



# ‘Working with Others’ Handbook

(Meeting Chapter B10 of the UK Quality Code)

Bristol Old Vic  
Theatre School

Central  
School  
of Ballet

**LAMDA**



London Contemporary  
Dance School

**national centre  
for circus arts**

Northern School of  
Contemporary Dance

**RAMBERT  
SCHOOL**

**RADA**

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**A ‘Working with Others’ Toolkit accompanies this handbook with resources for schools to draw upon.**

## Section 1

### Introduction

CDD schools, in common with conservatoire training, engage many individuals in the education and training process.

This handbook has been produced by the Conservatoire for Dance and Drama (CDD). It provides a set of broad principles and guidelines for CDD Schools to follow in ensuring that CDD meets the expectation of the QAA (Quality Assurance Agency<sup>1</sup>) in relation to programme delivery which involves 'working with others'.

The QAA has a 'Quality Code' which all higher education providers need to follow. Chapter B10 of the Quality Code covers programme delivery which involves 'working with others'. Broadly, the principles the QAA expects us to meet when 'working with others' include:

- 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.

In line with HEFCE<sup>2</sup>'s reporting requirements and other developments, CDD also has a responsibility to HEFCE to ensure that the Quality Code is being met.

This handbook is designed to support CDD collectively and the Schools in meeting their obligations with regard to Chapter B10 of the QAA Quality Code, and the allied obligations of the sector (CMA<sup>3</sup>, HEFCE, OIA<sup>4</sup>).

The QAA provides definitions of activities which fall under Chapter B10 of the Quality Code. The following are most likely to be relevant to activity at CDD schools:

- work-based learning that may involve delivering full programmes, individual modules or elements of programmes for a specific employer, or otherwise using the workplace as a site of learning
- placements, including those in industry;
- study abroad, including exchanges and student mobility programmes such as ERASMUS;
- provision of learning support, resources or specialist facilities;
- distance learning involving work with delivery organisations or support providers.

Definitions of the terms 'work-based learning', 'learning outcomes' and 'placement learning' which are relative to Chapter B10, can be found in Appendix 2.

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<sup>1</sup> The Quality Assurance Agency is the independent body that checks on standards and quality in UK higher education.

<sup>2</sup> Higher Education Funding Council for England

<sup>3</sup> Competition & Markets Authority

<sup>4</sup> Office of the Independent Adjudicator for Higher Education (the ombudsman for student complaints)

### **In ‘Working with Others’, who are the ‘others’?**

It is important to note that the focus of Chapter B10 is on **collaboration between schools and other organisations or individuals who are not contracted staff of the school** to provide educational activities.

Where external teaching staff are contracted to a school this activity will not come under Chapter B10 as the procedures and protocols for managing activity with others will be covered under HR policies in employing these staff. B10 activity does however include external teaching staff who are not contracted to a school, but who provide educational activities either on-site at the school or at an external location.

Additionally, where students engage in activity which is not considered to produce learning outcomes this also would not fall under B10.

The CDD is expected to be able to demonstrate with supporting evidence that it meets this expectation 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 next page).

Schools are not expected to act ‘uniformly’ in meeting Chapter B10 of the Quality Code, but should be able to demonstrate how they meet the expectations. Good practice, guidance and information on ‘working with others’ is contained within this handbook to assist with this.

Optional template exemplars accompany this handbook as part of a toolkit to assist Schools with drawing up any according local documents.

### **Understanding QAA Quality Code Chapter B10: Additional guidance and support**

If you are a member of 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 your school’s Academic Services staff.

If you are a member of a 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 CDD Shared Services.

## CDD Definitions of ‘working with others’ activity

(collaboration between schools and other organisations or individuals who are **not contracted staff** of the school to provide educational activities)

Table 1

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

### QAA B10 Quality Code Expectation

*“Degree-awarding bodies take ultimate responsibility for academic standards and the quality of learning opportunities, irrespective of where these are delivered or who provides them. Arrangements for delivering learning opportunities with organisations other than the degree-awarding body are implemented securely and managed effectively.”*

*Note: In both the Expectation and the subsequent Indicators, explicit reference is made to the particular responsibilities reserved for degree-awarding bodies. Degree-awarding bodies, and higher education providers without degree awarding powers that are arranging provision by a third party, are all required to meet the second part of the Expectation and will find the Indicators of sound practice helpful in this respect.*

### QAA B10 Indicators

There are 19 ‘Indicators’ which underpin the Expectation of B10. These can be found in **Appendix 1**. The relevant B10 Chapter can be found at the following

link: <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b>

### About the CDD B10 Principles

The CDD has devised a set of principles governing ‘working with others’ activity (i.e. collaborative/professional/placement activity), to facilitate cohesion and understanding across CDD of agreed general expectations and requirements in order to meet the QAA’s B10 expectations. These can be found in **Section 2**.

### Validating Universities

Each School will ensure that it is compliant with the expectations and requirements of its validating university regarding ‘working with others’ activity. Schools should familiarise themselves with any relevant validator policies, regulations and procedures corresponding to QAA Quality Code Chapter B10 and collaborative provision/partnerships, along with any resulting requirements. Validator documents are included as part of the ‘Working with Others’ toolkit, for ease of reference.

## Section 2



### **‘Working with Others’ Principles**

- A considered approach to working with others in the delivery of learning opportunities is adopted and evidenced
- Schools have evidence of the strategic and operational decisions taken to support working with others in delivering training
- Schools take proportionate steps to assure themselves of the appropriateness of the activity before entering into any agreement
- Schools ensure that the roles and responsibilities of everyone involved are clear and are articulated to all parties
- Schools 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
- Schools 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
- Schools ensure that a clear line of responsibility for managing records regarding such collaborative activity is established
- 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
- Schools ensure that ‘two-way’ mechanisms for feedback about the ‘working with others’ activity for students, the external provider and the School, are established
- Schools ensure that measures are in place to manage reasonable adjustments for students under the Equality Act (2010)
- Schools make it clear to students how requests for any reasonable adjustments under the Equality Act (2010) should be made, as well as how to request any additional reasonable adjustments which may be specifically required for collaborative/external activity

- Schools ensure that students' sensitive personal information (eg regarding any condition or disability) is not disclosed without the individual student's (preferably written) consent
- Schools 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
- Schools keep documentation up to date, including electronic links
- Schools 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
- Before any collaborative activity is commenced:**
  - **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.
  - **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 etc)
  - **Clear points of contact** for all parties are established, including emergency contacts
  - **The circumstances and process for terminating such activity** by any party are made clear

## **How to meet the CDD Principles: Good Practice, Guidance and Information for Working with Others**

A broad overview of considerations and guidance on 'Working with Others' activities is provided below to assist Schools in meeting the requirements of the QAA Quality Code in this regard. This guidance and good practice is intended to support schools to apply the CDD Principles for 'Working with Others' (Appendix 2). There is an accompanying toolkit to this handbook containing exemplars and templates of useful tools to assist with meeting the requirements of this area of the Quality Code.

### **Roles and Responsibilities**

Schools need to 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.

Schools need to 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.

Schools need to 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 Schools, but also for Schools to feedback to providers).

Schools need to ensure that they meet the expectations and requirements of their validating universities<sup>5</sup> with regard to any 'Working with Others' activities. Schools should familiarise themselves with relevant policies and procedures from their respective validators and should assess any 'Working with Others' activities against the requirements of their validating universities.

### **Resourcing**

Schools need to dedicate an appropriate level of resource to ensure 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)

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<sup>5</sup>The University of Kent, King's College London and the University of the West of England.

## **Due Diligence, Health and Safety, Safeguarding and Risk Assessments**

Schools need to undertake proportionate due diligence, safeguarding precautions and risk assessments for any 'working with others' activity as defined above in table 1. Schools should be able to demonstrate via documentary evidence that these have been exercised appropriately.

### **Due Diligence Procedures**

Schools need to determine appropriate due diligence procedures for each proposed arrangement for delivering learning opportunities with an organisation/external individual other than the School. 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.

### **Health and Safety**

Schools need to clarify whose health and safety procedures apply and ensure that this is clear to all parties. Schools need to ensure that appropriate health and safety checks are undertaken as required subject to the nature and location of the collaborative activity.

### **Safeguarding and Risk Assessments**

Schools need to ensure that the risks of each arrangement to deliver learning opportunities with others are assessed at the outset and reviewed subsequently 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 (eg Safeguarding policy, complaints procedure etc), or equivalent.

### **Points of Contact**

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

## **Student Support**

Schools need to ensure that:

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

## **Reasonable adjustments under the Equality Act (2010)**

Schools need to 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.

Schools need to 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.

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

Additionally, Schools need to ensure 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.

## **Complaints**

Schools need to make it clear to both students and external/placement providers 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 should normally be included in any documentation for students.

## **Formal written agreements**

For activity which falls under B10, Schools need to ensure that there is a written and legally binding agreement, or other document, setting out the rights and obligations of the parties, which is regularly monitored and reviewed. (Such agreements will vary in accordance with the specific activity.) It needs 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, Schools may also have agreements setting out expectations, which are signed by students.

## **Copyright and Data Protection**

Schools need to ensure that, as appropriate, arrangements regarding intellectual property, copyright and data protection are clear and that all parties, including students, are accordingly informed.

## Currency of Information

Information should be up to date and correct at the time it is provided to collaborative / external / placement providers and students. Where related policies are updated, links and documentation should be updated accordingly.

## Termination of agreements for collaborative/‘Working with Others’ activity

The agreement will clearly set out the circumstances under which activity may be terminated. Schools should identify clear processes for handling early termination of agreed activity by any party. Below is suggested wording/guidance concerning the early termination of collaborative/‘Working with Others’ activity:

### Early termination of collaborative / ‘Working with Others’ activity

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

- Initiate a process** to identify from 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 collaborative 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 fitness to train or disciplinary matters arising from the early termination of the activity
  - 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.

## APPENDIX 1

## B10 Indicators

QAA B10 Indicator	
<b>Indicator 1</b>	A strategic approach to delivering learning opportunities with others is adopted. Appropriate levels of resources (including staff) are committed to the activities to ensure that necessary oversight is sustained.
<b>Indicator 2</b>	Governance arrangements at appropriate levels are in place for all learning opportunities which are not directly provided by the degree-awarding body. Arrangements for learning to be delivered, or support to be provided, are developed, agreed and managed in accordance with the formally stated policies and procedures of the degree-awarding body.
<b>Indicator 3</b>	Policies and procedures ensure that there are adequate safeguards against financial impropriety or conflicts of interest that might compromise academic standards or the quality of learning opportunities. Consideration of the business case is conducted separately from approval of the academic proposal.
<b>Indicator 4</b>	Degree-awarding bodies that engage with other authorised awarding bodies to provide a programme of study leading to a joint academic award satisfy themselves as to their own legal capacity to do so.
<b>Indicator 5</b>	The risks of each arrangement to deliver learning opportunities with others are assessed at the outset and reviewed subsequently on a periodic basis. Appropriate and proportionate safeguards to manage the risks of the various arrangements are determined and put in place.
<b>Indicator 6</b>	Appropriate and proportionate due diligence procedures are determined for each proposed arrangements for delivering learning opportunities with an organisation other than the degree awarding body. They are conducted periodically to check the capacity of the other organisation to continue to fulfil its designated role in the arrangement.
<b>Indicator 7</b>	There is a written and legally binding agreement, or other document, setting out the rights and obligations of the parties, which is regularly monitored and reviewed. It is signed by the authorised representatives of the degree-awarding body (or higher education provider without degree-awarding powers arranging provision by a third party) and by the delivery organisation, support provider or partner(s) before the relevant activity commences.
<b>Indicator 8</b>	Degree-awarding bodies take responsibility for ensuring that they retain proper control of the academic standards of awards where learning opportunities are delivered with others. No serial arrangements are undertaken without the express written permission of the degree-awarding body, which retains the oversight of what is being done in its name.
<b>Indicator 9</b>	Degree-awarding bodies take responsibility for ensuring that students admitted to a programme who wish to complete it under their awarding authority can do so in the event that a delivery organisation or support provider or partner withdraws from an arrangement or that the degree-awarding body decides to terminate the arrangement.

<b>Indicator 10</b>	All higher education providers maintain records (by type and category) of all arrangements for delivering learning opportunities with others that are subject to a formal agreement.
<b>Indicator 11</b>	Degree-awarding bodies are responsible for the academic standards of all credit and qualifications granted in their name. This responsibility is never delegated. Therefore, degree-awarding bodies ensure that the standards of any of their awards involving learning opportunities delivered by others are equivalent to the standards set for other awards that they control at the same level. They are also consistent with UK national requirements.
<b>Indicator 12</b>	When making arrangements to deliver a programme with others, degree-awarding bodies fulfil the requirements of any professional statutory and regulatory body (PSRB) that has approved or recognised the programme or award, in relation to aspects of its delivery and any associated formal agreements. The status of the programme or award in respect of PSRB recognition is made clear to prospective students.
<b>Indicator 13</b>	Degree-awarding bodies approve module(s) and programmes delivered through an arrangement with another delivery organisation, support provider or partner through processes that are at least as rigorous, secure and open to scrutiny as those for assuring quality and academic standards for programmes directly provided by the degree-awarding body.
<b>Indicator 14</b>	Degree-awarding bodies clarify which organisation is responsible for admitting and recruiting a student to modules or programmes with others, and ensure that admissions are consistent with their own admissions policies.
<b>Indicator 15</b>	Degree-awarding bodies ensure that delivery organisations involved in the assessment of students understand the assessment requirements approved by the degree-awarding body for the components or programmes being assessed in order to maintain its academic standards. In the case of joint, dual/double and multiple awards, or for study abroad and student exchanges, degree-awarding bodies agree with their partners on the division or assessment responsibilities and the assessment regulations and requirements which apply.
<b>Indicator 16</b>	Degree-awarding bodies retain ultimate responsibility for the appointment, briefing and functions of external examiners. The external examining procedures for awards where learning opportunities are delivered with others are consistent with the degree awarding body's approved practices.
<b>Indicator 17</b>	Degree-awarding bodies ensure that modules and programmes offered through other delivery organisations, support providers or partners are monitored and reviewed through procedures that are consistent with, or comparable to, those used for modules or programmes provided directly by them.
<b>Indicator 18</b>	Degree awarding bodies ensure that they have effective control over the accuracy of all public information, publicity and promotional activity relating to learning opportunities delivered with others which lead to their awards. Information is produced for prospective and current students which is fit for purpose, accessible and trustworthy. Delivery organisations or support providers are provided with all information necessary for the effective delivery of the learning or support.

<b>Indicator 19</b>	When degree-awarding bodies make arrangements for the delivery of learning opportunities with others, they ensure that they retain authority for awarding certificates and issuing detailed records of study in relation to student achievement. The certificate and/or record of academic achievement states the principal language of instruction and/or assessment where this is not in English. Subject to any overriding statutory or other legal provision in any relevant jurisdiction, the certificate and/or record of achievement records the name and location of any other higher education provider involved in the delivery of the programme of study. Where information relating to the language of study is recorded on the record of achievement only, the certificate refers to the existence of this formal record.
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## Appendix 2

### QAA DEFINITIONS RELATING TO 'WORKING WITH OTHERS' ACTIVITIES

#### WORK-BASED LEARNING

- QAA defines 'work-based learning' as:  
a range of learning activities that are embedded in academic programmes and take place in a workplace.<sup>6</sup>

However, it can also apply to activities outside of the workplace which relate to improving employability.

#### LEARNING OUTCOMES

- The QAA defines 'learning outcomes' in terms of:
  - i. what should the students be able to do on completion of the course?and
  - ii. what underpinning knowledge and understanding will they need in order to do it that they could not do when they started?<sup>7</sup>

#### PLACEMENT LEARNING

- The QAA has defined 'placement learning' as:

The learning achieved during an agreed and negotiated period of learning that takes place outside the institution at which the full or part-time student is enrolled or engaged in learning. As with work-based learning, the learning outcomes are intended as integral parts of a programme of study. It is important that each student is supported by the institution throughout his/her placement experience, to ensure that specific learning related to the programme can be achieved.<sup>8</sup>

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<sup>6</sup> Seagraves, L. et al (1996) "Learning in Smaller Companies". University of Stirling: Education Policy and Development

<sup>7</sup> <http://www.qaa.ac.uk/en/Publications/Documents/understanding-assessment.pdf>.

<sup>8</sup> <https://www.dur.ac.uk/learningandteaching.handbook/3/7/1/>.