss any key content or clinical activity that may require them to catch up. This must be checked before the student starts the elective. As above in addition to looking at the timing of key assessment/reassessment. Identifying if there are specific criteria that precludes students in any particular scenario. Student remains at Cardiff undertaking the original programme of study. Schools have contingency to catch up on clinical skills if required.	placements could be an area of difficulty for students in terms of witnessing and/or being the subject of discriminating behaviour.	Referral to the specific PSRB guidance on actions to be taken when on placement. Pre-departure briefing to explain the range of support, advice, and guidance at the partner

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<p>Progression Agreements</p> <p>(entry into year one of UG and PGT programmes only)</p>	<p>These are arrangements whereby students who have completed a programme at one organisation successfully may be considered for entry to the beginning, of an approved Cardiff University programme</p>	<p>Low</p>	<p>International Partnerships Team</p>	<p>Cost associated with conducting site visits to establish and renew partnership arrangements.</p> <p>Arrangements with multiple partners with small numbers increases the administrative burden in schools and tracking student progress becomes difficult to reliably assess the success of the arrangement.</p>	<p>Entering into agreements with fewer partners but with more programmes to increase revenue source and offset the costs.</p> <p>Entering into agreements with fewer partners but with more programmes to build viable pipeline of students where the curriculum is known and can assure successful student progression.</p>	<p>Admissions: If the admissions requirements are too low students may not have the key skills, knowledge, or experience to be successful in year 1 of the Cardiff programme.</p>	<p>Boards of studies to review the progression rates for students entering via progression agreements in line with other student progression. via tracking. Feedback given to the International Office to see if admissions requirements need updating on a year-by-year basis.</p>	<p>Equity of decision making: Applicants via progression agreements must be subject to the same/similar entry requirements to those applying via direct entry.</p>	<p>All staff involved in the Admissions process must receive the necessary training and support to ensure that an efficient, professional, and competent service is provided to applicants. Training will address legal and external constraints, including equality and diversity legislation.</p>

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<p>Standard Articulation agreements</p> <p>(year 2 entry maximum for UG and 50% of taught credit for PGT).</p>	<p>Students who have successfully completed a programme/part of a programme at one education partner may be eligible to utilise the credit to enter an approved Cardiff University programme at an advanced stage.</p>	Low	<p>Approval/Renewal : International Partnerships in the International Office</p> <p>Operational Management: Schools/Colleges</p>	<p>Cost associated with conducting site visits to establish and renew partnership arrangements.</p> <p>Arrangements with multiple partners with small numbers increases the administrative burden in schools and tracking student progress becomes difficult to reliably assess the success of the arrangement.</p>	<p>Entering into agreements with fewer partner but with more programmes to offset the cost.</p> <p>Entering into agreements with fewer partners but with more programmes to build viable pipeline of students where the curriculum is known and can assure successful student progression.</p>	<p>Academic standards. <u>Deficiency in curriculum mapping:</u> If this is not done with sufficient due diligence, student can lack critical knowledge, skills and experience in future year of study.</p> <p>Schools putting on bespoke modules to remedy the deficiency whilst the student is at Cardiff. The student is not on an approved Cardiff University programme but a bespoke programme set up for individual students.</p>	<p>Academic standards Curriculum must be mapped to show how students meet the learning outcomes of approved Cardiff University programmes.</p> <p>If students are required to study a modified version of the approved Cardiff University programme, this will be considered a new programme and will need full approval as outlined in the programme approval procedure.</p>	<p>Equity of decision making: Applicants via progression agreements must be subject to the same/similar entry requirements to those applying via direct entry</p>	<p>All staff involved in the Admissions process must receive the necessary training and support to ensure that an efficient, professional, and competent service is provided to applicants. Training will address legal and external constraints, including equality and diversity legislation.</p>

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<p>Non-standard articulation agreements* (final year of UG programme)</p>	<p>Students who have successfully completed a programme/part of a programme at one education partner may be eligible to utilise the credit to enter an approved Cardiff University programme at an advanced stage (year 3 of a UG programme).</p> <p>*The International Office have an agreed set of partners where this is permitted.</p>	<p>Medium</p>	<p>Sign-Off: International Partnerships in the International Office, in addition to Quality and Standards Team in Education Governance</p> <p>Operational Management: Schools/Colleges</p>	<p>Through HEFCW review, this will be seen as a high-risk arrangement and they will need to understand how the risks are managed.</p> <p>Institutional value of the partnership Small numbers of students on low numbers of International agreements - is it worth the risk given the other financial, standards and quality issues identified?</p> <p>Financial <u>Only one year of fees</u> with the possibility of reduction for overseas preferred or strategic partners.</p>	<p>Institutional value of the partnership The 'value' of the partnership will go beyond student recruitment and will specifically align with several institutional strategies e.g., development of the University's TNE strategy, developing future strategic partnerships etc.</p> <p>Financial Agreed that there should be no discount for any partners.</p>	<p>Reputational risk Lack of detailed due diligence on partner including adverse publicity, cultural and political norms, financial status, litigation or arbitration proceedings, government enquiries etc</p> <p>Academic standards. Lack of due diligence on curriculum mapping or making changes to an approved Cardiff University programme to accommodate gaps in curriculum.</p> <p><u>Issuing a Cardiff University Award after 1 year of study:</u> Students graduating from Cardiff with only one year of study may affect standards of awards impacting the sector view of the institution.</p>	<p>Reputational Risk Agreement made on a case-by-case basis with only partners where appropriate due diligence checks have been made. These will be limited to preferred partners.</p> <p>The Recruitment and Admissions Strategy Group will determine and confirm who Cardiff consider to be a preferred partner.</p> <p>Academic standards If students are required to study a modified version of the approved Cardiff University programme, this will be considered a new programme and will need full approval as outlined in the programme approval procedure.</p> <p><u>Issuing a Cardiff University Award after 1 year of study:</u> Monitoring and review of student outcomes data to see the impact on degree outcomes and the success of the arrangement each year. Low recruiting/performing agreements to be stopped.</p>	<p>Equality Entry to year 3 only being available to preferred overseas partners needs to have a clear rational. The rational and approach to determining Cardiff's preferred partner is led by the Recruitment and Admissions Strategy Group.</p> <p>International students who do not come from the specific preferred partners may question why they do not have the opportunity to be considered for final year entry.</p>	<p>Equality</p>

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Placement modules (up to 40 credits)	Activity (usually short placement up to 70 hours) is integral to the module learning outcomes.	Medium	<p>School (including students self-sourcing).</p> <p>Extracurricular placements sourced by Student Futures can be 'used' as placements for relevant modules where suitable.</p> <p>The Global Opportunities Team is able to support international opportunities.</p> <p>The GO Wales Team (within Student Futures) can help source work shadowing opportunities, work tasters and up to six weeks paid work placements for students who have faced barriers in accessing higher education or work experience: Gowales@cardiff.ac.uk.</p>	<p>Finance Resourcing will have been explored as part of the school approval process.</p> <p>Where undertaken overseas, funding for these placements is sourced via Turing and/or Taith, and therefore the opportunities are contingent on the level of grant awarded.</p>	<p>Finance The University's Global Opportunities bursary scheme has, been agreed for 2023/24 to ensure that opportunities are available for short-duration, extra-curricular activity abroad (such as International Summer Programmes) in the event that external funding is not obtained.</p>	<p>Programme design Programme design offers limited opportunity to undertake a placement module in the curriculum.</p> <p>Not completing the placement impacts on the student's ability to pass the module.</p> <p>Early termination of placement</p>	<p>Programme design Where modules are delivered 'short and fat', Schools could consider whether the placement/fieldtrip module could be available in both semesters to maximise the opportunities available for placements at a partner to be secured.</p> <p>Where modules are delivered 'long and thin', Schools need to give consideration to when the placement will take place.</p> <p>All placement modules would need to include a contingency in the event that the placement could not be completed.</p> <p>As hybrid working had become normalised, then placements involve a significant amount/totally remote working can be approved provided they enable the student to meet the relevant learning outcomes.</p>	<p>Due diligence identifies there may be limitations, or no adjustments can be made for students particularly in placements overseas.</p> <p>The nature of these adjustments may vary depending on the resource capacity of each provider.</p> <p>Placements could be an area of difficulty for students in terms of witnessing and/or being the subject of discriminating behaviour.</p>	<p>For UK placements, the University's Disability and Dyslexia Service can assist employers by ensuring that they are aware of their obligations and by providing good practice guidance and support.</p> <p>Each international partner will need to be assessed on a case-by-case basis for appropriateness and the student declaration process will be important.</p> <p>Pre-departure briefing to explain the range of support, advice, and guidance at the partner</p>

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Mandatory placements required by PSRB.	<p>The placement is a core component of the student's programme of study and is also PSRB mandated (e.g., MEDIC, HCARE, DENTL, PHRMY, OPTOM and PSYCH).</p> <p>The placement activity cannot be varied as to do so is unlikely to satisfy PSRB requirements.</p>	Medium	Schools are responsible for sourcing /arranging the placement.	<p>All placements are adequately resourced for all settings.</p> <p>Significant administrative burden on co-ordinating placements within a variety of different settings.</p> <p>Demands is greater than supply of placements</p>	<p>Resourcing will have been explored as part of the school planning clinical placements requirements.</p> <p>Contractual agreement with placement providers and prioritising placement needs</p>	<p>clinical placement providers are not aware of the learning outcomes required for each placement. This includes the knowledge, skills and behaviours students will need to acquire in order to complete their logbooks.</p> <p>Students have clinical supervision curtailed due to the individual circumstance of clinical staffing/facilities or emergency situations.</p>	<p>formal, written agreements with all placement providers.</p> <p>Contingency planning principles for placements in emergency situations were developed for Covid-19. These will continue to be reviewed and updated as a mainstream requirements</p> <p>Any variation to the programme including contingencies must be approved by the Chair of ASQC.</p>	<p>placements could be an area of difficulty for students in terms of witnessing and/or being the subject of discriminating behaviour.</p>	<p>Referral to the specific PSRB guidance on actions to be taken when on placement.</p> <p>Pre-departure briefing to explain the range of support, advice, and guidance at the partner</p>

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Placements / year of study abroad with mandatory language requirements	This is a core component of the student's programme of study. These programmes are predominantly located within MLANG where they are presented with three broad scenarios i.e., study abroad, work, or teaching all with mandatory language requirements.	Medium	School/ Student Futures team are responsible for sourcing /arranging the placement/ time abroad	<p>Resourcing will have been explored as part of the school approval process. Where undertaken overseas, funding for these placements is sourced via Turing and/or Taith, and therefore the opportunities are contingent on the level of grant awarded.</p> <p>Cost associated with conducting site visits to establish and renew partnership arrangements.</p> <p>Not recruiting sufficient numbers of incoming students to be able to maintain equilibrium of exchange balance.</p>	<p>The University has, to date, agreed an underwrite to ensure that opportunities are available in the event that external funding is not obtained.</p> <p>While the site visit to inspect the premise can be undertaken by any staff who may be visiting the area, understanding whether the curriculum will be appropriate is key. As such, colleagues from Schools at Cardiff and the partner can meet via an online meeting platform to discuss, with colleagues from Quality/Go being present as necessary to support the meeting/any other work that may be required.</p>			<p>Due diligence identifies there may be limitations, or no adjustments can be made for students particularly in placements overseas.</p> <p>Placements/study abroad could be an area of difficulty for students in terms of witnessing and/or being the subject of discriminating behaviour.</p>	<p>For UK placements, the University's Disability and Dyslexia Service can assist employers by ensuring that they are aware of their obligations and by providing good practice guidance and support.</p> <p>Each international partner will need to be assessed on a case-by-case basis for appropriateness and the student declaration process will be important.</p> <p>Pre-departure briefing to explain the range of support, advice, and guidance at the partner</p>

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Integral 120 credits of placement/study abroad.	Where the student has been enrolled onto a programme where the placement/study abroad year is a defining element in the programme information and is reflected in the award e.g., XXX with a Professional Placement Year	Medium	School/ Student Futures team are responsible for sourcing /arranging the placement/ time abroad.	Resourcing will have been explored as part of the school approval process. Where undertaken overseas, funding for these placements is sourced via Turing and/or Taith, and therefore the opportunities are contingent on the level of grant awarded.	The University has, to date, agreed an underwrite to ensure that opportunities are available in the event that external funding is not obtained.	<p>Joint Honours programmes with 120 credits placement/study abroad activity is available in some Schools (not all) and the risk is that the student is accepted when the programme is not structured to support the activity.</p> <p>Students are not appropriately advised or do not take sufficient credit to pass the 120 credits.</p> <p>Students do not engage with activity whilst on placement/study abroad.</p>	<p>Arrangements should be confirmed by both Schools (not the student) before students can undertake their placement/study abroad activity and should be cross referenced against a list of all programmes that offer the opportunity.</p> <p>Education arrangements are be approved by EPSC before students can undertake their placement/study abroad activity.</p> <p>Compliance with the requirements outlined in the Education Partnership Policy</p> <p>In the event on non-engagement/failing the placement activity, the student will be required to transfer to the standard 3-year variant of the programme.</p>	<p>Due diligence identifies there may be limitations, or no adjustments can be made for students particularly in placements overseas.</p> <p>Placements/study abroad could be an area of difficulty for students in terms of witnessing and/or being the subject of discriminating behaviour.</p>	<p>For UK placements, the University's Disability and Dyslexia Service can assist employers by ensuring that they are aware of their obligations and by providing good practice guidance and support.</p> <p>Each international partner will need to be assessed on a case-by-case basis for appropriateness and the student declaration process will be important.</p> <p>Pre-departure briefing to explain the range of support, advice, and guidance at the partner.</p>

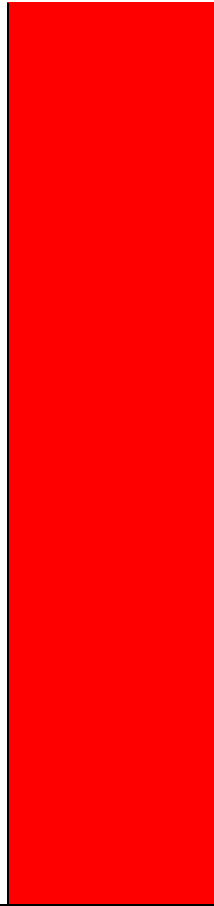
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Embedded Colleges	<p>Embedded College offering Pathway Courses means a sponsor recognised by the Home Office as a private provider, usually part of a network and operating within or near to the premises of a higher education institution, delivering pathway courses which prepare students for entry to higher education programmes at that a higher education institution.</p> <p>This does not include pre-sessional courses.</p>	High	International Partnerships Team	<p>Financial</p> <p>Financial failure of the education provider.</p> <p>Physical teaching resources may be required to support the partnership.</p> <p>Resources to support the administrative and relationship management of the provision.</p> <p>Partnership does not realise the expected gains as outlined in the business case.</p>	<p>Embedded Colleges are checked by the OfS and HEFCW on financial sustainability, management, and governance (the FSMG check).</p> <p>Build into the project phase of the initiative to ensure there are suitable arrangements for meeting with schools and governance.</p> <p>Review of all contracts within the first year and then 18 months before the end of the contract against key metrics.</p>	<p>Academic standards</p> <p>Provider's arrangements for setting and maintaining the academic standards and quality of the courses it offers is limited.</p> <p>Governance arrangements do not have sufficient oversight of the quality of student achievement.</p> <p>Curriculum</p> <p>Gaps in curriculum may impact on successful student progression.</p>	<p>Academic standards</p> <p>Embedded colleges are subject to a full QAA review every four years.</p> <p>Co-developed oversight group with representation from each school</p> <p>Curriculum</p> <p>Co-developed oversight group with representation from each school</p>	<p>Equity of decision making: Applicants via progression agreements must be subject to the same/similar entry requirements to those applying via direct entry</p>	<p>All staff involved in the Admissions process must receive the necessary training and support to ensure that an efficient, professional, and competent service is provided to applicants. Training will address legal and external constraints, including equality and diversity legislation.</p>

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<p>Flying faculty*</p> <p>*does not include staff undertaking consultancy work</p>	<p>An arrangement whereby an approved Cardiff University programme is delivered in a location away from the main campus (usually in another country)</p> <p>Cardiff University students even if it is taught in another institution with a single Cardiff University Award</p> <p>Students at the partner organisation are classed as 'Cardiff' students with the same rights and responsibilities.</p>	<p>This is seen as a high-risk arrangement compared to UK partnerships</p> <p>High</p>	<p>School with institutional oversight by the College.</p>	<p>Strategic Strategic consideration of whether it would be appropriate to undertake the proposed collaboration in view of the University's existing collaborative arrangements and other commitments.</p> <p>Staff resource Significant implications on staff costs to ensure the programme can be delivered in a way as if it were being delivered at Cardiff. Cardiff University staff undertake all teaching, assessment, and marking in line with CU regulations, policies and procedures.</p> <p>Staff engagement Unwillingness to travel for blocks of study overseas compromising the ability to deliver the necessary programme/part of programme</p> <p>Additional costing for flights, accommodation, delivery, and teaching resources.</p> <p>Additional administrative resources to run the programme in addition to existing programmes at Cardiff in line with the requirements set out in the</p>	<p>Strategic The 'price' of the contract needs full costing. The institution must be satisfied that there is a sound business case for the programme based upon realistic projections of revenues and full and accurate costing of activities.</p> <p>Staff resource and the physical impact on staff Where workload model limits Cardiff University staff from delivering, an additional 'workforce' will be required.</p> <p>Full due diligence of partner undertaken as part of the Stage 1 strategic approval requirements.</p>	<p>Reputational risk Lack of detailed due diligence on partner including adverse publicity, cultural and political norms, financial status, litigation or arbitration proceedings, government enquiries etc</p> <p>Legal Lack of detailed formal agreement between Cardiff, and partner that do not set out the "respective roles, responsibilities and expectations" of each of the parties and the breaks down. Early termination of agreement may result in students coming to Cardiff to complete their programme.</p> <p>Lack of school oversight and the programme is not fit for purpose Schools enter into agreements without institutional knowledge or understanding of the risks etc. Issues become apparent after the</p>	<p>Reputational Risk Full due diligence of partner undertaken as part of the Stage 1 strategic approval requirements.</p> <p>Legal Agreement made on a case-by-case basis with only partners where appropriate due diligence checks have been made. These will be limited to strategic and/or preferred partners.</p> <p>Contingency plan must be developed as part of the risk management strategy. Legal arrangements, including the legal jurisdiction under which disputes will be resolved; annexes with details of the programme(s) covered by the agreement</p> <p>Full approval as outlined in the</p>	<p>Staff may be unfamiliar with different cultural and political norms, may present difficulties for staff with protected characteristics.</p> <p>Staff may encounter the issue of working with students who do not have English as their first language; academics have to adapt the style, tone and content of their materials in order to facilitate communication.</p> <p>The physical impact on staff engaging in a 'flying-faculty' model should also not be underestimated and carefully considered (long-haul flights, long hours, backlog of work on their return to the University etc).</p> <p>Partner may not be able to make reasonable adjustments for disabled staff. The nature of these adjustments may vary depending on the resource capacity of each provider.</p>	<p>Each international partner will need to be assessed on a case-by-case basis for appropriateness and the staff declaration process will be important.</p> <p>Pre-departure briefing to explain the range of support, advice, and guidance at the partner.</p>

			<p>Education Partnership Policy.</p> <p>Facilities at the partner institution Facilities may not be in line with those at Cardiff and may need investment before the agreement can be pursued.</p>		<p>arrangement has been signed leading to reputational risk, partner, and student dissatisfaction on a large scale.</p> <p>Using 'in country' staff expertise. Using local partner staff to 'teach' some or all the curriculum without the skills/expertise to do so leading to students not achieving their intended learning outcomes resulting in complaint or appeal.</p> <p>Student experience Poor student experience due to the lack of organisation and management of the arrangement.</p>	<p>Education Partnership Policy</p> <p>Oversight provided by the Education Partnership Sub-committee.</p> <p>If partner staff are being used, this will need to be identified as part of the full due diligence of partner undertaken as part of the Stage 1 strategic approval requirements.</p> <p>Support for students may be provided by local staff if it has been appropriately risk assessed.</p> <p>Ensuring clear education governance structures are in place with regular updates to school and College ESEC.</p>		
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Branch campus – International*	An international branch campus (IBC) is a form of international higher education whereby one or more partnering institutions establishes a physical presence in a foreign location for the purpose of expanding global outreach and student exchange.	High	Full institution - UEB	<p>Setting up a 'mini' university in another location. It would require significant investment in staff, facilities to replicate what happens at Cardiff in another location.</p> <p>Traditionally, IBC's rarely meet recruitment targets e.g., University of South Wales closed after less than a year due to low enrolments.</p> <p>Imperative that standards and facilities must remain consistent throughout all campuses - there is a perception that the general level of academic qualification of staff at IBC's was significantly lower than at the parent campus, adding that in many of the branches, teachers were more likely to have professional, rather than academic, experience (ref THE).</p> <p>Research shows an absence of a substantive campus environment, including dedicated accommodation, and a general lack of focus on "pedagogical" matters in almost all marketing materials. IBCs can be seen to be selling the</p>	<p>Not all universities aim to replicate the home campus, but all seek to have equivalent educational experiences across campus spaces.</p> <p>A geographically disbursed network of campuses may provide a buffer for universities looking for ways to mitigate fallout from unforeseen international crisis.</p> <p>Coupled with tougher immigration restrictions, barriers to travel, unsteady post-study work visa arrangements and unstable labour markets in the West, such international locales may offer promising stability.</p> <p>students and families are more aware of the uncertainties in the marketplace and likely more aware</p>	<p>Reputational risk Lack of detailed due diligence on the full costs, legal and administrative costs and functions which compromise the quality and standards of delivery of an IBC</p> <p>Lack of monitoring/oversight of the arrangements leading to lowering of standards. Identified as part of formal QER visit leading to a negative judgement.</p> <p>Using existing Cardiff staff hard to persuade faculty to relocate overseas for extended periods of time, despite offers for attractive salary and benefits. Moving family is arduous and research-intensive faculty would be reluctant to leave their labs.</p> <p>Using teaching staff from within the Country Using local partner</p>			

				<p>experience of living in the Country, but little emphasis on the university's buildings, where the students learn, and the extracurricular activities they can do.</p> <p>Cardiff does not have a extensive experience in managing formal taught international partnership arrangements and operating across borders. It needs significant reconfiguration of education governance and strong support from the highest levels of the university, integrated into the academic and administrative functions of the institution, as opposed to being siloed an wholly separate</p> <p>Using faculty based in the country and avoiding the "flying faculty" model can benefit but comes with a range of other recruitment and HR issues.</p>	<p>of transnational education (TNE) opportunities that may bring a foreign education closer to home.</p> <p>If host countries retain some level of acceptance of online education, it will mean that IBCs are likely to be able to introduce new modalities that could provide more flexibility in their learning schedules as well as expanding who can teach a course and from where.</p>	<p>staff to 'teach' some or all of the curriculum without the skills/expertise to do so. Teachers are more likely to have professional, rather than academic, experience leading to lower academic standards than at Cardiff.</p> <p>Student satisfaction Cardiff could be seen to be selling the experience of living in the Country, but little emphasis on lack of focus on "pedagogical" matters, the university's buildings, where the students learn, and the extracurricular activities they can do.</p> <p>Education governance Lack of integration into the academic and administrative functions of the institution leads to the IBC becoming siloed and wholly separate</p>			
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An honest and critical business case

Universities that have subjected their business cases to rigorous external scrutiny, typically by audit firms, have been able to enter foreign markets with a much better understanding of the likely returns and the risks to be mitigated.

Long-term commitment to the enterprise

It takes time to build a university, culture and brand identity which takes time to develop. Successful international branch campuses have management teams at the home campus that think in terms of decades, not years.

Broad-based stakeholder support

An international branch campus needs support from a wide range of internal and external stakeholders – the university’s council, management team and staff at the home campus, the host government, the local joint venture partner, students, and employers in the host country. Unless this support is sustained, the campus is likely to fail. One of the biggest sources of risk for an international branch campus with narrowly based support is a change of vice-chancellor or president.

Alignment with the core objectives of the university

The core business of a university is research (the creation of new knowledge) and teaching (the transmission of existing knowledge). Most international branch campuses begin as commercial ventures to export teaching and generate tuition revenues. However, unless the campus begins to develop its own research capacity and capability, it will never shake off the perception that it is a commercial, slightly disreputable outpost of the home university. The University of Nottingham has been notably successful in creating centres of research excellence at its Malaysian and Chinese campuses that have attracted funding from host governments.

Education Partnership Activity	Description	Risk Category	Team responsible for managing arrangement	Risk: Resource (including financial risks)	Proposed Mitigation: Resource Risks	Risk: Education Governance	Proposed Mitigation: Education Governance Risks	Risks: Equality, Diversity & Inclusion	Proposed Mitigation: Equality, Diversity & Inclusion Risks
Dual / Double awards	<p>Two or more awarding bodies together provide a single jointly delivered programme leading to separate awards and separate certification (for one piece of work).</p> <p>Each degree-awarding body is responsible for its own award, but the two components form a single package, and the overall arrangement is a joint enterprise that requires elements of joint management and oversight.</p>	<p>This is seen as a high-risk arrangement compared to UK partnership.</p> <p>High</p>	School and College	<p>Through HEFCW review, this will be seen as a high risk arrangement and they will need to understand how the risks are managed.</p> <p><u>Financial</u> Significant implications on staff costs to ensure the programme can be delivered in a way as if it were being delivered at Cardiff. Additional costing for accommodation, delivery and teaching resources. The 'price' of the contract needs full costing so there is a clear picture of 'profit' rather than 'income'. Identifying how any early termination of agreement will be managed and any financial, reputational and quality and standards arrangements that would need to be put in place.</p> <p><u>Sites and partnerships of Cardiff University</u> - Need to be registered with the Home Office particularly if international students are admitted to the programme</p> <p><u>Staff resource</u> - Resource of ensuring partner organisation staff have 'honorary contracts' to enable them to have access to the appropriate teaching/IT systems. Additional resources to</p>	<p><u>Institutional Oversight</u></p> <p>Issues identified in D6 cannot be approved by one part of the institution only e.g., School, College or UEB. Whilst UEB may agree that it would be beneficial to help achieve some of the institutional strategies, this is not the body to approve the arrangement.</p> <p>Approval requires dedicated resource and time as each arrangement is individual in its nature.</p> <p>The overarching principle is that the quality and standards of all Cardiff's collaborative provision arrangements must be as rigorous, secure, and open to scrutiny as those for programmes delivered entirely by Cardiff University.</p> <p><u>Any proposals of this nature will still need to complete all stages of the approval procedure</u></p>	<p>Reputational risk School enter into an agreement without detailed due diligence on the full costs, legal and administrative costs and functions.</p> <p><u>Lack of Institutional and School monitoring/oversight of the arrangements including delivery of the approved curriculum.</u> Cardiff University regulations, policies and procedures not being adhered to leading to difference in standards and operating models for a Cardiff University Award. No monitoring of teaching standards resulting in complaints/appeals.</p> <p><u>Using teaching staff from a partner organisation</u> Using local partner staff to 'teach' some or all of the curriculum without the skills/expertise to do so will lead to a decline in quality and standards for a Cardiff University award. If teachers are more likely to have professional,</p>	<p>How will schools effectively monitor teaching and assessment?</p> <p><u>Education governance</u> Integration into the School academic and administrative functions of the institution must be integrated into new education governance arrangements identified in the academic regulations.</p> <p><u>Monitoring and review of the effectiveness of the agreements</u></p> <p>Partner staff views as well as student views are important given the type of arrangement.</p>	<p>Students may be unfamiliar with different cultural and political norms, may present difficulties for students with protected characteristics.</p> <p>Partner may not be able to make reasonable adjustments for disabled students The nature of these adjustments may vary depending on the arrangement</p>	<p>Each international partner will need to be assessed on a case-by-case basis for appropriateness and the student declaration process will be important.</p> <p>Pre-departure briefing to explain the range of support, advice, and guidance at the partner.</p>

		<p>administer the programme in addition to existing programmes at Cardiff. Additional central resource to deal with the complaints, appeals and other central requirements.</p> <p><u>Cardiff Staff engagement with partner staff</u> - Insufficient staff in Schools to support partner organisation academic and profession service staff to ensure they understand and meet the requirements of all CU regs, policies and procedures.</p> <p><u>Facilities at the partner institution</u> - Facilities may not be in line with those at Cardiff and may need investment before the agreement can be pursued.</p>	<p>set out in the <u>programme approval procedure</u> and Education Partnerships Policy including any additional requirements based on the nature and complexity of the proposal.</p>	<p>rather than academic, experience then how will the academic elements of the programme be taught and assessed?</p> <p><u>Student satisfaction</u> Cardiff could be seen to be selling the experience of working with another partner organisation, but little emphasis on lack of focus on “pedagogical” matters, resulting in a poor student experience with poor academic standards.</p> <p><u>Education governance</u> Lack of integration into the School academic and administrative functions of the institution leads to the partnership and partner staff becoming siloed and wholly separate.</p> <p><u>Monitoring and review of the effectiveness of the agreements</u> in respect of student numbers and progression, retention and award not undertaken annually therefore little evaluation of its success.</p> <p>Increased number of complaints and appeals</p>			
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Validation		High							

Cardiff University is not developing validated provision.

- Cardiff University **do not own the programme** – it belongs to another institution.
- The programme is delivered, assessed, and **managed solely by the partner organisation.**
- The partner organisation **uses its own regulations, policies, and procedures.**
- Cardiff University **does not collect fees** but arranges a specific contract price.

Key issues

- The programme will be presented to the Programme and Revalidation Sub-committee **for approval** (even though we do not own the provision)
- **Students get a Cardiff University award.**
- They are not Cardiff University students **but have the right to appeal at Cardiff after exhausting all internal procedures at the partner.**