

Stakeholder	Description	Why Include Their Views
<b>Academic Staff (Cardiff Met &amp; NOUN)</b>	Lecturers and programme lead directly involved in curriculum design and delivery.	can highlight practical, academic, and regulatory obstacles to curriculum alignment and teaching in TNE partnerships.
<b>Admin / International Office Staff</b>	Staff who coordinate international partnerships, manage compliance etc	They provide insight into administrative and institutional readiness, including policy or procedural delays.
<b>IT / MIS Staff (NOUN)</b>	Technical teams responsible for digital infrastructure and online delivery at NOUN.	They understand infrastructure gaps, tech challenges, and digital limitations that may prevent scalable TNE.
<b>Quality Assurance Bodies (QAA / NUC)</b>	External bodies responsible for oversight, regulation, and quality assurance of HE provisions.	help identify compliance risks and standards mismatches that could delay or block implementation.
<b>Students / Alumni</b>	Current or former students engaging with online or international education models.	first-hand perspectives on accessibility, perception, and value of international education.
<b>Employers / Industry Bodies</b>	Organisations employing graduates, particularly in sectors relevant to Computing and IT.	assess employer trust in TNE qualifications and graduate preparedness for local markets.
<b>British Council (UK &amp; Nigeria)</b>	Representatives overseeing the Going Global Partnerships programme and UK-Nigeria TNE engagement.	They provide strategic oversight, understand TNE policy environments in both countries, and can highlight systemic or recurring issues across other grant recipients or previous partnerships.