Prifysgol Wrecsam
Wrexham University

Academic Partnerships Procedure

2025/26

Contents

1 Purpose of this Procedure 2
2 Defining Principles 2
3 Definitions of Academic Partnership Arrangements 4
Figure 1: Committee Structure for Quality Oversight of Academic Partnership Arrangements 6
4 University Governance related to Academic Partnerships 7
5 Roles and Responsibilities 10
6 Academic Partnerships Processes 12
Figure 2: Workflow for the Consideration and Approval of New Academic Partnership Proposals (Commissioning Process) 13
Figure 3: Academic Partnerships Grid 13
7 Approval Process for a New Articulation and Progression Partner 15
Figure 4: Process for Considering Articulation / Progression Applications 18
8 Approval Process for a New Flying Faculty (Overseas Faculty Deployment) Partner 19
9 Approval Process for a New Validated / Franchise / Dual Degree Partner 19
10 Due Diligence 21
11 New / Additional Partner Delivery Site 23
12 Academic Partnerships Internal Review 24
Figure 5: Academic Partner Internal Review Process 26
15 Operational Administration 27
17 Agreement Review and Renewal 28
18 Termination 29
Figure 6: Process for the Termination and Teach Out of Academic Partners 31
19 Accessibility 31
Appendix 1: Risk Explanations & Mitigations for the Identification of High Risk Academic Partnerships 32

1 Purpose of this Procedure

1.1 Academic partnerships is understood by the University to refer to any educational provision leading to an award, or to specific credit towards an award, of an awarding institution that is delivered (in whole or part) and/or supported and/or assessed through an arrangement with another organisation.

1.2 This procedure for academic partnerships applies to provision that leads to the award of academic credit and that is delivered, assessed or supported in academic partnership between the University and one or more organisation. The processes set out within this procedure are the University's agreed governance and approval routes to assure itself that academic partnerships are effective and compliant.

1.3 This procedure is informed by the UK Quality Code for Higher Education and the Academic Partnership Principles, developed by the Quality Assurance Agency (QAA).

2 Defining Principles

2.1 As an overarching principle guiding the design of the processes described in this procedure, the University accepts responsibility for the academic standards of all awards granted in its name, noting that the University is accountable to Medr, QAA, PSRBs and other awarding bodies for the quality and standards of the provision it offers in collaboration with partner organisations.

2.2 The University's academic partnerships procedure enables us to effectively discharge our responsibilities for the standards and quality of the University's academic partnership arrangements with other higher education organisations, including mechanisms to ensure that:

- The University's Vision and Strategy is supported through targeted, sustainable, risk-based and effective processes, ensuring that the University's academic quality and standards are robustly maintained.
- The academic standards of awards delivered through an academic partnership arrangement are equivalent to those awards delivered at the University.
- The academic standards of such awards meet the expectations of the UK Quality Code for Higher Education. The University is also mindful of the need to meet EU and overseas expectations and in fulfilling the requirements of any professional, statutory and regulatory body (PSRB) that has approved or recognised the programme or qualification, in relation to aspects of its delivery and any associated formal agreements.
- The quality of learning opportunities offered through academic partnership arrangements are sufficient to enable students to achieve the academic standard for the award to which the programme of study leads.
- Due diligence is exercised in the selection of partner organisations, in respect of assuring the good standing of any proposed partners, and that their educational objectives are compatible with the University.

- Agreements/contracts drawn up by the University are legally binding, comply with the Higher Education (Wales) Act 2015, set out the rights and responsibilities of both parties in the delivery of specific provision (which can only be extended to additional provision by going through a further approval process), and prohibit any sub contract delivery of our programmes to another institution/provider.
- Degree awarding bodies clarify which HE Provider is responsible for admitting and registering a student to modules or programmes delivered with others and ensure that admissions are consistent with their own admissions policies.
- Students admitted to a University programme are enabled to complete their studies in the event of the partner HE provider withdrawing from the academic partnership, or the University terminating the academic partnership.
- The University and HE provider maintain records (by type and category) of all arrangements for delivering learning opportunities with others that are subject to a formal agreement.
- The University has control over the accuracy of all information provided for students, and of any promotional material relating to programmes leading to its awards through academic partnership arrangements.
- The University retains responsibility for the academic standards of all credit and qualifications granted in their name. This responsibility is never delegated.
- The University will ensure that the standards of any of their awards involving learning opportunities delivered by other HE providers are equivalent to the standards set for other awards that they confer at the same level.
- The University has sole authority over the arrangements for awarding the University certificates and transcripts to students on partner provider programmes.
- Partner HE providers adhere to the approved programme specification in respect of admission to, and the delivery and assessment of the programme/s which they are approved to offer in the University's name.
- All University programmes delivered by partner HE providers have an external examiner assigned to them, through the University's normal arrangements for appointing external examiners.
- Where bilingual or dual language delivery arrangements are to be put in place, additional and appropriate measures must be made with regards to effective oversight and management of programmes delivered and assessed in another language other than English and Welsh. This includes providing a proposed plan for the appointment of bilingual Academic Link(s) and external examiner(s) during the commissioning stage, where possible.

2.3 Where the following initiatives are proposed, the University through the Partnerships Office and in consultation with the Quality and Regulations Team, Academic Partnerships Committee (APC), Vice Chancellor's Executive Team (VCET), and Academic Quality and

Standards Committee (AQSC) will need to consider how the provision may be effectively delivered and monitored before giving permission to proceed to the Commissioning stage, these initiatives include:

- Academic partnership arrangements for programmes which fall outside the subject expertise of its own staff.
- Devolving responsibility for the establishment of formal academic partnership arrangements to agents.
- Arrangements involving mid to long-term University investment and/or resources.
- New collaborative arrangements that are not currently practiced at the University.

2.4 There may be instances where a concern is raised outside of the quality assurance processes set out below. In the first instances these concerns should be reported to the Academic Partnerships Committee who will determine next steps.

3 Definitions of Academic Partnership Arrangements

3.1 The University acknowledges that different types of arrangements have different implications for the respective responsibilities of the University and the partner in relation to recruitment and selection, student registration, programme delivery, the quality of the student learning experience and financial matters, for example.

3.2 If a collaborative arrangement is not listed below, it means that the University does not yet utilise this type of arrangement. If there is a need to introduce a new arrangement, then a proposal must be submitted to AQSC for approval. The proposal will need to include any financial implications to the University, for example, a requirement for SITS development to accommodate new programme structures, to ensure that all aspects of the arrangement can be explored and any risks assessed. Following approval, the Partnerships Office and Quality and Regulations Team will advise the proposers of the appropriate process to follow.

3.3 Academic partnership arrangements are categorised as follows:

3.3.1 **Articulation:** In articulation arrangements, the university recognises all or part of another institution's awards as providing credits towards specific Wrexham University programmes. Articulation agreements provide student cohorts from particular articulation partner courses with guaranteed entry onto certain Wrexham University degrees at predefined points, provided they fulfil the set entry criteria. Wrexham University does not validate or endorse the quality of the articulation partner's award; it assures itself that course contents and academic standards of provision under articulation agreements enable students to enter specific university courses at identified points. Articulation agreements entail careful curriculum mapping of the relevant articulation partner and Wrexham University courses to ensure a good academic fit and enable candidates to succeed in their studies. Articulation arrangements will also consider the status of students on these programmes with regards to any professional, statutory and regulatory body accreditation or exemptions. Agreements for articulation with advanced standing will confirm

the credit amount to be awarded to articulation partner students at entry point in line with university policy on Recognition of Prior Learning.

3.3.2 **Dual Degree**: a programme delivered by the University and one or more organisation(s) leading to separate awards being granted by all institutions. The programmes at the various institutions may overlap entirely in content and delivery or may have some separate elements unique to each award. Each award and certificate should normally reference the other. Each degree awarding body is responsible for its own award, and in all cases the University will operate its own regulations, policies, procedures and assessment processes, and will make its own decisions on conferring its own awards independent from any award offered by the partner organisation(s).

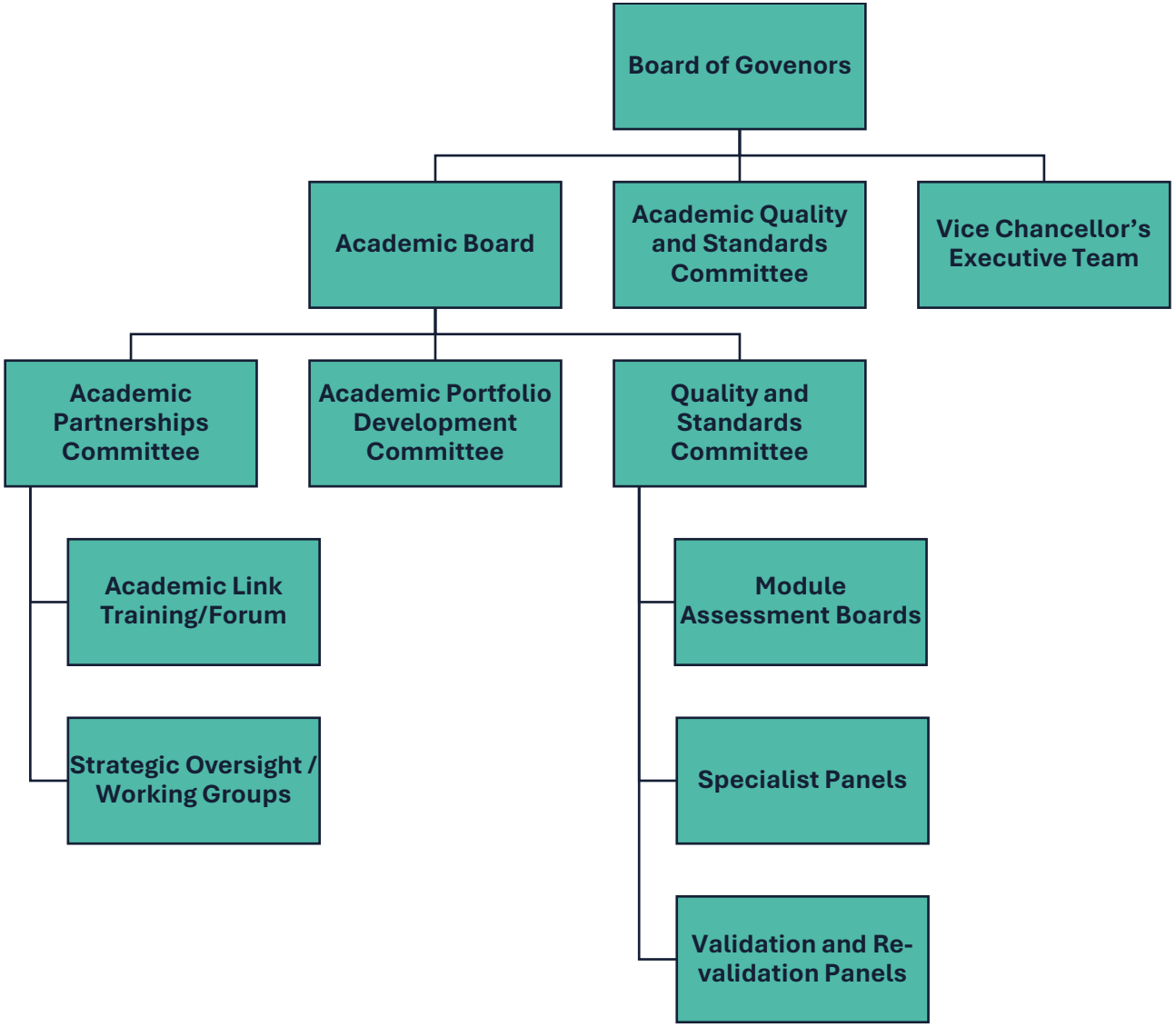
3.3.3 **Franchising:** Whole or part of a University programme is delivered by staff employed by a partner organisation. The University has overall responsibility for quality and standards of provision, and the partner operates within University's regulations, policies and procedures.

3.3.4 **Flying Faculty (also known as Overseas Faculty Deployment):** University staff provide learning and teaching resource on a University or partner organisation programme that is delivered at an alternative location to the University's campuses (usually overseas).

3.3.5 **Progression:** Progression agreements enable qualifying students to progress directly from a progression partner institution course onto a Wrexham University programme of a higher level, provided they meet set entry requirements. The university does not validate or endorse the quality of the progression partner's award but assures itself that the curriculum and academic standards of provision under a progression agreement will prepare students appropriately for entry to specific university courses. While progression arrangements do not involve credit recognition and advanced standing, the University will undertake formal checks to satisfy itself that the progression partner award is of the right level and curriculum to equip the candidate to meet university entry requirements (including UKVI compliance) and succeed in its programmes. Progression arrangements do not guarantee a place on Wrexham University programmes: each candidate is considered on an individual basis.

3.3.6 **Validated provision**: The University validates a programme designed for delivery by a partner organisation as appropriate to lead to a University award. This programme would not normally be delivered at the University. The University has overall responsibility for quality and standards of validated provision and the partner operates within University regulations, policies and procedures unless otherwise stated within the partner specific agreement.

Figure 1: Committee Structure for Quality Oversight of Academic Partnership Arrangements



4 University Governance related to Academic Partnerships

4.1 The following table provides a summary of governance activity related to academic partnerships. Further information on the groups listed below, including Terms of Reference for Committees, can be found within the Academic Governance Policy. For Validation and Re-validation Panels, further information can be found within the Programme Life Cycle Procedure.

Governance	Responsibility
Academic Board (AB)	• Ensure the academic standards and quality of the University's academic partnership through the monitoring and management of governance processes related to academic partnerships (see section 6). • AB will consider and approve any matters escalated from APC.
Academic Partnerships Committee (APC)	• Academic quality and standards oversight of academic partnership arrangements through the monitoring and management of governance processes related to academic partnerships (see section 6). • Receives regular reports from QSC and APDC in relation to business conducted. • Considers new academic partnership proposals and makes recommendations to VCET. • Recommend to AB the establishment and development of policies, procedures and regulations as they relate to academic partnerships.
Academic Portfolio Development Committee (APDC)	• Considers new academic partnership programme proposals, if approved the proposals move onto the validation process. • Considers academic partnership programme suspension and withdrawal proposals. • Considers fee proposals for academic partnerships.
Academic Quality and Standards Committee (AQSC)	• Provides further scrutiny to new partner proposals by reviewing the commissioning paperwork along with the minutes from VCET. • Considers and approves all new and existing academic partnership arrangements that have been recommended to them by VCET and AQSC. • Consider whether there is sufficient evidence that the proposed partner organisation is of appropriate standing, has professional/academic credibility and that there is no evident reputational risk to the University should the academic partnership be approved.

Governance	Responsibility
	• That the proposed organisation's mission and strategic goals are compatible with those of the University.
Award/Progression Assessment Boards	• Ensure the maintenance of appropriate standards of assessment related to partner programmes. • Ensure that partner students are assessed in accordance with the approved regulations and procedures. • Determine each partner student's progress.
Board of Governors	• Receive informal updates on the progression of new academic partnership proposals from the Partnerships Office.
Faculty	• Ensure that partner organisations adhere to the University's CME and EE processes. • Receive and consider partner CME and EE reports, agreeing upon actions to be taken. • Coordinate responses to partner EE reports.
Quality and Standards Committee (QSC)	• Recommend to AB the establishment and development of policies, procedures and regulations as they relate to learning, teaching, assessment and academic partnerships. • The oversight of partner CME and EE reports. • Identifying and sharing examples of enhancement and good practice. • Considers and approves modifications to partner programmes. • Considers advanced standing arrangements for academic partnership arrangements.
Module Assessment Boards	• Consider partner students' marks.
Specialist Panels	• Academic Appeals and Integrity, Complaints and Extenuating Circumstances cases received from partner providers.
Validation and Re-validation Panels	• Responsible for assuring standards of academic provision and the quality of the learning opportunities that will be afforded to students studying University programmes within partner organisations. Through validation and re-validation panel events.
Vice Chancellor's Executive Team (VCET)	• Consider whether there is sufficient evidence that the proposed partner organisation is of appropriate standing, has professional/academic credibility and that there is no evident reputational risk to the University should the academic partnership be approved.

Governance	Responsibility
	• That the proposed organisation's mission and strategic goals are compatible with those of the University, • Consider whether the proposed academic partnership is consistent with regional or national agendas. • Consider whether it would be appropriate to undertake the proposed academic partnership in view of the University's existing arrangements and other commitments. • Consider whether the proposed academic partnership presents commitment and support of the faculty and senior management of the University and of the prospective partner organisation. • Consider what risks the proposed arrangements poses to the University and how these will be managed. • Considers new academic partnership proposals and makes recommendations to AQSC. • Report to the Board of Governors on such academic partnerships which are new or raise concern.

4.2 In addition to the formal committees listed above there are also partner specific governance structures in place reporting to Academic Partnerships Committee.

- **Strategic Oversight Groups** – provides high-level oversight of strategic academic partnerships. Its primary function is to monitor and review changes legal status, financial health and forecasts, and the management of strategic and operational risks associated with such partnerships. The Board will ensure that governance, compliance, and accountability mechanisms are robust, transparent, and aligned with institutional objectives and regulatory expectations.
- **Operational Partner Working Groups** – provide operational oversight for the effective management and oversight of a partnership and provide a forum for ongoing queries to be proactively discussed and resolved. Normally an operational partner working group will be in place for validated arrangements, dual degree arrangements and those that are strategically significant.

4.3 The strategic partnerships board and operational partner working groups are managed by the Partnerships Office.

5 Roles and Responsibilities

5.1 The following table provides a summary of the roles and responsibilities related to academic partnerships.

Role	Responsibility
Academic Link (who can also be a Programme Leader)	• Responsible for liaising with staff at partner organisations on all academic related matters to ensure that partner providers deliver programmes / modules in accordance with the required quality and standards of the University, including making appropriate arrangements for the local scrutiny of documentation. • Advise the Programme Leader and the designated Associate Dean International and Partnerships on any development needs of the partner organisation and provide advice and guidance to staff delivering the provision in the partner organisation and assist in the production of partner CME reports. • In relation to franchise provision, ensuring that the validated programme specification is being followed at the partner organisation. • Act as the internal panel member for validation and re-validation events, where possible. • Responsible for writing and submitting academic link visit reports.
Associate Dean (International and Academic partnerships)	• Undertakes strategic and operational leadership in relation to academic partnerships. • Supporting Academic Links. • Providing advice and guidance on programme proposals and management of existing partners arrangements to ensure that they remain compliant and adhere to agreed deadlines. • Carry out all activities as outlined within the partner specific agreement.
Dean of Faculty	• Responsible for active academic partnership arrangements. • Overall responsibility for assuring the quality and standards of the academic provision. • Providing strategic leadership on curriculum development.
Deputy Vice Chancellor	• May initiate the procedure for consideration of a new partner proposal or the termination of academic partnership agreements where causes of concern cannot be resolved.
Director of Strategic Planning and Student Administration (SPSA)	• Overall responsibility for the management and delivery of quality assurance, supported by the Head of Quality.

Role	Responsibility
Head of Academic Partnerships	• Manages the Partnerships Office and is the lead for academic partnership acquisition and development activities. • Responsibility to oversee the operational management of academic partnerships within the University. • Partnerships Office is responsible for the development and operational aspects of the University's academic partnerships for proposed and current partners. • Keep the Board of Governors informed of new academic partnership proposals and seek advice where required. • The Partnerships Office liaises with partner staff to oversee the enrolment and induction of students that takes place at partner providers. • The Partnerships Office conducts induction sessions for staff at partner organisations advising on administrative, operational processes and procedures. • Management of the Strategic Partnerships Board and Operational Partner Working Groups. • Management and oversight of Student Voice arrangements at Partner organisations. • Management and oversight of Academic Link training and support functions.
Head of Quality	• Manages the Quality and Regulation Team. • The Quality and Regulations Team are responsible for overseeing all quality assurance related to active academic partnerships, including the validation, re-validation, modification, programme suspension and withdrawal, CME and EE processes.
Academic Partnership Organisation	• Provide the documentation and any other evidence that may be required through the University's quality assurance processes. For example, reflect on the progression and degree outcome data through the CME process. • Carry out all activities as outlined within the partner specific agreement.
Partner Programme Leader	• Appointed by the partner organisation to coordinate the delivery and management of the programme. • Foster regular communication with the University's designated Programme Leader and/or Academic Link for academic delivery-related matters.
Partnerships Quality Manager	• Responsible for the quality oversight of the University's academic partnerships.

Role	Responsibility
	• To provide advice and guidance to partners on quality assurance matters for existing and potential new partners. • Overseeing the delivery of all quality assurances processes related to partner provision. • Arrange and carry out monthly catch-up meetings with validated partners.
Programme Leader (WU)	• Responsible for quality assurance and standards matters on their programme, including any instances of delivery at partner institutions. • Ultimate responsibility for the programme as it is delivered at the partner.
WU Professional Service Departments	• From time-to-time partner organisations will need to contact counterpart colleagues in the University's various Professional Services Departments on strategic management, operational and administrative matters as and when required.

6 Academic Partnerships Processes

6.1 There are a number of processes in place to oversee the effective management of partner provision at the University, they include:

6.1.1 **Commissioning:** This stage focuses on the proposed partner to assess if it is a viable partner from a legal, financial and reputational perspective. Proposers complete the paperwork as set out in paragraph 9.5, which is then submitted for approval. Details of which committee approves the commissioning paperwork is set out in figure 3. The commissioning stage includes a robust due diligence process which reviews proposals. Proposals may be categorised low, medium or high based on one or many criteria set out within the due diligence review form. The due diligence process requires representatives from quality, legal and financial amongst other areas to review the merits of the proposal, from this the Partnerships Office will determine the risk level based on the completed form and proceed to submit the proposal for approval or inform the proposed academic partner that the University will not be progressing the proposal any further.

Figure 2: Workflow for the Consideration and Approval of New Academic Partnership Proposals (Commissioning Process)

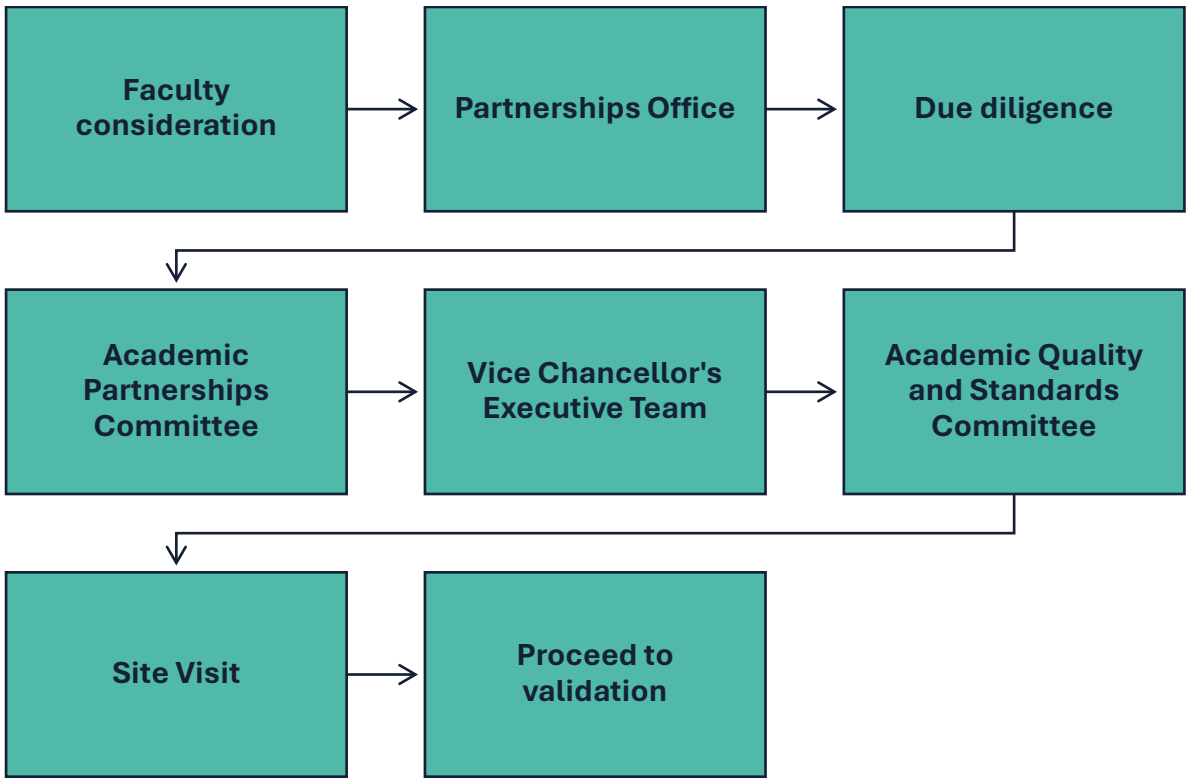


Figure 3: Academic Partnerships Grid

Type	Approval route	Desk-based Due diligence	Proposal Form	Due diligence	Business case	Site Visit	Curriculum/ progression mapping	Agreement
Articulation	APC	Y	Y	N	N	N	Y	Y
Dual Degree	APC, VCET AQSC	Y	Y	Y	Y	Y	Y	Y
Flying Faculty (overseas faculty deployment)	FLT, APC	Y	N	N	N	N	N	Y
Franchise	APC, VCET AQSC	Y	Y	Y	Y	Y	N	Y
Progression	APC	Y	Y	N	N	N	Y	Y
Validated	APC, VCET AQSC	Y	Y	Y	Y	Y	N	Y

6.1.2 **Site visit:** A site visit will be required for all new partners, as indicated in figure 3, to review the infrastructure of the partner to ensure they can successfully support the partnership. The visit will take place following the commissioning process and before the pre-validation stage.

6.1.3 **Pre-validation:** This stage focuses on the proposed programmes which will be initially delivered through the new partnership. Programmes Teams, supported by the Quality and Regulations Team develop a programme proposal (Initial Programme Proposal Form (IPPF)) to be considered through the pre-validation process. Following the completion of this stage programmes can be advertised 'subject to validation'. Further information can be found within Programme Life Cycle Procedure.

6.1.4 **Validation:** This stage focuses on considering the academic viability of the programmes. The Quality and Regulations Team will support the programme team to undergo a process of curriculum design, compliance checks and peer review. The process of curriculum design will not apply to franchise provision. Following the completion of this stage the approval process of the new partner and any initial programmes that will be delivered through the partnerships is complete. Further information can be found within the Programme Life Cycle Procedure.

6.1.5 The Pre-validation and validation processes must be undertaken each time a new programme is proposed within an existing partnership. Articulation and Progression proposals are not required to go through the pre-validation and validation process, see section 7 for further information).

6.1.6 **Continuous Monitoring and Evaluation (CME):** The CME process is a monitoring and enhancement process that focuses on an action plan for continuous review at programme team meetings throughout the academic year. The process introduces module level review based on module performance, student, and external examiner feedback to identify outliers and enable specific enhancement actions to be identified at module level to inform programme level review and action planning. Partners will complete a CME end-of-year report on an annual basis and produce an action plan which should be updated throughout the year when sources of evidence become available. The Academic Link will contribute comments to the partner CME end-of-year report Further information can be found within the Continuous Monitoring and Enhancement Procedure.

6.1.7 **Academic Partnership Internal Reviews (APIR):** The purpose of the academic partnership internal review is a process that assesses the effectiveness of an academic partnership. It is in place to support the business-as-usual quality assurance processes described within this section. A review will take place as required where areas of concern related to a partnership is not being addressed through the annual and period governance procedures. Where a need is identified, the Academic Partnerships Committee will task the Quality and Regulations Team with completing a review. The process includes a review team made up of an independent academic and a member of the Quality and Regulations Team, a desk-based review of documentation related to the partnership and a physical or online visit with the partner. A report is produced by the review team summarising the outcomes of the desk-based review and visit, this may include conditions and/or recommendations. The report is approved by APC and

then shared with the partner. The action plan is managed by APC and is reported as a standing item on the committee's agenda until all outcomes have been met.

6.1.8 **External Examining (EE):** The ongoing monitoring of partner provision must include external engagement. This is achieved through the appointment of external examiners to partner programmes. For further information see the External Examiner Procedure.

6.1.9 **Modification:** This process allows partner organisations to submit changes to the programmes and modules that form part of the academic partnership provision for consideration and approval through the University's governance structure. For further information see the Programme Life Cycle Procedure.

6.1.10 **Re-validation:** Following the completion of the commissioning and validation process of a partner the approved programmes will be subject to further re-validations; this usually occurs every five years. Further information can be found within the Programme Life Cycle Procedure.

6.1.11 **Programme suspension and withdrawal:** this process allows partner organisations to submit requests for the suspension or withdrawal of programmes delivered through the partner arrangement for consideration and approval through the University's governance structure. Where the University chooses to suspend or withdraw franchised programmes consultation with the partner organisations must take place and any risks mitigated. Where necessary a teach out plan will be put in place to ensure that continuing students are provided with a consistent experience. For further information please see the Programme Life Cycle Procedure.

7 Approval Process for a New Articulation and Progression Partner

7.1 Each progression and articulation partnership will have a designated proposer to liaise with internal and external stakeholders, gather necessary evidence and shape the proposal. The proposer will work closely with relevant academic staff across Faculties as well as with the Partnership Office to build the academic and business case and take the proposal through approval.

7.2 New Articulation and Progression proposals must complete the commissioning process by preparing:

- A proposal form.
- Desk-based Due Diligence Form.
- For Articulation arrangements a curriculum mapping document will also be required.
- For Progression arrangements a progression mapping document will also be required. The progression mapping document will need to be signed by the relevant parties to confirm the relevant equivalency.

7.3 Following the completion of the proposal form and curriculum / progression mapping exercise the documentation will be submitted to APC for approval. Following approval, a notification will be sent to the key stakeholders.

7.4 Once approved the University will draw up an Articulation or Progression Agreement. The Memorandum of Agreement between the University and the prospective partner will then be signed by the University's Vice-Chancellor or Deputy Vice Chancellor. A copy of the final Articulation/Progression Agreement will be retained by the University.

7.5 It is advisable for agreements to be finalised at least 3 months prior to student arrival to Wrexham University in order to account for recruitment and application timelines, the need for clear and comprehensive student information, advice and guidance about the arrangement, and student application requirements.

7.6 For articulation arrangements it is important to identify any omissions in the curriculum and agree on appropriate alterations, the amount of credit exemption provided and/or any additional content that might need to be delivered as a bridging module by either party. These details should be provided with the curriculum mapping document.

7.7 It is necessary to monitor articulation and progression arrangements to ensure that any changes to the curriculum at either institution do not invalidate the arrangement or lead to situations where students arriving at the University under these arrangements are ill-prepared to undertake the programme of study.

7.8 Articulation/Progression Agreement will state that the curriculum delivered at the partner organisation will be subject to review to ensure that the curriculum delivered at the partner still covers all the relevant material required for a student to study at the University (or vice-versa, as appropriate). Any changes to the content of either programme will require an updated mapping exercise to be undertaken to satisfy both parties that the agreement is still appropriate. If it is found that changes to either curriculum have caused a situation where the curricula no longer map across appropriately, discussions will take place about how to address this. The revised mapping exercise will be submitted to APC for approval. The revised mapping exercise will normally take place four months in advance of a new intake.

7.9 If it is found that students on an articulation or progression arrangement are not achieving comparable results within their cohort, work will need to be undertaken by the relevant academic staff to identify areas where the students appear to be weak and raise these concerns with the partner provider with a view to revising the curriculum to address the issue. Changes caused by this activity will require that a mapping exercise be undertaken and submitted to the APC for approval to demonstrate that the issues have been addressed.

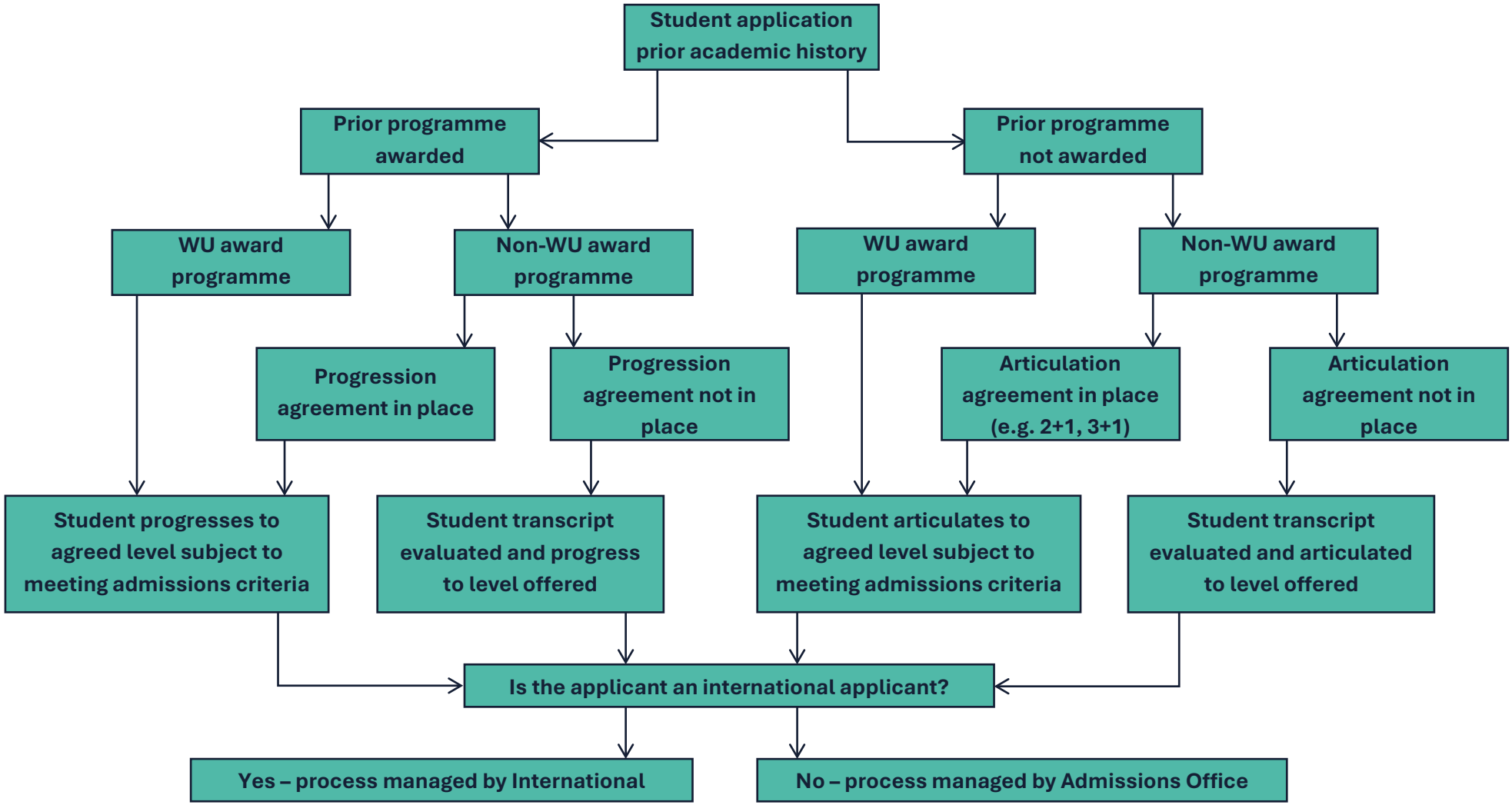
7.10 If the issues cannot be resolved the articulation or progression agreement may be terminated as outlined in the Articulation/Progression Agreement.

7.11 If either the University or the partner provider is aware of planned changes to the curriculum, they must inform the other organisation during development or as soon as possible after approval has been given so that a revised mapping exercise can be conducted, and any issues identified in good time.

7.12 A decision to terminate or immediately terminate the agreement may be recommended by APC to VCET, should the partner provider breach any of the clauses outlined in the contract. In each case, once the decision has been taken key stakeholders are to be informed by the Partnerships Office.

7.13 Following the completion of the commissioning process and the signing of the Articulation/Progression Agreement, students can be admitted onto articulation and progression agreements. The business-as-usual processes will be managed by the University's Admissions Office and International Office as set out within the process flow document below (figure 4).

Figure 4: Process for Considering Articulation / Progression Applications



8 Approval Process for a New Flying Faculty (Overseas Faculty Deployment) Partner

8.1 For the consideration and approval of a Flying Faculty arrangement a proposal covering the following areas will need to be produced:

- A summary of the proposal.
- Desk-based Due Diligence Form.
- Resource requirements.
- Staff expertise.
- Details of any WU content that will be delivered as part of the arrangement.
- Business case covering the strategic fit of the partner.

8.2 The approval process for the consideration and approval of Flying Faculty arrangements are set out in figure 3. Where there is University provision that is delivered as part of the arrangement any changes will be subject to the relevant quality assurance processes as set in section 6. Partner organisations must be kept informed of any changes to relevant provision that may impact the arrangement.

9 Approval Process for a New Validated / Franchise / Dual Degree Partner

9.1 A proposal for a new academic partnership for validation, franchise or dual degree may be initiated by a prospective partner organisation or by a member of staff at the University. All proposals received are to be directed to the Head of Academic Partnerships for initial consideration.

9.2 Initial assessment of the academic partnership proposal, including a desk-based Due Diligence exercise, will be carried out by the Head of Academic Partnerships. The initial assessment is intended to capture information around the nature and scope of the proposal and the benefits to both parties and to determine whether the proposal meets the aims within the University's Vision and Strategy.

9.3 Where an initial proposal is deemed viable, the Head of Academic Partnerships will meet with the partner to progress the proposal. The meeting is necessary to complete the full commissioning proposal.

9.4 At the meeting discussions will include:

- The nature and scope of the full proposal.
- Drafting of a timeline.
- Procedural and documentary requirements.

- The financial and funding arrangements between parties, including initial approval costs and recurring costs upon commencement of the provision.
- Student numbers.
- Fees and funding arrangements.
- The contractual obligations of each party.
- Quality assurance procedural and documentary requirements.

9.5 Following the meeting the commissioning pack will be completed, which comprises of:

- Academic Partnership Proposal Form.
- Due Diligence Review Form.
- Business case costing Model.
- Faculty Supporting Statement.

9.6 Prior to the commissioning pack being submitted to APC for initial consideration, in discussion with key stakeholders involved in the due diligence process, the Head of Academic Partnerships will take a view as to the risk rating of the proposed partnership and determine whether the proposal should be presented for approval through the University's governance structure. Where it is determined not to progress at this stage the Partnerships Office will inform the proposed partner of the decision and note the outcome at APC.

9.7 Where a proposed partnership is progressed, it is submitted to APC, VCET and AQSC for approval. As the proposal progresses through the University's governance structure the relevant minute from the previous committee is submitted to the latter committee with the commissioning pack for consideration.

9.8 Following partner approval through the commissioning process, a site visit will be conducted to the partner to verify appropriate infrastructure is in place to support the partnership. If a visit has already been undertaken to the partner, a further visit will not be required.

9.9 Following confirmation that appropriate infrastructure is in place the application will progress to the pre-validation and validation stage which is overseen by the Quality and Regulations Team (see paragraph 6.1.3 and 6.1.4). Following validation approval, the partner will be expected to follow the University's Regulations, Policies and Procedures, unless otherwise stated within the specific partner agreement. All University Regulations, Policies and Procedures can be found here. Further guidance on quality assurance can be sought by contacting partnershipsquality@wrexham.ac.uk.

9.10 Following the completion of the commissioning and validation process, the academic partnership procedure for new partnerships will be concluded by the signing of a Memorandum of Agreement by the Vice-Chancellor or Deputy Vice-Chancellor.

9.11 Existing provision will be subject to re-validation as per the process detailed within paragraph 6.1.10 and the Programme Life Cycle Procedure. Where franchise programmes are due for re-approval this will be carried out at the same time as the re-validation for the home programmes. This may include programme suspensions and withdrawals. This will ensure that any changes proposed to the home programme can be assessed to ensure there is no adverse impact on the franchise programmes and the partners are able to deliver the changes as well as the University.

9.12 Where a partner wishes to seek approval for changes to their provision, they should submit a change request through the University's modification process as set out within section 6 of the Programme Life Cycle Procedure.

10 Due Diligence

10.1 The University, as part of its obligations under the UK Quality Code for Higher Education, conducts a rigorous due diligence process as part of the Commissioning process. The first stage in the due diligence process is for the Partnerships Office to conduct a desk-based Due Diligence review exercise on the prospective partner, at any point of this process, where significant concerns are raised, the Head of Partnerships can determine that the Commissioning process is terminated.

10.2 Upon successful outcome of the desk-based Due Diligence exercise prospective partners are asked to provide further evidence in support of the information requested under the Due Diligence process which is reviewed by designated officers at the University. The University will consider the evidence and where risks are identified, will outline these, and propose mitigation, as part of the Due Diligence process. This stage is not required for Articulation, Progression and Flying Faculty (Overseas Faculty Deployment) arrangements.

10.3 At any point during this process, where significant concerns are raised, the Head of Academic Partnerships can determine that the Commissioning process is terminated. Where this action takes place, it will be noted and reported back to APC.

10.4 The process can be varied depending upon the location of the partner. For instance, political unrest or human rights considerations would be more relevant to TNE partners rather than UK partners. The same templates will be used for this process, but some sections will not be applicable, in these instances NA should be added to the relevant field within the template.

10.5 The prospective partner will be asked to provide documented evidence as listed within an Evidence and Information Request List. The list may be individually tailored to ensure the investigations undertaken are appropriate and proportionate to the nature and scope of each proposal received. The proposer will be asked to submit the completed list and provide documented evidence to determine:

- The financial and funding status of the prospective partner.

- The good standing, capacity and former higher education experience of the prospective partner.
- The legal status of the prospective partner and their capacity in law to enter into a contract with the University.
- The ownership status of the institution/organisation.

10.6 The Head of Academic partnerships or nominee will collate the evidence received from the proposers and attach a Partner Due Diligence Review Form and send relevant sections of the submission for review by designated senior officers responsible for (a) academic partnerships quality, (b) legal and (c) finance at the University.

10.7 Once these are completed, the outcome will be included within the full commissioning submission for new partner proposals. However, if the Partnerships Office identify or are notified of any significant risk to the University's financial stability and/or reputation they will immediately terminate the due diligence process without submitting the commissioning documentation to the relevant committees for approval and inform the proposed partner accordingly.

10.8 The University assesses that the risk in academic partnership provision is impacted by a range of factors, of which the following are identified as critical:

- Partner previous experience in delivering higher education.
- Partner institution status (university or college).
- Partner reputation.
- Partner experience of academic partnership working.
- Partner subject expertise.
- University experience in subject area.
- University programme team experience in collaborative delivery support.
- Partner's resourcing and financial standing.
- Local licensing requirements and complexity.
- The recognition of UK awards/degrees delivered in TNE.
- Local political stability.

10.9 The categorisation of low, medium, and high risk in relation to academic partnerships refers to the level of potential challenges, uncertainties, and negative outcomes associated with the collaboration. These risk categories enable the University to assess the potential benefits and drawbacks of engaging in a particular academic partnership.

10.10 The below definitions are overall risk ratings and should be read in conjunction with the rest of the procedure, specifically the criteria set out within the Due Diligence Review Form.

Guidance on the due diligence criteria and potential mitigations is detailed within Appendix 1 of this procedure.

10.11 **Low Risk** academic partnerships are collaborations that are relatively safe and straightforward, with minimal potential for negative consequences. Characteristics include:

- Well-defined objectives and outcomes.
- Clear alignment of interests and goals between partners.
- Established track record of successful similar collaborations.
- Little to no financial or reputational risk.

10.12 **Medium-risk** academic partnerships are collaborations that involve some degree of uncertainty and potential challenges, but they do not exhibit excessive risks. Characteristics include:

- Moderate level of complexity.
- Partners may have some differing objectives or interests to the University.
- Limited experience working together and/or collaborating with other organisations using a similar collaborative model, e.g. franchise, validated etc.
- Moderate financial and reputational risk.

10.13 **High-risk** academic partnerships are collaborations with a significant level of uncertainty and the potential for substantial negative consequences. Characteristics include:

- Partners have significantly different goals or expectations to the University.
- No prior experience working together and/or collaborating with other organisations using a similar collaborative model, e.g. franchise, validated etc.
- Substantial financial and reputational risk.

Further information on how the University determines high risk partnerships can be found in appendix 1.

10.14 A Partner Risk Register is maintained by the Partnerships Office with input from the Quality and Regulations Team as well as other areas such as Legal and Finance and is reviewed by Academic Partnerships Committee.

11 New / Additional Partner Delivery Site

11.1 There may be instances where a partner providers premises requires approval, or an existing partner wishes to relocate or move to new premises, the following procedure for approving a new / additional site of delivery will apply.

11.2 The partner provider will submit a proposal providing details of the new and/or additional proposed delivery site/premises for consideration by APC. The submission will comprise of the Partner Additional & New Delivery Site approval form, Partner Learning Resources and Facilities Questionnaire (to include photographic and video evidence) And a copy of a lease/proof of ownership, which is to be submitted in English. All translation costs will be at the expense of partners.

11.3 APC will consider the proposal or alternatively may request a visit be conducted to the proposed partner premises. If a visit is deemed necessary by APC, arrangements will be put in place to conduct a visit to the proposed partner premises and a report will be produced setting out the findings of the visit. The report will be submitted to APC for consideration and approval.

11.4 Following approval via APC, the Partnerships Office will update the Memorandum of Agreement, and the Quality and Regulation Team will update the programme specification with the approved delivery site.

12 Academic Partnerships Internal Review

12.1 As detailed in section 6 the review process will involve a desk-based audit, meetings with the partner and University staff and a physical visit to the partner in some instances. The review team will draft a report, which may contain conditions and/or recommendations which the relevant owners will need to review and respond to. The conditions and/or recommendations and their resolution will be tracked to completion using the action log template which will be overseen by Academic Partnership Committee.

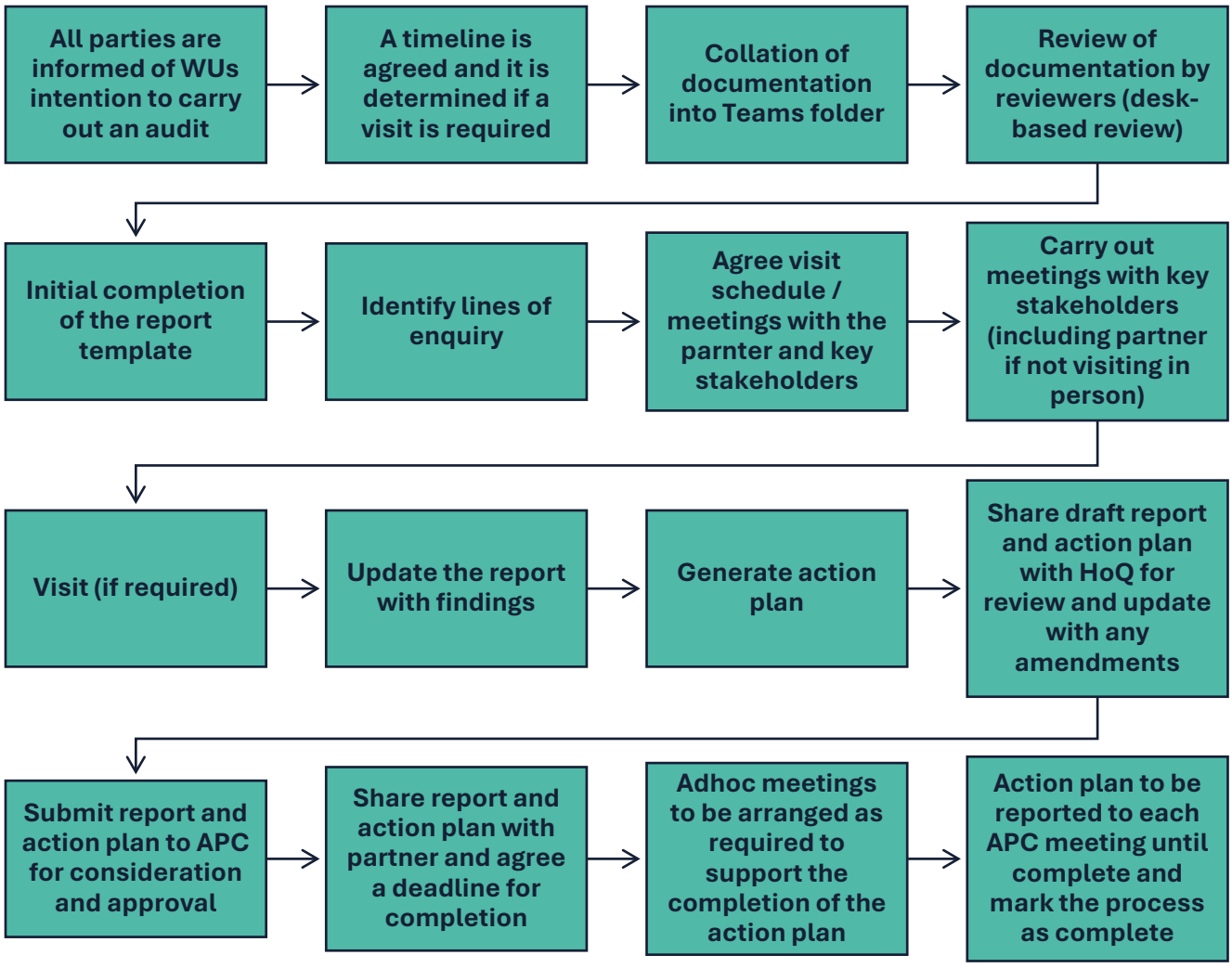
12.2 The following information will be reviewed and form the evidence base:

- Annual report from the partner (latest one).
- Academic Programme Sub-Committee minutes and papers that relate to the partner (modifications, suspensions and withdrawals).
- Academic Link visit reports.
- Committee papers related to the Partnership.
- Continuous Monitoring and Enhancement reports (the last two years).
- Continuous Monitoring and Enhancement Action Plans (current and previous year).
- Due diligence report (both initial and any subsequent reports).
- External examiner overview.
- External examiner report and responses (the last two years).
- External regulator report (e.g. OfS, QAA, Medr/HEFCW).
- Partnership agreement (e.g. MoA, MoU, Teach out etc).
- Programme specifications.

- PSRB reports .
- Relevant in-country regulations / requirements.
- Staff CV approval overview from the Quality and Regulations Team.
- Staffing overview (template to be completed by the Partner).
- Student Protection Plan (available from the Partner webpage, where applicable).
- Summary of known good practice and enhancements from the Partnerships Office.
- Validation and re-validation report (latest one).
- Website Audit Report.
- Any relevant additional information, i.e. news articles, external regulator publications etc.
- Any relevant communications (e.g. e-mail).

12.3 The evidence base will be collated between the Quality and Regulations Team and the Partnerships Office ready for the reviewers to commence the desk-based review.

Figure 5: Academic Partner Internal Review Process



13 Annual Partner Review Reports

13.1 At the end of each academic year, a senior executive member of staff at each partner organisation is asked to complete an Annual Partner Review report. The report asks the partner to provide a self-assessment and comment on any developments that might affect their provision (either positive or negative, internal, or external) and provides an opportunity to provide general feedback on the academic partnership. An action plan is also submitted as part of the report.

13.2 The Quality and Regulation Team are responsible for this process and will produce an overview report that is sent to APC for consideration.

13.3 The action plans will feed into the Strategic Partnership Boards and Operational Working Groups mentioned in 4.2.

14 Published Information

14.1 Partner organisations are expected to maintain accurate and current published information to ensure compliance with the CMA and provide applicants and students with the necessary information to make an informed decision. For example, clearly stating if a programme is accredited.

14.2 The Memorandum of Agreement will set out requirements related to published information which the partner organisation and the University will be expected to follow.

14.3 To ensure that information remains accurate the Quality and Regulations Team will carry out annual website audits on all of its partners and identify any areas of concern. Partner organisations will be expected to resolve and respond to any concerns raised through the audit by the stated deadline. A report of the website and the progress of the completion of any actions will be reported to and managed by the APC.

15 Operational Administration

15.1 Once a Memorandum of Agreement has been agreed and signed by both parties, details of the academic partnership will be entered onto the University's Official Register of Academic Partnerships, which is maintained by the Partnerships Office.

15.2 The information held on the Register includes:

- The name (including link to the partner website) and the nature/type of academic partnership arrangements at the partner college/organisation.
- The programmes and awards involved.
- Type of academic partnership arrangement, e.g., franchise, validated etc.
- The language/s of delivery and assessment used in the programme.

15.3 Any changes to the details held on the Register arising from the procedures described in this procedure must be reported at the earliest possible opportunity to the Partnerships Office.

15.4 Students are to be provided with, or be informed of where to find and access, the following information:

- Programme specification, as approved by the University.
- External Examiner Reports.
- Student handbook, using the standard Wrexham University Partner Template.
- Where to find and access all University Academic Regulations, Policies and Procedures, including those for complaints and appeals, disciplinary and/or fitness to study procedures, and (where applicable) policies and procedures of the delivery organisation, support provider or the placement host.

- Entitlement to membership of student representative bodies at the University.
- Entitlement and information on how to access the University services.
- Channels of communication for contacting appropriate staff at the University.

15.5 During validation/re-validation process, a staff profile summary for all staff who will be involved in the delivery and assessment of the programme at the partner college/organisation must be submitted. If a staff member is new to the programme, a CV will also be required for approval.

15.6 Subsequently, when a partner organisation wishes to appoint additional staff in the delivery and assessment of the programme, then the CVs of the additional staff must be submitted to the Partnerships Quality Manager for approval.

15.7 A central record of all staff at the partner organisation approved to deliver programmes will be maintained by the University's Partnerships Office.

16 Partner Visits

16.1 Academic Links are expected to keep in close communication with partners on a regular basis to foster good communications between the University and partner programme teams, and to provide advice and guidance on a range of issues, such as teaching, assessment, support for learning, and quality management. The Academic Link will normally conduct at least one annual visit to the partner and will complete an Academic Link visit report (see Academic Link Guidebook) which summarises any issues, any arising actions are then added to the partner CME action plan.

16.2 The Partnerships Office and / or the Quality and Regulations Team may also visit partners to check on regulatory matters and to deliver briefings and advise on arrangements for quality oversight as necessary, such as local accreditation events.

16.3 There may also be a need for other members of University Staff to visit partners for promotional events as an example.

16.4 The Partnerships Office will keep an annual register of partner visits for audit and monitoring purposes.

17 Agreement Review and Renewal

17.1 Each Memorandum of Agreement has a clause stating when the agreement is due for renewal. The Partnerships Office will contact the partner organisation when the agreement is due for renewal and carry out a review of the partner 12 months prior to the renewal date to determine whether the agreement should be renewed.

17.2 When renewing an agreement, the Partnerships Office will liaise with relevant colleagues internal to the University to ensure that all relevant sections remain current and accurate. Where the agreement differs from the standard Wrexham University template, these differences will be reviewed with relevant parties to ensure that they remain proportionate and deliverable.

17.3 As part of the review and/or renewal process the University will review and refresh the due diligence for the partnership, as required. This will require collaboration with a variety of University departments.

17.4 The approval of renewal agreements will be progressed by the Partnerships Office in liaison with the Partner and Wrexham University's Legal team. APC, VCET and Board of Governors will be kept up to date with regards to progress by the Head of Academic Partnerships.

17.5 Agreements are also regularly reviewed by the Partnerships Office to ensure they remains accurate and current in relation to an internal and external factors which may require changes to agreements prior to its renewal date.

18 Termination

18.1 Any member of staff (including a governor) at the University or the partner or any student at the partner has the right to raise a cause for concern with the University regarding the operation of the academic partnership. This should be raised in the first instance with the University Programme Leader (or designated nominee), Academic Link, Partnerships Office or Quality and Regulations Team. It is also possible for members of the University's Senior Management Team and the Board of Governors to question the effectiveness of an active academic partnership with a view to terminate. APC, VCET and AQSC are to review and approve the outcome, whilst Strategy and Finance Committee are to be kept informed of the outcome.

18.2 A proposal to terminate an academic partnership may be considered in light of unresolved causes for concern, as a result of ongoing risk assessment and monitoring processes noting that termination of the academic partnership will normally be for one of the following reasons:

- Breach of the Memorandum of Agreement.
- Change in approved University strategy.
- Poor performance of the partner (as identified in the monitoring processes outlined elsewhere in the Chapter).
- Strategic fit.
- Mutual consent.

18.3 Where termination is determined the following actions are required:

- Consideration and approval of the termination by APC, VCET and AQSC. Strategy and Finance Committee are to be kept informed of the outcome.

- A formal letter confirming the decision to terminate is sent to the partner organisation alongside a Teach Out Agreement and Plan.

18.4 Termination of the academic partnership may take immediate effect or take place after a period defined within the Memorandum of Agreement, depending upon the reasons for the termination and the clauses within the Memorandum. If termination is sought due to a breach of the contract or any other clauses allowing for immediate termination in the Memorandum of Agreement, the University may terminate the agreement.

18.5 The Dean and/or the designated Associate Dean of Faculty or other relevant committee may recommend to Academic Partner Development Committee (APDC) that a programme delivered at a partner should be suspended or withdrawn entirely. The suspension or withdrawal of a programme must also follow due process as set out within the Programme Life Cycle Procedure. Such a decision would normally be taken when one of the following occurs and remedial action has not provided a satisfactory outcome:

- There is repeated poor student performance.
- There are repeated academic issues with the programme.
- Resources at the partner are no longer adequate for delivery.
- The intake is poorer than predicted.

18.6 The above examples are given as illustrations and are not intended to be comprehensive. There may be other reasons for the termination of a programme.

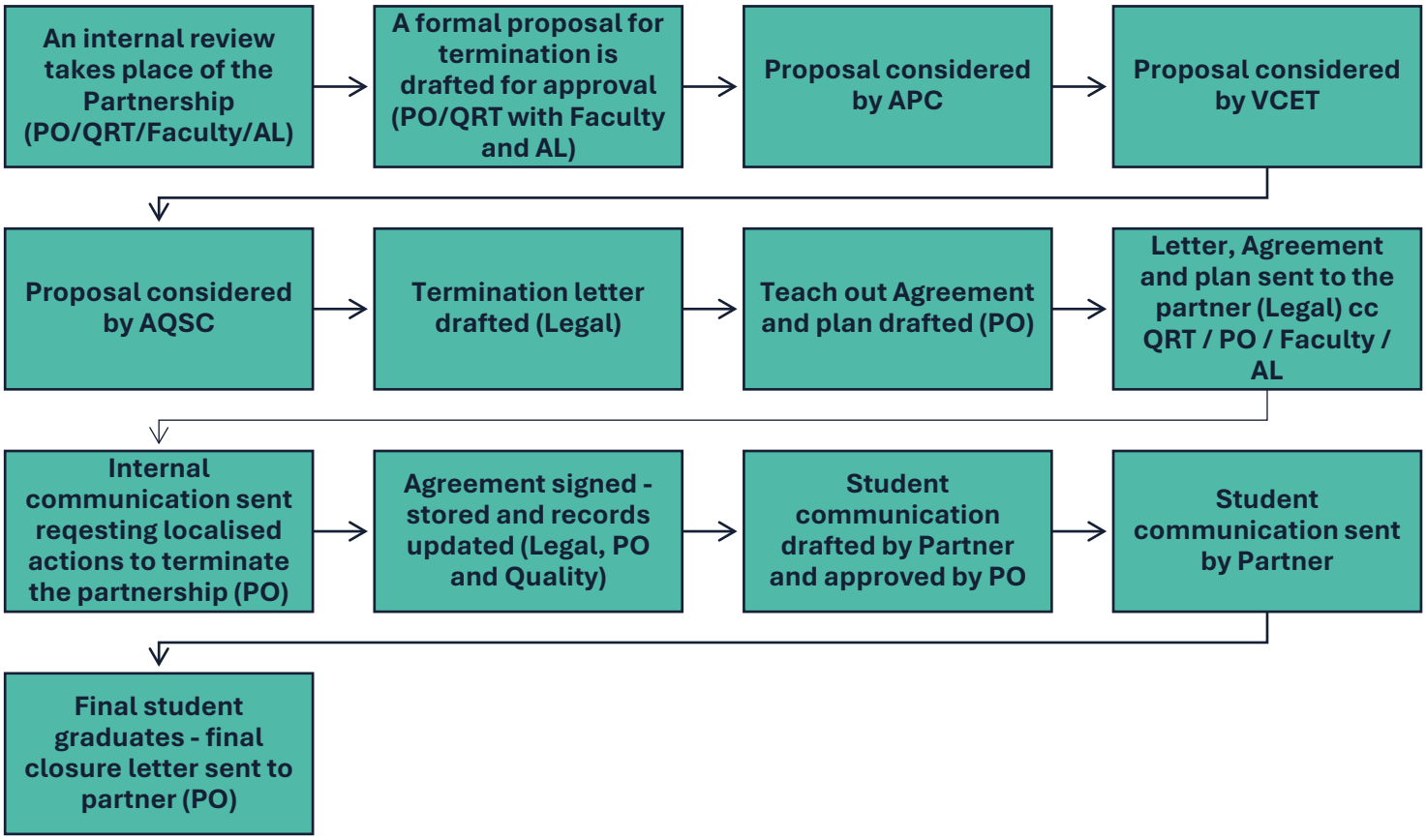
18.7 Arrangements must be made to enable students who are already enrolled on a programme subject to termination of the Memorandum of Agreement or the withdrawal of the programme to complete their studies in an appropriate learning environment; this may involve a transfer of responsibilities for the students to a third party. Students are not required to accept these arrangements but must be made aware that if this is the case, they may not be able to complete their award. The Memorandum of Agreement will set out what obligations the partner and the University will have in the teaching out of the programmes or the transfer of students to another education provider. The ultimate decision and responsibility for identifying appropriate arrangements rests with the University in respect of students enrolled on the University programmes.

18.8 A programme will usually be taught out in accordance with the existing processes and procedures in place for the academic partnership as identified in this document and the Memorandum of Agreement. Where additional measures or actions are required to support teaching out or allow students to complete their award (for example, through managed transfer to a third party), a report will be submitted to the relevant University Committee, as appropriate.

18.9 Once the decision to terminate the delivery of a programme by a partner provider has been made, the Partnerships Quality Manager, will update the University's Register of Academic

Partners and will advise staff to update their records and will notify all other relevant University departments.

Figure 6: Process for the Termination and Teach Out of Academic Partners



19 Accessibility

19.1 Wrexham University strives to be a supportive and trauma-informed university in the design and operation of all our processes and procedures. If you need adjustments to access this procedure or have any other comments to make on the accessibility, wording or any part of this procedure, please do email us on partnershipsquality@wrexham.ac.uk.

Appendix 1: Risk Explanations & Mitigations for the Identification of High Risk Academic Partnerships

Risk Name	Risk Description	Potential mitigating actions
Organisation or individual reputation	Concerns relating to any of the following: funding sources, political influence, regulatory body registration or regulatory changes, press reports on aspects of organisation's business or researcher integrity as well as concerns relating to tobacco companies, defence/ military, territories on FCO list. Further examples include: • No negative publicity / reputation plus very positive reputation / publicity. • Some minor negative publicity alongside positive reputation and publicity. • Some negative publicity with no positive publicity • Negative and seriously damaging publicity.	***May be acceptable if:*** *Issues are historic* **And / Or** *It is a multi-national company and proposed activity is with a separate section from where issue has arisen.* *Legal Due diligence should also include any connections to a company location in an embargoed country in which the University cannot ensure work to be carried out in.* **And / Or** *Faculty is satisfied that benefits of academic partnership outweigh potential negative impacts.* **And** *Adherence to standard international policies Anti Bribery & Corruption, Anti-Slavery.*
Academic Governance	There are concerns the academic programme does not meet QAA and WU quality and standards requirements or if the proposal requires substantial variation to WU Academic Regulations.	***May be acceptable if:*** Checks with UK ENIC / the British Council / National Quality Assurance / Accrediting Body / External Networks, eg ENQA, APQN, INQAAHE (with support from Global Engagement Office) show that standards are equivalent to UK expectations. *And / Or* School/institute is prepared to provide extra support to students if required. *And / Or* Quality of pastoral / academic support is proven to be high.

Risk Name	Risk Description	Potential mitigating actions
Due Diligence Checks	Partner wishes to include legally binding clauses to agreements/contracts that may be problematic for WU. Guidance and input should be sought from University Secretary. For other agreements, it is not possible to omit /remove references to the UK Bribery Act 2010, GDPR and Data Protection Act 2018 and Freedom of Information Act 2000. Changes to indemnity or liability clauses are also to be avoided without legal and financial advice and consultation for any special permissions required. Changes to Intellectual Property clauses should be checked with WU's Research Office and University Secretary. IP ownership – collaborations must ensure WU's rights are protected. Critical if the IP was exploitable and may require advice from WU's Research Office and University Secretary. UKVI and the recruitment of international students. If recruiting international students, are they using their own CAS and registered with the UKVI or proposing to use WUs CAS licence.	***May be acceptable if:*** The alternative document covers the areas of the WU template and matches (but does not exceed) the commitments WU is prepared to undertake. And / Or Advice has been sought from University Secretary regarding the template or altered text. May be acceptable if: IP change is advantageous to WU. And / Or Research Office & University Secretary have reviewed and approved. ***May be acceptable if:*** They are UKVI approved with a history of good standing.
Location of activity in a known high-risk country (as per FCO classification)	For international partners, Foreign and Commonwealth Office (FCO) advice should always be checked. FCO advisories against travel to countries or specific areas should be heeded. Regardless of FCO advice, consideration must be given to the cultural, social and political environments of the country e.g. laws about sexuality which may impact on students and staff. Check the proposed partner country is not an embargo country.	Should always be flagged as high risk to VCET.

Risk Name	Risk Description	Potential mitigating actions
Scale of activity and sustainability	Volume of students/other income sources and longer-term sustainability should be considered, full business case needs to be prepared.	***May be acceptable if:*** The Faculty is satisfied that there is existing capacity to budget shortfalls and use as a loss leader for 5+ years. And / Or The faculty is satisfied that these numbers have been accounted for in financial, staff, space and resource planning. Business case outlining initial student numbers, projections and milestones required including financial analysis / feasibility is sound
Financial risk	Large value academic partnership identified involving multi sector/multi-national, multiple countries. Partner's financial legal capacity and financial ratio of fees to funding as against commitment to the academic partnership (e.g. solvency risk/liquidity/cashflow/overfunded against fee balance) to be considered versus role (and potential financial contribution). Financial analysis conducted of track record of partner or academic partnership (seeking renewal) identified a significant financial loss. High risk deliverables or payment/ funding terms are via a lump sum payment or payment by results), Currency risk in payment terms for that territory or exchange controls and currency affecting payments to/from proposed partner country.	***May be acceptable if:*** Business case and financial plan and partner financial data provided given sufficient detail proportionate to the partners' contribution financially and unforeseen costs/funding gap mitigated. And / Or Confirmation of commitment of financial contribution (cash/in kind) to the academic partnership secured. And / Or Justification provided re: partner and or academic partnership that is seeking to renew regarding prior poor financial performance. And / Or Currency conversion has been factored into financial costing and contributions; legal / financial due diligence checks done satisfactorily.
Legal (Tax, jurisdiction)	Governing Law / jurisdiction is not in line with UK law.	If partner is willing to vary contract to meet UK law standards.

Risk Name	Risk Description	Potential mitigating actions
Sharing of research facilities and or significant University equipment/data	Academic partners should be sharing the costs of maintaining facilities through contributions via grants. Commercial partners should be paying commercial rates for access to equipment and facilities. Data should be shared in compliance with GDPR and any terms on which the data was collected. All of the other risks (location, reputation, etc.) need to be considered when considering partnering over research facilities and equipment.	