Queen Mary Collaborative Provision Framework

1. Preamble

The Queen Mary Collaborative Provision Framework (QMCPF) provides a context for Queen Mary University of London’s (QMUL) approach to educational partnerships, together with information for academic staff regarding the development and management of collaborative provision.

The purpose of the QMCPF is to describe QMUL’s mechanisms for safeguarding its academic standards, in order to ensure that QMUL maintains an appropriate quality of the student experience and effectively manages risk in relation to its collaborative provision.

The QMCPF sets out the requirements and processes for the development and management of QMUL’s collaborative provision, and for collaborative arrangements that lead to admission to one of QMUL’s degree programmes.

QMUL has committed to engage in collaborative provision in its Strategic Plan 2010-2015, and International Strategy 2010-15, recognising the opportunities and benefits that collaborative arrangements can offer. QMUL is aware of the risks associated with collaborative provision and has identified the need for effective management of these risks in order to protect its academic standards and the quality of its awards.

The QMCPF will be subject to annual review to capture any policy changes in the area of collaborative provision.

Separate Guidance Notes for Collaborative Proposals with details on the procedures and templates are available on the Collaborative provision web pages.

2. Scope

Collaborative partnership provision is defined by the QAA in Chapter B10 as ‘all learning opportunities leading or contributing to the award of academic credit or a qualification that are delivered, assessed or supported through an arrangement with one or more organisations other than the degree-awarding body.’

Collaborative provision denotes educational provision leading to an award, or to specific credit toward an award, of an awarding institution delivered and/or supported and/or assessed through an arrangement with a partner organisation. This includes partners that facilitate admission to programmes and/or have a role in determining entry standards.

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3. Key principles

The QMCPF pays close attention to the indicators laid out in the [QAA UK Quality Code Chapter B10: Management of Collaborative Arrangements](https://www.qaa.ac.uk/quality-code). The indicators have been used to identify key principles to guide QMUL’s approach to its collaborative provision.

- QMUL retains responsibility for the academic standards of all awards granted in its name, and is responsible for ensuring that the academic standards of its awards meet the expectations of the UK Quality Code for Higher Education.

- QMUL is accountable for the quality of the student experience and is responsible for ensuring that the quality of learning opportunities offered to its students through collaborative arrangements is adequate to enable a student to achieve the academic standard required for the award.

- QMUL publishes a Register of Collaborative Provision, which records all of its collaborative partnerships.

- QMUL ensures, through due diligence investigations, that a proposed partner is of an appropriate academic standing to QMUL, with shared educational objectives, and is capable of fulfilling its role and responsibilities under the collaborative arrangement.

- QMUL ensures that there is a written agreement or contract setting out the rights and obligations of QMUL and the partner. This agreement is signed by the authorised representatives of the parties prior to the commencement of the collaborative activity, and in most cases will be legally-binding.

- QMUL does not enter into ‘serial’ arrangements under any circumstances (whereby the partner institution delegates the responsibilities agreed with QMUL to another party through a separate arrangement).

- QMUL’s quality assurance processes for collaborative activities are in line with the procedures in the QMUL Quality Handbook. Specific QA procedures required to support a collaborative arrangement are set out in the agreement and are agreed during the approval of the collaborative arrangement.

- QMUL ensures that all collaborative arrangements are fully-costed, with the financial arrangements and responsibilities detailed in a written agreement between QMUL and the partner. QMUL’s policies and procedures are intended to ensure that there are adequate safeguards against financial or other temptations that might compromise academic standards or the quality of learning outcomes.

- QMUL ensures that staff engaged in delivering or supporting a collaborative arrangement are appropriately qualified for the role, and that the partner organisation has effective mechanisms in place to monitor those staff against the required performance standards. QMUL’s Learning Institute is available to advise on staff development and quality enhancement for collaborative programmes through professional development opportunities.

- QMUL ensures that the arrangements for admission to the collaborative programme are managed in accordance with QMUL’s normal recruitment and admissions policy. Any specific admissions requirements are set out in the collaborative agreement and are articulated to students as part of the admissions process.
QMUL ensures that its collaborative partners understand and follow the requirements for the conduct of assessments that form part of collaborative arrangements.

QMUL ensures that the outcomes of assessment meet the specified academic level of the award or credit in accordance with the Queen Mary Academic Credit Framework and Academic Regulations. QMUL’s normal External Examiner procedures apply to collaborative arrangements, unless alternative procedures that meet equivalent standards are negotiated and set out in the agreement. External Examiners are briefed about the nature of the collaborative provision to enable them to fulfil their role effectively.

QMUL works to the expectation that all transcripts will record details of the partnership. Normally, the details of the collaborative arrangement will only appear on the award certificate for joint awards (issued through a single diploma certificate).

Students are provided with full details of the collaborative programme that they apply for, or register for.

4. Overview of models of collaborative provision at QMUL

This section describes the models of collaborative provision permitted by QMUL and the key points and procedures to note.

QMUL does not enter into validation or franchise arrangements with partner institutions. In addition, QMUL does not currently enter into joint award initiatives with institutions operating outside the UK.

i. Agreements

Typically, a Memorandum of Understanding will be signed with the partner institution after Institutional Approval for the development of the partnership has been granted. A Memorandum of Agreement will be signed following approval of the developed provision. This agreement will detail the respective responsibilities, roles and obligations of the parties. The expectation is that a Memorandum of Agreement is fully signed before the collaborative programme commences.

[a] Articulation agreements

Definition:
Articulation agreements are formal arrangements between QMUL and another HEI (normally overseas) whereby credit taken at the approved partner leads to advanced standing on a particular QMUL programme. Admission to an intermediate stage of a QMUL programme is on the basis of the recognition of completion of study at the partner institution to an agreed standard, which counts as advanced standing credit on the student’s academic record.

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2 Validation is defined as the process whereby QMUL (and the University) judges a programme of study designed and offered by an external organisation as being appropriate to lead to a QMUL award.
3 Franchising is defined as the process whereby whole programmes or substantial parts of programmes or discrete parts of programmes of one institution are delivered in another institution with the overall responsibility for the quality of a programme and the assessment of the student residing with the franchiser institution.
• **Key points:**
  - QMUL is responsible for setting out the requirements for admission with advanced standing credit through an articulation agreement;
  - QMUL is responsible for ensuring that the attainment level required for articulation is at the minimum level of that to be achieved by full-programme students who are progressing at the point of entry;
  - Marks and individual partner credits achieved at the partner institution are not transferred to QMUL, and do not contribute to the QMUL award. The learning achieved at the partner institution is credited as advanced standing credit at QMUL;
  - QMUL does not currently enter into articulation agreements whereby students articulate into the final year of a degree programme at QMUL.

• **Overview procedure:**
  - Approval is in two stages: institutional strategic approval of the proposed partnership and partner approval through due diligence and risk assessment processes by Educational Partnerships Board (EPB) and academic approval by the Taught Programmes Board (TPB). The procedure for academic approval will focus on curriculum mapping, and the evaluation of quality assurance processes at the partner institution.

ii. **Collaborative programmes for undergraduate and taught postgraduate provision (single, joint or dual award)**

  [a] **Collaborative taught programmes leading to a QMUL award only (including Distance Learning, Placement and Work-based learning)**

  • **Definition:** QMUL and one or more partner institutions collaborate to provide elements of a joint programme that leads to a single award of QMUL.

  • **Key points:**
    - QMUL is responsible for evaluating the provision and quality assurance arrangements at the partner institution (including, *inter alia*, curriculum monitoring, external examining, double marking);
    - Marks and academic credit achieved at the partner institution will normally contribute to the algorithm for the QMUL award. QMUL is therefore responsible for ensuring the equivalence of marks and credit that will be taken into account;
    - The quality assurance processes to be followed will be articulated in the Memorandum of Agreement.

  [b] **Collaborative taught programmes leading to a joint award**

  • **Definition:** QMUL and one or more partner institutions together provide elements of a joint programme that leads to a single award made jointly by both, or all, participants.

  • **Key points:**
    - This is generally the most complex form of collaborative provision;
    - QMUL is responsible for evaluating the provision and quality assurance arrangements at the partner institution (including, *inter alia*, curriculum monitoring, external examining, double marking);
    - Marks and academic credit achieved at the partner institution will normally contribute to the algorithm for the QMUL award. QMUL is therefore responsible
for ensuring the equivalence of marks and credit that will be taken into account;
- Joint programme regulations are often required;
- A joint degree certificate will be issued;
- The quality assurance processes to be followed will be articulated in the Memorandum of Agreement;
- The partner institution must be able to pool their degree awarding powers to award a joint degree;
- QMUL does not currently enter into joint award initiatives with institutions outside the UK.

[c] Collaborative taught programmes leading to a dual (double) award

- **Definition:**
  QMUL and a partner institution collaborate to provide elements of a joint programme leading to separate awards from each institution. Arrangements involving more than two partners would lead to multiple awards in the same way.

- **Key points:**
  - QMUL is responsible for evaluating the provision and quality assurance arrangements at the partner institution (including, *inter alia*, curriculum monitoring, external examining, double marking);
  - Marks and academic credit achieved at the partner institution will normally contribute to the algorithm for the QMUL award. QMUL is therefore responsible for ensuring the equivalence of marks and credit that will be taken into account;
  - Joint programme regulations are often required;
  - Separate degree certificates are normally issued from each institution;
  - The quality assurance processes to be followed are articulated in the Memorandum of Agreement;
  - QMUL will consider any implications of the double counting of academic credit towards the dual award;
  - QMUL is able to enter into dual award initiatives with overseas institutions.

- **Overview procedure for single/joint/dual taught programmes:**
  - Approval is in two stages: institutional strategic approval of the proposed partnership and partner approval by Educational Partnerships Board (EPB).
  - Part 2 programme approval by the Taught Programmes Board (TPB).

iii. **Split-site research degree programmes (single, joint or dual award)**

Policy currently being revised.

iv. **Associate research students (Visiting research students)**

- **Definition:**
  A student from another institution (UK or overseas) who can be enrolled at the College to undertake a programme of research at postgraduate level for an agreed period of time.

- **Key points:**
  - Students are normally registered for a PhD at a UK or overseas university.
  - Students can spend a period normally between 3 and 12 months’ duration at QM undertaking research which is complementary to the Doctoral/PhD project at the
'home' university.

- Academic staff in the relevant academic field can agree to supervise the research.
- Students have access to Library and other research facilities.
- Associate students do not receive awards from QMUL.
- If a student wishes to follow an award programme they should be admitted under an approved split-site arrangement as outlined above.

- Overview procedure:
  - Institutional partner approval and memoranda of agreement are not normally necessary;
  - Schools/Institutes have to agree to admit such students.

v. Agency agreements:

- **Definition:**
  Agency agreements are formal arrangements between QMUL and an organisation or individual who is contracted by QMUL for marketing and recruitment of students, or related activity.

- **Key points:**
  - Agents and Educational Representatives operate on behalf of QMUL for marketing purposes and do not contribute to the delivery of programmes that lead to QMUL awards;
  - Agents promote QMUL and provide logistical support to QMUL staff during visits abroad;
  - Agents do not make offers of admission to students on QMUL’s behalf. The normal QMUL admissions process is completed in full by the students. Agents may provide assistance to International students during visa applications;
  - QMUL is responsible for ensuring that there is no ambiguity surrounding the authority of the Agent to act on QMUL’s behalf. The Agent’s role and responsibilities must be made clear in order to avoid misunderstandings on behalf of potential applicants.

- **Overview procedure:**
  Approval of the proposed agency contract by International Partnerships Office, Marketing and Communications following due diligence by the Country Manager. The Contract will set out the details of the relationship with the Agent, and the following aspects will be considered during the due diligence evaluation (following agent appointment and monitoring guidelines and usually involving a site visit) and drawing up of the contract:
  - The parameters within which the Agent is permitted to act on behalf of QMUL;
  - The requirements for marketing materials to outline the relationship between the Agent and QMUL;
  - That the Agent holds the necessary licences to operate on QMUL’s behalf;
  - The arrangements for monitoring the performance of the Agent against agreed standards;
  - The International Partnerships Office will use a standard agency agreement template; any changes to this template will be considered by EPB;
  - QMUL EPB receives an annual report of any changes to the list of approved Agents, which will also highlight any issues of concern.
vi. Programmes delivered by distance learning

- **Definition:**
  Distance Learning programmes are delivered and/or supported and/or assessed through means which generally do not require the student to attend QMUL. These programmes may operate via a collaborative arrangement where the partner institution is a host for assessment activities and may provide some aspects of learner support.

- **Key points:**
  - QMUL is responsible for ensuring that the requirements of the programme are clear to students (including transparent information concerning the respective responsibilities of QMUL and the partner);
  - QMUL is responsible for ensuring that the method of delivery is fit-for-purpose and reliable;
  - QMUL is responsible for monitoring the suitability of the examination centres and invigilation arrangements, so that students and QMUL can be assured that all work assessed by examination is done in an appropriate controlled environment, compliant with the QMUL Academic Regulations;
  - Schools and Institutes follow the QMUL procedure in the Quality Handbook where students have the dissertation element of their distance learning programme supported by a non-academic provider;
  - All quality assurance processes follow the QMUL Quality Handbook.

- **Overview procedure:**
  - Approval is in two stages: institutional strategic approval of the proposed partnership and partner approval by the Educational Partnerships Board (EPB).
  - Part 2 programme approval by the Taught Programmes Board (TPB). Arrangements for assessment and the measures for monitoring the quality of the student experience will be of particular interest to the TPB.

vii. Placement learning

- **Definition:**
  Placement learning arrangements incorporate approved structured learning provision that typically takes place outside QMUL as an integral part of the QMUL programme. Placement activity will have clearly defined learning outcomes, appropriate for the academic level, that are essential to the programme of study.

  QMUL has agreed four main types of placement learning for internal purposes:

[a] **Work-based placements:**
The student is a contracted employee and the emphasis of the placement is on gaining professional or technical employment experience. The student has the status, remuneration, and access to support structures commensurate with an employee of the organisation.

[b] **Internship placements:**
It is unusual for the student to be contracted as an employee. They complete work under supervision but the emphasis of the placement is on learning opportunities and educational experience.
[c] Observer Placements:
The student is not an employee and does not undertake any work; the placement is focused on the provision of learning opportunities.

[d] Academic study placements (Study abroad and Exchange programmes)
In Study Abroad and exchange programmes the student is registered as a student at both the host partner institution and QMUL. The placement provides a period of academic study delivered by an overseas University, which is an integral credit-bearing part of a QMUL programme. Erasmus student exchanges are also included.

- Key points for types [a] – [c]:
  - The learning completed during the placement normally contributes marks and credit to the academic record of participating students;
  - In a credit-only assessment arrangement students are awarded credits but they do not directly contribute towards the calculation of the degree classification. In a placement enhanced assessment arrangement the placement is assessed by QMUL and the marks and credit contribute directly towards the degree classification. Both methods are used in the definitions above;
  - QMUL is responsible for ensuring the quality of the educational provision, facilities and supervisory arrangements provided by the partner institution. This is managed through QMUL’s Quality Assurance Framework;
  - The School of Medicine and Dentistry employs established procedures to meet the requirements of the GMC and GDC for clinical education. Responsibilities may be defined in individual Service Level Agreements with clinical partners;
  - Individual schools/institutes are responsible for ensuring that appropriate arrangements are in place to support industrial and other placements;
  - General responsibilities and expectations of partners involved in placement activities are set out in the Placement Learning Policy Matrix;
  - Written agreements are not always required for placement learning arrangements where a student carries out a project of interest to the external organisation; however, QMUL staff determine and agree the intended learning outcomes for the project and carry out the assessment. In these cases, QMUL will supply the partner organisation and the student with a document setting out how it expects the responsibilities associated with each placement to be undertaken and achieved.

- Key points for type [d]:
  - QMUL students may study for one semester or a full academic year at the partner institution;
  - QMUL is responsible for evaluating the quality assurance processes and academic standards of the educational provision to be studied at the partner institution;
  - Placements are either compulsory to the award of the QMUL degree\(^5\), or an optional part of the award open to UG students from most subjects;
  - Placements normally use a credit and grade bearing assessment arrangement, where marks achieved at the partner institution are converted by QMUL and count towards the QMUL award;
  - General responsibilities and expectations of partners involved in placement activities are set out in the Placement Learning Policy Matrix.

- Overview procedure for types [a] – [c]:
  - Approval is in two stages: institutional strategic approval of the proposed

\(^5\) Currently, SLLF are the only School with a compulsory year abroad.
partnership by the Educational Partnerships Board (EPB).

- Part 2 programme approval or programme amendment by the Taught Programmes Board (TPB).
- Following programme approval, the responsibility for assessing and approving the arrangements for the educational provision at the external organisation is normally devolved to schools/institutes, with reference to the guidance in the QMUL Placement Learning Policy Matrix and the Quality Handbook;
- A Memorandum of Agreement will set out the roles and responsibilities of QMUL and the external organisation if required.

- **Overview procedure for type [d]:**
  - Institutional strategic approval of the proposed partnership through due diligence and risk assessment by the Educational Partnerships Board (EPB). The Memorandum of Agreement will include all the details of exchange arrangements.
  - Key areas for consideration in the approval process will be:
    - an evaluation of the provision, academic standards and quality assurance arrangements at the partner institution;
    - the mechanism for approving a programme of study at the partner institution (to ensure that all students complete the required number of credits at the correct level);
    - the identification of arrangements for the reassessment of failed assessment at the partner institution;
    - the conversion mechanisms for importing credit and marks to the QMUL academic record.
  - QMUL has clear procedures in place to ensure that the study abroad and exchange programmes meet programme and academic regulations. For compulsory placements these procedures are contained in the School Year Abroad Handbook, for optional placements the procedures are contained in the Quality Handbook (Procedures for supporting academic study placements) and the International Partnership Office web pages.
  - Schools are requested to nominate a single Study Abroad Co-ordinator for outgoing QMUL students to advise on and approve student study plans and maintain contact with students whilst they are on their study abroad placement.

viii. **Visiting Associate students studying at QMUL**

- **Definition:**
  Visiting Associate students study for one semester or a full year at QMUL.

- **Key points:**
  - Credits and marks achieved at QMUL may be transferred to the home university, in accordance with their procedures, but no award is made from QMUL;
  - Whilst some partners sending visiting Associate students to QMUL require a Memorandum of Agreement, others do not;
  - Where the partner institution does not require a Memorandum of Agreement, QMUL will supply the partner institution with a document that outlines the responsibilities of QMUL as a Study Abroad partner (at institutional level) in the absence of an agreement;
  - QMUL will agree which partner institutions it will accept Associate students from, and into which subject areas. These arrangements may be part of student mobility arrangements such as the Erasmus Programme.

- **Overview procedure:**
  - Institutional strategic approval of the proposed partnership along with
consideration of the requirements of the partner institution and partner approval through due diligence by the Educational Partnerships Board (EPB). Where the partner does not require a written agreement, QMUL will supply the partner institution with a document that outlines QMUL’s responsibilities as a Study Abroad partner.

ix. **Other Internships**

Other internship opportunities are also available to students outside their programme of study, where the work does not contribute to marks and credits on the student’s academic record. These are not included under the scope of this quality assurance policy.

x. **Research agreements**

Research agreements with external partners which might arise from strategic alliances with other universities and research organisations, both home and overseas, will follow the following approval process:

- **Overview procedure:**
  - Institutional strategic approval of the proposed partnership (EPB);
  - Review of the agreement documents by EPB
  - Where necessary review by the Joint Research Management Office (JRMO) or by Queen Mary Innovation (QMI) for IP issues;
  - Review and sign-off by the relevant Head of School and by the Faculty Dean for Research.
FLOWCHART FOR DEVELOPMENT AND APPROVAL OF COLLABORATIVE PROVISION AND PARTNERSHIPS

**Initial development phase**. Schools and Institutes hold explanatory meetings with prospective partners; information gathering; internal planning and approval within Schools and Institutes of the concept. Proposals to be approved by the relevant Faculty VP.

**Stage 1 Partnership Proposal Form**. To be used in all cases apart from Taught Single/Joint/Dual Awards and doctoral programmes. Due Diligence Checklist and Risk Assessment to be completed in all cases.

**Stage 1 Partnership and Programme Proposal Form**. To be used for Taught single/Joint/Dual Awards only.

**Stage 1 approval phase**. Completed documentation sent to ARCS to check for submission to Educational Partnerships Board (EPB) for approval.

**MoU and/or MoA development phase**. For all cases apart from progression/articulation agreements, doctoral degrees, and Joint/Dual Awards, Schools and Institutes may now draw up detailed MoUs or MoAs.

**Stage 2 academic development phase**. Schools and Institutes can begin detailed planning and development of the proposed new taught programme or award.

**ARCS arranges for MOU/MOA to be signed by the Principal or delegated VP.**

**Academic Proposal (Articulation/Progression) Form**. To be used for arrangement for taught programmes only. Draft MoA to be prepared.

**Part 2 Programme Proposal Form**. To be used for Taught Single/Joint & Dual Awards. Draft MoA to be prepared.

**Stage 2 academic approval phase**. Completed documentation sent to ARCS for submission to Taught Programme Board (TPB) for approval.

**Split-site doctoral programme** Policy is being currently revised.

**Implementation phase**. Schools and Institutes may launch, market and publicise collaborative activity as advised by EPB. On-going monitoring and management arrangements can now be put in place.
5. Records and monitoring

Register of Collaborative Provision

The QMUL Register of Collaborative Provision is updated following the approval and signature of the written agreement. The Register of Collaborative Provision is an up-to-date and authoritative record of QMUL’s collaborative partnerships, and a listing of the collaborative programmes operating through those partnerships that lead to a QMUL award.

The information published on the Register includes:

- The type of collaborative activity
- The name of the partner institution
- Outline details of the collaborative programme
- Number of students
- Lead School

Schools/institutes at QMUL are required to notify the Academic Secretariat of any change, or intended change, to the details held on the QMUL Register of Collaborative Provision at the earliest possible opportunity.

The Register of Collaborative Provision will be reviewed on an annual basis by the Educational Partnerships Board, so that it maintains an oversight of the scale and scope of QMUL’s collaborations.

Annual monitoring

The effective monitoring and review of collaborative arrangements are central to QMUL’s assurance of the academic standards of its collaborative provision. The School/Institute/Faculty monitors the quality and standards of provision in accordance with the procedures set out in the QMUL Quality Handbook. The QMUL Senate has an institutional overview of the monitoring processes.

In order that QMUL is able to discharge its responsibilities appropriately with respect to Annual Programme Review (APR), medium and large-scale collaborative programmes - defined as programmes with twenty or more registered students - undergo programme based annual monitoring. These programmes complete a Taught Programmes Action Plan (TPAP) in line with QMUL’s APR procedure, which should be updated on an ongoing basis and inform discussion at an annual APR meeting. This shall be linked to the relevant school/institute TPAP. All other types of collaborative provision, including small-scale programmes, exchanges, articulations, visiting associate students, and placement learning are monitored through the schools'/institutes’ TPAPs.

Periodic Review

The Periodic Review process encompasses small-scale collaborative provision during the review of all aspects of an academic unit. Therefore, the majority of collaborative programmes are considered within the overall provision for a given academic school/institute at QMUL. In recognition of the potential increased levels of risk to academic standards and quality, medium and large-scale collaborative programmes (as defined above) and programmes distinct from other school/institute structures will undergo a discrete programme, or group of programmes, Periodic Review process in line with the cycle of reviews (every six years).
There is provision for additional support and review if problems are highlighted through the Annual Programme Review or Periodic Review. If there is cause for concern or special review, a review ‘panel’ may be convened to consider areas of concern and monitor their resolution.

6. Review and re-agreement of existing arrangements

During the academic year prior to the expiry of the collaborative agreement, there will be a review of the collaborative arrangement that will lead to a decision on whether to re-approve the arrangement for a further term, or to withdraw from the provision. The Academic Secretariat will contact the QMUL Academic Lead of the collaboration to initiate the review process.

The academic co-ordinator of the collaborative arrangement will complete a Template for Review of Activity six months before the Memorandum of Understanding and related agreements are due to expire. The renewal will be submitted to EPB for approval and will have to be agreed by the Faculty VP. A new Due Diligence will need to be undertaken.

7. Withdrawal from collaborative arrangements

The Academic Secretariat must be notified immediately of any intention to withdraw from a collaborative arrangement, or of the receipt of a termination notice from a partner institution. The Queen Mary Senior Executive and Taught Programmes Board (or delegated authorities) will be notified at this stage.

A decision to withdraw from, or not renew, a collaborative arrangement must be communicated promptly between QMUL and the partner institution, to allow sufficient time for termination arrangements to be discussed and agreed in an Exit Agreement. QMUL reserves the right to terminate a collaborative arrangement if it considers that there are risks to its academic standards and quality.

The Exit Agreement will set out the respective responsibilities of QMUL and the partner institution(s) for the period of time that will allow all eligible students to complete the collaborative programme. During the termination period, the interests of these students are paramount.

Careful management of the termination process is necessary to protect the academic standards and quality of the collaborative provision during the termination period and also mitigate reputational risks to QMUL. In all cases, there will be due consideration of the quality of student experience and learning opportunities.