**All guidance text appears in blue. Please delete blue text once template is completed.**

### COURSE DOCUMENT FOR FRANCHISE ARRANGEMENTS

### NAME OF PARTNER: Full title of partner and country of delivery

### COURSE TITLE: Full Course title to be franchised as agreed by the Academic Strategy Committee (Planning Proposal Part 1)

###

If you have any difficulties in using this document, please contact your Faculty Quality Office.

### This document should be completed for each course being franchised to a collaborative partner, and prepared in line with:

### The main Course Document for CCCU delivery

### [Guidance for Programme Design and Development](https://www.canterbury.ac.uk/learning-and-teaching-enhancement/docs/Guidance-and-books/Guidance-for-Programme-Design-and-Development-Final-Feb-2019.pdf) – LINK

### [Academic Framework](https://www.canterbury.ac.uk/quality-and-standards-office/regulations-policies-and-procedures/regulation-and-credit-framework.aspx#collapseEight) - LINK

### [The General Regulations for the Conferment of Awards](https://www.canterbury.ac.uk/quality-and-standards-office/regulations-policies-and-procedures/regulations-policies-and-procedures.aspx) - LINK

### [The Quality Manual](https://www.canterbury.ac.uk/quality-and-standards-office/regulations-policies-and-procedures/quality-manual.aspx) – LINK

### \*\*\*TO ADD Partnerships Guide – under development\*\*\*

### Any relevant frameworks and special regulations

**A note on regulations**

Unless explicitly stated otherwise, the course will operate fully in line with the expectations of:

* the General Regulations for the Conferment of Awards, Assessment Procedures and any relevant frameworks.
* and special regulations or any relevant Scheme Protocols (as identified on page 1 of the Course Specification)
* generic University marking criteria (for undergraduate courses at levels 4, 5 and 6).

**Please avoid quoting or paraphrasing these documents. A simple cross-reference will usually suffice.**

If this course requires special regulations, you should consult with your Faculty Director of Quality as soon as possible, as these will need to be approved by the Academic Board prior to course approval.

**A note on Tier 4 (International, non-EU Students)**

### It is essential that courses of study do not lead the University to breach Immigration legislation and UKVI guidance or lead Tier 4 (International, non-EU) students to breach the terms of their visas. In particular, it should be noted that:

* Tier 4 students must study full time
* there is a requirement to monitor Tier 4 student attendance
* there is a requirement for supervision during the conduct of any individual study
* there may be visa implications should a Tier 4 student leave the UK for placement or for research activities during his or her course of study.

Course teams should consult with the Immigration Compliance Manager if their course is likely to be open to Tier 4 students.

### General introduction to the course

Use this section to identify the rationale for the course being franchised to the partner.

This may include:

1. Why a student might like to study this course at this Partner
2. What specific benefits successful completion of the course might have, such as professional body membership or specialist skills. If the course helps students acquire specialist knowledge, it may be helpful to identify what a "typical student" may go on to do.
3. Target market for the course and recruitment strategy
4. Position of the Partner in the sector

### The Course Specification (parts 1 and 2 of the Planning Proposal) carries detailed information and must be read with this document.

### Franchise Arrangements

Please outline the arrangements in place to support and monitor the delivery of the franchised course, to ensure equity of experience for all students, a response should include:

* + - 1. The role of the ALT and of staff at both CCCU and the partner, and how the relationship will operate
			2. How the school will monitor the engagement, outcomes and performance of students at the Partner
			3. The agreed Operational Calendar
			4. The Operational Handbook has been approved
			5. That all CVs have been approved by the Head of School, and a system is in place to review any changes
			6. How will access to careers, library and student support services be provided for students
			7. Confirmation that annual review processes have been discussed with the partner

The arrangements may vary if delivered in multiple partners

1. **Annual Calendar and Intake Dates**

Please provide the detailed calendar for each year and each intake of the course being franchised, as agreed by the Faculty Portfolio Planning Executive in Course Planning Proposal Part 2 (PPP2). The Calendar(s) must demonstrate how the course will be delivered to both full and part time students as appropriate.

All Calendars must set out: start and end dates; module sequence; detailed assessment deadlines for each assessment; reassessments; meetings of boards of examiners.

Calendar information will be used to ensure that assessments are properly sequenced, delivery clarity and the information can be clearly used for curriculum setup.

More information on University Calendars can be found here: [Link to PAA webpage](https://cccu.canterbury.ac.uk/planning-and-academic-administration/academic-calendars/staff-academic-calendars.aspx)

If there is any variation to a formally approved University calendar, this must be approved by the Academic Strategy Committee through a calendar exception request, prior to the submission of this document to an approval event.

### Franchised Course Structure

Please provide information regarding the course structure:

1. A diagrammatic overview of the course structure to explain how students will progress through the course;
2. A mapping demonstrating how the modules enable the course level learning outcomes to be met. In some cases, a limited portfolio of modules is available in a franchised arrangement so the mapping will need to reflect this.

### Learning, Teaching and Assessment Strategy

Please provide an overview of how the specific Learning, Teaching and Assessment Strategy for the franchised course has been contextualised to enable students to achieve the Course Learning Outcomes at the partner institution.

Describe how the course has been amended to meet the needs of the particular student population studying at the partner institution. The approach should reflect the underpinning themes of the course and be reflected in the module Learning and Teaching strategies.

In the event that the same examination papers are used for both the in-house and the partner delivery, what arrangements will be made to limit the risk of cheating, especially if the exams are held at different times/dates.

If a different VLE or online solution is used by the Partner for their L&T delivery, please state what these solutions consist of and how they will be used.

### Please describe any course-specific resources – including human resources – upon which the course will rely and explain the role that these resources will play in supporting the course.

### Relationship of the course with national and subject reference points

For UK: Franchise arrangements, the relationship of the course will be consistent with those set out in the CCCU Course Document.

For TNE: Please set out how the franchised provision meets in-country reference points.

1. **The course-specific approach to student engagement and course management**

Please outline the arrangements at the Partner institution for student engagement and course management and how they meet CCCU requirements.

 Areas will include:

* + - 1. Boards of Study and participation by students
			2. Student, Staff Liaison Meetings and capturing the student voice, surveys, evaluations
			3. Continuous improvement approaches
			4. Ongoing approval of staff CVs at the partner institution
			5. External Examiner reports and responses
			6. Role of the Academic Link Tutor and staff at both CCCU and the Partner in Course Management

### Work-Based Learning / Distance Learning / Placement Arrangements (if any)

Please summarise details of arrangements in the country of delivery, including:

* + - 1. Training and quality assurance of Placement Mentors
			2. Implications for when a placement may not be completed
			3. Delivery mechanism of the course and equipment required by and provided for students
			4. Communication strategies in place to support students learning at a distance
			5. Clarification on how students obtain placements and/or work-based learning
			6. Partner arrangements for monitoring all aspects of placements
			7. Complaint/whistleblowing arrangements

### External Professional, Statutory and Regulatory Bodies (PSRBs) (if any)

Please specify if any arrangements with PSRBs will be applicable to the franchised course. If so, how these will be managed and monitored.

If there are any in-country requirements, such as equivocation, please include these arrangements.

Relevant supporting documentation may be given in an appendix, if necessary.

1. **Module Specifications**

Please populate the following table for modules to be delivered at the Franchised Partner.

There must be no variation to the module specifications from the parent course. Please only include in this document the modules delivered at the partner.

The first five columns should match with the information provided within box 3.4 in Planning Proposal (Part Two) as approved by the Faculty Portfolio Planning Executive.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Level** | **Module Title** | **Parent Course**  | **Core or optional** | **Number of credits** | **Pre- / co- requisites for this module** | **Module Leader at CCCU** | **Academic Link Tutor at CCCU** | **Module Lead / Course Director at the Partner** | **External Examiner** |
| 4 | Crime and morality | BSc (Hons) Criminal Justice | Core | 20 | None | Dr P Lanza | H Dauda | I Jones | Dr T Chance |
| 5 | Dimensions of Crime | BSc (Hons) Criminology | Optional | 20 | None | Dr P Lanza | H Dauda | I Jones | TBC |
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**Appendices**

There MUST be appendices for each of the following:

1. Details of any proposed or agreed variations from the Regulations for Taught Awards and the General Regulations for the Conferment of Awards or Scheme, or from specified Policies and procedures related to the conduct of examinations
2. Assessment criteria where the proposed assessment criteria differ from the Generic Assessment Criteria for Courses