



'Working with Others' Handbook

(Meeting the requirements of the UK Quality Code)

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SECTION 1: INTRODUCTION

1.1 'Working with Others' and Meeting Requirements

Rambert School of Ballet & Contemporary Dance, in common with conservatoire training, engage many individuals in the education and training process. This policy and handbook provides a set of broad principles and guidelines that Rambert School follows in ensuring that we meet the expectation of the QAA1 UK Quality Code² in relation to course delivery, which involves 'Working with Others'.

In line with the reporting requirements of the Office for Students (OfS) and other developments, the School has a responsibility to the OfS to ensure that the 'B' conditions of registration ('Quality, reliable standards and positive outcomes for all students') are being met. Pertinently, the QAA UK Quality Code is very useful in informing our approach to 'Working with Others'. This policy and handbook is therefore designed to support the School in meeting our obligations with regard to the QAA UK Quality Code, and the allied requirements and obligations of the sector (OfS³, CMA⁴, OIA⁵).

Our **Policy on Working with Others** (see Sections 4 and 5 of this Handbook) sets out the Rambert School Working with Others Principles and how we meet these.

1.2 About the Rambert School Working with Others Principles

Rambert School, in earlier collaboration with Member Schools of the Conservatoire for Dance and Drama, has devised a set of principles governing 'Working with Others' activity (i.e. collaborative/professional/placement activity linked to programme/module learning outcomes), to facilitate cohesion and understanding of agreed general expectations and requirements so we can meet the relevant statutory requirements and expectations. These can be found in Section 4 of this handbook. How they relate to the UK Quality Code areas of partnerships, work-based learning and student engagement, is set out in Section 2 of the handbook (see page 5).

1.3 In Working with Others, who are the 'others'?

It is important to note that the focus of Working with Others is on **collaboration between Rambert School and other organisations or individuals who are not contracted staff of the school to provide educational activities.**

Where external teaching staff are contracted to the school, this activity will not come under the Working with Others principles set out in Section 2 of this handbook, as the procedures

¹ Quality Assurance Agency, the Designated Quality Body for the assurance of higher education quality and standards.

² <https://www.qaa.ac.uk/quality-code>

³ Office for Students

⁴ Competition & Markets Authority

⁵ Office of the Independent Adjudicator for Higher Education (the ombudsman for student complaints)

and protocols for managing activity with others will be covered under HR policies in employing these staff.

Working with Others activity does, however, include external teaching staff who are not contracted to the school, but who provide educational activities either on-site at the school or at an external location, where these activities contribute to programme/module learning outcomes.

Additionally, where students engage in activity relevant to their course but which is not considered to produce learning outcomes, this also would not fall under the Rambert School definition of Working with Others, though of course in meeting our institutional duty of care, the School ensures the suitability of such activity.

1.4 Meeting the requirements: the Policy, general principles and information

- Rambert School's **Working with Others Policy** comprises a set of Principles and information on how we meet these Principles. We use our Working with Others Principles to help us ensure that we meet the relevant statutory expectations and that proportionate due diligence and safeguards are in place to ensure the appropriateness, quality and standards of any Working with Others activity (as defined in Table 1 on the next page).
- Rambert School is not expected to act 'uniformly' in meeting the statutory requirements of the UK Quality Code expectations and standards regarding Working with Others, but we aim to be able to clearly demonstrate how we meet these expectations and requirements. Our Working with Others Principles (found in Section 4 of this handbook) are designed to support us to do this.
- Good practice, guidance and information on 'working with others' is contained within this handbook to assist us with this so that we have a common understanding and point of reference for Working with Others activity across the School.

1.5 Requirements of the validating University

Rambert School ensures that it is compliant with the expectations and requirements of our validating university, the University of Kent, regarding 'working with others' activity. We do this by firstly ensuring we are compliant with the terms of our Memorandum of Agreement with the University of Kent that governs our validation arrangements. We also work within the conditions set out in applicable University of Kent validator policies, regulations and procedures that correspond to the QAA UK Quality Code areas covering partnerships and work-based learning collaborative provision/partnerships.

The responsibilities for meeting the relevant statutory requirements covering 'working with others' activity fall between Rambert School as the education provider, and the University of Kent as the validating university and awarding body. For example, the University of Kent is

accountable for assuring the overall quality and academic standards of the education that Rambert School delivers, and the University relies on Rambert School to undertake due diligence to ensure that any ‘working with others’ activity is appropriate. We work closely with the University of Kent to ensure that we meet our respective responsibilities.

1.6 Additional guidance and support

If you are a member of Rambert School staff involved in engaging individuals to help deliver learning outcomes who are not employed by your School, or if you are involved in organising collaborative activity, and you are unsure as to whether the provisions of this handbook apply, you are advised to seek guidance from the school’s Academic Services staff, or you are welcome to contact the School Chief Executive, Artistic Director and Principal.

If you are a member of Rambert School’s Academic Services and you would like support or a discussion about any of the information contained in this handbook, you are welcome to contact the School Chief Executive, Artistic Director and Principal.

SECTION 2: STATUTORY FRAMEWORK AND REQUIREMENTS FOR WORKING WITH OTHERS

2.1 Working with Others and the UK Quality Code

All higher education providers need to follow the UK Quality Code, which has two overarching expectations, as set out below:

Table 1

Expectations for Standards	Expectations for Quality
<ul style="list-style-type: none"> The academic standards of courses meet the requirements of the relevant national qualifications framework The value of qualifications awarded to students at the point of qualifications and over time is in line with sector-recognised standards 	<ul style="list-style-type: none"> Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

Please see **Appendix 3** to this handbook for the full UK Quality Code Expectations, Core and common practices.

The Quality Code Expectations are underpinned by Core Practices. The Core Practices represent effective ways of working that underpin the delivery of the Expectations and result in positive outcomes for students. They are **mandatory requirements** for all UK higher education providers.

Common Practices also underpin the Expectations. These focus on enhancement. They are mandatory requirements for all providers in Scotland, Wales and Northern Ireland. In England, providers may wish to work towards these, but are not required to do so as they are not regulatory requirements and will not be assessed as part of the OfS regulatory framework. Rambert School looks to these Common Practices for enhancement where it is useful to do so.

2.2 Working with Others: Office for Students and QAA expectations

The Expectations of the Office for Students and QAA when ‘working with others’ include:

- ensuring that rigorous quality assurance mechanisms are in place and that due diligence is exercised in determining the appropriateness of any Working with Others activity;
- being clear about the roles and responsibilities of all parties;
- being clear about the educational objectives (learning outcomes) of the activity;
- ensuring that all those involved in teaching are appropriately qualified;
- ensuring that feedback and engagement (both from students and staff) is actively sought and used;
- Ensuring that there are clear avenues for raising concerns and complaints.

These Expectations express the outcomes higher education providers should achieve in setting and maintaining the standards of their awards, and for managing the quality of their provision. They are mandatory requirements for all UK higher education providers. In working with others, it is essential that Rambert School can demonstrate how these expectations are met.

2.3 Areas of the UK Quality Code relevant to Working with Others

Whilst many of the areas under the UK Quality Code are linked/relevant in some way to Working with Others activities, the following Advice and Guidance sections of the Quality Code are particularly relevant to course delivery that involves Working with Others:

- [Work-based Learning](#)
- [Partnerships](#)
- [Enabling Student Achievement](#)

The UK Quality Code Expectations and Practices for each of the above sections are supported by some Guiding Principles that providers follow to ensure they are able to demonstrate they are meeting these requirements. This Advice and Guidance has been used to construct the Working with Others Principles (found in Section 4 of this Handbook).

In Section 3 of this handbook, we have set out the most relevant Guiding Principles from the UK Quality Code Advice and Guidance in the above three sections of the Code, which are used to inform the School's Working with Others Principles. Alongside these, we have set out actions that collectively form Rambert School's Working With Others Principles.

2.4 Areas of the UK Quality Code relevant to Working with Others Working with Others and UK Quality Code Mandatory Core Practices

'Working with Others' is multifaceted, and comprises a breadth of areas of quality assurance. The mandatory **Core Practices** in the UK Quality Code that are particularly relevant to Working with Others are set out in Table 2 below:

Table 2

The mandatory Core Practices in the UK Quality Code that are particularly relevant to Working with Others are:
<p><i>Expectations for Standards: Core Practice</i></p> <ul style="list-style-type: none"> • <i>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.</i>
<p><i>Expectations for Quality: Core Practice</i></p> <ul style="list-style-type: none"> • <i>The provider designs and/or delivers high-quality courses.</i> • <i>The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.</i> • <i>The provider actively engages students, individually and collectively, in the quality of their educational experience.</i> • <i>The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.</i> • <i>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.</i>

SECTION 3: DEFINITIONS

3.1 QAA Definitions

Table 3

<p>The QAA provides the following definitions relevant to Working with Others (see https://www.qaa.ac.uk/quality-code/advice-and-guidance):</p>
<ul style="list-style-type: none">• Work-based learning: This involves learning through work, learning for work and/or learning at work. It consists of authentic structured opportunities for learning which are achieved in a workplace setting or are designed to meet an identified workplace need. This type of learning typically has a dual function of being designed to meet the learning needs of the employees, developing their knowledge, skills and professional behaviours, and also meeting the workforce development needs of the organisation. Work-based learning is, therefore, learning which is distinguished from work-related or simulated learning activity that has not been formulated or commissioned by, or in partnership with, employers to address a current workforce need.
<p><u>For Partnerships</u></p> <ul style="list-style-type: none">• Provider and organisation: Anybody involved in the delivery of a partnership arrangement.• Awarding organisation: Refers to issues that are specifically relevant to the degree-awarding body. This term is used to distinguish responsibilities between the awarding organisation and any other organisation within the partnership. Organisations within the partnership, who are not the awarding organisation, can still consider the guidance for their own implementation as good practice.• Partner: The provider delivering aspects of teaching, learning, assessment or student support under delegated authority of the ‘awarding organisation’.• Partnership: An arrangement between two or more organisations to deliver aspects of teaching, learning, assessment and student support. It refers to collaborative arrangements involving students and/or awards which include those involving guaranteed progression and sharing of services. Partnership arrangements may apply to the delivery of whole courses of study or to elements of courses, individual modules, or self-contained components of study. Alternative sites and contexts for learning or assessment, or specialist support, resources or facilities for learning, may be provided, for example, by organisations offering work-based or placement learning opportunities, or employers supporting employees on higher education courses where the workplace is used as a learning environment. They may operate either within the UK or transnationally and include, for example, different modes of delivery such as online, validation arrangements, franchised courses, branch campuses, multiple awards, apprenticeships and provision by ‘embedded colleges’ of integrated foundation courses.

Table 4

In addition to the above definitions set out in Table 3, the QAA provides the following definitions⁶ of work-based learning:

Work-based learning will take place within education organisations and/or in the workplace on a continuum that includes:

- learning that involves employers in the commissioning of 'live' briefs or projects
- structured work placements or internships
- employment situations (paid or unpaid) where the work students undertake will provide a key source for their learning, including remote working and work undertaken in non-employed settings (e.g. university clinics or voluntary roles)
- integrated work experience often found within courses that include substantial and sometimes regulated periods of practice-based learning, for example, healthcare
- employer-sponsored courses where employers contract education organisations to develop and deliver bespoke courses which represent a high degree of integration of work and learning - this form of work-based learning may include accredited in-company training
- situations where students are also employees and their course of study is embedded in the workplace.

As a higher education institution that delivers specialist professional artistic training, work-based learning is integrated in our courses and often falls under 'working with others' activity. Work-based learning can also apply to activities outside of the workplace which relate to improving employability.

For the full set of guiding principles that form the QAA advice and guidance in each of the areas of the UK Quality Code, please see Appendix 2 to this handbook.

3.2 Rambert School Definitions of 'working with others' activity

- **Collaboration between Rambert School and other organisations or individuals who are not contracted staff of the school** to provide educational activities
- **'Working with Others' provider** means any external individual, company or organisation with whom Rambert School enters into a 'working with others' activity.

Please see Table 5 below which sets out the type of 'working with others' activity involving either organisations or individuals who are not contracted employees of Rambert School:

⁶ These definitions are taken from UK Quality Code, Advice And Guidance: Work-Based Learning, published 29 November 2018, located at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/work-based-learning>.

Table 5

No.	Location of activity	Type of activity involving external organisation / individual
1	In-house	Teaching only
2	In-house	Teaching and Assessment
3	Distance-delivery	Teaching/Professional Development and possibly Assessment
4	External to the school	Teaching only
5	External to the school	Teaching and Assessment

3.3 Additional Definitions⁷

3.3.1 LEARNING OUTCOMES

The QAA defines ‘learning outcomes’ as follows:

- What a learner is expected to know, understand and/or be able to demonstrate after completing a process of learning.

3.3.2 PLACEMENT LEARNING

The QAA has defined ‘placement’ as:

- A planned period of experience outside the institution (e.g. in a workplace) to help students to develop particular skills, knowledge or understanding as part of their programme.

Rambert School therefore uses these QAA definitions as our definitions of ‘learning outcomes’ and ‘placements’.

⁷ For the full document, see https://www.qaa.ac.uk/docs/qaa/guidance/qaa-glossary.pdf?sfvrsn=70cbfc81_2

SECTION 4: RAMBERT SCHOOL POLICY ON WORKING WITH OTHERS

Working With Others Principles

The following principles apply to Rambert School Working with Others activities:

Due Diligence, Safeguarding and Duty of Care

1. A considered approach to working with others in the delivery of learning opportunities is adopted and evidenced
2. We have evidence of the strategic and operational decisions taken to support working with others in delivering training
3. We take proportionate steps to assure ourselves of the appropriateness of the activity before entering into any agreement, using our Framework for Due Diligence as guidance (see Appendix 4 to this Policy and Handbook)
4. We have appropriate agreements in place (e.g. placement agreements) that set out clear roles, responsibilities and expectations for **all** parties;
5. We have a framework and guidance⁸ for determining when formal agreements (e.g. a Memorandum of Agreement with a placement provider) are required
6. We set out clear information and expectations for external individuals and organisations, drawing attention to relevant policies
7. We ensure that the roles and responsibilities and expectations of everyone involved are clear and are articulated to all parties
8. We have appropriate codes of practice that set out clear expectations for external individuals and organisations working with students in any aspect of course delivery

Academic matters

9. We ensure that the roles and responsibilities regarding assessments, including processes and mechanisms for making final assessment decisions and lines of jurisdiction, are clear and articulated to all parties
10. We ensure that placement and other professional learning opportunities are appropriately embedded within course requirements and that they speak to course/module learning outcomes
11. We ensure that the specific learning outcomes and how they are linked to the professional work/activity are clearly communicated to students in course documentation and collaborative/placement providers

⁸ See Appendix 4 to this Policy and Handbook: 'Framework for Due Diligence'

12. We follow required validating university course design and approval processes, ensuring appropriate student and other relevant stakeholder consultation is undertaken

Administration

13. We ensure that we have an established clear line of responsibility for managing records regarding such collaborative activity
14. We establish a process and protocols for managing early termination of Working with Others activity, to manage situations where such activity is terminated by students or external/placement providers
15. We ensure that 'two-way' mechanisms for feedback about the 'working with others' activity for students, the external provider and the School, are established
16. We keep documentation up to date, including electronic links
17. We ensure appropriate data management and lawful basis for processing student and third-party data
18. We review and consider who 'owns' due diligence processes for Working with Others activities and in what circumstances

Student Support

19. We make clear to students about how support can be sought and accessed whilst partaking in Working with Others activities, including any additional/alternative arrangements from normal School arrangements
20. We use the Support Through Studies policy and procedures, both informal and formal as appropriate, including for managing reasonable adjustments for students under the Equality Act (2010)
21. We make it clear to students that requests for any reasonable adjustments under the Equality Act (2010) should be made and managed under Support Through Studies, as well as how to request any additional reasonable adjustments which may be specifically required for collaborative/external activity
22. We will ensure that students' sensitive personal information (e.g. regarding any condition or disability) is not disclosed without the individual student's (preferably written) consent
23. We work with our Inclusivity Policy and Protocols and their initiatives to facilitate the most inclusive approach

Managing Complaints

24. We make it clear how both students and external/placement providers should raise any issues or complaints, and establish mechanisms for doing so and handling any such issues or complaints in a timely manner
25. We undertake a review of the collaborative activity (including reviewing student and provider feedback) to continue to assure the appropriateness of the activity and to provide opportunities for enhancement and student engagement

26. Before any collaborative activity is commenced:

- a) **Proportionate risk assessment** of the activity is undertaken to assess the appropriateness of the external provider, including their ability to deliver the relevant learning outcomes, and to ensure adequate safeguards against financial impropriety or conflicts of interest that might compromise academic standards or the quality of learning opportunities.
- b) **Relevant documentation** outlining expectations and all parties' roles and responsibilities, is shared with and signed by all relevant parties (e.g. Memorandum of Agreement, Placement Policy, School Information Factsheet etc)
- c) **Clear points of contact** for all parties are established, including emergency contacts
- d) **The circumstances and process for raising any concerns or issues** are made clear to all parties
- e) **The circumstances and process for terminating such activity** by any party are made clear

SECTION 5: RAMBERT SCHOOL POLICY ON WORKING WITH OTHERS

How We Meet The Principles: Good Practice, Guidance And Information on Working With Others

5.1 Meeting the Principles

A broad overview of considerations and guidance on Working with Others activities is provided below to assist Schools in meeting the requirements of the UK Quality Code in this regard. This guidance and good practice is intended to support staff to apply the School Principles for Working with Others (see Section 4).

5.2 Roles and Responsibilities

As Rambert School delivers courses of higher education, we ensure that the roles and responsibilities of all parties are made clear and articulated to all parties, including being clear about the educational objectives (learning outcomes) of the activity and any related assessment requirements on the part of the collaborative/external/placement provider and student.

In line with our obligations to our students and to the validating university, we ensure that the processes and mechanisms regarding assessment, including the lines of jurisdiction governing moderation and final marks, are clear, robust, and communicated to all parties.

We ensure that there are clear and established ‘two-way’ mechanisms for feedback for all parties (i.e. there need to be clear mechanisms for students and collaborative/external/placement providers to feedback to the School, but also for the School to feedback to providers).

We also ensure that we meet the expectations and requirements of our validating universities⁹ with regard to any ‘Working with Others’ activities. We therefore need to assess any ‘Working with Others’ activities against the requirements of the validating university.

5.3 Resourcing

Rambert School ensures that ‘Working with Others’ activities are appropriately managed, by:

- ensuring that all teaching staff are appropriately qualified
- putting in place robust record-keeping
- having a dedicated point/points of contact for external/placement providers
- Where necessary, developing a business plan which demonstrates consideration has been given, beyond and separately from, the academic benefits of the activity (e.g. to ensure that the activity is in all aspects appropriate, not just academically)
- Ensuring that training takes place where necessary/appropriate

⁹ The University of Kent, King’s College London and the University of the West of England.

5.4 Due Diligence, Health and Safety, Safeguarding and Risk Assessments

We undertake proportionate due diligence, safeguarding precautions and risk assessments for any Working with Others activity as defined above in table 5, and using the guidance in Appendix 4 to this Policy and Handbook to support this.

5.4.1 Due Diligence Procedures

Rambert School needs to determine appropriate and proportionate due diligence procedures for each proposed arrangement for delivering learning opportunities with an organisation/external individual other than the School. We are a small institution, so there is naturally The checks will be conducted periodically to check the capacity of the external organisation/individual to continue to fulfil their designated role in the arrangement.

5.4.2 Health and Safety

We ensure we clarify whose health and safety procedures apply and that this is clear to all parties. We also ensure that appropriate health and safety checks are undertaken as and where required, subject to the nature and location of the activity.

5.4.3 Safeguarding and Risk Assessments

We ensure that the risks of each arrangement to deliver learning opportunities with others are assessed at the outset and subsequently reviewed on a periodic basis. Appropriate and proportionate safeguards to manage the risks of the various arrangements are determined and put in place. Schools will provide external organisations/individuals with a copy of their 'Working with Others' handbook containing information on how to raise any issues and relevant policies (e.g. Safeguarding policy, complaints procedure etc), or equivalent.

5.4.4 Points of Contact

We ensure that external/placement providers are furnished with at least one specific point of contact in the School. However, as good practice we also provide general details for the School to facilitate contact in the event of an emergency occurring.

5.5 Student Support

We ensure that:

- students are clearly signposted to support they can access whilst involved in collaborative/Working with Others activity;
- external/placement providers and individuals are clear about the support mechanisms for students, including who to contact if they need to raise an issue of student welfare, for example.

5.6 Reasonable adjustments under the Equality Act (2010)

We ensure that students are aware of how to request any reasonable adjustments, and that consideration will be given as to whether any reasonable adjustments may be required for any student entering into collaborative/external activity.

We also ensure that measures are in place to enable reasonable adjustments to be made to ensure as far as possible that a student is able to participate in collaborative/external activity. This may be in addition to any adjustments previously agreed with the student regarding their programme, where such additional adjustments may be necessary for the student to be able to properly participate in collaborative/external activity.

We ensure that, in accordance with the Data Protection Act (1998), sensitive personal information about any student (e.g. condition or disability) is not disclosed to any party without the student's (preferably written) consent.

Additionally, Rambert School ensures that students understand the possible consequences of non-disclosure, which may on occasion prohibit a student from undertaking, or partaking in, collaborative/external activity, or may impede/prevent reasonable adjustments from being made for such activity.

5.7 Complaints

We make it clear to both students and external/placement providers/individuals where and how each party can raise any issues and complaints, including a first port of call for raising any issues. A reference to the current Student Complaints Procedure will normally be included in any documentation for students.

5.8 Formal written agreements

For Working with Others Activity, where a written and legally binding agreement, or other document setting out the rights and obligations of the parties is required, we ensure this is regularly monitored and reviewed to verify all parties are meeting their obligations and the agreement remains fit for purpose. (Such agreements will vary in accordance with the specific activity.) Such documents need to be signed by the authorised representatives of the School and by the delivery organisation, support provider or partner(s) before the relevant activity commences.

Where appropriate, Rambert School will also have agreements setting out expectations and obligations for students for Working with Others activity (eg Placement Agreements), which are signed by students before undertaking the activity.

5.9 Intellectual Property, Copyright and Data Protection

We ensure that, as appropriate, arrangements regarding intellectual property, copyright and data protection are clear and that all parties, including students, are accordingly informed about what these arrangements are. We endeavour to ensure this clarity is in place before entering into any Working with Others agreements or arrangements, so that everyone has a clear understanding of what the arrangements are.

5.10 Currency of Information

Information should be up to date and correct at the time it is provided to collaborative / external / placement providers/individuals and students. Where related policies are updated, website links and documentation will be updated accordingly. Documentation will be reviewed on a regular periodic basis to ensure that website links to documents are working.

5.11 Termination of agreements for collaborative/'Working with Others' activity

All agreements will clearly set out the length of the agreement between the School and the 'Working with Others' provider (and potential renewal period). The agreement will also clearly set out the circumstances under which 'Working with Others' activity may be terminated. We have clear processes for handling early termination of agreed activity by any party, as set out below:

5.11.1 Early termination of 'Working with Others' activity

Where activity is terminated by a student, or external party/placement provider/individual prior to the previously agreed duration of the activity, the School will:

- **Initiate a process** to identify from both the student and external provider the reasons for the early termination of the activity;
- **Identify and act on any issues arising from the termination relating to the student's studies.** This might include:
 - Instigating alternative assessment for the student in lieu of continued 'working with others' activity;
 - Deferment of studies to enable further activity to be undertaken, where due to the termination of the activity the student has not met the requirements of the programme;
 - Consideration of whether there may be any student Support Through Studies needs or misconduct matters arising from the early termination of the activity. A Support Through Studies Action Plan can be used under either informal or formal Support Through Studies procedures to ensure there is clarity of understanding about what is required from the student and what action will be taken by the School, as relevant;
 - Whether there is a need to review the profile of the student if they are required to undertake further activity to meet the requirements of the programme.
- **Identify and act on any issues arising from the termination relating to the provider.** This might include:
 - Undertaking a review of the provider to provide continued assurance that they are appropriate and able to meet agreed expectations;
 - Reviewing established agreements that are in place to ensure there is no breach of agreement on any side, and/or amending/revisiting established agreements to ensure they continue to be fit for purpose.

5.12 How the Rambert School Principles meet relevant UK Quality Code Guiding Principles regarding Working with Others

Table 6 Work-based Learning

UK QUALITY CODE GUIDING PRINCIPLES FOR WORK-BASED LEARNING		RELEVANT WORKING WITH OTHERS PRINCIPLES (Action Required By Schools)	Principle Number
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.	We follow required validating university course design and approval processes, ensuring appropriate student and other relevant stakeholder consultation is undertaken	12
2	Work-based learning consists of structured opportunities for learning and is achieved through authentic activity and is supervised in the workplace.	We take proportionate steps to assure ourselves of the appropriateness of the activity before entering into any agreement, using our Framework for Due Diligence as guidance (see Appendix 4 to this Policy and Handbook	3
3	Work-based learning opportunities are underpinned by formal agreements between education organisations, employers and students.	We have a framework and guidance for determining when formal agreements (e.g. a Memorandum of Agreement with a placement provider) are required.	5
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.	We set out clear information and expectations for external individuals and organisations, drawing attention to relevant policies	6
5	Work-based learning is delivered through a meaningful partnership between students, employers and the education organisation.	We have appropriate agreements in place (eg placement agreements) that set out clear roles, responsibilities and expectations for all parties;	4 (see also 5, 6, 7, 8, 9, 11, 12, 13, 15, 23)
		We make it clear how both students and external/placement providers should raise any issues or complaints, and establish mechanisms for doing so and handling any such issues or complaints in a timely manner	24, 25
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.	We ensure that placement and other professional learning opportunities are appropriately embedded within course requirements and that they speak to course/module learning outcomes	10

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.	<p>We ensure that the roles and responsibilities and expectations of everyone involved are clear and are articulated to all parties</p> <p>We ensure that students' sensitive personal information (eg regarding any condition or disability) is not disclosed without the individual student's (preferably written) consent.</p>	7 (see also 8) 22
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.	<p>We have appropriate codes of practice that set out clear expectations for external individuals and organisations working with students in any facet of programme delivery</p> <p>We make it clear how both students and external/placement providers should raise any issues or complaints, and establish mechanisms for doing so and handling any such issues or complaints in a timely manner</p>	8 22
9	Work-based learning opportunities are designed, monitored, evaluated and reviewed in partnership with employers.	We undertake a review of the collaborative activity (including reviewing student and provider feedback) to continue to assure the appropriateness of the activity and to provide opportunities for enhancement and student engagement.	23

Table 7 Partnerships

UK QUALITY CODE GUIDING PRINCIPLES FOR PARTNERSHIPS		RELEVANT WORKING WITH OTHERS PRINCIPLES (Action Required By Schools)	Principle Number
1	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.	We take proportionate steps to assure ourselves of the appropriateness of the activity before entering into any agreement, using our Framework for Due Diligence as guidance (see Appendix 4 to this Policy and Handbook)	3
		We have a framework and guidance ¹⁰ for determining when formal agreements (e.g. a Memorandum of Agreement with a placement provider) are required	5

¹⁰ See Appendix 4 to this Policy and Handbook: 'Framework for Due Diligence'

2	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.	A considered approach to working with others in the delivery of learning opportunities is adopted and evidenced	1
		We ensure that we have a clear line of responsibility for managing records regarding such collaborative activity	13
		We keep documentation up to date, including electronic links	16
		We undertake a review of the collaborative activity (including reviewing student and provider feedback) to continue to assure the appropriateness of the activity and to provide opportunities for enhancement and student engagement	25

Table 8 Enabling Student Achievement

UK QUALITY CODE GUIDING PRINCIPLES FOR ENABLING STUDENT ACHIEVEMENT		RELEVANT WORKING WITH OTHERS PRINCIPLES (Action Required By the School)	Principle Number
1	Strategic and operational plans for supporting students and enabling achievement to align to the student journey.	We have evidence of the strategic and operational decisions taken to support working with others in delivering training.	2
2	Clear, accessible and inclusive policies and procedures to enable students and staff to identify when support mechanisms may be required for academic and personal progression.	We use the Support Through Studies policy and procedures, both informal and formal as appropriate, including for managing reasonable adjustments for students under the Equality Act (2010).	18
		We make it clear to students that requests for any reasonable adjustments under the Equality Act (2010) should be made and managed under Support Through Studies, as well as how to request any additional reasonable adjustments which may be specifically required for collaborative/external activity.	21
		Schools establish a process and protocols for managing early termination of Working with Others activity, to manage situations where such activity is terminated by students or external/placement providers	14

3	Clear, consistent and accessible communication about opportunities and support available to students from pre-entry through to completion and beyond.	<p>We make clear to students about how support can be sought and accessed whilst partaking in Working with Others activities, including any additional/alternative arrangements from normal School arrangements</p> <p>We ensure that the specific learning outcomes and how they are linked to the professional work/activity are clearly communicated to students in programme documentation and collaborative/placement providers</p> <p><i>[Additionally, the Consumer Law Handbook can be used for guidance in producing such information.]</i></p>	19 11
4	Equality of opportunity for all students to develop academic and professional skills.	<p>We use the Support Through Studies policy and procedures, both informal and formal as appropriate, including for managing reasonable adjustments for students under the Equality Act (2010)</p> <p><i>[Additionally, we work with our Framework for Contextual Admissions and Course Development & Design to assist with meeting this requirement.]</i></p>	20
5	Provide an accessible, inclusive and engaging community that incorporates staff and students to facilitate a supportive environment.	<p>We work with the Inclusivity Policy and Protocols and their initiatives to facilitate the most inclusive approach</p> <p>We ensure that students' sensitive personal information (eg regarding any condition or disability) is not disclosed without the individual student's (preferably written) consent</p>	23 22
6	Enable students to take responsibility for their own learning and become resilient individuals, equipped for a rewarding career.	<p>We ensure that the roles and responsibilities of everyone involved are clear and are articulated to all parties.</p>	7
7	Clearly communicate course outcomes and graduate attributes to all current and prospective students, staff and associated organisations.	<p>We ensure that the specific learning outcomes and how they are linked to the professional work/activity are clearly communicated to students and collaborative/placement providers</p> <p>We ensure that the roles and responsibilities regarding assessments, including processes and mechanisms for making final assessment decisions and lines of jurisdiction, are clear and articulated to all parties</p>	11 9
8	Actively seek the feedback and engagement of students and staff to ensure continuous improvement of the learning environment.	<p>We ensure that 'two-way' mechanisms for feedback about the 'working with others' activity for students, the external provider and the School, are established</p>	15