

Code of Practice for Collaborative Provision

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Date	Supersedes	Description of Change
2 March 2026	2021 Version 01	Interim Update
1 August 2021	2020 Version 1.2	Category A has been split into two sub-categories.
6 July 2021	2020 Version 1.1	Correction of minor errors.
17 November 2020	2020 Version 01	The IEC retains a role in introducing international partners for category A provision and in preparing category B paperwork.

Document Owner	Approved By	Date Approved	Review Frequency
Deputy Academic Registrar: Quality & Standards	Senate Regulations and Special Cases Committee.	2 March 2026	Every three years.

Note: In exceptional circumstances, and subject to approval by the Chair of the Senate Regulations and Special Cases Committee, responsibilities assigned to Schools, Heads, of School, School Officers or School Committees in these Regulations may be assumed by the College, Head of College, College Officers or College Committees respectively, as appropriate.

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1. Introduction

- This Code of Practice applies to arrangements where the University is collaborating with one or more organisations to deliver aspects of teaching, learning, assessment and student support. It applies to partnerships within the UK and internationally and covers both taught and research programmes. The Code of Practice applies to whole programmes and to elements of courses such as individual modules. The Code of Practice does not cover Work-Based Learning.
- The Code of Practice adheres to the requirements of the Quality Assurance Agency (QAA) UK Quality Code for Higher Education and specifically to the Advice and Guidance for Partnerships (2018).
- This Code of Practice must be read in conjunction with relevant University Regulations, Codes of Practice and guidelines, available on the University website (<https://www.bangor.ac.uk/regulations/>)
- This Code of Practice is designed to promote good practice in the development of Partnerships and ensure appropriate and proportionate systems to identify, manage and mitigate the risks involved.
- Guidance is available from the Quality and Standards team by contacting qualityandstandards@bangor.ac.uk

2. Types of Partnership

- A number of different types of collaborative models exist for partnership activity. The typology below provides a brief outline of the some of the most common collaborative arrangements in UK Higher Education, their risk level, approval route and management responsibility within the University. Where variations to collaborative models are needed to accommodate specific circumstances or needs, these will be considered and monitored through the relevant processes outlined in this Code of Practice.
- The QAA requires the University to ensure that appropriate and proportionate processes are in place to manage identified risks. A risk assessment process will determine the level of risk associated with a proposed collaborative project. Risks associated with each proposal will depend on the nature of the activity. For low and medium risk activity, the risk assessments are contained within the application and initial due-diligence forms. For high-risk activity, comprehensive due diligence and risk assessments will be completed alongside a full business case. The risk levels listed in the table below represent the level of risk anticipated at the outset for a range of different types of collaborative activity; risk levels may change over time and will be managed accordingly.

Category	Description	Risk Level	Initial Development Led by	Approval Route
Student Exchange	Student Exchange arrangements can either involve Bangor University students studying abroad for one or two semesters or international students studying at Bangor University for one or two semesters.	Low	IEC	Approved by School Ratified at CPDG
Modular arrangements	Bangor University modules delivered in association with an outside organisation, whose staff make a significant contribution to the teaching and assessment of students. All contributions are moderated by Bangor University staff and University appointed External Examiners.	Low	Academic Schools	Approved at School level Ratified through CPDG
Articulation Agreement	An arrangement whereby students successfully completing an approved programme of study in a partner institution are guaranteed entry on to one of Bangor University's undergraduate programmes with advanced standing.	Medium	IEC	Approved at CPDG
Doctoral Training Centres	Scientific research and training programmes for postgraduate students funded by UK research councils.	Varies	Research & Enterprise	Research Committee
Joint award	An arrangement in which the University and another degree awarding body together provide a programme leading to a single award made jointly by both participants. A single degree certificate bearing the names of both institutions and their competent authorities is issued on graduation.	High	Home Partnerships: Planning for strategic approval incl. business case, then quality and standards for site visit and curriculum approval	APP (and Executive Board/ Council where necessary)

			Global Partnerships: for business case and strategic approval then Quality and Standards for site visit and curriculum approval	
Dual award	An arrangement in which the University and one or more other bodies with degree awarding powers together provide a single jointly delivered programme leading to separate awards and separate certification from each institution.	High	Home Partnerships: Planning for strategic approval incl. business case, then quality and standards for site visit and curriculum approval Global Partnerships: for business case and strategic approval then Quality and Standards for site visit and curriculum approval	APP (and Executive Board/ Council where necessary)
Embedded College	Embedded on-campus college for students to start their studies at Bangor University. For example, to deliver the first stages of the International Incorporated bachelor's degree and the International Incorporated Master's programme.	High	Home Partnerships: Planning for strategic approval incl. business case, then quality and standards for site visit	APP (and Executive Board/ Council where necessary)

			and curriculum approval Global Partnerships: for business case and strategic approval then Quality and Standards for site visit and curriculum approval	
Franchise Agreement	An arrangement in which the University authorises an approved partner organisation to deliver one of the University's programmes. The programme must be delivered according to the University's regulations and procedures.	High	Home Partnerships: Planning for strategic approval incl. business case, then quality and standards for site visit and curriculum approval Global Partnerships: for business case and strategic approval then Quality and Standards for site visit and curriculum approval	APP (and Executive Board/ Council where necessary)
Validation Agreement	A process by which the University judges a module or programme developed and delivered by another organisation and approves it as being of an appropriate standard and quality to lead to an award of the University.	High	Home Partnerships: Planning for strategic approval incl. business case, then quality and standards	APP (and Executive Board/ Council where necessary)

	The programme is delivered according to the rules and regulations of the partner, but these must be approved in advance by the University.		for site visit and curriculum approval Global Partnerships: for business case and strategic approval then Quality and Standards for site visit and curriculum approval	
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3. Governance, Risk Ownership & Escalation

- The University operates a structured governance framework to ensure appropriate oversight, escalation and management of risk associated with collaborative provision. While day-to-day monitoring occurs at programme and partnership level, ultimate responsibility for academic standards, quality assurance and enhancement, student protection, viability and institutional reputation remains with the University.
- Collaborative provision risks are managed across three broad categories:
 - **Operational risk:** issues affecting day-to-day delivery, administration, staffing or student experience.
 - **Material risk:** issues that may impact academic standards, regulatory compliance, financial sustainability or partner performance if not addressed.
 - **Strategic risk:** issues with potential reputation, legal, regulatory or student protection implications for the University.
- Risk ownership is outlined as follows:
 - **Operational Groups** are responsible for identifying, monitoring and managing operational risks and for escalating concerns where issues cannot be resolved locally or within agreed timescales.
 - **Partnership Management Boards (PMBs)** are the designated owners of partnership level risk and are responsible for oversight of material and strategic risks associated with the partnership.
 - **The Academic Portfolio Panel (APP) and Collaborative Provision Delivery Group (CPDG)** provide institutional oversight of collaborative provision and receives escalated risks and recommendations from PMBs in relation to strategic approval/reapproval/expansion of collaborative provision (APP) and its ongoing monitoring (CPDG).

- Where appropriate, risks may be escalated by APP/CPDG to **Executive Board and/or Senate**, in line with the University's governance framework.
- The following must be escalated beyond the Operational Group to the Partnership Management Board:
 - Repeated or unresolved 'cause for concern' reports
 - Failure by a partner to comply with the Memorandum of Agreement or agreed action plans.
 - Adverse or repeated concerns raised by External Examiners
 - Significant deterioration in student outcomes, experience or progression.
 - Risks with potential reputational, regulatory or student protection implications.
- Escalation from Partnership Management Board to CPDG/APP (and beyond, where appropriate) must occur where:
 - Risks are assessed as material or strategic.
 - The partnership fails to implement agreed remedial actions.
 - Continued delivery may expose the University to unacceptable academic, legal, financial or reputational risk.

4. Strategic Fit

- Collaborative partnership provision should align with the University Strategy 2030 and vision to become a globally connected University, realizing opportunities for success through transformative, innovative, impact-driven research and teaching, with a focus on sustainability.
- Where successful, collaborative provision offers a wide range of benefits, which support the University in achieving its strategic aims, including:
 - **Research Excellence** to support the University to undertake impactful world leading research
 - **Transformative Learning Experiences** to empower students to unlock their potential
 - **An Excellent Student Experience** through partnering with institutions who share our aims, aspirations and commitment to the student experience
 - **A Thriving Welsh Language and Bilingual Environment** through promotion of the language and culture of Wales and provision of Welsh-medium opportunities for students and staff at partner organisations.

5. Key Principles

- The University retains responsibility for the academic standards and for the quality of the student experience of all awards granted in its name. All partnership activity must meet the expectations, core and common practices of the UK Quality Code for Higher Education and the Credit and Qualification Framework for Wales. If provision is offered at level 3, it must meet the requirements of the awarding body.

- All collaborative activity must align with the overarching strategic aims of the University. New developments will be with high quality partners who share the University's vision and strategic ambitions and will enhance the reputation of the University and/or widen access to higher education.
- The initiative for new partnership or additional collaborative activity within an existing partnership may come from the University, partner institution or external agency and may reflect an institutional need, market forces or educational imperative. The level of School buy-in and resource available to deliver new initiatives should be ascertained at the earliest opportunity.
- Collaborative provision must normally be in a field in which the University has expertise and offers comparable programmes and should involve the relevant School(s) in the University. Schools must actively lead on oversight for all academic content and academic related resource requirements for collaborative provision and must commit sufficient resources, including staff time, to ensure that the requirements of the University are met.
- A collaborative partnership can relate to any level of taught provision or research supervision and be delivered through various methods or modes of study. Colleagues are advised to build relationships from low-risk partnerships before progressing to higher risk franchise or validation opportunities when proposing new partnership arrangements. Evidence of an existing successful relationship with an external organization will increase the chances of strategic approval for high-risk collaborative arrangements.
- Any partner from the UK, except where specifically exempted in the Memorandum of Agreement, must be a recognized UKVI student sponsor in its own right, in order for the University to be assured that the partner is in a position to discharge its obligations to the UKVI where international students are admissible to the programme.
- Collaborative activity must be financially sustainable and subject to a legally binding agreement setting out the fiscal terms of the arrangements.
- Collaborative provision is subject to quality assurance processes as outlined in University Codes of Practice, procedures and guidelines and partners must have robust governance procedures in place in order to adhere to necessary quality assurance processes. Collaborative activity must not undermine the standing of the education or qualifications offered by the University.
- The University will not approve any proposals for serial arrangements for the delivery of collaborative provision. A serial arrangement occurs when the delivery organization (through an arrangement of its own) offers whole programmes (franchised to it or validated by Bangor as the degree awarding body) elsewhere or assigns to another party powers delegated to it by the degree-awarding body.

- The language of instruction and of all assessed work must normally be Welsh or English, except for subjects where a language is the subject of study.

6. Roles and Responsibilities

- Collaborative provision, by its nature, will vary in type, scale, complexity, and risk. Consequently, there is no single approach to the management and support provided to collaborative partnerships. For example, low risk activity such as student mobility agreements are managed through the IEC. However, high-risk activity often requires a range of professional services and academic staff to support its successful implementation and ongoing delivery.
- As a minimum, high risk collaborative activity will be supported by:

IEC
The IEC will provide support for partnership development for new and existing partners. This includes support with completing partnership approval paperwork, completion of initial risk assessments and due diligence, partnership renewal paperwork, and supporting the development of legally binding contracts. The IEC will coordinate travel arrangements to overseas partners and are responsible for developing and securing approval of business cases for TNE provision. Staff from the IEC will service Partnership Management Boards and attend Operational Groups as required for each partnership.
Student and Academic Services
<p><u>Quality & Standards team</u> Staff in this team will provide support and guidance for the quality assurance and enhancement of collaborative activity, including adherence to the requirements of the QAA UK Quality Code for Higher Education. The Head of Service chairs the Collaborative Provision Delivery Group and has oversight of the quality assurance of collaborative partnership activity through curriculum approval and subsequent delivery once strategic approval has been given from APP. The Unit will be represented on Partnership Management Boards and will review Partnership Management Plans on an annual basis. A Senior Officer will be the designated day-to-day contact with partnership staff on quality assurance and enhancement processes and requirements.</p> <p><u>Student Administration</u> Staff within this team will be responsible for providing support for the full range of student administration processes, as agreed depending on the nature of the partnership. This could include, for example, registration, support for and servicing of Examination Boards, student records set up and ongoing resolution of queries.</p> <p><u>Student Support</u> Relevant staff depending on the nature of the contract, and may include Careers, Employability & Student Support or Wellbeing and Inclusivity teams.</p>

Registry staff will service Operational Group meetings. The Operational Group will meet at least once per semester and will include key staff from both institutions to monitor and review operational arrangements and develop practice as appropriate. During the set-up stage of any new partnership, Bangor University staff from the Operational Group will meet frequently to ensure University processes are fully developed for the launch of the partnership. Operational Groups will report into Partnership Management Boards as appropriate and do not have authority to make academic or contractual changes to the partnership.

Academic Lead/Link Tutor (or equivalent)

The Academic Lead plays a critical role in monitoring academic quality, standards and the student experience within collaborative provision. However, the Academic Lead does not hold sole responsibility for institutional risk arising from collaborative partnerships.

The Academic Lead is responsible for:

- Monitoring compliance with University regulations, Codes of Practice and the Memorandum of Agreement.
- Reporting concerns, risks or non-compliance promptly through established governance routes.
- Escalating issues to the Operational Group and/or Partnership Management Board where:
 - concerns are repeated or unresolved,
 - partner responses are insufficient or delayed,
 - risks may exceed operational impact.

The Academic Lead must escalate concerns directly to the Partnership Management Board, and where necessary to the Collaborative Provision Delivery Group/APP (via appropriate officers), where issues present potential material or strategic risk to the University.

Ultimate decisions regarding continuation, suspension, remediation or termination of collaborative provision rest with the University's formal governance bodies and not with individual role holders.

Doctoral School

Responsible for the development and oversight of research collaborations.

Additional Support

Support from a range of Professional Services may be required to ensure the success of collaborative partnerships. The range of support needed will depend on the needs of each project, its size, scale, and focus. Examples of additional support may include:

Strategy, Projects and Planning: Relevant staff to provide support for the development of UK Strategic Partnerships including the business case and risk assessment and for processing of student data returns.

Marketing, Recruitment & Communications: Relevant members of IEC or Marketing, Recruitment or Admissions staff

Digital Services: Relevant members of Digital Services and Learning Resources staff, dependent on use of systems and access to resources for teaching and delivery

IRIS: Relevant staff dependent on research project and funding stream

Legal Services: Relevant staff for drafting of legally binding agreements for each partnership.

Estates and Campus Services: Relevant staff depending on needs relating to facilities and residences.

Human Resources: Relevant staff depending on needs of the partnership, for example these may include support for contracts, visas, payroll, staff appraisals or disciplinary matters.

7. Establishing a New Partnership

- The University offers a proportionate, risk-based approach for the approval of new partnerships and their management prior to the commencement of delivery:

1	Strategic Approval	<ul style="list-style-type: none"> - School/College discussion and support through relevant College Committee - Initial due diligence, risk assessment and business case for high-risk agreements - High risk activity presented at APP for strategic approval and will progress to Executive Board/Council as deemed appropriate by the University Secretary - <i>Low/Medium risk activity progresses to CPDG</i> - <i>Research collaborations progress to Research Committee</i>
2	University Approval and Monitoring	<ul style="list-style-type: none"> - Detailed due diligence, risk assessment, site visit as required - Research Committee approval for research collaborations - CPDG approval of partnership for low/medium risk agreements - CPDG reports and recommendations for approval of high-risk activity by University Committees/Executive Board/Council as appropriate

3	Set-up stage prior to delivery commencing	<p>Where relevant, this will include consideration of admissions procedures, recruitment and marketing, curriculum set up, training and adherence to policies, procedures and regulations, creation of handbooks, creation of VLE sites and provision of access to partner staff, student finance set up, confirmation of registration processes and requirements for ongoing monitoring.</p> <p>For larger and all high-risk projects, a Partnership Management Board will be used to develop a timeline and monitor completion of actions.</p>
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- Detailed information on each stage of development is outlined in guidance documents:
 - Strategic Approval Guidance
 - Curriculum Development and Monitoring Guidance (high risk activity)
 - Guidance for the Development of low and medium risk activity
- The requirements for the development of new high risk collaborative provision are bespoke to the nature of activity. Clear timelines, plans and workflows will be developed by the Partnership Management Group overseeing the partnership.
- Fees may apply for the development of higher risk projects such as Franchise and Validation agreements, and these should be included in the business case. Colleagues are encouraged to discuss fee arrangements with the IEC (overseas provision) or Head of Strategic Partnerships (UK provision) at an early stage in the development of any proposal.

8. Management of Partnerships

- Responsibilities of Bangor University as the awarding organization:

Publicity	<p>The University will work to ensure that it has effective control over the accuracy of all public information, publicity and promotional activity relating to its collaborative provision.</p> <p>The University will work to ensure that all publicly available information complies with QAA guidelines as well as Consumer Protection and CMA guidelines or equivalent.</p> <p>Responsibility for regular audit and monitoring of publicly available partner information lies with the IEC for low/medium risk activity, the Quality and Standards team for high risk activity and the Doctoral School for research related activity.</p>
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	<p>On completion of the approval process and receipt of a signed Memorandum of Agreement, the collaboration is recorded onto the Collaborative Provision Register. The register is maintained by the Quality and Standards team and monitored through the Collaborative Provision Delivery Group and forms part of the University's publicly available information.</p>
Implementation	<p>Following full approval of new collaborative arrangements, it is the responsibility of the Academic Lead to implement the agreement governing the arrangement within 15 months of the MOA being signed. For University wide agreements, or those spanning more than one academic school, an appropriate member of staff (e.g. Dean of Global Engagement/Dean of Education and Student Experience) will be appointed to lead the partnership and will have overall responsibility for ensuring the agreement is implemented according to its terms. Where the agreement has not been implemented according to the specified timeframe, permission to implement at a later date must be sought from APP, including reapproval of an updated business case (where relevant).</p> <p>Original signed copies of agreements are held by Legal Services, with copies available in the relevant Microsoft Teams sites managed by the Quality and Standards Team.</p>
Academic Standards	<p>The University takes ultimate responsibility for the academic standards and quality of learning opportunities delivered irrespective of where these take place or who provided them. Bangor is directly responsible for the academic standards of all awards granted in its name.</p> <p>Responsibility for the quality and academic standards of collaborative programmes rests with the relevant University level committee.</p>
Approval of Partner Staff	<p>The University must satisfy itself that staff engaged in delivering or supporting a collaborative programme are appropriately qualified for their role.</p> <p>The Quality and Standards team will coordinate the approval of all partnership staff who are engaged in delivery of partner programmes. Approval decisions are the responsibility of the Bangor Academic Lead. Lists of partnership staff approved to teach on collaborative programmes will be held by the Quality and Standards team. No member of staff may teach on the programme unless approved.</p>
Recruitment and Admission of Students	<p>Admissions arrangements must comply with relevant policies and procedures of the University. Procedures will be defined in partnership documentation. The University can only admit students who meet the required standards of English and Welsh language proficiency.</p>

Responsibilities towards students	<p>Prospective students must receive clear and realistic explanation of the expectations placed upon them for study, including the nature and extent of autonomous, collaborative and supported aspects of learning, and the commitments of the awarding institution and the support provider (if appropriate) for the support of a programme or element of study.</p> <p>The awarding institution must monitor regularly the information given by the partner organization or agent to prospective students and those registered on the collaborative programme.</p> <p>Students must have access to descriptions of the component units or modules of a programme or element of study, to show the intended learning outcomes and teaching, learning and assessment methods of the unit or module and a clear schedule for the delivery of their study materials and for assessment of their work.</p> <p>The awarding institution must ensure students can be confident that:</p> <ul style="list-style-type: none"> - Support for learning, whether delivered through staff of a support provider or through web-based or other distribution channels, meets the specified expectations of the awarding institution for the quality of learner support for a programme of study leading to one of its awards; - Any programme or element offered for study has had the reliability of its delivery system tested, and that contingency plans exist in the event of the failure of the designed modes of delivery. <p>Students must have access to</p> <ul style="list-style-type: none"> - A schedule for any learner support available to them through timetabled activities, for example tutorial sessions or web-based conferences - Clear and up to date information about the learning support available to them locally and remotely for their programme or elements of study - An identified contact, either local or remote, who can give them constructive feedback on academic performance and authoritative guidance on their academic progression; - Regular opportunities for sharing experiences of the programme with other students, both to facilitate collaborative learning and to provide a basis for facilitating their participation in the quality assurance of the programme; - Appropriate opportunities to give formal feedback on their experience of the programme.
Assessment of Students on taught programmes	<p>The scope, coverage and assessment strategy of a collaborative programme must be described in the Programme Specification (which may be held on WorkTribe). Any exceptions to standard University</p>

Regulations that will apply to collaborative programmes will be set out in the programme documentation.

In the case of collaborative degrees; joint, double or dual awards, any credit transfer arrangements must ensure those courses or modules taken in the partner that contribute to the Bangor award are at the appropriate level, and ultimately that students attain the required number of credits and all programme learning outcomes. Double counting will not be permitted.

For taught programmes (excluding credit gained at a partner organization for collaborative degrees), all forms of assessment will be conducted in accordance with relevant University policies and procedures.

Staff from the relevant Academic School, with experience of the subject area of the collaborative programme, must undertake regular scrutiny of assessment questions, students work and marking by partner staff, especially during the initial stages of the partnership.

Procedures for Examining Boards will be in accordance with the University's regulations. Examining boards for collaborative degrees will be established as defined by University regulations, and compliant with the relevant section of the QAA Quality Code. All assessment results for progression at Level 4 and Level 5 must be submitted to the relevant University Level Examination Board for approval. All assessment results for final awards at Level 4, 5, 6 and 7 should be reported to, and considered by, the University Department/Faculty Examination Board for conferment of award.

Bangor University will ensure that partner organisations involved in the assessment of students understand and follow the requisite standards as mapped to the QAA Quality Code.

External examining procedures for programmes offered through collaborative agreements must be consistent with the Universities normal practices. Bangor will retain ultimate responsibility for the appointment and role of external examiners, including training. Recruitment and selection will be undertaken with reference to the UK Quality Code.

External Examiners will be present at Examination Boards. The University will consider a summary of external examiner comments as part of the monitoring procedures for taught programmes.

Students must have access to:

	<ul style="list-style-type: none"> - Information on the ways in which their achievements will be judged, and the relative weighting of units, modules or elements of the programme in respect to assessment;
Appeals, complaints and academic misconduct	<p>Prospective students and those registered on a collaborative programme must be informed of the appropriate channels for voicing concerns, complaints and appeals, making clear the channels through which they can contact the awarding institution directly. These procedures may vary according to the nature of the collaboration.</p> <p>Depending on the nature of the complaint, the complaint will either need to be raised formally with the University or with the collaborative partner. Complaints will be processed in accordance with University policy.</p> <p>The partner institution and University must maintain a record of all complaints, appeals and cases of academic misconduct. Information will be collated and be reported to University Committees annually.</p>
Responsibilities of the Partner Institution	<p>Responsibilities of the partner institution will vary according to the nature of the collaborative provision. Specific details will be outlined in the Collaborative Provision Responsibilities Record for each partner and/or the Memorandum of Agreement.</p>
Certificates, Transcripts and Conferment	<p>Bangor University retains sole authority for awarding certificates and transcripts relating to its programmes of study delivered through collaborative programmes. Subject to agreement with partner institutions and any overriding statutory or regulatory requirements, the University will ensure the certificate and/or transcript (including HEAR where appropriate) will record the name and location of the partner organization engaged in the delivery of the programme of study.</p> <p>Conferment arrangements will be subject to University approval. Partners may make arrangements for a ceremony at which certificates for awards of the University are presented or decide that students may attend Bangor University's graduation ceremony.</p> <p>Reasonable costs incurred by the University for such ceremonies and the participation of necessary University staff will be incorporated into the business case.</p> <p>Graduates of the collaborative programme shall, for Bangor University awards, be entitled to wear the appropriate academic dress in accordance with the Universities policies and regulations.</p>

	Students to whom a degree of the University is awarded shall become members of the University Alumni.
Renewal	<p>The University must be assured of the ongoing governance, ethos, status, capacity, reputation and general suitability of a partnership for renewal of an agreement.</p> <p>The Memorandum of Agreement will specify the duration of the collaborative arrangement. Agreements are subject to renewal, typically every 5 years. The renewal process should ordinarily take place at least 12 months prior to the expiry of the Memorandum of Agreement to maximise recruitment potential.</p> <p>Renewal will be permitted subject to receipt of a completed Partnership Renewal Report and recommendation by APP for approval at relevant University committees as appropriate. Potential outcomes of a Partnership Renewal Report are:</p> <ul style="list-style-type: none"> - Re-approval of existing activity - Redesign as a new proposal with the existing partner - Allowing the partnership to expire as per the MOA terms - Initiation of early termination in line with contractual processes <p>CPDG recommendations may include an action plan to address any issues identified during the review.</p> <p>For larger and high-risk partnerships, a full review of the business case including financial sustainability of the partnership is also required.</p>
Termination	<p>CPDG may recommend for closure any collaborative arrangement that does not conform to the Memorandum of Agreement. The legally binding agreement specified the conditions under which termination can occur and the steps necessary to safeguard the interests of existing students.</p> <p>In the event of termination of an agreement, the University and the Partner will, where necessary follow the University Teach out Process to enter into a Termination Agreement, which shall set out the responsibilities and rights of both institutions and of students enrolled on affected collaborative programmes.</p>