Northern School of
Contemporary Dance

'Working with Others'

Handbook

Updated October 2021

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SECTION 1:   INTRODUCTION

1.1   'Working with Others' and Meeting Requirements

NSCD in common with other conservatoire models of training, engage many individuals in the education and training process. This handbook has been produced as an extension of the work the school did when it was with the Conservatoire for Dance and Drama (CDD). This handbook is designed to support the NSCD in meeting our obligations with regard to the QAA UK Quality Code, particularly in relation to 'working with others, and the allied requirements and obligations of the sector (OfS[1], CMA[2], OIA[3]). In line with the OfS' reporting requirements and other developments, NSCD also has a responsibility to the OfS to ensure that the UK Quality Code is being met.

1.2   About the NSCD Working with Others Principles

Coming out of the Conservatoire NSCD will continue to adopt a previously devised (2020) 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 across NSCD of agreed general expectations and requirements in order to meet the relevant statutory 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 NSCD** and **other organisations or individuals who are <u>not contracted staff</u> of the school to provide educational activities.**

Where external teaching staff are contracted to a school, this activity will not come under the Working with Others principles set out in Section 2 of this handbook, as the procedures and protocols for managing activity with others will be covered under HR policies in employing these staff. Working with Others activity does, however, includes 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, where these activities contribute to programme/module learning outcomes for example on the MA contemporary dance performance course (PPS route) where learning happens off-site in the company environment (Work-based).

Additionally, where students engage in activity which is not considered to produce learning outcomes, this also would not fall under the NSCD definition of Working with Others, though of course in meeting the institutional duty of care, NSCD will ensure the propriety of such activity.

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[1] Office for Students
[2] Competition & Markets Authority
[3] Office of the Independent Adjudicator for Higher Education (the ombudsman for student complaints)

1.4 Meeting the requirements: general principles and information

- NSCD recognises 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 the next page).

- Whilst NSCD is not expected to act 'uniformly' in meeting the statutory requirements of the UK Quality Code expectations and standards regarding Working with Others, but should be able to clearly demonstrate how they meet these expectations and requirements. The NSCD's Working with Others Principles (found in Section 3 of this handbook) are designed to support the school to do this.

- Good practice, guidance and information on 'working with others' is contained within this handbook to assist with this and is supported by other documentation such as module guides, learner contracts and the NSCD work-based learning and placements code of practice (see page 17 onwards)

- Additional resources may be shared or developed in line with individual course requirements. For any queries or for assistance with developing any such resources please contact the NSCD Head of Academic Registry Hannah.perry@nscd.ac.uk.

1.5 University of Kent as our validating body

NSCD will ensure that it is compliant with the expectations and requirements of its validating university regarding 'working with others' activity. University of Kent documents are included as part of the 'Working with Others' toolkit, for ease of reference.

1.6 Additional guidance and support

If a member of NSCD school staff involved in engaging individuals to help deliver learning outcomes who are not employed by your School, or if they are involved in organising collaborative activity, and they are unsure as to whether the provisions of this handbook apply, they are advised to seek guidance from NSCD's Vice Principal Darren.carr@nscd.ac.uk

SECTION 2: STATUTORY FRAMEWORK AND REQUIREMENTS FOR WORKING WITH OTHERS

2.1 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.

2.2 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 1 below:

Table 1

The mandatory **Core Practices** in the UK Quality Code that are particularly relevant to Working with Others are:
Expectations for Standards: Core Practice • *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.*
Expectations for Quality: Core Practice • *The provider designs and/or delivers high-quality courses.* • *The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.* • *The provider actively engages students, individually and collectively, in the quality of their educational experience.* • *The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.* • *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.*

2.4 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 programme delivery that involves Working with Others:

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. The Conservatoire has used this Advice and Guidance to construct the 'Working with Others Principles' (found in Section 3 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 NSCD's working with Others Principles. Alongside these, we have set out actions required by our faculties; these actions collectively form NSCD's Working with Others Principles.

SECTION 3: DEFINITIONS

3.1 QAA Definitions

Table 2

The QAA provides the following definitions relevant to Working with Others (see https://www.qaa.ac.uk/quality-code/advice-and-guidance):
• **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.
<u>**For Partnerships**</u> • **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 3

In addition to the above definitions set out in Table 3, the QAA provides the following definitions[4] 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.

Work-based learning can also apply to activities outside of the workplace which relate to improving employability.

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[4] 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.

3.2 NSCD Definitions of 'working with others' activity

- **Collaboration between NSCD** and **other organisations or individuals who are <u>not contracted staff</u> of the school** to provide educational activities

- '**Working with Others' provider** means any external individual, company or organisation with whom the School enters into a 'Working with Others' activity.

Table 4

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*

*please note where assessment takes place in an environment or in conjunction with a company (such as PPS route), this assessment and feedback is carried out by an NSCD tutor and not by company personal. This follows regulations set by the University of Kent

3.3 Additional Definitions[5]

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.

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[5] https://www.qaa.ac.uk/docs/qaa/guidance/qaa-glossary.pdf?sfvrsn=70cbfc81_2

SECTION 4: 'WORKING WITH OTHERS' PRINCIPLES

4.1 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. Through course design and documentation, NSCD has evidence of the strategic and operational decisions taken to support working with others in delivering training

3. NSCD takes proportionate steps to assure themselves of the appropriateness of the activity before entering into any agreement. This is managed by the Work Based learning contracts and learner agreements.

4. NSCD through its Work based learning policy, learner contract and agreements have appropriate agreements in place that set out clear roles, responsibilities and expectations for **all** parties;

5. NSCD has a framework/benchmarks for determining when formal agreements (e.g. a Memorandum of Agreement with a placement provider) are required, for example provider company contracts.

6. NSCD set out clear information and expectations for external individuals and organisations, drawing attention to relevant policies

7. NSCD ensure that the roles and responsibilities and expectations of everyone involved are clear and are articulated to all parties

8. NSCD have appropriate work based learning policy and procedures that set out clear expectations for external individuals and organisations working with students in any facet of programme delivery

4.2 Academic matters

9. NSCD tutors under University of Kent regulations take sole responsibility regarding assessments, including processes and mechanisms for making final assessment decisions and lines of jurisdiction, are clear and articulated to all parties

10. NSCD provides appropriate work based learning and professional placement modules in a number of its undergraduate and postgraduate programmes so that placement and other professional learning opportunities are appropriately embedded within programme requirements and that they speak to programme/module learning outcomes. This is supported through individually negotiated learner contracts with students.

11. NSCD ensure that the specific learning outcomes and how they are linked to the professional work/activity are clearly communicated to students in module guides and module specifications.

12. NSCD follows University of Kent programme design and approval processes, ensuring appropriate student and other relevant stakeholder consultation is undertaken

Administration

13. NSCD ensure that a clear line of responsibility for managing records regarding such collaborative activity is established by academic staff, academic administrator and finance team.

14. NSCD establish a process through its work based learning policy, learner contracts and through company contracts for managing early termination of 'working with others' activity, to manage situations where such activity is terminated by students or external/placement providers, whilst still ensuring that successful/alternative learning outcomes can be met.

15. NSCD ensure that 'two-way' mechanisms for feedback about the 'working with others' activity for students, the external provider and the School, are established

16. NSCD keeps documentation up to date, including electronic links to policies and through student records and online VLE

17. NSCD ensure appropriate data management and lawful basis for processing student and third party data

Student Support

18. MSCD 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

19. SNSCD 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)

20. NSCD 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. NSCD ensure that students' sensitive personal information (e.g. regarding any condition or disability) is not disclosed without the individual student's (preferably written) consent

22. NSCD will refer to the NSCD Inclusivity Policy and Protocols and Inclusive Cultures Strategy and its policies and initiatives

Managing Complaints

23. NSCD 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. NSCD curriculum leads and Heads of Facuulty 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. **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 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: HOW TO MEET THE NSCD PRINCIPLES: GOOD PRACTICE, GUIDANCE AND INFORMATION FOR WORKING WITH OTHERS

5.1 Meeting the Principles

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

5.2 Roles and Responsibilities

NSCD ensures 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.

NSCD has in place processes and mechanisms regarding assessment, including the lines of jurisdiction governing moderation and final marks, are clear, robust, and communicated to all parties. Assessment is the sole responsibility of NSCD tutors for placement work submitted

for assessment. This is carried out by visits to placement and regular contact with the student and placement 'host'.

NSCD has 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 NSCD, but also for the school to feedback to providers).

NSCD will review and ensure that it meets the expectations and requirements of the University of Kent with regard to any 'Working with Others' activities. NSCD will familiarise itself with relevant policies and procedures from their respective validators and should assess any 'Working with Others' activities against the requirements of the validating body.

5.3   Resourcing

NSCD dedicates 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)
- Ensuring that training takes place where necessary/appropriate

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

NSCD reminds all related parties to undertake proportionate due diligence, safeguarding precautions and risk assessments for any 'working with others' activity as defined above in table 1. This is backed up by the placement host provider form.

5.4.1   Due Diligence Procedures
NSCD determines 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.

5.4.2   Health and Safety
NSCD clarifies whose health and safety procedures apply and ensure that this is clear to all parties. We ask companies to ensure that appropriate health and safety checks are undertaken as required subject to the nature and location of the collaborative activity.

5.4.3   Safeguarding and Risk Assessments
NSCD 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. NSCD will make available to external organisations/individuals 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

All contracts and learner agreements ensure that external/placement providers are furnished with at least one specific point of contact in the School. This includes general details for the School to facilitate contact in the event of an emergency occurring.

5.5 Student Support

NSCD will 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.

5.6 Reasonable adjustments under the Equality Act (2010)

NSCD will 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.

NSCD will 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.

NSCD will 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, NSCD will 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.

5.7 Complaints

NSCD will 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.

5.8   Formal written agreements

For activity which falls under B10, NSCD will 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, NSCD may also have agreements setting out expectations, which are signed by students.

5.9   Intellectual Property, Copyright and Data Protection

NSCD has in place an appropriate policy in place regarding intellectual property, copyright and data protection are clear and that all parties, including students, are accordingly informed. This is to ensure this clarity is in place before entering into any working with others agreements or arrangements.

5.10   Currency of Information

NSCD values that 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, website links and documentation will be updated accordingly annually. NSCD committees such as Learning, teaching and quality, Academic board and Audit committees review documentation regularly, to ensure that website links to documents are not broken.

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. NSCD will 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:

5.11.1 Early termination of 'Working with Others' activity
Where activity is terminated by a student, or external party/placement provider 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;

- o 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;
- o 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:
  - o Undertaking a review of the provider to provide continued assurance that they are appropriate and able to meet agreed expectations;
  - o 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 NSCD Principles meet the 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 NSCD)	Relevant NSCD 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.	NSCD follows University of Kent programme design and approval processes, ensuring appropriate student and other relevant stakeholder consultation is undertaken	10
2	Work-based learning consists of structured opportunities for learning and is achieved through authentic activity and is supervised in the workplace.	NSCD takes proportionate steps to assure themselves of the appropriateness of the activity before entering into any agreement	3
3	Work-based learning opportunities are underpinned by formal agreements between education organisations, employers and students.	NSCD has a code of practice in place for determining when formal agreements (e.g. a Memorandum of Agreement with a placement provider) are required.	4
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.	NSCD through its learner agreements and code of practice, sets out clear information and expectations for external individuals and organisations, drawing attention to relevant policies	5

5	Work-based learning is delivered through a meaningful partnership between students, employers and the education organisation.	NSCD has appropriate agreements in place (eg Individually negotiated learner agreements and contracts with companies) that set out clear roles, responsibilities and expectations for **all** parties;	4 (and also 5, 6, 7, 8, 9, 11, 12, 13, 14, 23)
		NSCD makes 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	20
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.	NSCD ensures that placement and other professional learning opportunities are appropriately embedded within programme requirements and that they speak to programme/module learning outcomes (see module specifications)	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.	NSCD ensures that the roles and responsibilities and expectations of everyone involved are clear and are articulated to all parties	7 (and also 8)
		NSCD ensures that students' sensitive personal information (eg regarding any condition or disability) is not disclosed without the individual student's (preferably written) consent.	19
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.	NSCD has appropriate Code of Practice that set out clear expectations for external individuals and organisations working with students in any facet of programme delivery	8
		NSCD makes 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	22
9	Work-based learning opportunities are designed, monitored, evaluated and reviewed in partnership with employers.	NSCD undertakes a review of the collaborative activity (including reviewing student (module evaluation 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)	NSCD 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.	NSCD takes proportionate steps to assure themselves of the appropriateness of the activity before entering into any agreement.	3
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
		NSCD ensures that a clear line of responsibility for managing records regarding such collaborative activity is established.	13
		NSCD keeps documentation up to date, including electronic links	16
		NSCD undertakes 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 8   Enabling Student Achievement

	UK QUALITY CODE GUIDING PRINCIPLES FOR ENABLING STUDENT ACHIEVEMENT	RELEVANT WORKING WITH OTHERS PRINCIPLES (Action Required By Schools)	NSCD Principle Number
1	Strategic and operational plans for supporting students and enabling achievement to align to the student journey.	NSCD will 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.	NSCD uses 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
		NSCD makes 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.	19
			14

		NSCD will 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	
3	Clear, consistent and accessible communication about opportunities and support available to students from pre-entry through to completion and beyond.	NSCD makes it 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 NSCD ensures 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 *[Additionally, NSCD will use the NSCD Consumer Law Handbook for guidance in producing such information.]*	18 11
4	Equality of opportunity for all students to develop academic and professional skills.	NSCD uses the Support Through Studies policy and procedures, both informal and formal as appropriate. *[Additionally, NSCD will work with the NSCD Framework for Contextual Admissions and Programme Development & Design to assist with meeting this requirement.]*	19
5	Provide an accessible, inclusive and engaging community that incorporates staff and students to facilitate a supportive environment.	NSCD works to the NSCD Inclusivity Policy and Protocols and Inclusive Cultures Strategy and its policies and initiatives NSCD ensures that students' sensitive personal information (eg regarding any condition or disability) is not disclosed without the individual student's (preferably written) consent	22 21
6	Enable students to take responsibility for their own learning and become resilient individuals, equipped for a rewarding career.	NSCD ensures that the roles and responsibilities of everyone involved are clear and are articulated to all parties.	7
7	Clearly communicate course outcomes and graduate attributes to all current and prospective students, staff and associated organisations.	NSCD ensures that the specific learning outcomes and how they are linked to the professional work/activity are clearly communicated to students and collaborative/placement providers NSCD ensures that the roles and responsibilities regarding assessments, including processes and mechanisms for making final assessment decisions and lines of	11 9

		jurisdiction, are clear and articulated to all parties	
8	Actively seek the feedback and engagement of students and staff to ensure continuous improvement of the learning environment.	NSCD ensures that 'two-way' mechanisms for feedback about the 'working with others' activity for students, the external provider and the School, are established	15