

UK Quality Code QAA Expectations, Practices and Guiding Principles  
for Partnerships and Work-based Learning

## UK QUALITY CODE

### QAA EXPECTATIONS AND PRACTICES FOR PARTNERSHIPS

<b>EXPECTATIONS</b>	
<b>EXPECTATIONS FOR STANDARDS</b>	<b>EXPECTATIONS FOR QUALITY</b>
The academic standards of courses meet the requirements of the relevant national qualifications framework.	Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.
The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.	From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

<b>PRACTICES</b>	
<b>CORE PRACTICES FOR STANDARDS</b>	<b>CORE PRACTICES FOR QUALITY</b>
Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.	Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.

## GUIDING PRINCIPLES FOR PARTNERSHIPS

1. The awarding organisation will be accountable for assuring the overall quality and academic standards of the provision, regardless of the type of partnership.
2. The awarding organisation will have in place appropriate governance to authorise and oversee the development and closure of partnership arrangements and to monitor their effective operation.
3. Due diligence enquiries are completed and legally binding written agreements are signed prior to the commencement of student registration - due diligence enquiries are refreshed periodically and before agreements are renewed.
4. Provision delivered through partnership arrangements will be subject to quality procedures that are at least as rigorous, secure and open to scrutiny as those used for the provision delivered by the awarding organisation.
5. Awarding organisations that make arrangements for the delivery of learning opportunities with others, retain the authority and responsibility for awarding certificates and records of study in relation to student achievement.
6. All awarding organisations maintain accurate, up-to-date records of all partnership arrangements that are subject to a formal agreement.
7. Awarding organisations monitor and evaluate their partnership arrangements to satisfy themselves that the arrangements are achieving their stated outcomes and that academic standards and quality are being maintained.

UK Quality Code    QAA Expectations, Practices and Guiding Principles  
for Partnerships and Work-based Learning

**UK QUALITY CODE**  
**QAA EXPECTATIONS AND PRACTICES**  
**FOR WORK-BASED LEARNING**

<b>EXPECTATIONS</b>	
<b>EXPECTATIONS FOR STANDARDS</b>	<b>EXPECTATIONS FOR QUALITY</b>
<p>The academic standards of courses meet the requirements of the relevant national qualifications framework.</p> <p>The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.</p>	<p>Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.</p> <p>From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.</p>

<b>PRACTICES</b>	
<b>CORE PRACTICES FOR STANDARDS</b>	<b>CORE PRACTICES FOR QUALITY</b>
<p>Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.</p> <p>The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.</p>	<p>The provider has a reliable, fair and inclusive admissions system.</p> <p>Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.</p> <p>The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.</p>
<b>COMMON PRACTICE FOR STANDARDS</b>	<b>COMMON PRACTICES FOR QUALITY</b>
<p>The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.</p>	<p>The provider's approach to managing quality takes account of external expertise.</p> <p>The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.</p>

UK Quality Code    QAA Expectations, Practices and Guiding Principles  
for Partnerships and Work-based Learning

## **GUIDING PRINCIPLES FOR WORK-BASED LEARNING**

1. Work-based learning courses and opportunities are designed and developed in partnership with employers, students and other stakeholders (where appropriate) and contain learning outcomes that are relevant to work objectives.
2. Work-based learning consists of structured opportunities for learning and is achieved through authentic activity and is supervised in the workplace.
3. Work-based learning opportunities are underpinned by formal agreements between education organisations, employers and students.
4. Education organisations and employers consider any specific issues in relation to the workplace environment and deal with them appropriately, including informal agreements where appropriate.
5. Work-based learning is delivered through a meaningful partnership between students, employers and the education organisation.
6. Work-based learning opportunities enable students to apply and integrate areas of subject and professional knowledge, skills and behaviours to enable them to meet course learning outcomes.
7. Parties understand and respect the respective roles, responsibilities and expectations of the education organisation, employer and student, and appropriate training and support is provided where required.
8. Education organisations and employers acknowledge individuals have unique needs within the education organisation and in the workplace, and collaborate to ensure opportunities are inclusive, safe and supported.
9. Work-based learning opportunities are designed, monitored, evaluated and reviewed in partnership with employers.