

**Education Partnerships Procedure**

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**Introduction**

From 1st August 2024, this Procedure supports the operationalisation of the [Education Partnerships Policy](https://intranet.cardiff.ac.uk/__data/assets/pdf_file/0009/833850/Education-Partnerships-Policy_2023.pdf). It provides Schools with a clear framework for the effective management and delivery of Cardiff’s partnership provision outlined in the [Education Partnerships Taxonomy](https://search.cardiff.ac.uk/s/redirect?collection=staff-meta&url=https%3A%2F%2Fwww.cardiff.ac.uk%2F__data%2Fassets%2Fpdf_file%2F0004%2F2737048%2FTaught-Education-Partnership-Taxonomy_2023.pdf&index_url=http%3A%2F%2F2737048-internal-staff%2F&auth=yVYOikKXQF6PJtj8UKL1tA&profile=_default&rank=1&query=education+partnership+taxonomy+%7C%5BZ%3Aallstaff%5D).

**Key principles**

The procedure has been designed around the following ‘guiding principles’ outlined in the Policy. These include:

**Principle 1:**  Degree programmes are designed and delivered in accordance with Cardiff University regulations, policies, and procedures and meet the requirements of the Institutional Expectations.

**Principle 2:** If Cardiff University is the Awarding Institution, it has the responsibility of ‘owning’ and ‘managing’ the programme.

**Principle 3:** There is a clear framework for monitoring, review, and risk management.

As the nature, extent, and complexity of each partnership arrangement will vary, the procedure has dedicated sections to each type of partnership activity:

* [Taught Education Partnerships leading to a Cardiff University Award](#_Education_Partnerships_leading)
* [Study Abroad](#_Study_Abroad)
* [Placements and Work Based Learning](#_Placements_and_work-based)
* [Progression and Articulation Agreements](#_Progression_and_articulation)

In each section, the procedure will outline the following:

* Due diligence arrangements
* Programme and partnership management.
* Student support and engagement
* Reviewing and renewing the arrangement
* Exiting the arrangement

**Taught Education Partnerships leading to a Cardiff University Award**

Taught education partnerships leading to a Cardiff University award are considered higher risk on the [Education Partnerships Taxonomy](https://search.cardiff.ac.uk/s/redirect?collection=staff-meta&url=https%3A%2F%2Fwww.cardiff.ac.uk%2F__data%2Fassets%2Fpdf_file%2F0004%2F2737048%2FTaught-Education-Partnership-Taxonomy_2023.pdf&index_url=http%3A%2F%2F2737048-internal-staff%2F&auth=yVYOikKXQF6PJtj8UKL1tA&profile=_default&rank=1&query=education+partnership+taxonomy+%7C%5BZ%3Aallstaff%5D) therefore, additional levels of scrutiny are required for institutional oversight by the Education Partnership Sub-Committee and subsequently ASQC and Senate.

When developing new programmes with a partner or where it is proposed that the partner delivers an existing programme (or part of a programme) it is important to discuss the proposal with the [Education Partnership](https://cf.sharepoint.com/sites/Lloyd/Shared%20Documents/General/0.%20Education%20Partnership%20Policy%202022%20-%20DRAFT%20V3/EducationPartnership%40cardiff.ac.uk) team, and the [International Partnerships](https://cf.sharepoint.com/sites/Lloyd/Shared%20Documents/General/0.%20Education%20Partnership%20Policy%202022%20-%20DRAFT%20V3/International%40cardiff.ac.uk) team (where the partnership is outside the UK) prior to starting developments through the [programme approval procedure](https://intranet.cardiff.ac.uk/staff/supporting-your-work/teach-and-support-students/teach-and-assess-students/curriculum-and-programme-design/approving-and-managing-programmes/new-programmes/programmes-with-collaborative-provision),

**Due diligence**

Before entering formal discussions with a partner, you must ensure that the appropriate due diligence has been undertaken. This is a standard requirement when developing all taught education partnerships leading to a Cardiff University Award given as it is categorised as a higher risk activity. This includes information on:

* The partner.
* The partner’s ability to deliver the programme (or part of programme).
* Information and outcomes of a resource visit.
* Completion of a comprehensive risk assessment (including mitigation of known risks) in line with the type of education partnership outlined in the Education Partnerships Taxonomy.

The Due Diligence forms must be submitted to the Education Partnership Sub-Committee for consideration. If the Sub-Committee confirm that the due diligence is appropriate, the School can continue through [the programme approval procedure](https://www.cardiff.ac.uk/__data/assets/pdf_file/0009/190827/Programme-approval-procedure.pdf).

International taught education partnerships leading to a Cardiff University Award may take longer especially in cases where national government approval is required or where the programme may be subject to additional approval mechanisms at the partner organisation(s).

Visiting the partner

A key part of the due diligence exercise is visiting the partner. This provides the opportunity to meet staff, discuss proposed curriculum and teaching delivery, look at facilities and student support services. A visit can develop important relationships with the partner and confirm that students will receive a high-quality learning experience. The International Partnerships Team and the [Quality and Standards](file:///C%3A/Users/lloydhole/Documents/Cardiff%20Uni%20-%20%20DO%20NOT%20USE/Quality%20at%20CU/1.%20Education%20Partnerships/1.%20Education%20Partnership%20Policy/PROCEDURE%20DRAFTS/0.%20Education%20Partnership%20Policy%202022%20-%20DRAFT%20V3/Quality%40cardiff.ac.uk) team will support the School with the requirements of the due diligence process depending on whether it is an International or a UK based partnership.

**Programme and partnership management.**

Once the programme and the partner has been approved, each school must have clear programme and partnership management structures in place. These must be integrated within all education discussions within the School as part of the [annual cycle of business](https://cf.sharepoint.com/teams/UniversityQualityandAcademicStandardsNetwork2/SitePages/Chairs-of-Boards-of-Studies-ESEC-Training.aspx) and should include:

* **A Partnership Management Board:** Thisshould meet no less than once a quarter. Where practicable, it would be best practice for meetings to take place in person however, it is recognised that international partnerships may preclude physical visits of this frequency.
* **Terms of reference:** This must be based on the legally binding contract and the Statement of Responsibilities. Membership will include:
	+ Programme Director (Chair),
	+ Internal Link Tutor,
	+ External Moderator,
	+ Module leaders and key PS leads,
	+ Student Representatives
	+ Representative from the International Partnership Team
	+ Education Partnership Officer.
* **A statement of responsibilities:** As part of the development process, this will be co-developed by the school, the partner and supported by the Education Partnership Team. This is an important document as it clarifies the roles and responsibilities for both partners’ staff and students outlining key regulations, policies, and procedures that must be considered.
* **A separate examining board:** Establishing a separate examining board maintains robust institutional oversight and reporting mechanisms for schools via ARE. Chaired by the relevant Education Dean, discussions on academic standards and the student experience can be facilitated and any issues or areas of good practice can be escalated through the School/College Committee system.
* **A standing item on** [Boards of Studies](https://cf.sharepoint.com/teams/UniversityQualityandAcademicStandardsNetwork2/SitePages/Chairs-of-Boards-of-Studies-ESEC-Training.aspx) **agenda**: Where possible, partner staff should be invited to all relevant Boards of Studies to provide a regular report on the operation of the provision, progression of students through the programme, and any other relevant information including challenges they may experiencing in delivering the provision. Progress should be reported through the School and College ESEC cycle incorporating any comments received via the Moderator Report.
* **Student representation** **and the student voice**: All Cardiff University students, (even if they are not studying at Cardiff) should have the opportunity to feedback on their academic and student experience. The school must ensure that there are mechanisms at the partner to collect and analyse this information so it can be discussed at the Partnership Management Board.
* **Establishment of a** [Link tutor](#_Link_Tutor) **and an** [External Moderator](#_Moderator)

**Student support and engagement.**

While a student is at a partner institution, they are still a Cardiff University student. As such, they must enrol at Cardiff University as the declaration of enrolment is still active, and they are still subject to Cardiff University regulations, policies, and procedures in line with the [Student Study and Engagement Regulations](https://intranet.cardiff.ac.uk/__data/assets/pdf_file/0009/432666/Academic-Regulations-Handbook-2022-23-English.pdf) and their associated policies.

Arrangements for student support and engagement at the partner may differ slightly from Cardiff University. Where this has been identified as part of the due diligence process, the school must monitor the arrangements to ensure they provide students with a comparable learning experience (not the same) to a programme studied at Cardiff University. Students will be subject to the partner’s regulations, policies, and procedures therefore it is important to ensure **the statement of responsibilities** is co-developed with the partner to ensure student support and engagement remains a key focus of the risk management strategy**.**

Where issues are identified, the School should inform the [Quality and Standards](file:///C%3A/Users/lloydhole/Documents/Cardiff%20Uni%20-%20%20DO%20NOT%20USE/Quality%20at%20CU/1.%20Education%20Partnerships/1.%20Education%20Partnership%20Policy/PROCEDURE%20DRAFTS/0.%20Education%20Partnership%20Policy%202022%20-%20DRAFT%20V3/Quality%40cardiff.ac.uk) team to ensure a swift resolution can be found.

In addition to the support provided at the partner, the school is still responsible for providing support arrangements for students including effective pastoral support. Students will continue to be able to access most student support services that are offered by the University; and it is expected that personal tutors (or an alternate nominated by the school) should clarify the method and schedule of communication with students before they leave Cardiff.

Schools are required to keep concise records of each meeting, to include a summary of the discussion and any agreed actions or referrals. Records should be kept on the University’s Student Information Management System (SIMS).

**Reviewing and renewing, the arrangement.**

Taught education partnerships are considered an elevated risk on the taxonomy of education partnerships; therefore, the levels of scrutiny required for institutional oversight by the Education Partnership Sub-Committee and subsequently ASQC and Senate. Having clear programme and partnership management processes in place will support reviewing, renewing, or exiting a taught education partnership leading to a Cardiff University Award.

The cyclical review (within a 5-year period) will take into consideration:

* Wider contextual information relating to the partnership, such as any updates to university strategy, regulations, policies, and procedures.
* Updated due diligence of the partner, a site visit and the partner’s ability to deliver the programme.
* Recruitment and enrolment data.
* Student performance data.
* Survey responses.
* Issues identified by the Moderator or Link Tutor.

As the school is expected to visit the partner every 2 years, with the frequency of the visits being reviewed as the partnership matures, this will support the renewal process as there will be auditable records of meetings with the partner that can be submitted as part of the due diligence process.

Where practicable, it should be aligned to a school’s revalidation activity to avoid duplication of effort.

**Exiting the partnership arrangement**

Exiting a taught education partnership must be managed carefully to ensure the academic standards and quality of the student experience are maintained throughout the remaining length of the programme. To support this, the School will be required to prepare a ‘[Teach Out Plan](https://intranet.cardiff.ac.uk/intranet/staff/documents/teaching-support/quality-and-standards/programme-approval/Discontinuation-form-Teach-Out-Plan-template.docx)’. The ‘Teach Out Plan’ will be considered and approved by the Education Partnership Sub-Committee. The Sub-Committee will also regularly review the Plan until the final student has completed and left the programme.

**Study Abroad**

The development and approval of any programme with a year of Study Abroad is governed by the University's [programme approval procedure](https://intranet.cardiff.ac.uk/staff/supporting-your-work/teach-and-support-students/teach-and-assess-students/curriculum-and-programme-design/approving-and-managing-programmes/new-programmes) and i[nstitutional expectations](https://intranet.cardiff.ac.uk/intranet/staff/documents/teaching-support/quality-and-standards/programme-approval/Institutional-expectations-Final-version.pdf). When developing study abroad programmes, Cardiff University has specific naming conventions, approved by ASQC, for programmes that have 120 additional credits for study abroad. These are:

* ‘Core programme name’ plus the suffix ‘with a Year of Study Abroad’ ('gyda Blwyddyn o Astudio Dramor').

**Programme structure and credit equivalence.**

Students are required to study credit at the study abroad partner that is the equivalent to 120 Cardiff University creditsand it is expected, where possible, to be equally split between each semester, and at the appropriate FHEQ level. For Joint Honours students, it is expected that there is an equal split of credits between each discipline to ensure the integrity of the award is maintained. Schools should ensure that the study abroad partner is able to offer the student both disciplines.

A standard 120-credit Year of Study Abroad module will be recorded as either a pass or fail and will not contribute to the final degree classification calculation.

Where a Year of Study Abroad or Placement Year Abroad is integral to achieving the programme learning outcomes e.g., in language related programmes, students must study the equivalent of 80 Cardiff University credits for the year and pass the equivalent of at least 60 Cardiff University credits. The school must ensure there is supplementary Cardiff University assessment in addition to the requirements set out by the study abroad partner.

**Contribution to the degree classification**

A standard Year of Study Abroad will not contribute to the final degree classification calculation. The 120-credit Year of Study Abroad module will be recorded as either a pass or fail. A pass outcome is recorded if a student has passed the equivalent of at least 100 out of 120 Cardiff University credits at the study abroad partner.

Where a Year of Study Abroad or a Placement Year Abroad is integral to achieving the programme learning outcomes e.g., in language related programmes, the school will set supplementary Cardiff University assessment in addition to the requirements set out by the study abroad partner. This will be used to calculate the 10% weighting towards the student’s final degree classification.

Where a student does not successfully pass all credit undertaken at the study abroad partner, the school must ensure students understand the outcomes and how this will impact their studies (see section on failing credit at the study abroad partner)

**Due Diligence**

Identifying study abroad partners

The Head of School and your School’s Study Abroad Co-Ordinator should focus on how the arrangement will enhance the school’s vision for its study abroad offering and whether the school can fulfil the reciprocal arrangement that is expected from Study Abroad partnership agreements.

Once the Head of School confirms that they are content with the suitability of the partnership, it is expected that, your Study Abroad Co-Ordinator will work with the Global Opportunities team to assess each partnership arrangement. This will include determining whether the partnership would necessitate a new agreement or an extension to an existing agreement, as the Global Opportunities Team hold a complete list of all study abroad partners. This co-ordinated approach to reviewing the proposed arrangement should be completed prior to engaging in discussions with potential study abroad partners.

Study Abroad site visit.

Visiting the study abroad partner can be a key part of building positive relationships and allows the University to assure itself that there are appropriate staff, facilities, and services to support the student and provide a high-quality learning experience.

It is recognised that this may not always be practical due to financial and environmental considerations and in such cases, a risk-based approach will be taken to use alternative forms of due diligence to provide the same assurances.

* Appropriateness of physical learning space.
* Availability of learning resources.
* Student support services that are available.
* Basic health and safety considerations.
* If there were any opportunities to meet students//staff or observe teaching.

The Global Opportunities team can provide information about the study abroad partner including key contacts, but the Global Opportunities Team do not fund visits.

The Education Partnership Sub-Committee will consider Study Abroad Partner Approval documentation. If approved, the school can promote the study abroad opportunities at the study abroad partner.

Approving study abroad partners

Before entering formal discussions with a partner, you must ensure that the due diligence of the study abroad partner has been undertaken as well as the appropriateness of the curriculum being studied.

The Global Opportunities team will liaise with the proposing School(s) to complete the [Study Abroad Partner Application](https://intranet.cardiff.ac.uk/intranet/staff/documents/teaching-support/quality-and-standards/programme-approval/blank-sapa-template-new-application.docx) form which includes a partner risk assessment, curriculum, pastoral support and insurance matters. Formal approval of the partnership arrangement is given by the Education Partnership Sub-Committee, who acts under designate authority from ASQC.

**Promoting your Study Abroad programmes**

When developing any programme ‘with Year of Study Abroad’ it is important for each School to confirm that there are sufficient resources in place to support the provision. Schools will need to indicate to the Global Opportunities Team and the College Communication and Marketing Team that they would like to advertise their programme via UCAS and CourseFinder.

The number of study abroad places available and how they are allocated will need to be carefully managed to ensure the contractual obligations can be met when students apply for a programme ‘with a Year of Study Abroad’ or ‘with a Placement Year Abroad.’ Where a programme accepts applications via UCAS, any progression or [eligibility criteria](#_Eligibility_criteria) must be clearly presented to applicants in relevant marketing materials and forms part of the contract with the student. Schools are encouraged to discuss the availability of study abroad spaces at partner institutions on an annual basis with Global Opportunities.

Schools who choose not to advertise their Year of Study Abroad programmes and prefer the option to internally transfer students (to manage numbers or available spaces) are able to note that there may be opportunities for a student to study abroad when advertising the standard programmes on UCAS and CourseFinder and during recruitment events.

Eligibility criteria

Students applying to study a Year of Study Abroad programme may be required to apply internally to the school and meet specific eligibility criteria usually in their second year of study. Examples of such eligibility criteria may be:

* Have successfully progressed from Year 1 of the programme without failing any module(s); and
* Have maintained an average grade of no less than 60%.

If schools wish to specify additional academic requirements or if there are specific pre-requisites or PSRB demands, students must be aware of all entry requirements when applying to undertake a year of study abroad to ensure clear and transparent decision making.

A student with outstanding resits or failed credit will not be eligible to commence the Year of Study Abroad. Partners in Asia, Australasia, and North America, begin the academic semester as early as July. In such cases, a student would not have time to complete the resit and be informed of their resit results.

Where a school has standard 3-year undergraduate programme that permits failed credit to be carried into the next academic year, a student will not be eligible to commence the Year of Study Abroad carrying the outstanding Cardiff credit.

Study Abroad recruitment and application timelines.

For all Schools, excluding School of Modern Languages, programme recruitment is centrally managed by Global Opportunities and respective timelines must be respected. The recruitment period commences in the Autumn semester i.e., at the beginning of students’ Year 2 of the programme, during which time Schools support communication and promotional activities managed by Global Opportunities, as well as organising any School specific recruitment activities.

The Study Abroad application window opens in October/November and closes in December. Following the application period and receipt of submitted applications, Schools conduct the applicants’ eligibility check and short-listing, and inform Global Opportunities of the selected candidates by January. Successful applicants are informed by Global Opportunities in February.

Schools are responsible for nominating candidates to European or School-specific exchange partners. Global Opportunities nominate candidates to International Exchange or University-wide exchange partners. Students are then responsible for following all instructions and meeting any application deadlines set by the exchange partner.

**Study Abroad programme management.**

Study abroad arrangements require ongoing monitoring and review, before, during, and after the student returns to Cardiff**.** To do this, the following governance structures must be in place for all study abroad programmes:

* Appointment of a **Study Abroad Co-Ordinator****.**
* **A separate study abroad pre-examining board** should be established for oversight of study abroad provision for returning students, with any issues identified by the pre-examining board being communicated to the relevant School examining board and being detailed on their [Exam Board Framework](https://intranet.cardiff.ac.uk/intranet/staff/documents/assessments/Exam-Board-Framework-21-22.docx). Where transcripts are not received by the pre-exam board, the Global Opportunities Team will contact their counterparts at the partner institution for informal confirmation as to whether the student has successfully completed the year of study abroad.
* **Ensuring study abroad arrangements are a standing item on** [Boards of Studies](https://cf.sharepoint.com/teams/UniversityQualityandAcademicStandardsNetwork2/SitePages/Chairs-of-Boards-of-Studies-ESEC-Training.aspx) **agenda**: The study abroad co-ordinator will provide a regular report on the operation of the provision, progression of students through the programme, and any other relevant information including challenges they may experiencing in delivering the provision.
* **Ensuring there are appropriate mechanisms for engaging with students when they are studying away from Cardiff** so it can be discussed at the Board of Studies in line with other student feedback.
* Feedback must be routinely reported **to School and College ESEC in line with the annual cycle**.

**Learning Agreements**

The purpose of the Learning Agreement is to provide a transparent and efficient preparation of the study period abroad, ensuring that the student will meet the educational requirements of their Year of Study Abroad. It acts as a record of what modules students intend to study (and what modules they have enrolled on).

The school has a responsibility to routinely monitor and review all individual

Learning Agreements to ensure they have confidence that students continue to study the requisite number of credits at the appropriate level to achieve their Cardiff University Award.

Discipline specific requirements.

A minimum of 50% (or the equivalent of at least 60 credits) of the selected credit should be from within the student’s degree discipline. However, a School may deem it necessary for a student to study a higher percentage of credit in their degree discipline. Such reasons for this may be derived from any external regulations that must be adhered to, e.g., PSRB requirements.

For students completing joint honours degrees, it is anticipated that a minimum of 25% (or the equivalent of at least 30 Cardiff University credits) of the selected credit should be from within each of the student’s degree disciplines.

The Study Abroad Co-Ordinator(s) will be required to approve the final student Learning Agreement that details the confirmed modules that the students will be studying at the Partner. Study Abroad Co-Ordinators are encouraged to consult the Learning Agreement Guidance available on the [intranet,](https://search.cardiff.ac.uk/s/redirect?collection=staff-meta&url=https%3A%2F%2Fintranet.cardiff.ac.uk%2Fintranet%2Fstaff%2Fdocuments%2Fteaching-support%2Fquality-and-standards%2Fprogramme-approval%2FLearning-Agreement-Guidance-Study-Abroad-24-25.pdf&index_url=http%3A%2F%2F2810314-internal-staff%2F&auth=QVxGU5uYZW86NCLLlrxKsQ&profile=_default&rank=4&query=learning+agreement+%7C%5BZ%3Aallstaff%5D) to guide them through the process of reviewing and approving student learning agreements.

Returning the Learning Agreement

Students are required to return a complete and signed copy of their student Learning Agreement no later than 4 weeks after enrolling at the study abroad partner.

It is recognised that circumstances arise where a student may face difficulty in finalising the learning agreement and in such circumstances, the student must inform their Study Abroad Co-Ordinator and the Global Opportunities Team.

The Study Abroad Co-Ordinator will work with the student and study abroad partner to resolve any issues and ensure the agreement is signed off in a timely manner. Once intervention by the Study Abroad Co-Ordinator and Global Opportunities Team has been completed, it is expected the student should be able to return their learning agreement within two weeks. The Study Abroad Co-Ordinator will confirm this deadline in writing, via e-mail correspondence, to the student.

Funding

The learning agreement acts as confirmation of what students will study and enables them to access sources of funding (depending on eligibility) such as Taith and Turing funding. Failure to return a completed and signed Learning Agreement will result in funding not being released to the student.

Non-engagement

If there is no response from the student after being contacted or they have not returned their Learning Agreement by the stated deadline, the Study Abroad Co-Ordinator must follow the relevant Student Non-Engagement Procedure. Depending on any action arising from the implementation of the non-engagement procedure, a student may be required to transfer on to the standard 3-year programme at the end of their year of study abroad.

**Failing credit at the study abroad partner**

It is recognised that there may be an occasion where a student fails credit that they are studying abroad. Depending on the amount of credit failed, the Study Abroad Co-Ordinator should advise the student on the [options available to the student.](#_Options_for_students)

Students must be aware of the implications of failing credit abroad as part of the briefing that is delivered prior to students’ departures and as part of the [learning agreement.](#_Learning_Agreements_1)

Threshold of tolerance

A threshold of tolerance is available to students in line with condonement rules permitted under Cardiff Academic Regulations. A student must pass the equivalent of at least 100 Cardiff University credits (out of the 120 credits) at the study abroad partner to be eligible to pass the year of study abroad and progress to the next year of their programme. If there are opportunities for re-sits at the partner, the student may still be able to achieve the equivalent of 120 credits.

Where the partner offers resit opportunities, the Study Abroad Co-Ordinator should explain clearly to the student the implications of the resit opportunity, including if students are required to attend in-person resit opportunities and the impact of not being able to undertake the opportunity or failing the resit opportunity.

Where the student will not be able to take the resit in person, or where they cannot pass the equivalent of 100 Cardiff University credits, the student will have failed their Year of Study Abroad and will need to discuss the [options available](#_Options_for_students) to them.

Below threshold and no resits available at the partner.

If a student does not achieve the equivalent of 100 Cardiff University credits, and there is no opportunity for re-assessment at the partner, the Study Abroad Co-Ordinator must ensure that the student understands the [options available](#_Options_for_students) to them.

Students will not be permitted to undertake re-sits provided by Cardiff University academic staff when they return as the University would not be fully aware of the curriculum, assessment methods, learning outcomes at the study abroad partner; and assessing the experience a student has gained while studying abroad.

Options for students not achieving the equivalent of 100 Cardiff University credits.

Where a student has failed resits at the study abroad partner or resits were not available, they must be aware of the options available to them:

* they may stay at the partner institution until the end of the study abroad year and transfer to the standard three-year variant of the programme on return to study at Cardiff.
* They may choose to return home early from their Year of Study Abroad if they cannot achieve the equivalent of 100 Cardiff University credits, and there is no opportunity for re-assessment at the partner. The student will be required to take an interruption of study and transfer to the standard 3-year variant of the programme. The student will re-join their original programme at the start of the next academic session, progressing to their final year.

**Student support, communication, and engagement** (pre and post departure)

Pre-departure communication

Following application to study abroad, students are notified by Global Opportunities as to their recommendation from their academic School for them to participate in an exchange, and where they will be studying. This notification includes advice regarding:

* the terms and conditions including academic eligibility for both their school and the host,
* formal acceptance from the host,
* successful course mapping,
* evidencing of funds for visa applications (if applicable) and
* where to go with questions.

Global Opportunities are responsible for informing students if their application has not been successful. However, students are referred to their academic School if they have any questions.

Students are responsible for following the advice, guidance and timeframes of the partner institution relating to their individual nomination, including meeting deadlines for applying for modules and accommodation.

Global Opportunities host in-depth pre-departure sessions and events prior to students commencing their international placement. Sessions providing an overview of study abroad as well as funding are mandatory. In addition, students are encouraged to attend workshops and optional events relating to mental health abroad, student funding and advice, researching their placement, and intercultural activities for example.

Following the pre-departure sessions, students are sent a link to an online platform to submit essential documents and activities for their placement known as the “GO Pathway”, centrally managed by Global Opportunities. This pathway is mandatory to complete for all study abroad students and plays an essential part in managing study abroad.

Communication when the student is at the study abroad partner.

The school is responsible for providing support arrangements for students who are on a year of study abroad including effective pastoral support. Students will continue to be able to access most student support services that are offered by the University.

Through regular personal tutor contact with the student, risks can be identified early, e.g. if a student has failed too much credit, and can be rectified, e.g. the study abroad partner offers resit opportunities, or the student can return to their Cardiff University programme. As such, it is expected that personal tutors (or Study Abroad co-ordinators) should contact the student studying abroad no less than twice a semester.

Schools are required to keep concise records of each meeting, to include a summary of the discussion and any agreed actions or referrals. Records should be kept on the University’s Student Information Management System (SIMS).

To support pastoral care arrangements further, and with the student’s consent and in compliance with relevant data protection legislation, the school may share information with the partner institution where a student has been permitted any reasonable adjustments.

In addition to the communication issued by the School, Global Opportunities send regular communication to students before, during and after their placement. This includes periodic wellbeing check-ins and reminders to complete essential documents and activities.

Communication upon return

Students are reminded by Global Opportunities that they must provide an academic transcript from their host university for their School. It is the student’s responsibility to provide this document.

The school is responsible for reviewing transcripts and marks achieved (to ensure a pass) via the exam board process so that the placement is recorded as being passed and the student is permitted to progress to the final year of their programme.

Students are invited to attend workshops to help them to understand how to make the most of the experiences they have gained abroad (facilitated by colleagues in Student Futures). All students are encouraged to apply to become a GO Ambassador.

**Student engagement**

While a student is at a study abroad provider, they are still a Cardiff University student. They must enrol at Cardiff University as the declaration of enrolment is still active, and they are still subject to Cardiff University regulations, policies, and procedures in line with the [Student Study and Engagement Regulations](https://intranet.cardiff.ac.uk/__data/assets/pdf_file/0009/432666/Academic-Regulations-Handbook-2022-23-English.pdf) and their associated policies.

Schools must continue to monitor the student’s academic engagement while on their Year of Study Abroad to ensure they continue to meet the full requirements of the [Student Study and Engagement Regulations](https://intranet.cardiff.ac.uk/__data/assets/pdf_file/0009/432666/Academic-Regulations-Handbook-2022-23-English.pdf) including:

* **Programmes ‘with a Year of Study Abroad’**: Prior to a student arriving at the Study Abroad partner, they must be on the appropriate Study Abroad Cardiff University programme in SIMS. If students are transferring internally, the school will be responsible for ensuring that this transfer is actioned. The transfer should be completed as early as possible once the student’s exchange place has been confirmed.
* **Enrolment at Cardiff and the study abroad partner:** The Study Abroad Co-Ordinators should consult with their School Office and the Global Opportunities Team to ensure that a student is fully enrolled both on the Cardiff programme and at the study abroad partner institution. Confirmation of enrolment for their Cardiff University programme should be **no later than 14 days after the start of study in any academic year** in line with the requirements of Student Study and Engagement regulations (2.2).

Confirmation of enrolment at the study abroad partner should be **no later than four weeks after the commencement of their Year of Study Abroad.** This directly aligns with the requirements for a student to return their [Learning Agreement.](#_Learning_Agreements_1)

* **Academic engagement/attendance**– see [communicating when the student is at the study abroad partner](#_Communication_when_the)
* ***Non-engagement***: If the student does not engage after three correspondence requests from the school, the Study Abroad Co-Ordinator or Head of school should start the Student Non-Engagement Procedure. At this point, it is important to contact the study abroad partner and the Global Opportunities Team who may be able to share other contextual information.

Any action could require a student to return to Cardiff or transfer on to the standard 3-year programme at the end of their year of study abroad.

**Feedback**

It is recognised that the feedback plays a significant role in the assurance and enhancement activities that we undertake as an institution. Schools must ensure that there is a clear, effective, and confidential way for students to provide feedback whilst they are on placement and have returned from their placement.

Each School and the Global Opportunities Team have co-responsibility for developing and administering surveys in line with the principles of the [Survey Management Framework](https://intranet.cardiff.ac.uk/intranet/staff/documents/Student-Voice-Framework-Final-1.docx). All feedback must be considered by relevant Boards of Studies in line with the annual cycle of activity and reported via the ARE process alongside other survey feedback.

The Global Opportunities Team will develop and administer a feedback mechanism that captures feedback from partner institutions. Once all feedback has been received, the data will be disaggregated and shared with Schools.

Schools must ensure that this data is reviewed by their Boards of Studies, as appropriate, and further reported to the Education and Student Experience Committee. Where Schools identify areas for concern or enhancement, they will be asked to produce a formal report to the Education Partnership Sub-Committee.

**Reviewing, renewing, or exiting study abroad arrangements**

Agreements are usually approved for 5 years. It is recommended that 9 months before the end of the agreement, the arrangement should be reviewed to determine if the University/College or School wish to continue with the arrangement. When reviewing, schools should consider:

* Student outcomes from the Year of Study Abroad.
* Student Feedback.
* Mobility data; and
* A review of the partner curriculum, to ensure its continued appropriateness (especially if Cardiff programmes have been reviewed through revalidation and changes were made to content or programme level learning outcomes).

If the University/College or School wish to continue with the Study Abroad arrangement, the agreement will be renewed via the [approval process](#_Approving_study_abroad) detailed above.

Re-visiting an existing Study Abroad partner.

After the initial visit, study abroad partners *should* be re-visited at least once every 5 years by any member of Cardiff University staff. It is recognised that this may not always be practical due to financial and environmental considerations and in such cases, a risk-based approach will be taken to use alternative forms of due diligence. This may include:

* A meeting between academics at Cardiff and the study abroad partner to discuss the curriculum and any changes that have been made.
* Virtual tours of the campus including the physical learning spaces and on-campus accommodation that is available to exchange students.
* Desk top analysis of the study abroad partner’s website, which provide information about the academic and student support services.

This may be supplemented by other forms of information from the International Partnerships Team, International Deans, or the Global Opportunities Team as part of their day-to-day working relationships with international partners.

Where concerns have been raised by students/staff, a site visit may be required depending on the nature/type of issue. This will be evaluated on a case-by-case basis.

Exiting a study abroad arrangement

Where it has been decided not to renew the agreement, the Global Opportunities Team will formally write to the partner advising that the University no longer wishes to continue the arrangement. If the University/School want to exit the partnership prior to the natural end of the agreement, this must be conducted in line with the terms of the individual exchange agreement. The Global Opportunities Team can support schools through this process.

# **Placements and Work-Based Learning**

The development and approval of any programme with a year of placement/work-based learning is governed by the University's [programme approval procedure](https://intranet.cardiff.ac.uk/staff/supporting-your-work/teach-and-support-students/teach-and-assess-students/curriculum-and-programme-design/approving-and-managing-programmes/new-programmes) and i[nstitutional expectations](https://intranet.cardiff.ac.uk/intranet/staff/documents/teaching-support/quality-and-standards/programme-approval/Institutional-expectations-Final-version.pdf). Schools may wish to may use of key external reference points as part of their development including the QAA’s advice and guidance on [partnerships](https://www.qaa.ac.uk/en/the-quality-code/advice-and-guidance/partnerships) and [work-based learning.](https://www.qaa.ac.uk/en/the-quality-code/advice-and-guidance/work-based-learning)

When developing placement learning programmes, Cardiff University has specific naming conventions, approved by ASQC. These are:

* ‘Core programme name’ plus the suffix ‘**with a Professional Placement Year**’ ('gyda Blwyddyn o Leoliad Gwaith Proffesiynol')
* ‘Core programme name’ plus the suffix ‘**with a Year in Industry**’ ('gyda Blwyddyn o Leoliad Gwaith o fewn Diwydiant')
* ‘Core programme name’ plus the suffix ‘**with a Placement Year Abroad’** ('gyda Blwyddyn o Leoliad Gwaith Dramor').

When developing programmes with placement or work-based learning activities, both ‘additional credit’ and ‘replacement credit’ are accepted as appropriate models.

**Additional credit**: Any programme designed with an additional year of 120 credits studied on placement or work-based learning activities bearing credit and leading to an award title ‘with a Professional Placement Year’, ‘with a Year in Industry’ or ‘with a Placement Year Abroad’.

**Replacement credit:** The model is based on a student replacing Cardiff University credit to undertake a placement or work-based learning activity or in-module placement activity, such as clinical placements.

Where the placement replaces a semester of academic study, the student will be able to spend the entirety of the semester with the placement provider. Where the placement replaces a single module (of a value of 20 or 30 credits), the student can be granted leave from their studies, of no more than one day per week, to complete their placement activity, if required.

**Contribution to the degree classification**

Additional credit

Where a programme has been approved with an additional 120 credits of placement/work-based learning **it will contribute to 10% of the student’s final degree classification.**

Replacement credit

The degree classification for replacement credit (Semester-long placements, or single module placement) will be calculated in accordance with the award calculation set approved for the programme.

The school must ensure that there is an appropriate Cardiff University assessment aligned to the credit value of the placement/work-based learning module. The assessment should be designed to build on and be inclusive of the student’s experience while completing the placement and should usually include an element of personal reflection.

**Due diligence and risk assessment**

It is expected that, prior to engaging in discussions with potential placement providers, the school will, where appropriate, seek advice and guidance from the Student Futures team to assess the requirements for each placement.

Schools are required to complete an appropriate risk assessment as outlined in the [Guidance on Risk Assessment of Placement Provision](https://intranet.cardiff.ac.uk/intranet/staff/documents/teaching-support/quality-and-standards/programme-approval/Guidance-Risk-Assessment.pdf) document. Once the risk assessment has been completed, Schools are expected to share the assessment with the placement provider and develop an appropriate system of ongoing risk management for all placement activity where the risks are continually identified, assessed, managed, and monitored.

Where the student applies for a programme **with a placement year abroad**, the requirements set out in the [study abroad section](#_Study_Abroad) apply in addition to this section.

Visiting the placement provider

Visiting the placement partner is a key part of building positive relationships and allows the University to assure itself that the student can have a safe and inclusive placement experience. It is recognised that this may not always be practical due to financial and environmental considerations and in such cases, a risk-based approach will be taken to use alternative forms of due diligence.

All placements (whether UK or international) should be underpinned by a tripartite agreement, which sets out the responsibilities of the University, the student, and the placement provider. The agreement must set out:

* the nature of the placement.
* the duration of the placement.
* the respective roles and responsibilities of the University, provider, and student.
* assessment and feedback arrangements, where assessment is undertaken while on placement.
* evaluation mechanisms for the placement; and
* an appropriate risk assessment and mechanism for communicating new or heightened risks and proposed mitigating actions.

The agreement must also take into consideration any PSRB requirements for placements and/or achieving specific learning outcomes while studying away from the University.

**Promoting your placement programmes**

When developing any new programme with an additional 120 credits of placement/work-based learning, it is important for each School to confirm that there are sufficient resources in place to support the provision. Schools will need to indicate to their College Communication and Marketing Team that they would like to advertise their programme via UCAS and CourseFinder.

The number of placements available and how they are allocated will need to be carefully managed to ensure the contractual obligations can be met when students apply for a programme with 120 credits of placement. The placement provider may put an interview process in place if the competition for places is high.

Where a programme accepts applications via UCAS, any progression or [eligibility criteria](#_Eligibility_criteria_1) must be clearly presented to applicants in relevant marketing materials and forms part of the contract with the student.

Schools who choose not to advertise placement programmes and prefer the option to internally transfer students (to manage numbers or available spaces) are able to note that there may be opportunities for a student to study on a placement programme when advertising the standard programmes on UCAS and CourseFinder and during recruitment events.

Eligibility criteria

Students who show interest in applying to study on a Year of Professional Placement programme may be required to apply internally and meet specific eligibility criteria usually in their second year of study.

* Have successfully progressed from Year 1 of the programme without failing any module(s); and
* Have maintained an average grade of no less than 60%.

Schools may need to include additional academic requirements if there are specific pre-requisites or PSRB demands. Students must be aware of all entry requirements when applying to ensure clear and transparent decision making.

Depending on the agreed start date of the placement with the placement provider, students with outstanding resits may not be eligible to commence the placement year if they do not have time to complete the resit and be informed of their resit results. A student cannot commence placements until they have received their interim transcript to avoid being recalled from the placements if they have failed and are required to repeat modules.

Where there is flexibility with the start date at the placement provider, completion of the Cardiff assessment must be standardised for all students to ensure they can be considered at the same progression exam board in the following academic year.

Where a school has standard 3-year undergraduate programme that permits failed credit to be carried into the next academic year, a student will not be eligible to commence the Year of Professional Placement carrying the outstanding Cardiff credit.

Where the student has applied to a programme **with a placement year abroad**, the requirements set out in the [study abroad eligibility section](#_Eligibility_criteria) apply in addition to this section.

**Programme management.**

Programme managementmust be integrated with all education discussions within the School as part of the [annual cycle of business](https://cf.sharepoint.com/teams/UniversityQualityandAcademicStandardsNetwork2/SitePages/Chairs-of-Boards-of-Studies-ESEC-Training.aspx). To do this, the following programme management structures must be in place:

* Appointment of a **key contact for placements** to effectively manage the placement activity (the structure may differ in each school).
* Ensuring **placement learning arrangements are a standing item** on Boards of Studies agenda.
* Ensuring there are appropriate mechanisms for engaging with students when they are studying away from Cardiff so placement activity can be discussed at the Board of Studies in line with other student feedback.
* Feedback reported to **School and College ESEC** in line with the annual cycle.

Schools may also consider inviting placement providers to attend a **Board of Studies** or a bespoke **placement management board** where they are offered the opportunity to feedback directly on student progress and opportunities for further development.

Where the student is studying a programme **with a placement year abroad**, the requirements set out in the [study abroad programme management section](#_Study_Abroad_programme) may also apply in addition to this section.

**School register of placement activities**

Schools must maintain a register of all placement activities. This should include the following information for each placement:

* + the specific area within the school associated with the placement activity (e.g., module/programme/research team).
	+ the designated placement supervisor within the school.
	+ the nature of the placement (e.g., location(s), types of activities, details of any other organisation involved).
	+ name and contact details for the nominated supervisor at the host organisation.
	+ the formal agreement with the placement provider.
	+ list of names and ID numbers for all students undertaking the placement.
	+ statement of any reasonable adjustments agreed with the placement provider; and
	+ where applicable, written consent from students to disability disclosure.

Where specific risks have been identified as part of the risk assessment process, it is expected that the school will both log the risks and monitor them, in conjunction with the student and the placement provider, as part of the placement management process.

**Clinical placements undertaken within an existing module.**

It is expected that clinical placements will be established via and operated under a service-level agreement between the relevant School and placement provider (health board). The agreement will ensure that the student meets the expected clinical requirements of their professional, statutory, or regulatory body. The agreement must cover:

* + the parties to the agreement.
	+ the responsibilities of each party including risk assessments and insurance liabilities.
	+ numbers of students involved including a maximum number placed within each clinical department.
	+ the duration of the placement.
	+ how students will be assessed and by whom.
	+ arrangements for giving feedback including timeliness and format.
	+ evaluation mechanisms for the placement.
	+ any financial arrangements.
	+ the duration of the agreement (agreements will usually be renewed every 12 months).
	+ any additional requirements for the placement to ensure the student’s ability to achieve any requirements by the professional, statutory, or regulatory body.

The agreement will be active for a defined period only (usually 12 months); therefore, the school will need to review the agreement with sufficient time for change/renewal to ensure it continues to accurately reflect the needs of the placement provider and Cardiff University.

It is recognised that there may be occasions where a student is unable to complete a part or whole of the placement. In such circumstances, the school must implement their contingency plan to support a student in this situation.

If successful completion of the clinical placement is a formal PSRB requirement, this should be clearly communicated to the student prior to enrolment on to the module.

**Student support**

The school is responsible for providing support arrangements for students who are on a placement including effective pastoral support. Students will continue to be able to access most student support services that are offered by the University.

The method and schedule of communication should be explained to the students before the placement commences to ensure that an appropriate induction has taken place, and the student has transitioned into the placement environment. For short, modular placements (up to 70 hours) the first contact should take place within 2 days or within 2 weeks for longer placements.

The minimum expectations for student contact are twice per semester via Teams/Zoom and/or telephone with email follow up where appropriate. Schools are required to keep concise records of each meeting, to include a summary of the discussion and any agreed actions or referrals. Records should be kept on the University’s Student Information Management System (SIMS).

Where the student is studying on a programme **with a placement year abroad**, the requirements set out in the [study abroad student support section](#_Student_support,_communication,) apply in addition to these requirements.

**Preparation for placement**

All students must be provided with briefing information by the school prior to commencing any placement activity. Briefing information should include:

* + a placement/clinical practice handbook.
	+ discussion of planned learning activities, intended learning outcomes and how they will be assessed, and the opportunities for re-assessment.
	+ the risk assessment and any recommendations regarding health, safety, welfare, and personal insurance cover for the student.
	+ the student's responsibilities, rights and entitlements in the placement setting.
	+ language and cultural considerations (for international placements).
	+ accommodation arrangements (where relevant).
	+ contact information - both for the University and the placement provider, and for any other relevant local organisations in the placement setting.
	+ student support arrangements including agreed method and schedule of contact with the school throughout the placement, and the additional support provided by the [Students' Union](https://www.cardiffstudents.com/advice/healthcare/placement/);
	+ any specific needs of the individual student (e.g., disability, health, dietary or religious) and how these will be accommodated within the placement setting.
	+ the process for raising concerns whilst on placement with both the school and the placement provider, including, for students on clinical-based placements, information regarding escalating concerns relating to fitness to practise requirements.
	+ confirmation regarding the nature of the relationship between the student and the provider (e.g., for short unpaid placements the student is likely to be classed as a visitor, whereas for longer paid placements the student is likely to be an employee, and subject to a contract of employment, with the associated entitlements and responsibilities).

**Student engagement**

While a student is at a placement provider, they are still a Cardiff University student. As such, they must enrol at Cardiff University as the declaration of enrolment is still active, and they are still subject to Cardiff University regulations, policies, and procedures in line with the [Student Study and Engagement Regulations](https://intranet.cardiff.ac.uk/__data/assets/pdf_file/0009/432666/Academic-Regulations-Handbook-2022-23-English.pdf) and their associated policies. In addition, they will be subject to the terms and conditions set out within the student placement agreement.

Schools must continue to monitor the student’s academic engagement while on placement to ensure they continue to meet the full requirements of the [Student Study and Engagement Regulations](https://intranet.cardiff.ac.uk/__data/assets/pdf_file/0009/432666/Academic-Regulations-Handbook-2022-23-English.pdf) including:

* **Programmes ‘with a Professional Placement Year/** **with a Year in Industry/** **with a Placement Year Abroad’:**  Prior to a student arriving at the placement provider, they must be on the appropriate Cardiff University placement programme in SIMS. If students are transferring internally, the school will be responsible for ensuring that this transfer is actioned. The transfer should be completed as early as possible once the student’s placement has been confirmed.
* **Enrolment at Cardiff:** The key contact for placements should consult with their School Office to ensure that a student is fully enrolled on the Cardiff programme. Confirmation of enrolment for their Cardiff University programme should be **no later than 14 days after the start of study in any academic year** in line with the requirements of Student Study and Engagement regulations (2.2).
* **Academic engagement/attendance**– The minimum expectations for student contact are twice per semester via Teams/Zoom and/or telephone with email follow up where appropriate.
* **Non-engagement**: If the student does not engage after three correspondences requests from the school, the key contact for placements or Head of school should start the Student Non-Engagement Procedure. At this point, it is important to contact the placement provider as they may be able to share other contextual information.

Any action resulting from the student non-engagement procedure could require a student to [terminate their placement early](#_Early_termination_of).

**Early termination of placements**

The nature of placement learning means that there is always a risk that a placement may terminate early, often due to circumstances outside of the parties’ control. Schools must have clear processes in place to mitigate such incidents, such as options to continue the placement with an alternative provider or alternative study options to fulfil the learning outcomes.

Where the placement is undertaken abroad, the student must inform the Global Opportunities Team if their placement is terminated early so that funding arrangements can be amended appropriately.

**Student Voice**

Schools must ensure that there is a clear, effective, and confidential way for students to provide feedback whilst they are on placement and have returned from their placement. It is also expected that the school will seek feedback from the placement provider. Each School has sole responsibility for developing and administering surveys in line with the principles of the [Survey Management Framework](https://intranet.cardiff.ac.uk/intranet/staff/documents/Student-Voice-Framework-Final-1.docx).

Schools may seek advice from the Student Futures Team on whether there are any additional questions they believe should be included in the surveys. All feedback must be considered by relevant Boards of Studies in line with the annual cycle of activity and reported via the ARE process alongside other survey feedback.

**Returning from placement**

Where students have undertaken longer placements (semester or full year), it is important that they are supported in their transition back to the University to resume their taught programme. This may be done on a one-to-one basis or via a group de- briefing session if there are a number of students returning at the same time. Whilst scheduled contact throughout the placement would alert schools to any immediate issues or concerns, a de-briefing session can highlight areas of good practice that can be shared and reported through the Annual Review and Enhancement process.

**Evaluating the placement activities**

Schools must ensure that there is a clear, effective, and confidential way for students to provide feedback about their placement to protect and enhance the quality of the student experience. Feedback should be monitored, evaluated, and summarised in an annual report to the Board of Studies, and to the University, via the Annual Review and Enhancement Process. The report should include information regarding:

* + - student numbers and achievements on placement.
		- any impact of increased student numbers on the resources available to support students.
		- feedback from all stakeholders.
		- reflection on any changes introduced in placement management, plus comments on any proposed changes to improve placement activity in future years.
		- any other comments, including any aspects of good practice in placement activity that were effective.

**Reviewing, renewing, or exiting placement arrangements**

The risks and mitigations for placement related partnerships are outlined on the [Education Partnerships Taxonomy](https://search.cardiff.ac.uk/s/redirect?collection=staff-meta&url=https%3A%2F%2Fwww.cardiff.ac.uk%2F__data%2Fassets%2Fpdf_file%2F0004%2F2737048%2FTaught-Education-Partnership-Taxonomy_2023.pdf&index_url=http%3A%2F%2F2737048-internal-staff%2F&auth=yVYOikKXQF6PJtj8UKL1tA&profile=_default&rank=1&query=education+partnership+taxonomy+%7C%5BZ%3Aallstaff%5D). When reviewing or renewing the school should consider:

* Wider contextual information relating to the partnership, such as any updates to university strategy, regulations, policies, and procedures.
* The school’s ability to provide sufficient resources to support the activity.
* Updated due diligence of the placement provider and their ability to support the placement.
* Student performance data.
* Survey responses.
* Issues identified by the student, school, and student.

If the University/School wish to continue with the arrangement for a placement year abroad, the requirements for renewal are set out in the [study abroad section](#_Study_Abroad) apply in addition to any specific placement requirements.

**Exiting placement arrangements**

If the University/School wish to continue with the placement arrangement, the agreement can be renewed via the approval process detailed above. Where the programme has a placement year abroad, the requirements for renewal are set out in the [study abroad section](#_Reviewing,_renewing,_or)

Where it has been decided not to renew the placement agreement, the school will formally write to the placement provider advising that they no longer wish to continue the arrangement. Where the programme has a placement year abroad, the Global Opportunities Team will formally write to the partner advising that they no longer wish to continue the arrangement. If the University/School want to exit the partnership prior to the natural end of the agreement, this must be conducted in line with the terms of the agreement. The Global Opportunities Team can support schools through this process.

**Progression and Articulation Agreements**

Where schools are considering developing new progression or articulation agreements, they should consult with the International Partnership Team who will be able to provide a list of current active progression and articulation agreements with established partners. This will avoid duplication of effort and co-ordinate an institutional level conversation with partners.

**Progression agreements**

Progression agreements are only used for entry to the first year of a Cardiff University programme and will follow the standard [Cardiff University admissions policies and procedures](https://www.cardiff.ac.uk/public-information/students-applicants/admissions-policies) for each programme under consideration.

They can be approved by the school and do not need to be submitted to the Education Partnership Sub-Committee. Careful consideration should be given to ensuring the most up to date admissions criteria are in place.

**Articulation agreements**

We use Articulation Agreements to target recruitment opportunities from institutions (and countries) into specific programmes. These arrangements are subject to formal agreementsbetween Cardiff University and the partner institution.

When signing an articulation agreement, we have agreed to reserve a place and allow the student to enrol on the approved, published, programme subject to meeting the entry and academic requirements. Once agreed, these cannot be changed or amended at a later point. Where applicants satisfy the admissions and academic criteria, they will be automatically accepted for entry into the programme.

Requests for both standard and non-standard articulation agreements will only be considered, where:

* The articulation agreement is with a partner that has been discussed and agreed with the International Partnership Team.
* Students will study the approved Cardiff University programme, not a modified version of the same programme.

Direct entry into year 2 (not via an articulation agreement)

Care must be taken when reviewing applications for direct entry into year 2 via UCAS using the Recognition of Prior Learning Policy as offers need to be consistent with those set out in the articulation agreements. Students applying for direct entry via RPL cannot be treated less or more favourably that those who are part of the articulation arrangement as outlined in the [Cardiff University admissions policies and procedures](https://www.cardiff.ac.uk/public-information/students-applicants/admissions-policies).

**A Standard articulation agreement** uses external credit transfer for entry into:

* Year 2 of a 3-year undergraduate programme (1+2 or 2+2); or
* Year 3 of a 4-year integrated master’s programme (2+2).

**Mapping the partner curriculum.**

In order for students to successfully transfer to a Cardiff University programme, a [mapping exercise](https://search.cardiff.ac.uk/s/redirect?collection=staff-meta&url=https%3A%2F%2Fintranet.cardiff.ac.uk%2Fintranet%2Fstaff%2Fdocuments%2Fteaching-support%2Fquality-and-standards%2Fprogramme-approval%2FCurriculum-Mapping-for-Articulation-Agreements.doc&index_url=http%3A%2F%2F478230-internal-staff%2F&auth=Icy7YD7onpFdqkceqV97rA&profile=_default&rank=1&query=mapping+for+articulation+%7C%5BZ%3Aallstaff%5D) must be completed to ensure the curriculum at the partner appropriately covers the core/required knowledge, skills, and learning taught at Cardiff. When completing the mapping, Schools will also consider if any additional support arrangements need to be put in place to support a successful student transition. The mapping exercise will be completed by the School with support from the International Partnership and Education Partnership Teams.

**For entry into Year 2**, the mapping must evidence the following:

* The previous learning is of a comparable level to a level 4 of the [Framework for Higher Education Qualifications](https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf) and the [Credit and Qualifications Framework Wales](https://gov.wales/sites/default/files/publications/2019-01/cqfw-brochure.pdf);
* The module learning outcomes are at a comparable level to a Cardiff Certificate of Higher Education and broadly map to the outcomes associated to this award.
* Where a programme has ‘core’ or ‘required’ modules as part of the first year of study, the school will agree the core disciplinary knowledge that the student must have upon completion of Year 1 and map against this.
* Where a programme is accredited by a Professional, Statutory or Regulatory Body, they must confirm if they will accept students to enter at an advanced stage and what specific requirements for core knowledge they require; and
* Where the mapping identifies gaps, appropriate mitigating actions will be considered. Only if appropriate mitigating actions can be found, can the articulation agreement proceed.

**For entry into Year 3 of a 4-year programme**, the above criteria apply with the following additions:

* The previous learning is of a comparable level to a level 5 of the [Framework for Higher Education Qualifications](https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf) and the [Credit and Qualifications Framework Wales](https://gov.wales/sites/default/files/publications/2019-01/cqfw-brochure.pdf) and the module learning outcomes are at a comparable level to a Cardiff Diploma of Higher Education.

**Non-standard articulation agreements**

Entry to the final year of an approved Cardiff University 3-year undergraduate programme is approved on an exceptional basis only and agreed with the International Partnership Team. Schools cannot usea non-standard articulation agreementfor advanced entry into the dissertation stage of postgraduate taught programme.

Entry into the final year of any Cardiff University approved programme requires an exemption from the Recognition of Prior Learning Policy and must be submitted to the Chair of the Academic Standards and Quality Committee via the Quality and Academic Standards Team.

The following information must be provided before an exemption can be requested:

* The rationale for selecting the proposed partner including written support from the International Partnership Team.
* An overview of any market analysis that has been conducted on the country in which the partner is situated, particularly noting recruitment trends from this country; and
* A high-level overview of any due diligence activity that has been undertaken on the proposed partner, including comments on the quality of the students which they produce.

**Mapping the partner curriculum.**

Entry into the final year of an approved Cardiff University programme requires Cardiff to recognise prior learning of 240 of external credit for a 3-year undergraduate programme.

**For entry into Year 3 of a 3-Year programme** (exception only) the mapping must evidence the following:

* The previous learning is of a comparable level to a level 5 of the [Framework for Higher Education Qualifications](https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf) and the [Credit and Qualifications Framework Wales](https://gov.wales/sites/default/files/publications/2019-01/cqfw-brochure.pdf);
* The programme learning outcomes are at a comparable level to a Cardiff Diploma of Higher Education and appropriately map to the outcomes associated to this award.
* Where a programme has ‘core’ or ‘required’ modules as part of the first and/or second years of study, the school will agree the core disciplinary knowledge that the student must have upon completion of the 2 years of study and map against this.
* Where a programme is accredited by a Professional, Statutory or Regulatory Body, they must confirm if they will accept students to enter at an advanced stage and what specific requirements for core knowledge they require. This may require a closer mapping, such as at a module level, than at a programme level; and
* Where the mapping identifies gaps, appropriate mitigating actions will be considered. Only if appropriate mitigating actions can be found, can the articulation agreement proceed.

**Modified versions of approved Cardiff University programmes**

If students are required to study a modified version of the approved Cardiff University programme, this will be considered a variation and will needto be reviewed to ascertain the level of change and the associated risk of implementing the change.Where possible, the change should be managed by a [Board of Studies](https://intranet.cardiff.ac.uk/staff/supporting-your-work/teach-and-support-students/teach-and-assess-students/curriculum-and-programme-design/approving-and-managing-programmes/board-of-studies-changes2) or through [the changes over the threshold process](https://intranet.cardiff.ac.uk/staff/supporting-your-work/teach-and-support-students/teach-and-assess-students/curriculum-and-programme-design/approving-and-managing-programmes/existing-programmes) to avoid going through the full programme approval procedure.

**Approval and sign off articulation agreements.**

The education arrangements will be reviewed and approved by the Education Partnership Sub-Committee before they are signed, and applicants can be admitted to the programme. Executive Action may be used in exceptional circumstances based on the risk of the activity and the need for the executive action, however it is recommended that a schedule of review is undertaken by each school to ensure there is sufficient time.

Further information on the entry route for standard and non-standard articulation agreements are outlined in the Recognition of Prior Learning Procedure under the heading articulation agreements. Should you have any queries please contact the Admissions Team.

**Reviewing, renewing, or exiting progression and articulation arrangements**

Agreements are usually approved for 5 years. It is recommended that 9 months before the end of the agreement, the arrangement should be reviewed to determine if the University/College or School wish to continue with the arrangement. When reviewing, schools should consider:

* Wider contextual information relating to the partnership, such as any updates to university strategy, regulations, policies, and procedures.
* Updated due diligence and confirmation that the partner’s curriculum continues to map to the specific Cardiff University programme.
* Student numbers
* Fee income and associated expenditure
* Student performance data.
* Survey responses.
* Any issues identified by the school.

If the University/College or School wish to continue with the arrangements, the agreement will be renewed via the [approval process](#_Approval_and_sign) detailed above.

Exiting a progression or articulation agreement

Where it has been decided not to renew the agreement, the International Partnership Team will formally write to the partner advising that the University no longer wishes to continue the arrangement. If the University/School want to exit the partnership prior to the natural end of the agreement, this must be conducted in line with the terms of each individual agreement. The International Partnership Team can support schools through this process.