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August  
2006

# Link Tutor Guide

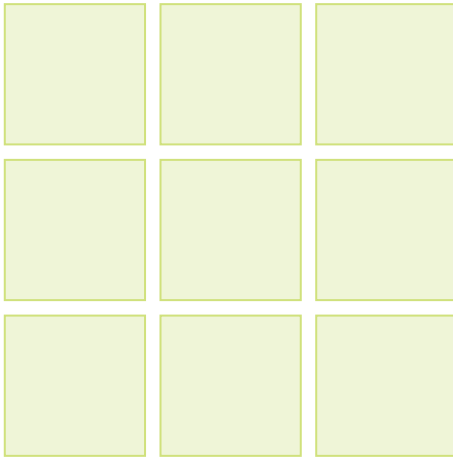
Advice for LJMU link tutors & other staff supporting LJMU programmes delivered in partner institutions

# contents

Throughout this guide full details of documents, policies and websites that are highlighted in **red** can be found in the 'Where to find Documentation and Policy' section starting on page 30.

Contact details for the individuals mentioned in the text either by name or by role can be found in the **Useful Contacts** section starting on page 34.

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# Introduction

Most Liverpool John Moores University (LJMU) programmes delivered in partner institutions are supported by a link tutor. The link tutor liaises with the programme leader or other appropriate staff in the partner institution to help ensure that students who study outside LJMU have an equivalent experience to those who study at LJMU. As the provision is very varied in terms of maturity, distance and level, the operation of the link tutor role varies slightly from programme to programme. This guide does not attempt to consider all possible interpretations of the arrangements but focuses instead on the principles involved.

## The purpose of the guide

The guide is intended to provide a reference point to inform and guide the role of the LJMU link tutor. Link tutors are key personnel in facilitating communication between the University and the partner organisation on many aspects of programme operation and management.

The operational roles and responsibilities that are listed and discussed in this guide are the expected roles and responsibilities that will be undertaken by link tutors identified in the **Collaborative Partnerships Operational Manual**.

In order to carry out their role the link tutor will, from time to time, need to make contact with others involved in collaborative partnerships at LJMU, namely,

- Collaborative Partnerships team,
- home school/centre, faculty,
- home school/centre, faculty administrative staff,
- home school/centre, faculty management,
- Quality Support team,
- Learning Development Unit,
- Corporate Communications,
- Student Services,
- Learning Information Services / Computing & Information Services.

Link tutors can also expect to be contacted by those listed above to ensure that procedures and processes run efficiently and effectively. The role of the link tutor is pivotal. Link tutors act as a conduit for information between staff and students in the partner institution and the University. They also assist in managing risks in collaborative partnerships.

## Who are Link Tutors?

Link tutors bring a wide range of experiences and expertise to their role. Some are programme leaders within LJMU, others have experience of working within the FE sector and others work on similar programmes at LJMU. During the development of a programme a project leader is appointed who acts as 'champion' for the proposal. The project leader is an experienced and suitably qualified member of LJMU staff, often a programme leader in the same or a closely related subject, a school/faculty collaborative partnerships coordinator/manager or another senior member of staff. Sometimes the project leader will become the link tutor, sometimes a different link tutor is identified and appointed. A link tutor will often have been involved in the preparation for initial approval (validation) of the collaborative programme, and will then continue this involvement once the programme begins operation. Where this is not the case, or when a new link tutor is appointed during the operation of the programme, the project leader, or the existing link tutor, will be expected to brief the new link tutor in preparation for their role. Advice on supporting the design and development of a programme can be found in the [Collaborative Partnerships Operational Manual](#) and in the [LJMU Curriculum Design Guide](#).

## Who are School Contact Persons?

In Recognition Agreements the school contact person plays a similar, though more restricted role, to the link tutor. They normally have a leadership role in the LJMU programme to which the students will progress. Advice on the design of Recognition Agreements and a draft example of a Recognition Agreement can be found in the [Collaborative Partnerships Operational Manual](#). Detailed discussion of the role of the school contact person can be found on page 21 of this guide.

## What are Recognition Agreements?

A Recognition Agreement enables multiple students from a single institution to progress to LJMU without having to submit individual APL claims.

# The Roles and Responsibilities of the Link Tutor

The roles and responsibilities of link tutors after a programme is approved are clearly defined in the [Collaborative Partnerships Operational Manual](#).

There are minor differences in the link tutor role depending on the model of collaborative provision involved. The models are outlined in chapter 8 of the Operational Manual and are:

1. Link tutors working with UK partners delivering HEFCE funded LJMU awards.
2. Link tutors working with partner institutions delivering LJMU awards not funded by HEFCE (UK or overseas).

There are also differences resulting from the nature of the collaboration. The list below is not exhaustive but is intended to give an indication of the possible scenarios:

- Franchise of part or all of a programme, which is also delivered at LJMU.
- Validation of a programme that has been designed by a partner, usually in collaboration with LJMU, that is not also delivered at LJMU.
- The same programme delivered by a number of partner colleges where LJMU coordinate shared processes such as assessment.
- A programme taught by LJMU staff at a partner institution, usually outside the UK.



Most link tutor responsibilities do not depend on the funding mechanism. In programmes involving LJMU travelling teachers, the link role in the partner institution is administrative and the programme leader is an LJMU member of staff. Unless otherwise indicated the following sections apply to all link tutors. The same roles and responsibilities apply to international provision, the differences being in how those roles and responsibilities are carried out. It is acknowledged, however, that the detailed nature of the role will vary according to the size and level of the programme(s) being delivered and the location and type of the collaborative partner. In all cases the link tutor has a crucial supportive role in guiding the programme team in the partner institution. The level and regularity of communication remains of fundamental importance.

Sections which only apply to **non-HEFCE** and especially overseas provision are identified by a **green** text box.



The level and regularity of communication is of particular importance in non-HEFCE, and especially overseas provision, where partner institutions may be unfamiliar with UK higher education. The distances that may be involved in overseas provision means that communication and travel can be resource intensive. Very early in the planning stage programmes are costed with the collaborative partnerships team. Faculty staff should use the link tutor guide during this process to identify the amount of resource that will be needed to support the collaborative programme.

### Key Areas that the role of Link Tutor will involve are:

- Attendance at staff/student consultative committees and Boards of Study
- Attendance at Partnerships Forum Meetings
- Production of the mid-year link tutor report and link tutor comments in the PSAAD
- Reporting any changes in staffing and or qualifications of new staff and any changes in the delivery team to those noted in the last validated document
- Liaison between school/faculty administrative staff and the partner institution
- Liaison and support re the range of progression routes from partner institute to LJMU
- Facilitation of the progression of students and checking on their progress
- Acting as a point of contact for Learning and Information Services
- Encouraging and providing information on appropriate staff development opportunities
- Providing advice on programme and assessment design
- Providing advice and guidance on the UMF Regulations & LJMU Assessment Guidelines
- Providing advice on AP(E)L procedures
- Providing advice on resource enhancement

*The roles and responsibilities of the Link Tutor with detailed guidance are listed below.*

## Role 1

Undertaking regular contact with the programme team and students in partner institutions via personal visits, emails or phone. Specifically,

- attending at least one Staff/Student Consultative Committee (or equivalent) meeting per year.
- being a member of the programme Board of Study (or equivalent) and attending at least one meeting per year.
- from these interactions, dealing with any issues that may have arisen.

### Role 1 commentary

The link tutor role is most effective when mutual trust and respect allows the programme leader in the partner institution to take control of the operation of all aspects of the management of the programme, supported by the link tutor. In the first cycle of a new programme in particular, regular contact will enable a link tutor to effectively monitor the development and operation of the programme for which they are responsible. Regular contact will also allow them to identify when intervention may be necessary. Face to face contact is an important facet of the relationship, but regular email or telephone contact will also allow monitoring to take place. It is important to develop the partner's confidence to enable the programme team to identify weaknesses or challenges and to seek action through the Link Tutor.

Role 1 identifies two key committees/forums that are important in the management of any programme. In cases where the whole award is delivered in the partner institution, the link with similar committees at LJMU is likely to be limited. Where the same programme is delivered in a number of local partner colleges, joint programme meetings are likely to be operated. However, in all cases there should be a committee to discuss the management of the programme, involving staff and student representatives and an occasional forum that meets at least once a year and is open to all students.

Link tutors are not required to attend all Board of Study or Student Council meetings, but they are entitled to do so if they wish. However, link tutors are likely to attend all such meetings when they are involved in locally franchised provision, where a number of partner institutions run the same programme or in the case of travelling teachers.

In programmes delivered further away from LJMU, normally for non-HEFCE funded provision, it may not be possible for the link tutor to attend a meeting. In such cases there should be an overt mechanism in place, through which student views are sought and actions initiated. The outcomes of these meetings should be recorded formally for tracking purposes. The link tutor should arrange to meet with students on one of the visits to the partner each year in order to verify student feedback.



Link tutors for overseas provision may wish to consider planning these meetings to coincide with a scheduled visit.

## *What is a Board of Study?*

A Board of Study (BOS) is a meeting involving the programme team, student representatives and other staff supporting learning. These might include representatives from the college library or learning resource centre, technicians, work based learning, as appropriate. The BOS will discuss the day-to-day management of the programme and any issues or concerns that have emerged. It should also celebrate successes. Boards of Study should meet at least once each semester (i.e. at least twice a year), unless the programme is due to be reviewed in which case there are likely to be more meetings. The first meeting is often held in October and then one or more later in the year.

## *Who should be a member of a Board of Study?*

The Board of Study should consist of:

- The programme Leader, who will act as Chair;
- Members of the teaching staff associated with the programme;
- Representatives of programme administrative support;
- One or more student representative elected from each year/award;
- A representative from LJMU Learning and Information Services (LIS) or partner Learning Resource Centre as appropriate;

Depending on the nature of the programme, other people, such as work placement hosts, may be invited. For these people it is important to make clear that they are invited as representative individuals rather than representing a group of people.

Students on the other hand do represent their peers. The link tutor should check that student representatives are appointed early in the academic year to enable attendance at the first Board of Study. The timetabling of Boards of Study should take the Programme Self

Assessment and Action Document (PSAAD) process into account. The first Board of Study of the academic year should receive and discuss the draft version of the programme's self-evaluation for the previous year. Advice should be offered to the programme team regarding procedural issues for Boards of Study. Again, the link tutor should ensure that Boards of Study are formally recorded, include direct student feedback and have auditable actions.

The protocol for a BOS can be found in the **UMF document (volume 1)**.

## *What is a Staff/Student Consultative Committee?*

A staff/ student Consultative Committee is a committee that normally meets one or more times a year. It may be known by other names, such as a student council or a student forum for example, but it would normally have some element of student-controlled agenda and might include an open forum. Attending at least one meeting per year enables the link tutor to verify student feedback, which is crucial to ensure that the quality of the programme is maintained. It is advisable that the link tutor ensures that these meetings are recorded formally for tracking purposes. It may be possible to include a section in the agenda to 'ask LJMU' for any meetings where the link tutor is present. This would allow the students to raise issues for an LJMU response.

One of the outcomes of a recent Internal Academic Audit of student handbooks for collaborative programmes included the following recommendation:

*'Link tutors should ensure that programme teams are aware that student handbooks must include information regarding student representation. This information should include when, where and how student representatives can play a role within the programme including details of meetings with link tutors and the purpose of these meetings.'*

## Role 2

Attending Partnerships Forum meetings for Link Tutors and other LJMU colleagues and feeding back information and advice as appropriate.

### Role 2 commentary

The Partnerships Forum was set up in October 2005 to provide a platform for information exchange, sharing of good practice and discussion/debate activities. Meetings are held approximately every twelve weeks. These meetings are normally held at a LJMU based venue. The Partnerships Forum brings together programme leaders, link tutors and other staff involved in partnerships. The forum is open to all staff involved in collaborative partnerships from LJMU and partner institutions. The purpose of the forum is to share information, discuss developments and to provide briefings on new or revised documentation.

Whilst programme leaders and other staff from more distant partners will not normally be able to attend the forum, the dates will be published in advance and they should be encouraged to attend if their visit corresponds with a scheduled meeting. Link tutors should attend the forum meetings and feedback to the partner programme leader if they are not able to attend. Electronic versions of any documents used at the forum and feedback from partnership forum meetings will be available on the [Collaborative Partnerships website](#).

## Role 3

Using a pre-agreed template, providing a mid-year report to the Director of School, or nominee, on issues of note from liaison and monitoring activities with the external programme, copying the report to the appropriate Partnerships Manager and the Quality Support Manager at LJMU, and to the designated colleague at the partner institution. Where necessary during the academic year, drawing the attention of the Home School Director, or nominee, to any issues requiring urgent action.

### Role 3 commentary

The mid-year link tutor report provides an opportunity to reflect on the operation of a collaborative programme between programme self-assessment reports. However, it is important to identify any potential problems in a collaborative programme as they arise rather than waiting until the mid-year report or the PSAAD, when the situation may have become more difficult to rectify. Link tutors should pass on their concerns to the individuals named above and / or pass on requests for assistance to service teams such as Academic Planning or the Learning Development Unit according to the nature of the problem.

The Mid Year link Tutor Report was introduced in 2005/06 and is specifically for programmes of one or more academic years duration. It should be completed half way through each academic year - normally by the end of January. The report is intended to capture information not otherwise covered by a MAB/PAB report or Board of Study and evidences proactive monitoring of change in student cohorts, lecturing staff and marketing materials i.e. responsibilities as detailed within the QAA Code of Practice.

Arrangements that are working particularly well should also be reported so that they can be further investigated and good practice disseminated. Copies of the report should be sent to each of the following people:

- the Head of Centre/Director of School (or nominee)
- the Head of UK Partnerships or the Head of European and International Partnerships, as appropriate,
- the Quality Support Manager at LJMU
- the appropriate Faculty Quality Officer
- the designated colleague(s) at the partner institution(s)

### *Complex arrangements*

When the same programme is delivered by a number of partners, one report could be used for all partners. However, it should be made clear in the report which of the partners particular comments refer to. This will normally be straightforward if the programmes are running well and there are no difficulties. If there are difficulties or issues to address, the link tutor might find it easier to complete a form for each partner involved.

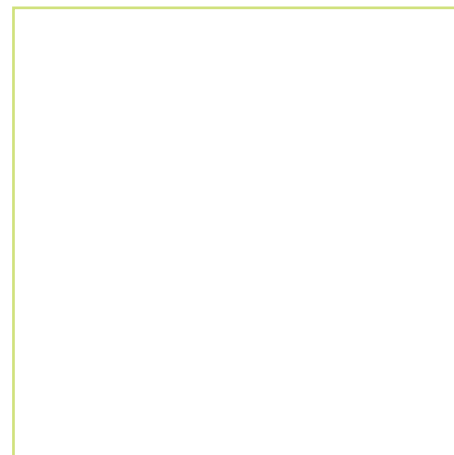
In cases where a Link Tutor is responsible for more than one programme within the same partner, one report per partner should normally be completed. Where there are difficulties, as outlined above, separate reports should be considered.

Where possible reports should be sent electronically. If the partner does not have an electronic signature, the fact that their typed name is present on the report will be taken as evidence that the partner had seen the completed report.

The mid year link tutor report proforma can be accessed on the [Collaborative Partnerships website](#).

### *How should I complete the mid year link tutor report?*

An annotated copy of the mid-year Link Tutor report is included on the next two pages.





PLEASE COMPLETE THE REPORT AT THE MID POINT OF THE PROGRAMME

Name of Partner / College		
LJMU Link Tutor / School Contact Person		
Partner / College Programme Leader		
Type of Programme	Validated <input type="checkbox"/> Franchise <input type="checkbox"/> Recognition <input type="checkbox"/>	
Name of Programme		
Total number of Days spent to date	At Partner/College <input type="checkbox"/>	On behalf of Partner/College at LJMU (approx) <input type="checkbox"/>

It might be useful to keep a general log of hours spent on collaborative links in order to complete this section of the form. This can be the total number of days and does not need to be separated out into individual programmes or institutions.

**1. Range of Activities Undertaken** (as appropriate to role descriptor in CP Manual)

	Date/s	Comments
PSAAD / Planning meetings		
Boards of Study (or equivalent)		
Student Contact (Please specify)		
MABs / PABs		
Staff development		
Curriculum development		
Other (Please specify)		

**2. Have there been any changes of staff?**

**Yes/No** (Please delete as appropriate) **\*If Yes**

Module Title	Name of Original Staff Member	Name of new Staff member	CV seen and forwarded to Fac Qual Chair

Programme leaders in partner institutions should provide the link tutor with staff CVs and where possible portfolios of CPD. Please be aware that changes in staff may also relate to changes of staffing to the original arrangements in the validation documents, not necessarily new staff. This section is important in order to pick up any changes that may have occurred to the validated staff delivering the programme.

**3. Does all marketing/publicity material clearly state the award is LJMU's?**

**Yes/No** (Please delete as appropriate) **\*If No**

Type of material	Action Taken

Sections 3 & 4 relate to all marketing and publicity materials, including websites. It is important that all materials have the correct LJMU logo and that courses are accredited correctly to LJMU. See also Role 5 commentary later in the guide.

**4. Has all marketing/publicity material been approved?**

**Yes/No** (Please delete as appropriate) **\*If No**

Type of material	Action Taken

**5. Please note any amendments made to the agreed annual Schedule of Activities**

Original Activity	New Activity with date

It may be useful to append either the original or the updated version of your schedule of activities here

This may include speaking to students with regard to the range of progression routes from the partner institution to LJMU and how this is facilitated.

▶ **6. Please note any activities undertaken with students in terms of progression (ie those making the transition to LJMU and how this is facilitated)**

▶ **7. Please record any outstanding issues of note from the Programme Leader, External Examiner or Administrative staff**

▶ **8. Number of Students remaining on programme**

	Full Time	Part Time	Name of Student Representative
Level 0			
Level 1			
Level 2			
Level 3			
Post Graduate			

▶ **9. Number of student withdrawals from programme**

	Full Time	Part Time	
Level 0			
Level 1			
Level 2			
Level 3			
Post Graduate			

▶ **Please record any issues of note from any of the above meetings/statistics**

▶ **Summary of visit(s) / Action points**

Date of Report	
Signature of Link Tutor	
Signature of Programme Leader	

**Copies of this report should be sent to:**

- Director of School/Head of Centre (or nominee)
- Appropriate Collaborative Partnerships Manager
- LJMU Quality Support Manager
- Appropriate Faculty Quality Officer
- The designated colleagues(s) at the partner institution(s)

If issues have been recorded elsewhere, for example in a BOS, then there is no need to replicate them here. Issues not previously mentioned should be recorded. However, signposting to previous issues could be useful, particularly issues that have not been resolved.

# Role 4

Proactively checking for any changes in academic staff concerned with delivering and supporting the external programme and passing these details for scrutiny by the designated process in the Home Faculty/School.

## Role 4 commentary

The vast majority of collaborative partnerships in which LJMU is involved make use of local staff at the partner institution for academic support. This could involve staff teaching on franchised/validated programmes through to staff providing tutorial support. The university is required to satisfy itself that any such staff are appropriately qualified for their role (see **QAA Code of Practice**, Precept A17) and that the partner organisation has effective measures to monitor and assure the proficiency of such staff.

Link tutors are not responsible for approving changes in the staff teaching on the programme. Their role is to ensure that those changes are reported and approved through the relevant Faculty Quality Committee. Paperwork should be submitted through the Faculty Quality Officer and/or Chair. If problems arise within the teaching period, it is important that the application and approval process for staff changes takes place quickly. The link tutor should facilitate the process and make sure that requests are dealt with promptly at LJMU and at the partner institution.

During the initial validation of the partnership, the approval of the staff is considered by the panel through scrutiny of up to date CVs together with any further information provided by the management of the partner institution. However, it is quite usual for some staff to change during the period of approval and these replacement staff would therefore need to be approved in order that the relationship can remain in validation. It is unusual for LJMU staff to actively participate in the appointment process of staff in a partner institution and so a separate process is required to ensure continued proficiency on a systematic basis.

As part of the validation process, guideline qualifications and experience of any staff likely to teach on the programme(s) will have been presented by the partner institution/LJMU in the validation documents. Hence, partner institutions should be familiar with these in appointing new/temporary staff. It is proposed that full CVs, using the template given in **Appendix 1**, of any new proposed staff (this will include any staff who were not initially approved at the original validation or subsequent review to teach on the programme) together, with their teaching duties, be submitted for approval to the Chair of the appropriate Faculty Quality Committee at LJMU - this will be via the link tutor. Submission would normally be at the end of the semester prior to the one in which their teaching duties will begin.

After consultation with the LJMU programme team and any appropriate subject specialist(s), the Faculty Quality Committee, or an identified sub-committee who would make recommendations to the FQC, will consider details of the proposed new member of staff. The outcomes of this process will be communicated in writing by the Chair of the Faculty Quality Committee directly to the Programme Leaders, or equivalent, of the collaborative programme at both LJMU and the partner institution. In cases where the application is rejected, the grounds for refusal must be given. The partner institution will also be asked for written notification of their immediate action plan to deal with this rejection. Details of any approval(s) will also be communicated to Partnerships Quality and Standards Panel through the Faculty Quality Committee.

Occasionally, these time scales may be difficult for both LJMU and the partner institution to comply with. For example, sickness of a member of staff at the start of, or

## Role 5

Assisting the Corporate Communications team and the Home School/Faculty at LJMU in the monitoring of publicity materials and information given to prospective and enrolled students.

during, a semester may require urgent action to be taken. In situations like this, full CVs and likely teaching duties will be submitted directly to the Link Tutor at LJMU, who, in consultation with the Faculty Quality Committee Chair and any appropriate subject specialist, will decide whether the proposal should be approved or not, with the Faculty Quality Chair having the final decision. Outcomes will be communicated to the same people in the same manner as above. Details will also be sent to the next Faculty Quality Committee meeting and the next PQSP.

The same process should be used to approve change of any programme leaders at the partner institution although the outcomes of the proposed change would be communicated to Senior Management rather than the Programme Leader in the partner institution.



### Role 5 commentary

The monitoring by LJMU of publicity materials and information before they are given to prospective and existing students is a contractual obligation of partner institutions. Any publicity or other course information materials produced by a partner organisation should be sent to the LJMU Corporate Communications team by the partner organisation, to be checked before it is used. The Corporate Communications team will check the materials and respond to the partner detailing any changes that might need to be made. Copies of this documentation will be stored in Corporate Communications.

If possible, the link tutor should check that the academic information on any publicity or information materials is correct during the preparation of documentation. The link tutor may also wish to keep a copy of materials and information submitted for approval and the outcomes of the process as a source of reference.

Whilst the onus is on partner organisations to provide publicity and course information materials to Corporate Communications, the link tutor has a responsibility to check that this is being carried out. It may also be useful to check periodically that programme information is correct on partner institution web sites. This can sometimes be an issue as these are often dealt with at an institutional level rather than at programme level.

It is recommended that link tutors are responsible each academic year for holding copies of all handbooks that are given to students on partner programmes. All link tutors are to hold copies of relevant documentation that is given to students.

These issues are of particular importance in overseas provision where LJMU's reputation can easily be damaged by misleading information. The British Council occasionally checks publicity materials on behalf of UK universities. Whilst this is more difficult to control overseas because of distance, it is important that LJMU's brand is accurately represented.

# Role 6

Providing guidance on the application of the University Modular Framework Regulations and LJMU's assessment guidelines (blue book), and checking that they are being adhered to in the operation of the programme.

## Role 6 commentary

The University Modular Framework (UMF) regulations govern the structural features of LJMU's modularised and credit-based programme delivery, including the university's awards portfolio and assessment regulations. The UMF is designed to be sufficiently flexible to meet the needs of a diversified student body. Programmes leading to LJMU awards, including those delivered in partner institutions are normally expected to operate within the UMF. Any variances must have been approved as part of the validation process.

**UMF regulations** are published annually and are available on the LJMU website. There are usually very minor changes, details of which are published with the regulations. There are also five yearly reviews of the UMF, which may result in more substantial changes.

Hard copies of the UMF regulations can be obtained from Anne Campbell in Student Services. Link tutors should ensure that the partner is using the current version of the regulations and explain any changes that impact on the programme.

In addition to the UMF regulations, the **LJMU assessment guidelines**, (known as the Blue Book) provide information for all staff involved in the assessment of students on LJMU programmes. The information in the Blue Book should be used in programme development and as a guide for assessment practice and procedures in the delivery of programmes. Hard copies are sent to staff in partner institutions and further copies are available from Kaylie Fortune in the Learning Development Unit.

It is important that programmes utilise the procedures for the design, approval and moderation of assessments and engagement with external examiners. The Learning Development Unit (LDU) provides advice, support and staff development on all aspects of assessment. Further information and advice is also available on the **LDU website**.

# Role 7

Where appropriate, acting as a point of reference for the External Examiner(s) appointed to the programme, supporting the required activities in the assessment cycle.

## Role 7 commentary

LJMU appoints external examiners for all its awards. Where the award is also delivered at LJMU the same external examiner is often used. Many awards are delivered solely in partner institutions and are not delivered at LJMU. In such cases the external examiner may only be involved with programmes at the partner institution. Details about the role of the external examiner are included in the **UMF Regulations Volume 1** and the necessary forms can be downloaded from the **Quality Support website**.

It should be remembered that the link tutors role is to facilitate the role of the external examiner and that they do not carry out any of the duties of the external examiner. The role of the external examiner is an important one in UK Higher Education. It is important that link tutors are familiar with the operation and responsibilities of the role so that they can oversee the external examiners interaction with the programme. Programme teams in partner institutions may not be familiar with the external examiner role. This is most likely to be the case in programmes that are not funded through HEFCE, mainly outside the UK. However, staff working on programmes delivered by local FE partners may have previously only been involved in HNC and HND programmes, which are accredited by Edexcel and involve internal and external verification of standards. There is some difference in the processes involved so the LJMU processes should be clear to all those involved.

### *Link tutor activities involving external examiners include:*

- Supporting the partner in the selection of a suitable nominee for external examiner. Whilst it is good for an external examiner to have previous experience of the role, it is not always possible to achieve this. Where there are nominees who have understanding or experience of the proposed target award but who do not have the necessary external examining experience, opportunities for providing support should be considered and included in the proposal.
- The submission and approval of examination papers and module coursework tasks where there is no examination or where they form a substantial part of the module assessment. Before examination papers or coursework tasks are sent to the external they should have been peer reviewed with the partner institution. Link tutors would normally be involved in this activity, especially when provision is newly established. This process should always be completed in good time and certainly before the assessments are given to students.
- The reviewing of a sample of work from modules whose marks contribute to an award. Samples of work should be sent to the external examiner in advance of the module assessment board. The sample should be at least 10% or 10 pieces of work, whichever is greater. The external examiner can ask for more if they wish. The sample should include a good spread of attainment. Some external examiners prefer to review the work as part of their visit to the institution. In this case, they need a quiet room and enough time to carry out the moderation task before the module assessment board. Module marks should not be moderated through the Module Assessment Board until the external examiner has reviewed the sample of work.
- Monitoring the reporting practice in terms of the feedback on assessment design and the marking process. The External Examiner should provide feedback to the team at each stage in the process and at the Examination Boards as well as their formal report at the end of the year.

# Role 8

Liaising with the School/Faculty administrative staff and the partner institution to:

- agree a schedule of academic and administrative activities before the start of the next academic year, including the identification of MAB and PAB Chairs.
- check that programme set-up on OSS, student enrolment data, module registration data and module mark entry are carried out, and that MAB/PAB reports and transcripts are produced at appropriate times and disseminated appropriately.

## Role 8 commentary

Before the start of each academic year link tutors must work with programme leaders in partner institutions to draw up an agreed schedule of activities. This schedule of activities should include key dates for activities such as those listed below, but could also include additional checkpoints suggested by the link tutor.



Planning and the use of additional checkpoints, along with the checking of OSS, is especially prudent for overseas provision as the transfer of information is more likely to be problematic.

The mid-year link tutor report asks the link tutor to identify if there have been any changes to this schedule and it may be useful to append either the original or the updated version to the report.

**The schedule for academic and administrative activities might include:**

- A meeting / method / time to discuss the PSAAD with programme leader. This should be early in the academic year and before the PSAAD is considered by the Board of Study.
- Dates of the Programme Board of Study (or equivalent) - this should meet at least twice a year.
- Programme team meetings (or equivalent) (about 6 a year)
- Moderation meetings (where the programme is delivered in more than one partner and the programme operates as a consortium)
- Staff / Student consultative meetings or equivalent (at least one per year)
- The identification of dates for Module (MAB) and Programme (PAB) Assessment Boards for the year. There should be at least one MAB and one PAB during the academic year, plus a MAB and a PAB to consider referral results. An additional MAB might be held half way through the year if this was felt necessary.
- There should be enough time between the MAB and the PAB to enable mark changes to be recorded on the OSS system and for paperwork to be produced. The agreed MAB and PAB dates should be communicated to all those involved as early as possible. This would normally be the responsibility of the partner institution. An effectively managed programme has good attendance at MABs and PABs. A Chair should be identified for each MAB and PAB. (Seek advice from the relevant faculty/school/centre academic manager if clarification is needed)

- Personal Mitigating Circumstances meetings. To ensure consistency of approach these are dealt with outside examination boards in LJMU. For small provision these could be dealt with at the start of the Examination Board. Information about Personal Mitigating Circumstances (PMCs) and PMC forms can be found on the Student Services website.

- Deadline date for LJMU to receive the signed off C1 (The list of awards made by a Programme Assessment Board which must be signed by the External Examiner)

Before examination boards the link tutor should check the following:

- Has the programme leader received the C1?

- Is it correct?

- Do the 'programme team' know the procedure for the completion of the C1 and its submission to the examinations office in LJMU?

The link tutor should ensure that the programme leader knows the deadline and should provide contact details of the LJMU examinations office to facilitate the timely submission.

If a link tutor is uncertain about any part of the assessment process they should contact the appropriate faculty, school or service team for advice.

### *Student registration procedures*

At the start of a programme each student needs to complete a LJMU Student Registration Form. The process is outlined below:

- The forms are sent to the partner institution programme leader by the Collaborative Partnerships Office;

- The students complete the forms and provide a passport sized photograph;

- Each faculty has identified the process that it wants to follow in order to secure timely receipt/return of this student data. The link tutor will need to ensure that they are aware of the locally agreed process. Early in the academic year link tutors should check with the programme leader in the partner college that all students are registered on OSS.

Link tutors should check that they are being kept up to date with any changes in a student's contact details or other information (e.g. change of name) and that they are notified of any student withdrawals. The link tutor should then alert the faculty/school/ centre administrator to these changes so that the OSS system can be updated.

### *Additional checks for HEFCE Funded Provision only*

HEFCE funded students may be **funded directly or indirectly**. In the past the level of information on OSS for each category of student was significantly different. From 2006/2007 the same data set will be

entered for all HEFCE funded collaborative students irrespective of the funding stream. For the link tutor it is still important to know the programme status as directly funded colleges will continue to operate with more autonomy, e.g. they are not required to supply LJMU with statistics regarding the application process, (the application to offer rates for example).

However, from September 2006 when the '**Service Charge**' is introduced, LJMU will require a full set of data and will as a result be able to produce both assessment board reports and student transcripts for all HEFCE funded students. The Service Charge offers LJMU administrative support to a partner, where needed or as appropriate. Please see **appendix 2** for further information regarding the Service Charge. The link tutor may need to support the partner in the transition to the revised arrangements.

Geographically, the MABs and PABs should continue to be held at the most appropriate venue. There is no requirement for all Assessment Boards to be held at LJMU.

Some programmes, including franchise programmes and those involving more than one partner already hold joint MABs and PABs, usually held at LJMU with the subsequent reports produced from OSS.

In all cases a full data set will need to be input on to OSS at LJMU.

# Role 9

Acting as a point of contact for LIS in helping to ensure that key services are carried out effectively and efficiently on behalf of students on individual programmes.

## Role 9 commentary

Access to LJMU learning resources whether in hard copy or electronic format will have been agreed in the contract for each programme and approved at validation. The LJMU Off-Campus system, which provides access to electronic resources, is the most frequently used resource for students in institutions outside the Merseyside area.

Since September 2005 all students on HEFCE funded programmes have been issued with an LJMU Student Card, which allows them to have full access rights to LJMU LRC resources. The details of the arrangements can be found in the 'LJMU Partner Student Guide', which should be given to students by the collaborative partnerships team when they register.

These students need to send photographs with their enrolment forms to enable LJMU to issue university cards. The link tutor should check with the programme leader to ensure that this happens. Students who do not send in a photograph will not receive a card and will not be registered on OSS. The login on this card is needed to allow access to LJMU off-campus support. The off-campus gateway brings together all the services and resources currently offered by LJMU Computing & Information Services and Learning & Information Services.

In addition to providing access to a wide range of computing applications, electronic resources and library support services, the site also offers help, advice and a range of free downloadable software.

Link tutors should also encourage staff delivering courses at partner institutions to gain staff access to LJMU facilities, off-campus support etc. Staff at partner institutions should send in an application form with photograph to enable full access to library services and to access off campus support.

Further information and downloadable forms are available at:

- <http://www.ljmu.ac.uk/lea/docs/franchisedteachers.htm>

The off campus team can be contacted through the website on:

- <http://www.ljmu.ac.uk/offcampus/>

There is also a **direct phone line** for the **off-campus team**: +44 (0)151 231 3179

# Role 10

Attending MAB and PAB meetings and, where appropriate, merging these meetings with those being held in the Home School/Faculty at LJMU. Specifically:

- advising boards on regulatory matters, seeking to ensure that students are treated equitably in decisions taken on progress and awards.
- acting as a critical friend to the programme by commenting, where necessary, on programme standards, particularly at initial stages of programme operation.
- where a programme is delivered by several partners, arranging meetings for the moderation of assessment outcomes from students in these partners prior to joint MABs and PABs.

## Role 10 commentary

Link tutors should check that any changes in the UMF are communicated and understood by partner institutions. Link tutors should ensure that everyone is aware of any approved variances within the programme, including external examiners. They should also check that MABs and PABs are quorate and the appropriate people are present. Quoracy requirements for MABs and PABs can be found in the UMF regulations. An External Examiner must be present where the Board is recommending an award.



For overseas provision, MABs and PABs can be held either overseas or at home. Usually MABs/PABs for validated programmes are held at the partner institution. For franchises however, it is a good idea to consider students' performance at the MABs/PABs of the host programme to facilitate comparison with the performance of equivalent students at LJMU. In either case, it is important to plan early. Flows of information should be carefully planned to ensure that accurate information is gained and that processes are fully carried out. In order to minimise difficulties that can occur with overseas provision, it is vital to plan ahead by using a schedule of activities or whatever is most appropriate.

Details of MAB & PAB protocol can be found in the **University Modular Framework (volume 1)**.

The 'critical friend' role of the link tutor is very different from that of an external examiner. Link tutors should provide advice and support. They should, avoid duplication of the External Examiner role as they are not required to approve assessment tasks or to moderate assessment outcomes from individual students.

# Role 11

Monitoring the adherence of the programme team to the appropriate University quality assurance procedures, in liaison with the Quality Officer in the Home Faculty and the Quality Support Manager. Specifically,

- advising the partner institution on its completion of LJMU's PSAAD which sets out an annual commentary on the performance of the programme, and completing the 'Commentary by the Link Tutor' section within the PSAAD.
- where several partners are involved in delivering the same programme, drafting an overview of the PSAAD reports from individual partners.
- contributing to University and external reviews of the programme.

## Role 11 commentary

Programme self-assessment is an important quality assurance process. The process for collaborative programmes is largely identical to that used in programmes delivered inside the University with the addition of a section completed by the link tutor. The process is outlined in the Collaborative Programmes version of the Programme Self-Assessment and Action Procedures Manual.

It is essential that link tutors work collaboratively with partner institutions in completing the Programme Self Assessment And Action Document (PSAAD) and that they also provide commentary in the form of a brief annual report that feeds into the PSAAD. They may also act as critical readers during the production of the PSAAD but this should not replace completion of the commentary.

In their commentary link tutors should comment on:

- the strengths and areas for development identified by the programme team;
- the risks identified;
- the action proposed to address issues;
- the nature of responses to external examiner reports;
- the discussion of student feedback;
- and the overall quality of the PSAAD.

The link tutor should be aware of the partner institution's internal quality procedures. In many cases the PSAAD will also be used for the partner's quality assurance processes. Timings should be such that the PSAAD scrutiny at college level will ensure timely submission of the PSAAD to LJMU.

The process is detailed in the **Programme Self Assessment (Collaborative Programmes) Procedures Manual**, which is published annually. The current version includes the collaborative PSAAD template. The completed version should be submitted in electronic form to the Director of School and to Helen Summers, Quality Support Team using the following mailbox:

- [h.summers@ljmu.ac.uk](mailto:h.summers@ljmu.ac.uk)

Where several partners are involved in delivering the same programme, the link tutor may also be involved in drafting an overview of the PSAAD reports from individual partners.

Link tutors also contribute to University and external reviews of the programme. A range of **Programme Review** Procedure Manuals are available from Quality Support.

For advice and guidance regarding validation and programme review, please contact the Quality Support Manager, Trish Barker.

## Role 12

Facilitating the progression of students, where appropriate, from the partner institution(s) to LJMU, and checking on progress of these students in their first few weeks of joining LJMU, reporting back to both her/his Home School/Faculty and the partner institution.

### Role 12 commentary

Students completing the early years of an LJMU degree under a franchise arrangement or a Foundation Degree at a local partner college are the most likely to progress to LJMU. Link tutors should arrange an opportunity to discuss the progression arrangements from the partner institution to LJMU with the relevant student groups. If possible, they should arrange a visit to LJMU and a meeting with the programme leader of the target programme if this is not the link tutor.

In other cases, including partner institutions delivering University awards not funded by HEFCE (UK or overseas), link tutors should liaise with colleagues to discuss possible progression routes.



There is now more of an onus on link tutors to support students and check that transitional arrangements are working properly, especially overseas students who are studying in the UK for the first time.

## Role 13

Supporting and offering constructive advice to the programme team in the partner institution. Specifically:

- advising on sources of support for programme design and development, including assessment design and programme amendments.
- advising on the award of AP(E)L credit, and supporting the agreed process for consideration of AP(E)L claims.
- encouraging appropriate staff development opportunities within partner institutions and providing information to partners about staff development opportunities at LJMU.
- advising on resource enhancement (i.e. books and other resources, including e-resources).
- liaising with Home School colleagues and the collaborative programme team about possible articulated progression routes from the partner institution programme to LJMU.

### Role 13 commentary

Link tutors may be asked to provide advice on the sources of support for programme design and the other issues listed above.

Support for programme design and development is available from the Learning Development Unit. Contact an Academic Enhancement Manager at the earliest possible point in this process

There should be ongoing dialogue with regard to any on-programme issues, this will probably occur during normal communication between the link tutor and the partner institution.

Advice and guidance relating to programme specifications can be found in the LJMU guidelines for writing a programme specification and the QAA Guidelines for

writing programme specifications. For further advice or help with programme and assessment design, contact the Learning Development Unit (LDU).

The LJMU assessment guidelines (known as 'The Blue Book') provide information for all staff involved in the assessment of students on LJMU programmes. The information in the Blue Book should be used in programme development and as a guide for assessment practice and procedures in the delivery of programmes. Hard copies are sent to staff in partner institutions and further copies are available from the Learning Development Unit.

The term 'Accreditation of Prior (Experiential) learning' (AP(E)L) is used as an all embracing term, covering the wide range of an individual's prior learning, whether certificated or un-certificated experiential learning that is equivalent to part of the programme on which they intend to study. The normal maximum amount of advanced standing credit allowed is 75% of the target programme. The award considered for advanced standing must match the relevant learning outcomes in the target programme and should have been achieved recently to ensure that the learning is current.

Full details of the relevant regulations can be found in the UMF regulations volume 1. Further details and the procedures of the AP(E)L process can be found in UMF volume 2. Consideration of claims from students or applicants for credit for prior learning is managed at the School or Faculty level. The exact method of administration of claims for AP(E)L may vary slightly between Schools.

Clearly, Continuing Professional Development (CPD) is an important part of professional life. The link tutor should encourage staff at partner institutions to participate in staff development activities linked to HE programme delivery and make programme staff aware of the LJMU staff development directory.

In most cases, normally in non-accredited provision, staff development is free of charge to staff who teach on or support programmes leading to an LJMU award at partner institutions. The directory of staff development opportunities for staff at LJMU and partner colleges who teach and support learning is produced annually.


As a link tutor you may be asked to advise on resource enhancement (i.e. books and other resources, including e-resources) and should direct partners to seek information from subject specialists at LIS. The LIS website directs you to subject specialist staff who are able to help you find and access information in your subject area. All the people listed are happy to answer enquiries in person, by telephone or from the online enquiry form.

In the case of programmes without validated articulation routes, link tutors should liaise with home school colleagues and the programme team in the partner institution about possible progression routes.

For information regarding work based learning (WBL) use the Learning Development Unit website, which includes LJMU work-related learning policies and frameworks, WBL resources and web references. Further information or support in this area can be obtained from the Learning Development Unit.

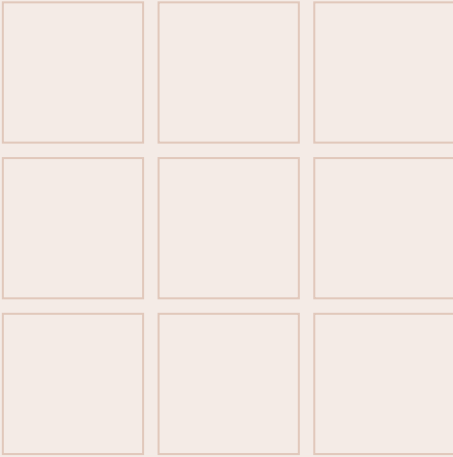
For information regarding web supported learning, including the use of the LJMU virtual learning environment 'Blackboard', and other learning technologies, please see the 'Technology in Learning' page of the LDU website.

It is important that link tutors work with partner programme leaders to ensure that recommendations that have been made following the internal academic audit of collaborative student handbooks are noted and amendments made to handbooks, as appropriate. Further details will be circulated early in the 2006/7 academic year.



Roles and responsibilities  
of the School Contact  
Person (SCP)

# Roles and responsibilities of the School Contact Person (SCP)



The roles and responsibilities of the School Contact Person for Recognition Agreements are clearly defined in the **Collaborative Partnerships Operational Manual**. Some of the roles are similar to those of the link tutor.

School Contact Persons work with partner institutions delivering an award that is the subject of a Recognition Agreement by LJMU.

Activities by the School Contact Person (SCP) will often form part of the preparation for initial recognition of the external programme, and will continue on a regular basis once the programme begins operation. The roles and responsibilities of the SCP are detailed below.

## Role 1

Undertaking regular contact with the programme team and students in partner institutions via personal visits, emails or phone. From these interactions, dealing with any issues that may have arisen.

### Role 1 commentary

The recognition process matches the curriculum content and standard of an external programme against part of an LJMU programme and offers students from the external programme entry with advanced standing to the relevant LJMU programme.

The purpose of the School Contact Person role is to ensure that the validated equivalence is maintained and that students on the external programme are suitably prepared for transfer to LJMU.

Regular contact should allow the School Contact Person to identify when intervention may be necessary. Face to face contact is an important facet of the relationship but regular email or telephone contact will also allow monitoring to take place. It is important to develop the partner's confidence to enable the programme team to identify weaknesses or challenges and to seek action through the School Contact Person.



As highlighted previously, it is important not to underestimate the time that will be needed to carry out the roles and responsibilities for overseas provision, due to time differences, culture language and communication barriers etc.

## Role 2

Assist the LJMU Corporate Communications team and the Home School/Faculty in monitoring publicity materials and information given to prospective and enrolled students.

### Role 2 commentary

In the case of Recognition Agreements, the key area for monitoring is with respect to the possible transfer to LJMU and details of the programme(s) involved. It is important that these aspects of publicity materials and information are monitored by LJMU before they are given to prospective and existing students. This is a contractual obligation of partner institutions. Any publicity or other course information materials produced by a partner organisation involving the relationship should be sent to the LJMU Corporate Communications team by the partner organisation, to be checked before they are used. The Corporate Communications team will check the materials and respond to the partner detailing any changes that might need to be made. Copies of this documentation will be stored in Corporate Communications. Whilst the onus is on partner organisations to provide publicity and course information materials to Corporate Communications, the SCP has a responsibility to check that this is being carried out.

Where appropriate, the SCP should check that the academic information on any publicity or information materials is correct during the preparation of documentation. The SCP may also wish to keep a copy of materials and information submitted for approval and the outcomes of the process as a source of reference. It may be useful periodically to check that programme information is correct on partner institution web sites. This can sometimes be an issue as web pages are often dealt with at an institutional level rather than at programme level.

## Role 3

Where appropriate, acting as a point of reference for the colleague responsible for QA of the Recognised Programme, supporting the required activities in the assessment cycle.

### Role 3 commentary

The performance of students who have progressed from a Recognition Programme provides a good indication of continuing equivalence of standards. The SCP should identify any difficulties that may affect the standards in the Recognition Programme. Failure to identify difficulties that may affect the standards of the Recognition Programme may lead to students being under-prepared for their studies at LJMU. In order to avoid this, Recognition Agreements undergo annual monitoring. Planned annual monitoring arrangements are generally agreed at the approval event.

#### Annual monitoring should pick up on:

- Any changes in the partner's curriculum;
- Any changes to the LJMU programme;
- The number of students progressing from the recognised programme;
- The performance of students who have progressed to the LJMU programme in previous years in comparison with the rest of their cohort;
- Any changes to the management structure of the partner organisation;
- Anything else that may impact upon the student experience either before or after progression to LJMU;
- How the students have been, or will be, prepared for their HE experience in the UK and transition to the LJMU award;
- Planned annual monitoring arrangements;
- The information should be included in the PSAAD for the LJMU programme, but should also be copied and submitted separately to Faculty Quality Committee and the quality support manager so that recognitions can be considered generically.

The annual monitoring template for Recognition Agreements is sent out separately to those programmes to which it applies. The PSAAD handbook and the annual monitoring of Recognition Agreements template can be found in the 'Documents' section of the [Quality Support website](#).

The programme leader for the LJMU programme receiving the students should complete the annual monitoring form. It is normally completed by 31st October in any year. A copy should be submitted to Helen Summers in the Quality Support team.

The report should be appended to the PSAAD for the LJMU programme and submitted to the Director of School in the normal way.

## Role 4

Liaising with the School/Faculty administrative staff and the partner institution to ensure that, where appropriate, assessment outcomes (credits gained, marks) are transferred from the partner institution and onto OSS for the articulated LJMU award.

### Role 4 commentary

As students transfer to the LJMU programme it is important that accurate information is transferred from the partner institution and recorded on OSS, the LJMU student record system. All student records must include the full credit record for the target award. For example, for an honours degree 360 credits must be identified and marks must be available for at least 120 level 3 credits. Normally this will involve complete levels.



For overseas provision, this may not be straightforward. It is important to recognise that this process will take longer.

## Role 5

Facilitating the progression of students from the partner institutions to LJMU, and checking on progress of these students in their first few weeks of joining LJMU, reporting back to both her/his Home School/Faculty and the partner institution.

### Role 5 commentary

When students transfer to an LJMU programme after the 'normal' starting point, they will often miss out on the detailed induction procedures and processes set up for the start of the programme, usually at the start of level 1 for an undergraduate programme.

In the absence of this process the School Contact Person should ensure that a suitable induction process is provided and that support is provided in the vital early weeks.



There is now a more of an onus on SCPs to monitor the process of students and especially overseas students who are studying in the UK for the first time and to guide them to support where necessary.

## Role 6

Offering support and constructive advice to the Recognised Programme team in the partner institution.

### Role 6 commentary

The School Contact Person should ensure that the partner programme leader is informed of any possible changes in the LJMU programme which might impact on the Recognition Agreement.

# Annual checklist for link tutors

The annual checklist is intended to give an indication of what the link tutor should be doing and when. It is important to stress that this is meant as a guide, is not set in stone and is negotiable to fit in with partner institution systems. Regular contact via personal visits, phone, e-mail and telephoning as deemed as appropriate is of course an ongoing process.

# Annual Checklist for Link Tutors

AUGUST

- Complete with partner institution a schedule of activities (including the identification of MAB & PAB chairs) for the forthcoming academic year.
- Attend referral/deferral MAB as appropriate.
- Attend PAB to record assessment outcomes of referred or deferred students and successful completion or progression of programmes, as appropriate.
- Ensure partner institutions have received the LJMU student registration forms. Please note that these differ from the standard LJMU student registration forms.

SEPTEMBER

- Check that student registration documents are completed and are sent to the administrator.
- Once students are recorded on OSS, obtain a list of students from the administrator to check with partner institution for accuracy.
- Obtain student representative details in preparation for attendance and student feedback for BOS or their equivalent.
- Attend meeting with staff/student committees to obtain student feedback.
- Attend referral/deferral MAB as appropriate.
- Attend PAB to record assessment outcomes of referred or deferred students and successful completion or progression of programmes as appropriate.
- Attend BOS and feedback to home school/faculty quality team and academic manager as appropriate.

OCTOBER

- Ensure that partner institution is aware of staff development opportunities.
- Remind team to complete PSAAD and complete link tutor report to feed into collaborative partner PSAAD. Check PSAAD - (see role 11 commentary page 18) N.B. The programme team need the completed link tutor report before it is submitted through both college and LJMU procedures.

DECEMBER

- Check assessment deadline dates for semester long modules and ensure partners are following LJMU procedures regarding PMC protocol.
- For semester long modules raise awareness of marking and moderation procedures for assessment.
- Check arrangements for teaching in the Spring term - any change in staffing.

JANUARY

- Attend MAB and PAB as appropriate and check reports with partner institution for accuracy.

APRIL

- Remind partner institutions of the LJMU Teaching and Learning conference held this month.

MAY / JUNE

- For semester two and year long modules check marking/second marking and moderating procedures in partner institutions.
- Ensure that partner staff are up to date with LJMU and programme regulations.

- Check that all partner institution documentation meet LJMU quality demands in terms of accuracy, reliability and appropriateness.

- Check that all partner institution documentation also meets the requirements of the contractual agreement/validation (e.g. staffing and marketing issues).

- Find out who the faculty/centre collaborative manager is and make yourself known to them.

- Ensure that all programme documentation i.e. student handbooks and module handbooks comply with LJMU processes and are issued to students.
- Check that enrolment documents are completed and sent to appropriate administrator.

- Have available LJMU personal mitigating circumstances (PMC), change of circumstances and withdrawal from course forms for partner institutions. Advice should also be given that where they are used, they should be fed through to the appropriate faculty/centre administrative office.

- The link tutor should liaise with the collaborative partnerships contracts manager to ensure that correct procedures are carried out with regards to documentation for each academic year.
- Proactively work with partner institution's team to complete PSAAD and check that it has been signed off by the appropriate college committee.

- Attend BOS and feedback to home school/faculty quality team and academic manager as appropriate.

NOVEMBER

- Attend any collaborative partner meetings as appropriate.

- If there is no external examiner at the partner institution the link tutor may be required to moderate level 1 examination papers.

- Complete Mid Year link tutor report by the end of January
- Elicit feedback re module questionnaires where appropriate.

FEBRUARY

- Check arrangements to find new examiners, if any are required, for the following September.

MARCH

- Elicit feedback re module questionnaires where appropriate.
- Attend BOS or equivalent as appropriate.

- Attend MAB & PAB as appropriate and proactively check that the meeting is quorate.

JULY

- Attend graduation ceremonies as appropriate.

- Encourage and participate in programme review and amendment in partner institutions in preparation for following academic year.

# Frequently Asked Questions (FAQs)

**Q. What documentation do I need?**

**A. As a link tutor you will need to have copies of the following documents:**

- Staff CVs and portfolios of Continuing Professional Development (CPD)
- Programme specifications
- Programme/student handbooks
- Module handbooks
- Module proforma
- Mid-year Link tutor report
- PSAAD Documentation
- Minuted meetings (e.g. Boards of Study)
- Definitive documents
- Schedule of activities
- Partner institution module/programme evaluation
- All relevant documentation that is given to students

**Q. Where do I find details of the 'service charge' for HEFCE funded programmes?**

**A.** Details of the service charge can be found on the Collaborative Partnerships website and in appendix 2.

**Q. How much support and information am I expected to offer my partner institution?**

**A.** All questions from partner institutions need to be responded to and advice or guidance should be offered. If a link tutor is unable to offer advice or guidance then they should direct them to an appropriate source for that advice or guidance.

**Q. Where can I find information about marking, blind marking, external examiners, moderation and internal verification procedures?**

**A.** Information about marking, blind marking, external examiners, moderation and internal verification procedures can be found in the University Modular Framework (vol 1) and in the Blue Book.

**Q. Where do I find out about what my roles and responsibilities as a Link Tutor are?**

**A.** Consult chapter eight of the [Collaborative Partnerships Operational Manual](#).

**Q. How much contact with the partner institution is expected of me?**

**A.** The role of the link tutor has been reviewed and has been deemed to be equivalent to a nominal ten days activity for HEFCE funded programmes. How these ten days are then used or allocated is at the discretion of the link tutor's faculty / centre. For other links the contact is defined under the costing of the link.

**Q. To whom do I report to with regards to any problems on collaborative programmes?**

**A.** Any problems should be reported to the faculty or centre / line manager / quality officer / administrative manager / collaborative partnerships / quality / team as appropriate

**Q. Who can I contact to find support about contractual agreements?**

**A.** The Collaborative Partnerships Team.

**Q. Who can I contact to find support about fee invoicing?**

**A.** Fee invoicing is the domain of Gill Murphy, the Collaborative Partnerships Contracts Manager.

**Q. Who can I contact to find support about Learning information Services support?**

**A.** Contact Will Reid, the Principal Information Officer (Business & External Clients) who deals with local partners.

**Q. What if there are curricular issues?**

**A.** At a subject level advice is likely to be available within the subject area. For other issues refer to the Learning Development Unit or the Faculty Learning Development Manager in the first instance.

**Q. Where will I find information about the initiation, development and validation of a collaborative link?**

**A.** Consult the [Collaborative Partnerships Operational Manual](#) or the [Quality Support Website](#) for details of validation procedures'

# Where to find Documentation & Policy

As a link tutor there are a number of websites, documents and policies that you will need to have access to and consult. This section will act as a guide to where to access commonly used documentation and policy.

## Service team websites

The **Academic Planning Team** website which can be accessed on: ■ <http://www.ljmu.ac.uk/planning>  
This holds the UMF documents and forms related to programme proposals.

The **Collaborative Partnerships Team** website which can be accessed on:

■ <http://www.ljmu.ac.uk/partnership>

This holds the feedback from partnership forum meetings, the mid-year link tutor report template and can be accessed at:

The **Learning Development Unit** website, which can be accessed on:

■ [http://www.ljmu.ac.uk/lid/ltweb/ldu\\_16/0000.htm](http://www.ljmu.ac.uk/lid/ltweb/ldu_16/0000.htm)

The **Learning and Information Services** (LIS) website directs you to subject specialist staff who are able to help you find and access information in your subject area, and can be accessed on:

■ <http://www.ljmu.ac.uk/lea/subjectspecialists.htm>

Contact details for general IT enquiries and information about the software applications on the LJMU network are available on the following website:

■ <http://www.ljmu.ac.uk/lea/itspecialists.htm>

The **Quality Support Team** website which has information about quality processes, documents and news regarding quality issues. The website can be accessed on accessed on: ■ [www.ljmu.ac.uk/quality](http://www.ljmu.ac.uk/quality)

The **Student Services** website. There is a host of valuable information for students and staff alike on the Student Services website, which can be accessed at:

■ <http://www.ljmu.ac.uk/StudentServices/index.htm>

## Policies, Processes and other Documentation

### *Academic Appeals*

Information about academic appeals can be accessed on:

■ <http://www.ljmu.ac.uk/StudentServices/67603.htm>

### *Accreditation of Prior (Experiential) Learning (AP(E)L)*

Details and the procedures of the AP(E)L process can be found in the UMF volume 2, which can be accessed on:

■ <http://www.ljmu.ac.uk/umf>

Contact LDU if you have any queries.

A useful schematic representation of the credit transfer / A(P)EL process can be accessed on:

■ <http://www.ljmu.ac.uk/umf/vol2/ch12w6 - apel flow diagram.doc>

### *Assessment Boards & Board of Studies Requirements*

Information about MABs, PABs & Board of Studies Requirements can be found in the UMF Regulations (volume 1) and can be accessed on:

■ <http://www.ljmu.ac.uk/umf/>

### *Assessment Guidelines (the 'Blue Book').*

The 'Requirements and Guidelines for implementing the Assessment Review Recommendations July 2003 (2<sup>nd</sup> Edition) The Assessment Review Recommendations' provides a framework for individuals, module and programme teams to review their assessment practice. The recommendations provide an opportunity to evaluate existing practice and to consider how assessment can improve the quality of student learning.

The 'Blue Book' can be accessed on:

■ [www.ljmu.ac.uk/lid/ltweb/ldu\\_16/assessmentGuide\\_ed2.pdf](http://www.ljmu.ac.uk/lid/ltweb/ldu_16/assessmentGuide_ed2.pdf)

Further advice and guidance on matters relating to assessment can be found on the Learning Development Unit web site, which can be accessed on:

■ [http://www.ljmu.ac.uk/lid/ltweb/ldu\\_16/0000.htm](http://www.ljmu.ac.uk/lid/ltweb/ldu_16/0000.htm)

## *Collaborative Partnerships Operational Manual*

A downloadable version of the Collaborative Partnerships Operational Manual is available at:

- [http://www.ljmu.ac.uk/MKG\\_Global\\_Docs/cp\\_operational\\_manual.pdf](http://www.ljmu.ac.uk/MKG_Global_Docs/cp_operational_manual.pdf)

Advice on the design and development of a programme, page 3

Link tutor roles and responsibilities, chapter 8, section 2

Design of a recognition agreement, page 13

Example of a recognition agreement, page 45

## *External Examiners*

Details of the external examiner guidelines which relate to all taught provision at LJMU and its partner institutions, and to all such programmes leading to LJMU awards made by other awarding bodies (e.g. Edexcel) can be accessed on: ■ [www.ljmu.ac.uk/quality/ExExam/ExExGuidelines05-06.doc](http://www.ljmu.ac.uk/quality/ExExam/ExExGuidelines05-06.doc)

The following forms can be accessed from the LJMU website on:

- <http://www.ljmu.ac.uk/quality/ExExam/WelcomeEx.htm>
- Nomination form for a new external examiner;
- Nomination form for extension/addition to an examiner's duties;
- Fee and expense claim form;
- Expense regulations;
- External Examiner report template;
- Guidelines for External Examiners

## *Funding Mechanisms*

**Directly funded:** the student is a 'number' belonging to the college and HEFCE monies go directly to the college. The college is responsible therefore for all statistical returns to HEFCE (i.e. HESES and HEIFES)

**Indirectly funded:** the student is classed as a LJMU 'number' and HEFCE monies come firstly to LJMU and then are passed to the partner. LJMU include these students in their statistical returns to HEFCE (i.e. HESES and HEIFES)

## *Link Tutor Mid-Year Report Template*

The template for the mid-year link tutor report can be downloaded from the Collaborative Partnerships webpage, which can be accessed on:

<http://www.ljmu.ac.uk/partnership/>

## *LJMU Academic Calendar*

The academic year calendar that gives the key dates of LJMU activities can be accessed on:

<http://www.ljmu.ac.uk/academicCalendar/>

## *LJMU Student Complaints Procedure*

Initially, partner institution student complaint procedures are followed and only if these are unsuccessfully resolved are LJMU procedures implemented. Information about the LJMU student complaints procedure can be accessed on: <http://www.ljmu.ac.uk/StudentServices/complaints.htm>

## *LJMU Curriculum Design Guide*

The LJMU Curriculum Design Guide is intended to help programme leaders and their teams plan and review their programmes. The guide is an attempt to provide practical support within a framework of principles of curriculum design that embrace national, professional and JMU regulations and guidelines, and can be accessed on:

[http://www.ljmu.ac.uk/lid/ltweb/curriculum\\_design/index.htm](http://www.ljmu.ac.uk/lid/ltweb/curriculum_design/index.htm)

## *LJMU Programme / Subject Leader's Guide*

This guide contains useful information for the design and operation of programmes. It can be accessed at:

[http://www.ljmu.ac.uk/lid/ltweb/LJMU\\_Programme\\_Leaders\\_GUIDE.pdf](http://www.ljmu.ac.uk/lid/ltweb/LJMU_Programme_Leaders_GUIDE.pdf)

### *Personal Development Planning (PDP)*

From September 2005 PDP must be included as part of the induction and PDP opportunities must be provided as part of the curriculum for level 1 students. Every student must be able to review his or her progress at least twice a year, the first opportunity must be within the first six weeks.

LJMU recommendations for policy on PDP can be found on the teaching and learning web, which can be accessed on:

■ [http://www.ljmu.ac.uk/lid/ltweb/curriculum\\_design/0009.htm](http://www.ljmu.ac.uk/lid/ltweb/curriculum_design/0009.htm)

See also the PDP section in the Learner Support Guide, which can be accessed on:

■ <http://www.ljmu.ac.uk/lid/leasupport/06.htm>

### *Personal Mitigating Circumstances Forms*

Information pertaining to personal mitigating circumstances and Personal Mitigating Circumstances Forms can be accessed at:

■ <http://www.ljmu.ac.uk/StudentServices/Exam/67599.htm>

### *Personal Tutoring*

The LJMU personal tutoring guide has guidance on the responsibilities of a personal tutor along with referral and general guidance. The personal tutoring guide can be accessed on:

■ [http://www.ljmu.ac.uk/lid/tutors\\_guide/index.htm](http://www.ljmu.ac.uk/lid/tutors_guide/index.htm)

### *Quality Assurance Documents*

There are a series of manuals produced by, and available from, the Quality Support Team (QUS). These quality manuals are available on the Campus Wide Information Site (CWIS) via the 'Documents' section on the QUS Website which can be accessed on:

■ <http://www.ljmu.ac.uk/quality>

and are part of the University Modular Framework (UMF) documentation. If you have difficulties accessing this documentation hard copies are also available on request from Helen Summers, Quality Support Officer.

### *Programme Validation and Review*

The manuals relating to the programme validation and review processes for Collaborative Programmes can be found on the documents section of the QUS website, which can be accessed at: ■ <http://www.ljmu.ac.uk/quality>

### *Programme Self-Assessment*

All internal LJMU programmes and all collaborative programmes undertake programme self-assessment (PSA). Annual programme self-assessment enables a programme team to evaluate its performance against the aims and objectives for the programme. This process uses a range of qualitative and quantitative evidence including: the findings from module appraisal by students and the annual LJMU Student Opinion Survey; the comments of External Examiners; and student progression and achievement data, including first destinations. The programme team provides an evaluation of its performance, identifies risks and prepares an action plan for quality improvement.

The Programme Self-Assessment Procedures Manual (Collaborative programmes) which contains the PSAAD template can be found on:

■ [http://www.ljmu.ac.uk/quality/psadata/CP\\_PSA\\_Procedures\\_Manual\\_June\\_2006.pdf](http://www.ljmu.ac.uk/quality/psadata/CP_PSA_Procedures_Manual_June_2006.pdf)

or via the 'document' section of the LJMU Quality Support Team Website at: ■ <http://www.ljmu.ac.uk/quality>

The annual monitoring of Recognition Agreements template can be accessed on:

■ <http://www.ljmu.ac.uk/quality/DOCS/Welcdoc.htm>

### *Programme Specifications*

Advice and guidance relating to programme specifications can be found in the LJMU guidelines for writing a programme specification:

■ [http://www.ljmu.ac.uk/lid/ltweb/ldu\\_12/0000.htm](http://www.ljmu.ac.uk/lid/ltweb/ldu_12/0000.htm)

and the QAA Guidelines for writing programme specifications:

■ <http://www.qaa.ac.uk/academicinfrastructure/programSpec/progspec0600.pdf>

### *QAA Academic Infrastructure*

The QAA framework for HE qualifications which include qualification descriptors can be accessed on:

- <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI/default.asp>

The QAA Code of Practice - the 10 sections can be found at:

- <http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/default.asp>

Benchmark statements can be found at:

- [www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp)

### *Race Relations Amendment Act 2000 & Disability Discrimination Act part IV (SENDA)*

Information and guidance regarding race relations and Disability legislation contained in the LJMU Learning Support Guide which can be accessed on:

- <http://www.ljmu.ac.uk/lid/leasupport/05.htm>

### *Referrals, Deferrals, Plagiarism and Collusion, & Personal Mitigating Circumstances*

Information regarding referrals and deferrals can be found in the UMF Regulations (volume 1) and can be accessed on: ■ <http://www.ljmu.ac.uk/umf/>

Information regarding plagiarism and collusion (Academic Impropriety) can be found in Appendix C of the University Modular Framework and can be accessed on:

- <http://www.ljmu.ac.uk/assessment/0506regs/>

[UMF%20Master%202005-06.doc](#)

Information regarding Personal Mitigating Circumstances (PMCs) can be accessed on:

- <http://www.ljmu.ac.uk/StudentServices/Exam/67599.htm>

and PMC forms can be downloaded from:

- <http://www.ljmu.ac.uk/StudentServices/Exam/67600.htm>

### *Staff Development Directory*

The directory of staff development opportunities for staff at LJMU and partner colleges who teach and support learning is produced annually and can be accessed at:

- [http://www.ljmu.ac.uk/lid/ltweb/CPD\\_Guide\\_2005\\_print.pdf](http://www.ljmu.ac.uk/lid/ltweb/CPD_Guide_2005_print.pdf)

### *Service Charge*

Details of the Service Charge arrangements for HEFCE funded provision can be found in Appendix 2.

### *University Modular Framework (UMF) regulations*

The University's programmes of study are subject to specific regulations, which set out what is expected of both examiners and students. The aim is to establish a fair framework for all assessment activities.

The vast majority of University programmes fall within the University Modular Framework (UMF) and they are covered by the Assessment Regulations set out in the main University documentation. For programmes of study that lie outside the University Modular Framework, the relevant assessment regulations are set out in the programme documentation. Additionally, certain UMF programmes comprise of approved variations from the UMF regulations.

The University Modular Framework is updated and published annually:

Volume 1 deals with Structural Regulations, Awards and Assessment Regulations, volume 2 deals with Accreditation of Prior (Experiential) Learning and Credit Transfer. Both volumes of the UMF regulations can be accessed at : ■ <http://www.ljmu.ac.uk/umf>

### *Web Supported Learning*

For information regarding web supported learning, including the use of the LJMU virtual learning environment 'Blackboard', and other learning technologies, please see the 'Technology in Learning' page of the LDU website which can be accessed on:

- [http://www.ljmu.ac.uk/lid/ltweb/ldu\\_15/0000.htm](http://www.ljmu.ac.uk/lid/ltweb/ldu_15/0000.htm)

### *Work-based Learning*

LJMU work-related learning policies & frameworks can be accessed on:

- [http://www.ljmu.ac.uk/lid/ltweb/ldu\\_13/wrl\\_policies.htm](http://www.ljmu.ac.uk/lid/ltweb/ldu_13/wrl_policies.htm)

Information on work-based learning resources and web references can be accessed on:

- [http://www.ljmu.ac.uk/lid/ltweb/ldu\\_13/wrl\\_resources.htm](http://www.ljmu.ac.uk/lid/ltweb/ldu_13/wrl_resources.htm)

# Useful Contacts

## Academic Planning Team

- **Director:** Mark Power,  
Tel: +44 (0)151 231 3790,  
Email: m.a.power@ljmu.ac.uk
- **Head of Academic Planning** (Programme & Logistics):  
Wayne Turnbull, Tel: +44 (0)151 231 3149,  
Email: w.turnbull@ljmu.ac.uk
- **Planning & PSP Officer:**  
Debbie Hughes,  
Tel: +44 (0)151 231 3123,  
Email: d.hughes@ljmu.ac.uk

## Collaborative Partnerships

- **Director:** Ian Graham,  
Tel: +44 (0)151 231 2060,  
Email: i.d.graham@ljmu.ac.uk
  - **Head of UK Partnerships:** Julie Hargreaves,  
Tel: +44 (0)151 231 3739,  
Email: j.m.hargreaves@ljmu.ac.uk
  - **Head of European & International Partnerships:**  
James Winter, Tel: +44 (0)151 231 3158,  
Email: j.t.winter@ljmu.ac.uk
  - **Contracts Manager:** Gill Murphy,  
Tel: +44 (0)151 231 3756,  
Email: g.murphy@ljmu.ac.uk
- Collaborative Partnerships Team website:**  
[www.ljmu.ac.uk/partnerships](http://www.ljmu.ac.uk/partnerships)

## Corporate Communications

- **Head of Corporate Communications:** Janet Martin,  
Tel: +44 (0)151 231 3583, Email: j.martin@ljmu.ac.uk
- **Brand and Production Manager:** Geoff Scot,  
Tel: +44 (0)151 231 3400, Email: g.scott@ljmu.ac.uk
- **Media Manager:** Jill Drummond,  
Tel: +44 (0)151 231 3640,  
Email: j.drummond@ljmu.ac.uk

## Faculty Quality Staff

- **Faculty Quality Chair** - Business & Law (BLW)  
Saundra Middleton, Tel: +44 (0)151 231 3804,  
Email: s.e.middleton@ljmu.ac.uk
- **Faculty Quality Officer** - Business & Law (BLW)  
Amanda Stewart-Reilly, Tel: +44 (0)151 231 3285,  
Email: a.j.stewartreilly@ljmu.ac.uk
- **Faculty Quality Chair/Manager** -  
Education Community & Leisure (ECL)  
Janet Flexney, Tel: +44 (0)151 231 5217,  
Email: j.e.flexney@ljmu.ac.uk
- **Head of Quality and Standards** -  
Health & Applied Social Sciences (HEA)  
Gerry Drummy, Tel: +44 (0)151 231 4310,  
Email: g.drummy@ljmu.ac.uk
- **Faculty Quality Officer** - Health  
& Applied Social Sciences (HEA)  
Annette Johnson, Tel: +44 (0)151 231 4227,  
Email: a.johnson@ljmu.ac.uk
- **Faculty Quality Chair** - Media, Arts  
& Social Sciences (MAS)  
Andy Francis, Tel: +44 (0)151 231 3604,  
Email: a.j.francis@ljmu.ac.uk
- **Faculty Quality Officer** - Media, Arts  
and Social Sciences (MAS)  
Lucy McKenzie, Tel: +44 (0)151 231 3604,  
Email: l.h.mckenzie@ljmu.ac.uk
- **Faculty Quality Chair** - Science (SCS)  
Phil Brooks, Tel: +44 (0)151 231 4034,  
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- **Faculty Quality Officer** - Science (SCS)  
Alison Topping, Tel: +44 (0) 151 231 2473,  
Email: a.topping@ljmu.ac.uk
- **Faculty Quality Chair** - Technology & Environment (TAE)  
Linda Wright, Tel: +44 (0)151 231 2808,  
Email: l.p.wright@ljmu.ac.uk
- **Faculty Quality Officer** - TAE  
Debbie Richardson, Tel: +44 (0)151 231 2482,  
Email: d.l.Richardson@ljmu.ac.uk

## Learning Development Unit

- **Director of Learning Development:**  
Sue Thompson, Tel: +44 (0)151 231 3618,  
Email: s.e.thompson@ljmu.ac.uk
- **Academic Enhancement Managers:**  
Monica Mason, Tel: +44 (0)151 231 3152,  
Email: m.mason@ljmu.ac.uk  
Peter Steer, Tel: +44 (0)151 231 3284,  
Email: p.s.steer@ljmu.ac.uk
- **Co-ordinator of Work Related  
and Professional Learning:**  
Liz Clifford, Tel: +44 (0)151 231 3577  
Email: e.Clifford@ljmu.ac.uk
- **Administrative Assistant:**  
Kaylie Fortune, Tel: +44 (0)151 231 3187,  
Email: k.a.fortune@ljmu.ac.uk  
Details of contacts for more specific support are  
on the LDU website, which can be accessed on:  
<http://www.ljmu.ac.uk/lid/ltweb/index.htm>

## Learning & Information Services

- **Director of LIS:** Maxine Melling,  
Tel: +44 151 231 3682,  
Mobile: 07968 422318,  
Email: m.melling@ljmu.ac.uk
- **General Helpdesk Line -**  
Tel: +44 (0)151 231 4015
- **Aldham Roberts Helpdesk -**  
Tel: +44 (0)151 231 3437
- **Avril Roberts Helpdesk -**  
Tel: +44 (0)151 231 4270
- **IM Marsh Helpdesk-**  
Tel: +44 (0)151 231 5218
- **Off Campus support -**  
Tel: +44 (0)151 231 3179,  
Email: off-campus@ljmu.ac.uk
- **Principal Information Officer**  
(Business & External Clients):  
Will Reid, Tel: +44 (0)151 231 3307,  
Email: w.k.reid@ljmu.ac.uk

## Quality Support Team

- **Director:** Anne Miller,  
Tel: +44 (0)151 231 3127, Email: a.m.miller@ljmu.ac.uk
- **Quality Support Manager:**  
Trish Barker, Tel: +44 (0)151 231 3228,  
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- **Quality Support Officers:**  
Kris Barrow, Tel: +44 (0)151 231 3743,  
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Sally Roberts, Tel: +44 (0)151 231 3227,  
Email: s.m.roberts@ljmu.ac.uk  
Helen Summers, Tel: +44 (0)151 231 3230,  
Email: h.summers@ljmu.ac.uk
- **Quality Support Information Officer:**  
Carol Wurbacher, Tel: +44 (0)151 231 3788,  
Email: c.a.wurbacher@ljmu.ac.uk
- **Quality Support Administrative Assistant:**  
Amanda Stoodley, Tel: +44 (0)151 231 3767  
Email: a.j.stoodley@ljmu.ac.uk

## Student Services

- **Head of Regulation & Policy**  
Marie Ward, Tel: +44 (0)151 231 3258,  
Email: m.ward@ljmu.ac.uk
- **City Campus Centre:** Tithebarn Street, L2 2ER.  
Tel: +44 (0)151 231 5805/6,  
Email: City Campus Centre@ljmu.ac.uk
- **I.M.Marsh Campus Centre:** Barkhill Road, L17 6BD.  
Tel: +44 (0)151 231 5432,  
Email: IM Marsh Campus Centre@ljmu.ac.uk
- **Mount Pleasant Campus Centre:**  
Aquinas Building, L3 5UZ. Tel: +44 (0)151 231 3335,  
Email: Mount Pleasant Campus Centre@ljmu.ac.uk  
Tel: +44 (0)151 231 3289,  
Email: studentservices@ljmu.ac.uk
- **Student Relations Manager:**  
Tracey Evans, Tel: +44 1(0)51 231 3367  
Email: t.evans@ljmu.ac.uk
- **Student Relations Advisor:**  
Anne Campbell, Tel: +44 (0)151 231 3779  
Email: a.m.campbell@ljmu.ac.uk

# Appendix 1

## Staff CV - template

This should only be a brief curriculum vitae, a maximum of 2 pages in length.

- Name and title:
- Present post:
- Main teaching activities:
- Other duties:
  - list all key administrative/academic responsibilities
- Academic qualifications (including accredited teaching qualifications):
  - list date, award, classification and awarding body/university
- Professional qualifications:
- Research interests/profile (last 3 years only):
  - brief indication of key topics and any current research projects including research grants and awards
- Publications (last 3 years only):
  - List total number of refereed publications to date including articles and list all refereed publications in the last three years.
  - List total number of unrefereed publications
- Consultancy (last 3 years only):
  - List activities during the last three years
- Professional membership/involvement (last 3 years only):
- External professional activities (last 3 years only):
- Modules on programme responsible for:
- Details of teaching team on the programme:

# Appendix 2

## The Service Charge

From September 2006 all programmes being delivered by partner Further Education Colleges (FECs) are subject to a new financial arrangement called The Service Charge. This was introduced to provide consistency and transparency across all collaborative FE partners. As part of the service charge there are five areas of the University that will provide services that are additional to their 'normal' activities. These services will ensure the appropriate development, management and quality assurance of LJMU programmes delivered by local HEFCE-funded partner institutions. The standard charge is levied against each student FTE and thereby provides the following entitlements:

### 1. From Faculties/Schools:

- The enhanced **Link Tutor** role
- **Administrative staff** will provide support to provide a complete data set for each student

### 2. Student Services:

The provision of exam books, award certificates, Graduation Ceremony arrangements and co-ordination of 'last resort' appeal procedure

### 3. Quality Support:

Conduit funding of External Examiner fees and costs of external advisers at validation events. Costing of pre-validation, validation and review events

### 4. Academic Planning Team:

Provision of programme set-up activities for OSS and HESAS returns for LJMU HEFCE numbers

### 5. LIS/CIS:

The provision of and access to a range of services to support on and off campus learning, namely:

- Creation of student/staff computer user accounts
- Use of LJMU's off-campus gateway
- Standard software packages including email
- The Blackboard Virtual Learning Environment (VLE)
- Electronic books, journals and data sets
- Subject specialist enquiry service
- The LJMU Learning Resource Centres and their related activities, including full borrowing rights (NB for all students on an LJMU award bearing programme)
- Open-access to IT resources in LRC's and IT suites
- User support for staff/student queries
- Membership of UK Libraries Plus
- Providing information on learning resources at LJMU and the partner institution for programme validation and review events

Details of the service charge will also be available on the Collaborative Partnerships website. Queries and advice regarding the service charge should be directed to the Collaborative Partnerships Team.



Non-HEFCE funded programmes are individually costed, negotiated and priced. All proposals are costed with the collaborative partnerships team early on in the process. Final decisions on pricing rests with the relevant Dean of Faculty. There is no set surplus target requirement.

Costings are broken down into the following stages:

- Development
- Validation, review and annual monitoring
- Ongoing management of the programme (the LT/ SCP)
- Registration costs (including access to LIS)
- Teaching by any LJMU staff
- Staff development for partner staff
- Setting and marking or moderation of assessment by LJMU staff
- MABs/PABs

For any queries regarding this process please contact James Winter

# Link Tutor Guide

Advice for LJMU link tutors & other staff supporting LJMU programmes delivered in partner institutions



Produced by **Beverly Pau** and **Monica Mason** supported by HEFCE Teaching Quality Enhancement funding and Human Resource Strategy funding.

This guide has been produced in consultation with LJMU and partner college staff involved in the delivery and management of programmes leading to LJMU awards delivered in partnership with institutions outside the university.

It is also available via a link on the LJMU website, which can be accessed on:

[www.ljmu.ac.uk/partnership/index.htm](http://www.ljmu.ac.uk/partnership/index.htm)

[www.ljmu.ac.uk/lid/development/index.htm](http://www.ljmu.ac.uk/lid/development/index.htm)

The guide will be reviewed on an annual basis and the latest version will be available online.