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INTRODUCTION

1. Liverpool John Moores University (LJMU) programmes delivered with partner organisations are supported by a Link Tutor, who is a nominated LJMU member of staff.

2. The Link Tutor is the key contact with the Programme Leader and other appropriate staff in the partner organisation to help ensure that students who study outside LJMU have an equivalent experience to those who study at LJMU. They are also key in bringing information back to the University, to assure the institution that quality and standards at a partner organisation are appropriate.

3. When a Partnership is deemed by the University to be of strategic importance and/or of a significant size, such that mitigation of risk and enhancement of the partnership arrangement is steered from an Institutional level, an Institutional Link will be appointed in addition to Link Tutor(s). The primary role of the Institutional Link will be to act as a “critical friend” representing the University. (See Appendix 2 for further information).

4. As LJMU collaborative provision is 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 principals involved.

5. Academic Quality Services (AQS) is responsible for the overall management of the process of the Link Tutor role; individual Link Tutors are managed within the appropriate structures identified within their Faculty.

The purpose of the guide

6. The guide is intended to provide a reference point to inform and guide the LJMU Link Tutor and partners regarding the expectation of the role. The guide is mapped appropriately against the external expectations of the QAA UK Quality Code.

7. Link Tutors are key personnel in facilitating communication between the University and the partner on many aspects of programme operation and management.

8. 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. 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,

- Academic Registry
9. 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 and the University. They also assist in managing risks in collaborative partnerships.

Appointment and management of Link Tutors

10. Link Tutors are appointed and managed by the home School within a Faculty. Link Tutors should be appointed before the validation process for a programme has begun. The following key criteria should be considered before selecting and appointing a Link Tutor from within the School. Does the nominee have:

- Understanding of the requirements of collaborative programmes?
- Knowledge of curriculum design principles and processes?
- Knowledge of assessment and the Academic Framework?
- Experience of facilitating access to further help and guidance for people external to the University?
- Ability to establish professional, working relationships with external colleagues?
- Availability: i.e. time commitment is appropriate?
- Commitment to the programmes/partner?

Who are Link Tutors?

11. 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 other sectors and others work on similar programmes at LJMU. A Link Tutor may 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. Advice on supporting the design and development of a programme can be found in the Academic Collaborative Partnerships Operational Guidance.

12. From 2012-13 it has been a requirement that all Link Tutors attend compulsory Link Tutor Training. This will be provided by the Academic Registry, in conjunction with Library Services. All new Link Tutors will have to attend the Link Tutor Training. Existing Link Tutors are given the opportunity to attend the Link

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1 Where ‘School’ appears in the text this can refer to the LJMU School, Department, Centre or Institute
Tutor Training each year and are expected to ensure they keep up-to-date with developments within the role of the Link Tutor.

**Who are School Contact Persons?**

13. Further information on the role of the School Contact Person for articulation agreements can be found on page 14.

**Roles and Responsibilities**

14. The roles and responsibilities of Link Tutors are defined below. There may be slight differences resulting from the nature of the collaboration. The list below gives an indication of the different types of collaboration:

<table>
<thead>
<tr>
<th>Franchise</th>
<th>Where a partner institution is approved to deliver a programme, or part of a programme, designed by LJMU which leads to an award of LJMU. The programme does not also have to be a programme delivered at LJMU. Students on a franchise programme would be LJMU students and the University retains control and responsibility for academic standards and the quality of learning opportunities.</th>
</tr>
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<tbody>
<tr>
<td>Validated</td>
<td>Where the partner institution develops its own programme and delivers it as an LJMU validated programme leading to an LJMU award. Students on a validated programme are LJMU students and the University retains control and responsibility for academic standards and the quality of learning opportunities.</td>
</tr>
<tr>
<td>Dual Award</td>
<td>A dual award is defined by LJMU as an arrangement where LJMU, together with one or more awarding bodies, provides a programme leading to separate awards and certificates being granted by all the awarding bodies. Each partner is responsible for its own assessment and quality assurance.</td>
</tr>
<tr>
<td>Joint Award</td>
<td>A joint award is an arrangement where LJMU, together with one or more awarding bodies, provides a jointly developed and delivered programme, leading to a single award made jointly by all the awarding bodies. A single certificate is produced, not separate certificates from each awarding body. Responsibility for assessment and quality assurance is in accordance with the agreement between partners.</td>
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<tr>
<td>Distance Learning</td>
<td>Distance learning is where a programme does not normally require the presence of the students at the LJMU (or partner) campuses. Learners usually study these programmes overseas through the use of specially developed learning materials which can take a number of different formats and will not normally require face-to-face contact with their tutors, e.g. via e-learning. The University retains control and responsibility for academic standards and quality of learning opportunities.</td>
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**Distance Taught**

A distance taught programme is one that is delivered away from the University, often overseas, by LJMU staff (alternatively called ‘flying faculty’). It may include pastoral support and learner support from local staff but will not include teaching by them. The programme is delivered using premises and resources provided locally by the partner. The University retains control and responsibility for academic standards and quality of learning opportunities.

**Articulation arrangements**

Articulation arrangements are agreements where students who have completed a defined external programme (or an agreed part of the external programme), which is owned by the partner institution, can enter with advanced standing to a subsequent part or level of a programme validated by LJMU.

Each institution is responsible for academic standards and quality of learning opportunities for its own programmes.

**Embedded College**

A private organisation operating near to, or within, the premises of LJMU, usually engaged in the preparation of students for entry to higher education programmes.

15. In programmes involving LJMU staff teaching outside LJMU, the link role in the partner organisation is administrative and the Programme Leader is an LJMU member of staff.

16. Unless otherwise indicated the following sections apply to all Link Tutors, including international partnerships. In all cases the Link Tutor has a crucial supportive role in guiding the programme team in the partner organisation. The level and regularity of communication remains of fundamental importance. An Annual Checklist for Link Tutors can be found in Appendix 3.
Guidance for Link Tutors

17. There are various activities that the Link Tutor undertakes during the lifecycle of a programme, and at various points in the academic year. Details of these are outlined below.

**PROGRAMME DEVELOPMENT AND APPROVAL**

18. When a new programme is developed with a collaborative partner, or when an existing partner programme is undergoing periodic programme review, there is an important role for the Link Tutor to play in the activity. Chapter 5 of the Academic Partnerships Operational Guidance has further information on the collaborative programme approval process.

The Academic Partnerships Operational Guidance and the Guidance for the collaborative validation and Guidance for collaborative periodic programme review are available on the AQS website at:

https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-partnerships

The requirements for any changes that programme teams may wish to make between these required programme approval activities can be found in these documents.

**Activity: Support in preparing for Validation/Periodic Programme Review**

- Providing support for quality management process requirements. This can be in liaison with the Quality Support Officer, who will be appointed at the start of any validation.

- Attendance at planning meetings.

- Attendance at the event. There should always be a member of the School or Faculty in attendance at an event. If the Link Tutor is unable to attend, it is the responsibility of the Link Tutor to arrange for an appropriate alternate to attend.

- Supporting submission of documentation within agreed timescales

- Supporting the team in addressing the responses to any conditions

**Activity: Providing advice on curriculum design**

- This could involve working alongside the programme team in the curriculum design, or could involve making appropriate links with other experts in the
Activity: Facilitating programme set-up in LJMU's computer systems (Prodcat and Modcat)

- This may involve updating Modcat and Prodcat, or require the Link Tutor to act as the key link between the partner programme team and the School or Faculty administrative support staff, depending on the working practices within the faculty.

Activity: Supporting the processes for Programme amendments

- Advising on the process for any major or minor programme changes.

PUBLIC INFORMATION

19. It is a contractual requirement that partner organisations submit all marketing / publicity materials to LJMU, for approval, in advance of publication.

   This requirement is outlined in the LJMU Marketing & Publicity Policy which is written in line with the QAA UK Quality Code for Higher Education, Part B, Chapter B10. The policy can be found in the Academic Collaborative Partnerships Operational Guidance (https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-partnerships).

20. Academic Registry will inform the LJMU Corporate Communications and Stakeholder Relations team when a new partner has been approved and which programmes have been approved for development. The Corporate Communications and Stakeholder Relations team will make available to the partner the brand guidelines to use, for example, the LJMU logo.

21. Academic Registry also holds some responsibility in the monitoring of partners' publicity information. Any concerns in reference to general narrative/description of the University will be raised with the partner and Academic Registry will inform Corporate Communications so that it can check the validity of the text and advise of required amendments to it. The Link Tutor will be copied into these communications so that they are aware of this activity.

22. If, as the Link Tutor you have concerns when checking and approving the marketing materials and any action is required, you can, if needed, liaise with Quality Support Officer, the International Partnerships Manager (IPM) and the Corporate Communications and Stakeholder Relations team for guidance on how this should be addressed.
23. The accuracy of information about LJMU programmes is important and checks should be carried out regularly because of the potential impact to LJMU’s reputation if inaccurate and/or misleading information is available.

**Activity: Monitoring the publicity materials and information given to prospective and enrolled students**

- Advising a partner during the preparation of publicity materials on the academic information included in relation to the LJMU award
- Acting as a point of contact between the partner and the appropriate teams at LJMU to ensure timely approval of publicity materials including the publication of a KIS record, where appropriate
- Monitoring publicity materials and information given to prospective and enrolled students on LJMU awards at partner organisations and taking appropriate action should unapproved or incorrect materials or inferences be detected.

24. Within an articulation arrangement, the key area for monitoring is with respect to the possible transfer to LJMU and details of the programme(s) involved.

25. The Link Tutor should keep a copy of materials and information submitted for approval and the outcomes of the process as a source of reference.

### INTERACTION WITH PARTNER STAFF

#### Staff Changes on partner awards leading to LJMU credit

26. The majority of collaborative partnerships involve local staff at the partner organisation providing teaching or other academic support. Depending on the type of partnership, this could range from programme and module leadership to providing tutorial support.

27. The University is required to satisfy itself that any such staff are appropriately qualified for their role and that a partner organisation has effective measures to monitor and assure the proficiency of such staff.

28. Any changes to the staff supporting an LJMU programme at a partner institution in between the programme approval events need to be approved at the appropriate faculty-level quality committee, in line with the staff qualifications policy (see Appendix 4). Staff should have received appropriate approval **before** teaching or supporting any LJMU programmes.

**Activity: Monitoring for Changes in Staffing**
- Proactively checking for any changes in academic staff concerned with delivering and supporting the programme delivered with a partner.

29. 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.

**Activity: Facilitating Approval of New Staff**

- Ensuring that the Staff CV template (Appendix 5) is completed for any new proposed staff, together with a summary of their teaching duties, and is submitted to the relevant QEO for consideration by the faculty-level quality committee for approval.

30. After consultation with the LJMU programme team and any appropriate subject specialist(s), the faculty-level quality committee (or an identified sub-committee), will consider details of the proposed new member of staff against the staff qualifications policy. Link Tutors will facilitate input from subject experts where appropriate.

31. If the member of staff is approved, the Link Tutor will inform them. If the member of staff is not approved, the School Director/Head of Department will be responsible for informing them.

**Staff changes on partner awards that are covered by articulation arrangements**

32. There is not the same requirement to approve staff teaching on partner awards that are covered by an articulation arrangement before they teach on the programme, as the programme does not lead directly to an LJMU award. However, the University does maintain an interest in the overall composition of the teaching teams on these awards, and the Link Tutor should maintain an oversight of staff changes and report on any major changes through the annual monitoring report.

**Activity: To maintain oversight of the composition of the teaching teams on partner awards that are covered by an articulation arrangement.**

- This should be reported in the Annual Monitoring report

**Communication and Advice for Partner Staff**

33. The Link Tutor role is most effective when mutual trust and respect allows the programme leader in the partner organisation to take control of the operation of
all aspects of the management of the programme, supported by the Link Tutor. This is especially important for new programmes.

34. Regular contact can ensure partner staff remain updated with changes at LJMU, and can allow the Link Tutor to identify when intervention may be necessary. This will also develop the partner’s confidence to enable the programme team to identify weaknesses or challenges and to seek action through the Link Tutor.

35. Depending on the partner, various methods for contact may be used including face to face visits, Skype, phone and e-mail.

**Activity: Maintaining regular contact with partner staff**

- Proactively contacting the partner on a regular basis
- Dealing with any issues that may arise and notifying appropriate LJMU staff, including matters regarding student complaints, academic misconduct and academic appeals.
- It might help a Link Tutor to complete their role if a schedule of activities is agreed with the partner at the beginning of the year (see appendix 3).
- Partner programme teams for articulation arrangements may also require support and constructive advice from the Link Tutor.

**Academic Framework and the Regulations in Practice**

36. One of the key pieces of documentation that partner staff will need to be aware of is the Academic Framework Regulations and the supporting Regulations in Practice.

37. The Academic Framework Regulations (AF) apply to all taught LJMU programmes that lead to a validated award, wherever delivered, including collaborative programmes. The regulations describe the structure, operation and assessment of LJMU awards.

38. Any variances to these regulations must have been approved prior to the validation following the LJMU process (see AF A1.5-A1.7).

39. The Regulations in Practice is a document that accompanies the Academic Framework and provides guidance on the application of the regulations. Partner organisations are also expected to be operating in line with the Regulations in Practice.

40. The Academic Framework is published annually, and may include changes that impact on a collaborative programme’s operation.
41. The full Academic Framework Regulations and Regulations in Practice can be found at:

https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework

**Activity: Providing guidance on the application of the Academic Framework Regulations**

- Checking that the Academic Framework regulations and Regulations in Practice are being adhered to in the operation of the programme. This would cover a range of activities taking place in relation to the programme such as programme design, assessment, appeals, complaints, academic misconduct and extenuating circumstances.

- Ensuring that the partner is using the current version of the regulations and explaining any changes as they are updated

- Acting as a point of contact for any queries that partner staff may have about the Academic Framework and its application. This could involve making appropriate links with University experts such as the Faculty Registrar or the AQS team.

**STUDENT ADMISSION, ADMINISTRATION AND ACCESS TO RESOURCES**

**SIS Records**

42. All students on a LJMU programme delivered at a partner need to be recorded on the LJMU Student Information System (SIS). Please note the provision of offer letters to students is the responsibility of the collaborative partner.

43. At the start of a programme, each new student needs to complete a LJMU Student Enrolment Form. For returning students, partners will be asked to provide class lists containing programme details, names, addresses and dates of birth. The Faculty should also be informed of those programmes which have non-standard entry points. Faculties will then update the students’ current SIS records.

44. If a programme is not going to recruit in an academic year the guidance provided in the Programme Suspension and Closure Guidance should be followed. The Guidance can be found at:

https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-quality
45. Partners are required to return the completed forms and returning student lists to the LJMU faculty within two weeks of the start of the programme. This deadline will enable eligible students to gain access to LJMU learning resources as quickly as possible.

46. Once this process is complete, the Faculty will then forward a list of students with their SIS numbers to the partner for cross-checking.

**Activity: Liaising with the partner and Faculty staff to ensure that student enrolment is completed to the University deadlines**

- Checking student enrolment and module registration are carried out.
- Maintain contact with the partner to ensure LJMU is being kept up-to-date with any changes in students’ contact details or other information and is notified of any student withdrawals. The Link Tutor should then alert the faculty to these changes so that SIS can be updated.

**Access to Learning Resources**

47. Once a student is registered to the LJMU systems, they are eligible to access LJMU learning resources.

48. The LJMU Off-Campus system, which provides access to electronic resources, is the most frequently used resource for students in partners outside the Merseyside area.

49. When the enrolment process is complete, LJMU will issue student cards to the partner for distribution. A username and password will accompany the card, along with brief guidelines on accessing LJMU on-line learning resources. More detailed information on accessing the Off-Campus Applications Service is available from:

   [http://www2.ljmu.ac.uk/ITHelp/software/118551.htm](http://www2.ljmu.ac.uk/ITHelp/software/118551.htm)

   Also a guide to LJMU services off campus is available at:

   [https://www2.ljmu.ac.uk/lea/128583.htm](https://www2.ljmu.ac.uk/lea/128583.htm)

   Subject Support Information can be found at:

   [https://www.ljmu.ac.uk/microsites/library/subject-support](https://www.ljmu.ac.uk/microsites/library/subject-support)

**Activity: Acting as a point of contact for Library Services in helping to ensure that key services are carried out effectively on behalf of students on individual programmes.**

- Helping to resolve any issues that arise in student access to LJMU resources.
- Encouraging staff delivering courses at partner institutions to gain staff access to LJMU facilities and off-campus applications, and to work with the relevant subject specialist to facilitate training and support for students and staff.

- Any queries should be referred to Gillian Williams, Academic Liaison Manager, G.L.Williams@ljmu.ac.uk.

### PRIOR LEARNING

50. Prior learning is credit which is awarded onto an LJMU partner programme, either via individual RP(E)L claims, or through agreed articulation arrangements.

**Activity: Advising and facilitating the award of individual RP(E)L credit**

- Advising partner staff and students on the award of RP(E)L credit
- Supporting the agreed process for consideration of RP(E)L claims

### Articulation Arrangements

51. An articulation arrangement describes a partnership where a partner award provides advanced entry to an LJMU validated programme.

52. For this type of partnership, the role of the Link Tutor is also sometimes referred to as School Contact Person, and can be undertaken by the Programme Leader of the LJMU award that the student is progressing to.

53. The performance of students who have progressed with Advanced Standing Entry provides a good indication of continuing equivalence of standards.

**Activity: Assessing and monitoring the equivalence of the partner award to the equivalent LJMU award. To this end, Link Tutors are required to:**

- Review the accuracy of the mapping document produced by the partner. (Further details are available in the Guidance for Collaborative Validation, please see: [https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-partnerships](https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-partnerships))
- Monitor students that have progressed onto the LJMU validated award to ensure they are suitably prepared for transfer to LJMU.
- Be aware of any changes to the internal or external programme that could impact on the initial mapping and approval, and so may need appropriate quality approval activity to ensure equivalence is maintained.
• Identify any difficulties that may affect the standards in the partner award, possibly through annual monitoring

**Activity: Facilitating the communication and input of student record data**

• Liaising with the School / Faculty administrative staff and the partner to ensure that assessment outcomes are transferred from the partner and onto the articulated LJMU award.

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**LEARNING AND TEACHING**

**Activity: Supporting and offering constructive advice to partner programme teams**

• Encouraging appropriate staff development opportunities within partners and providing information to partners about staff development opportunities at LJMU

• Advising on resource enhancement for the partner programme

• Acting as a contact for sharing of good practice between LJMU and the partner, for areas including teaching and learning and assessment design

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**Partnerships Forum**

54. Partnerships Forum plays a key role in keeping partners up-to-date with academic, regulatory and sector developments. Academic Registry organises Partnerships Forum, which usually meets once a year. The meeting acts as a platform for the sharing of best practice in pedagogic and partnership matters, and allows dissemination of updates to LJMU policy and regulations.

55. Training for partner staff is incorporated within the Partnerships Forum agenda. Membership is open to all partner Programme Leaders, partner HE Managers, LJMU Link Tutors and staff with responsibility for collaborative provision. Details about Partnerships Forum meeting will be circulated by Academic Registry.

**Activity: Attendance at Partnerships Forum meetings**

• Feeding back information and advice as appropriate.
56. Assessment processes at a partner institution are required to follow the Academic Framework and Regulations in Practice in the same ways as internal LJMU programmes.

External Examiners

57. LJMU appoints External Examiners for all its awards. The External Examiner is an important role 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 partner programme.

Further information on the role of the External Examiner can be found at:

https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-quality

Activity: Supporting the selection and timely appointment of an External Examiner for the partner programme

• Support the partner in the selection of a suitable nominee for the External Examiner and ensuring that the nomination is submitted within an appropriate timeframe for approval at LJMU.

Activity: Supporting partner staff in their interactions with their appointed External Examiner

• Ensuring that assessment tasks are sent from the partner to the External Examiner before the assessments are set for students to take.

• Reviewing the sample of students’ work that are sent to the External Examiner to ensure that the consistency and size of the sample is appropriate, details of the sample requirements are outlined in the Regulations in Practice. Please note that the role of the Link Tutor is to review the appropriateness of the sample rather than moderating any of the individual pieces of work.

• Acting as a point of reference for the External Examiner(s) appointed to the programme.

• Ensuring that the partner shares External Examiner information (name, role and institution) with students and that students have access to the External Examiner report and response.
58. As a partnership matures and the relationship between a partner and their External Examiner develops, the Link Tutor may only be copied into these communications as an assurance that the activity is on-going.

**Boards of Examiners**

59. Data used for assessment processes and the reports considered in moderation and at Boards of Examiners must be taken from the LJMU student information systems.

**Activity: Facilitating the module mark entry, and ensuring that Boards of Examiners reports and transcripts are produced at appropriate times and disseminated appropriately.**

- This will usually involve liaison between appropriate administrative staff in the Faculty and at the partner.

60. All Boards of Examiners will be held at LJMU, for partners based further away from LJMU, attendance could, for example, be via Skype.

61. For franchise programmes it is a good idea to consider students’ performance at the Boards of Examiners of the host programme to facilitate comparison with the performance of equivalent students at LJMU. In either case, it is important to plan early.

62. 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.

63. Details of Boards of Examiners protocols can be found in the Academic Framework and Regulations in Practice:

https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework

**Activity: Supporting arrangements for Boards of Examiners**

- Identifying dates for Boards of Examiners for the year in discussion with the programme leader. This should be in line with required University deadlines, and should be communicated to appropriate staff within the School/Faculty.

- Where a programme is delivered by several partners, arranging meetings for the moderation of assessment outcomes from students in these partners prior to the Board of Examiners.
• Ensuring that the partner is aware of the quoracy requirements for the Board of Examiners as outlined in the Academic Framework.

**Activity: Attending Boards of Examiners**

• Advising the Board of Examiners on regulatory matters, seeking to ensure that students are treated equitably in decisions taken on progress and awards. An Academic Registry representative will also be in attendance to help advise on this.

• Ensuring that everyone is aware of any approved variances within the programme, including External Examiners.

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**MONITORING**

64. There are different forms of LJMU monitoring and review which allow opportunities to reflectively consider partner programmes. Some programmes may also need to meet the requirements of other external monitoring.

**Annual Monitoring**

65. Annual monitoring is a key quality assurance process. The process is outlined in the Guidance for Annual Monitoring, which can be found at:

https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-partnerships

**Activity: Supporting the timely completion of the partners annual monitoring report**

• Facilitating the download of the Annual Monitoring Report and data from WebHub. Directors of School\(^2\) will identify a member of staff who will be responsible for downloading the reports for each collaborative programme.

• The data in Webhub is live; the Link Tutor should liaise with the partner to ensure that the data is an accurate reflection of the activity on the programme in the previous year, and to arrange for any required updates in SIS to take place. The AMR can then be downloaded again with the updated data sets.

• Acting as a critical reader, supporting the partner in completion of the AMR in a reflective and open way, and ensuring LJMU requirements are met.

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\(^2\) Or equivalent post holder
• Being aware of the partners’ internal quality procedures. A partner institution’s scrutiny and Board of Study sign off of the Annual Monitoring Report should take place prior to submission to LJMU.

• The above could be facilitated by arranging at the beginning of the academic year a meeting / method / time to discuss the AMR with the programme leader. This should be early in the academic year and before the AMR is considered by the Board of Study. Dates should incorporate partner sign-off and School sign-off.

Link Tutor Reports

66. As Link Tutor you will be required to complete two reports – one at the mid-point of the academic year and one at the end of the academic year.

67. It is important to identify any potential problems in a collaborative programme as they arise rather than waiting until one of the reports or the AMR is completed, by which time the situation may have become more difficult to rectify. Link Tutors should immediately notify appropriate staff of any concerns or issues or pass on requests for assistance to service teams such as Academic Registry or Library Services, according to the nature of the problem.

Please note that this does not apply to articulation arrangements where progression is onto an internal LJMU programme. For these type of collaboration monitoring occurs through the Annual Monitoring Report.

Mid-Year Report:

68. The purpose of the mid-year report is to provide an opportunity to reflect on the operation of a collaborative programme. The report is an online check list, with an opportunity to note any issues or good practice.

69. The mid-year report 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, for programmes within the standard academic year. For programmes that do not operate within the standard academic year an alternative submission date can be agreed with AQS.

70. Also note that for programmes with multiple entry points, the mid-year report will be submitted in January and the AMR in November, to allow the content of the reports to be captured in the standard reporting cycles. Discussion of all intakes can be captured where appropriate.

71. The report is intended to capture information not otherwise covered by a Board of Examiners Report or Board of Study and evidences proactive monitoring of change in student cohorts, lecturing staff and marketing materials. Arrangements that are working particularly well should also be reported so that good practice can be disseminated.
72. The mid-year report will be automatically submitted to AQS who will forward the report to the Director of School and the Associate Dean (Quality) for reporting at Faculty-level. All programme and School issues will be managed via LJMU School-level systems and noted at Faculty level. Institutional level issues will be reported to the Collaborative Provision Panel (CPP) by AQS.

**Activity: Completing the Mid-Year Report**

- Using a pre-agreed online template (see Appendix 6), to confirm processes have been completed appropriately and to highlight any issues of note relating to these processes.

End of Year Report:

73. The purpose of the end of year report is to provide an opportunity to reflect on the operation of a collaborative programme at the end of the academic year and to plan for delivery of the programme in the upcoming academic year.

74. The end of year report is specifically for all collaborative programmes and, for programmes within the standard academic year, would be completed in July/August. For programmes that do not operate within the standard academic year an alternative submission date can be agreed with AQS.

75. Copies of the report should be shared with the programme leader at the partner institution. It should also be sent to the Director of School (or nominee) for sign off by mid-August and the signed version submitted to AQS in September.

76. All programme and School issues will be managed via LJMU School-level systems and noted at Faculty level. Institutional level issues will be reported to the Collaborative Provision Panel (CPP) by AQS.

**Activity: Completing the End of Year Report**

- Using a pre-agreed template (see Appendix 6), to confirm processes have been completed appropriately and to highlight any issues of note relating to these processes.

Other monitoring processes

77. There can at times be other forms of monitoring which may take place in relation to the programme, such as professional body reviews. Link Tutors also contribute to University and external reviews of the programme.

**Activity: Contributing to University and/or external reviews of the programme.**
- This could include providing information about LJMU, supporting the development of required documentation or attending review meetings.

**STUDENT FEEDBACK AND COMMUNICATION**

78. Although the Link Tutor would generally be in contact more with the partner staff, there would also be instances where Link Tutors will also be a point of contact with partner students.

79. The Link Tutor details are included in the programme guides for partner programmes, and they may be contacted by students if queries arise.

**Activity: Acting as a point of contact for partner students**

- This would most likely be to advise students directly on issues relating to LJMU policy and practice.
- Link Tutors should attend induction at the partner if possible

**Boards of Study**

80. Partner programmes are required to operate Board of Study meetings, and to meet the requirements outlined in the LJMU Board of Study Guidance.

81. The Student representative role is to assess and represent the views of the students on their programme of study and to attend the programme Board of Study meetings.

82. Further information on Boards of Study can be found at:

   [https://policies.ljmu.ac.uk/UserHome/Policies/PolicyDisplay.aspx?&id=303&l=1](https://policies.ljmu.ac.uk/UserHome/Policies/PolicyDisplay.aspx?&id=303&l=1)

**Activity: Attending Boards of Study**

- Liaising with the programme leader to confirm that dates of the Programme Board of Study are set – this should meet at least twice a year.
- Ensuring that partners are aware of the LJMU Board of Study Guidance and that those meetings are undertaken in line with the Protocol.
- Checking that a Student Representative has been appointed early in the academic year to enable attendance at the first Board of Study meeting.
• Being a member of the programme Board of Study and attending at least one meeting per year – for partners based further away from LJMU, attendance could, for example, be via Skype.

Student Progression

83. There are a number of programmes where students will at some point in their academic career progress from the partner institution to study at LJMU. This can commonly occur:

• When a level 3 Foundation Programme is validated with a partner, and allows progression to level 4 entry of an LJMU programme.

• When a Foundation Degree is validated with a partner, and allows progression to level 6 of the APR at LJMU.

• When an articulation arrangement has been set up.

Activity: Facilitating the progression of students

• Arranging an opportunity to discuss the progression arrangements from the partner to LJMU with the relevant student groups.

• Arranging a visit to LJMU (if possible) and a meeting with the Programme Leader of the target programme if this is not the Link Tutor.

• Providing a detailed induction programme for progressing students.

• Checking on the progress of these students in their first few weeks of joining LJMU, reporting back to both the Home School/Faculty and the partner.

CLOSING PROGRAMMES

84. The Link Tutor will remain in post supporting a programme until all students have completed the programme.

Activity: Supporting and assisting in the processes required during a programme closure

• Attending the closure meeting.

• Completing any required documentation.

• Supporting staff and students until all students have completed.
Further information on the closing programmes can be found in the LJMU Programme Suspension and Closure Guidance available at:

https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-quality
Appendix 1: Useful Contacts

Further advice and guidance on the University's collaborative validation process can be obtained from the following colleagues:

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Quality and Standards</td>
<td>Andrew Jarrett</td>
<td><a href="mailto:A.J.Jarrett@ljmu.ac.uk">A.J.Jarrett@ljmu.ac.uk</a></td>
<td>0151 904 6076</td>
</tr>
<tr>
<td>Collaborative Provision Manager</td>
<td>Vicky Jones</td>
<td><a href="mailto:V.R.Jones@ljmu.ac.uk">V.R.Jones@ljmu.ac.uk</a></td>
<td>0151 231 8771</td>
</tr>
<tr>
<td>Collaborative Provision Officer</td>
<td>Kris Barrow-Yates</td>
<td><a href="mailto:K.Barrowyates@ljmu.ac.uk">K.Barrowyates@ljmu.ac.uk</a></td>
<td>0151 231 8088</td>
</tr>
<tr>
<td>Assistant Quality Support Officer</td>
<td>Position vacant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contract Officer</td>
<td>Elain Houghton</td>
<td><a href="mailto:E.A.Houghton@ljmu.ac.uk">E.A.Houghton@ljmu.ac.uk</a></td>
<td>0151 231</td>
</tr>
<tr>
<td>Collaborative Assistant</td>
<td>Matthew Hall</td>
<td><a href="mailto:M.J.Hall@ljmu.ac.uk">M.J.Hall@ljmu.ac.uk</a></td>
<td>0151 231 8183</td>
</tr>
<tr>
<td>Faculty Registrar – Faculty of Arts,</td>
<td>Drew Li</td>
<td><a href="mailto:D.Li@ljmu.ac.uk">D.Li@ljmu.ac.uk</a></td>
<td>0151 231 4883</td>
</tr>
<tr>
<td>Professional and Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Registrar – Liverpool Business</td>
<td>Liz Whitfield</td>
<td><a href="mailto:E.Whitfield@ljmu.ac.uk">E.Whitfield@ljmu.ac.uk</a></td>
<td>0151 231 2333</td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Registrar – Faculty of Education,</td>
<td>Henry Forsyth</td>
<td><a href="mailto:H.Forsyth@ljmu.ac.uk">H.Forsyth@ljmu.ac.uk</a></td>
<td>0151 231 5365</td>
</tr>
<tr>
<td>Health and Community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Registrar – Faculty of</td>
<td>Graham Sherwood</td>
<td><a href="mailto:G.J.Sherwood@ljmu.ac.uk">G.J.Sherwood@ljmu.ac.uk</a></td>
<td>0151 231 2640</td>
</tr>
<tr>
<td>Engineering and Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Registrar – Faculty of Science</td>
<td>Stuart Borthwick</td>
<td><a href="mailto:S.Borthwick@ljmu.ac.uk">S.Borthwick@ljmu.ac.uk</a></td>
<td>0151 231 2192</td>
</tr>
<tr>
<td>Position</td>
<td>Name</td>
<td>Email</td>
<td>Phone</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----------------------</td>
<td>------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Associate Dean (Quality Assurance and Enhancement) – Faculty of Arts, Professional and Social Studies</td>
<td>Andy Baker</td>
<td><a href="mailto:A.H.Baker@ljmu.ac.uk">A.H.Baker@ljmu.ac.uk</a></td>
<td>0151 231 3949</td>
</tr>
<tr>
<td>Associate Dean (Quality Assurance and Enhancement) – Liverpool Business School</td>
<td>Mike Franco</td>
<td><a href="mailto:M.Franco@ljmu.ac.uk">M.Franco@ljmu.ac.uk</a></td>
<td>0151 231 4849</td>
</tr>
<tr>
<td>Associate Dean (Quality Assurance and Enhancement) – Faculty of Education, Health and Community</td>
<td>Pauline Brooks</td>
<td><a href="mailto:P.A.Brooks@ljmu.ac.uk">P.A.Brooks@ljmu.ac.uk</a></td>
<td>0151 231 5314</td>
</tr>
<tr>
<td>Associate Dean (Quality Assurance and Enhancement) – Faculty of Engineering and Technology</td>
<td>Alison Cotgrave</td>
<td><a href="mailto:A.J.Cotgrave@ljmu.ac.uk">A.J.Cotgrave@ljmu.ac.uk</a></td>
<td>0151 231 2837</td>
</tr>
<tr>
<td>Associate Dean (Quality Assurance and Enhancement) – Faculty of Science</td>
<td>Elaine Hemers</td>
<td><a href="mailto:E.M.Hemers@ljmu.ac.uk">E.M.Hemers@ljmu.ac.uk</a></td>
<td>0151 231 2026</td>
</tr>
<tr>
<td>Director, International Relations</td>
<td>Sarah Beresford</td>
<td><a href="mailto:S.I.Beresford@ljmu.ac.uk">S.I.Beresford@ljmu.ac.uk</a></td>
<td>0151 904 6900</td>
</tr>
<tr>
<td>International Partnerships Manager</td>
<td>Alison Topping</td>
<td><a href="mailto:A.Topping@ljmu.ac.uk">A.Topping@ljmu.ac.uk</a></td>
<td>0151 904 6351</td>
</tr>
</tbody>
</table>
Appendix 2: The Role of the Institutional Link.

Preface:

This role is appointed to when the Partnership is deemed by the University to be of strategic importance and/or of a significant size, such that mitigation of risk and enhancement of the partnership arrangement is steered from an Institutional level.

The appointee will be expected to be familiar with both Institutional and programme data and information.

This differentiates this role from that of the standard Link Tutor appointment for which the appointee is expected to hold and have programme data, information and understanding only.

That a particular Partnership has been deemed to have Link Tutors in addition to the role of the Institutional Link will be detailed within the Contractual Agreement between the two Parties.

1. Definitions
1.1 ‘Institutional Link’

The ‘Institutional Link’ means a senior academic member of the University appointed on the basis that they have the appropriate and relevant academic and partnership experience, acting as a link between the University and the Partner. They will be a full member of the Academic Oversight Panel for the Partnership.

1.2 ‘Academic Oversight Panel’

The ‘Academic Oversight Panel’ means the members of staff from the University and the Partner who together act to the agreed Terms of Reference to ensure Institutional oversight and management of the Partnership.

1.3 ‘Terms of Reference’

‘Terms of Reference’ means the criteria that have been agreed and approved to manage the Partnership at an Institution-to-Institution level.

2. Criteria for the Role

2.1 The University will nominate an Institutional Link to the Partner. This will normally be a senior academic member from the owning Faculty/ies, appointed on the basis that they have the appropriate and relevant academic and partnership experience.

2.2 The normal term of office of the Institutional Link will be the term of the current Contractual Agreement. Normally a new appointment will be made to the role for the term of any follow on Contractual Agreement.

2.3 The Institutional Link will be a full member of the Academic Oversight Panel.
2.4 The primary role of the Institutional Link will be to act as a ‘critical friend’ representing the University. The Academic Oversight Panel will agree, on an annual basis, the actual responsibilities for the forthcoming year, including the following:

(a) To provide support for the Partner, where appropriate, in ensuring that the areas for further attention as specified in an Annual Monitoring Report and/or outcomes of validation report are considered, and that any necessary action is implemented;

(b) To attend any future validation events;

(c) To provide support to the Link Tutor/s and confirm that any issues raised by External Examiners are considered and, where appropriate, actions followed up by the Partner;

(d) To receive relevant extracts relating to quality assurance and academic audit activities from the minutes of the Partner’s <<NAME OF BOARD>> (responsible for overseeing teaching and learning activities) and the Academic Board or equivalent. To attend, by invitation, relevant parts of these committees and other events, where appropriate and pertinent;

(e) To assist in identifying possible research and scholarly activities recognising the potential value which the development of collaborative and non-competitive research and contract work has for both institutions;

(f) To assist in promoting training for the development of research skills in staff who teach on the Programmes;

(g) With prior agreement, to meet with students from time-to-time to elicit information concerning the student experience. Any actions required as a consequence of these meetings should be appended to the annual report form;

(h) To visit the Partner’s provision in all locations (whether overseas or in the UK) approved by the Validation Panel, preparing and submitting a report for consideration by the Academic Oversight Panel on, for example, the comparability of provision, student experience, teaching arrangements, examinations and assessment and academic standards;

(i) To prepare and submit a written report for each meeting of the Academic Oversight Panel. The reports should include where relevant and appropriate a time lined Action Plan;
(j) To undertake any such other tasks or activities as may be specified by the Academic Oversight Panel;

(k) To be fully conversant with the general LJMU definition of the role of the Link Tutor providing support to the Link Tutor/s assigned to the programme/s at the Partner.
Appendix 3: 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 and is negotiable to fit in with partner systems. This checklist is also for a programme that operates on a standard academic year and may vary for programmes with different delivery.

It might help a Link Tutor to complete their role if a schedule of activities is agreed with the partner at the beginning of the year.

<table>
<thead>
<tr>
<th>Annual Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AUGUST</strong></td>
</tr>
<tr>
<td>• Attend referral/deferral Boards of Examiners</td>
</tr>
<tr>
<td>• Ensure partners have received the LJMU student registration forms.</td>
</tr>
<tr>
<td>• Check that all partner documentation also meets the requirements of the contractual agreement/validation (e.g. staffing and marketing issues).</td>
</tr>
<tr>
<td>• Complete the end of year Link Tutor Report</td>
</tr>
<tr>
<td>• Complete with partner a schedule of activities for the forthcoming academic year</td>
</tr>
<tr>
<td><strong>SEPTEMBER</strong></td>
</tr>
<tr>
<td>• Check that student registration documents are completed and are sent to the administrator at LJMU.</td>
</tr>
<tr>
<td>• Once students are registered on SIS, obtain a list of students from the administrator to check with partner for accuracy.</td>
</tr>
<tr>
<td>• Obtain student representative details in preparation for attendance and student feedback for Board of Study or their equivalent.</td>
</tr>
<tr>
<td>• Making sure that partner staff are aware of any changes to the Academic Framework.</td>
</tr>
<tr>
<td>• Ensuring that the forms for change of circumstances and withdrawal from programme are available to partners. Advice should also be given that where they are used, they should be fed through to the appropriate Faculty/School administrative office.</td>
</tr>
<tr>
<td>• Agree a meeting / method / time to discuss the AMR with programme leader.</td>
</tr>
<tr>
<td>• Facilitate the download of information from Webhub to complete the AMR</td>
</tr>
<tr>
<td><strong>OCTOBER</strong></td>
</tr>
<tr>
<td>• Ensure that the partner is aware of staff development opportunities</td>
</tr>
<tr>
<td>• Proactively work with partner’s team to complete the AMR and append the completed Link Tutor report to the AMR</td>
</tr>
<tr>
<td>Month</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>November</td>
</tr>
<tr>
<td>January</td>
</tr>
</tbody>
</table>
| February   | Check arrangements to find new External Examiners, if any are required, for the following September.  
|            | Attend Board of Study or equivalent                                    |
| May / June | Check procedures for marking, second and anonymous marking and moderation in partners.  
|            | Ensure that partner staff are up to date with LJMU and programme regulations  
|            | Supporting arrangements for Board of Examiners  
|            | Attend Boards of Examiners as appropriate                               |
| June       | Remind partners of LJMU Teaching and Learning Conference held this month. |
| July       | Attend graduation ceremonies as appropriate.  
|            | Encourage and participate in programme review activity in partners in preparation for following academic year.  
|            | Check that all partner documentation meets LJMU quality demands in terms of accuracy, reliability and appropriateness. |
Appendix 4: Staff qualifications policy

The following staff qualifications policy is for use in validations of collaborative programmes and for appropriate faculty level quality committees when approving new staff to teach on LJMU programmes:

- All staff would normally be qualified to degree level (or equivalent professional/overseas qualifications), when teaching on undergraduate programmes. Exceptionally, appropriate equivalent professional experience could be considered.
- Programme leaders for undergraduate programmes would be expected to be qualified to degree level.
- All staff will be qualified to masters level when teaching on post-graduate programmes. Exceptionally, appropriate equivalent professional experience could be considered.

The following guidance can be applied if staff members are not qualified to the appropriate level:

- A judgement can be made based on the overall constitution of the programme team.
- A judgement can be made based on the level of teaching and assessment that the member of staff is undertaking (i.e. level 4 only).
- A judgement can be made based on the award and specific expertise of the member of staff, e.g. sector experts teaching on foundation degrees.
- Qualifications should be in a cognate area to the programme to be taught.

N.B. If there are higher qualification requirements from a professional body or statutory requirements, these will apply.

---

3 In this case, the School managing the collaborative proposal should provide relevant subject advice regarding equivalence to the validation panel. Experience in matters of teaching and assessment should also be considered.
Appendix 5: Staff CV template

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

<table>
<thead>
<tr>
<th>Name and title:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Present post:</td>
<td></td>
</tr>
</tbody>
</table>

**Main teaching activities:**
(Especially those relating to the programme under validation, including list of modules in programme being validated)

<table>
<thead>
<tr>
<th>Other duties:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(list all key administrative/academic responsibilities)</td>
<td></td>
</tr>
</tbody>
</table>

**Academic qualifications (including accredited teaching qualifications):**

<table>
<thead>
<tr>
<th>Date</th>
<th>Award</th>
<th>Classification</th>
<th>Awarding Body / University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional qualifications:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Research interests/profile (last 3 years only):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief indication of key topics and any current research projects including research grants and awards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Publications (last 3 years only):</th>
</tr>
</thead>
<tbody>
<tr>
<td>List total number of refereed publications to date, including articles and list all refereed publications in the last 3 years. List total number of un-refereed publications</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consultancy (last 3 years only):</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of activities during the last 3 years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional membership/involvement (last 3 years only):</th>
<th></th>
</tr>
</thead>
</table>

| External professional activities (last 3 years only): |  |
Appendix 6: Link Tutor Reports

Mid-Year Report

This report is completed and submitted online.

Key:
* Mandatory question
+ Optional question which only displays when concerns are raised

Mid-Year Link Tutor Report

Introduction
This survey is designed to act as a quick health check of partner programmes at mid-year. It should take no more than ten minutes to complete.

Name of Programme(s) covered in this report*
SiS Programme Code(s)*
Name of Partner*
LJMU Link Tutor/School Contact Person*
Partner Programme Leader*
Type of programme (eg Validated, Franchise, Recognition, Distance Taught)*

Public Information
Are there any issues with the completeness, accuracy and currency of the public information? (The public information comprises the student programme guide, partner website and prospectus etc)*
Yes ☐ No ☐

Issues with public information+
What type of public information was the issue with?*

What action has been taken to resolve the issue?*

Partner staff
Have there been any changes to the teaching team of the programme?*
Yes ☐ No ☐

a) Approval of new partner staff*
Were new staff approved before they started to teach on the programme?*
Yes ☐ No ☐

Please detail below any issues experienced in ensuring partner staff were approved by the time they started to teach and actions taken.

---

**Student admissions**

Have all students been successfully registered on the programme?*

Yes ☐ No ☐

a) Issues with student administrations*

Please detail below the issues experienced in registering students and actions taken to resolve the issue.*

---

**Action plan**

Is the activity on the action plan progressing to plan?*

Yes ☐ No ☐

**Updates to the action plan**

Please detail below any new actions or changes to the action plan relating to the programme.

---

**Comments**

Please detail below any good practice you have noted in relation to this programme.

---

Please write any further comments about the programme below.

---

**Close**

Thank you for completing this mid-year link tutor report.
End of Year Tutor Report

The report is split into two parts looking back on academic year 2017-18 and looking forward to academic year 2018-19. The report can be completed for one or more programmes. If your submission covers multiple programmes please make clear which programmes comments relate to.

This report should be shared with the Partner Institution (programme leader or appropriate person) before being submitted to Director of School for sign off before being appended to the Annual Monitoring Report (AMR).

For programmes with an entry in September/October the report must be submitted by the end of August. Programmes with no entry in September/October should submit this report four weeks before the deadline for the AMR.

<table>
<thead>
<tr>
<th>Name of Programme(s) covered in this report</th>
<th>Click here to enter text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIS Programme Code(s)</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Name of Partner</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>LJMU Link Tutor / School Contact Person</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Partner Programme Leader</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Type of programme (eg Validated, Franchise, Recognition, Distance taught)</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>

Part 1: Academic Year 2017-18

Time Spent on the Partnership
Total number of hours spent over the academic year:

<table>
<thead>
<tr>
<th>At the partner:</th>
<th>Click here to enter text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>On behalf of the partner at LJMU:</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Total number of hours spent travelling to and from the partner over the year:</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>
### Range of Activities Undertaken

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date/s</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMR/Planning meetings</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Boards of Study (or equivalent)</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Student Contact (Please specify)</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Assessment Boards</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Staff development</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Curriculum development</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Validation activity</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>

If you have undertaken any other activities (e.g., module moderation) please detail them below.

Click here to enter text.

Do you feel that the time you have been allocated for the role has been adequate?

☐ Yes  ☐ No

If no, please provide a brief summary which should suggest whether you feel this was due to exceptional circumstances or is an on-going requirement:

Click here to enter text.

**Programme Development and Approval**

Were there any changes proposed to the LJMU approved programme during 2017-18?

☐ Yes  ☐ No

If yes, have the appropriate approvals taken place?

Click here to enter text.

**Prior Learning (Only to be completed for programmes which include an element of articulation or recognition)**

Were there any changes to the partner programme or the LJMU programme, which might affect the mapping that was approved?
☐Yes  ☐No

If yes, please details of the approvals process undertaken:

Click here to enter text.

Public Information
Were there any issues with the completeness, accuracy and currency of the public information produced by the partner for 2017-18 in relation to the LJMU approved programme? (The public information comprises the student programme guide, partner website and prospectus etc)

☐Yes  ☐No

If yes, please summarise the issues and action taken below:

Click here to enter text.

Interaction with Partner Staff
Were there any changes to the teaching team of the programme during the academic year 2017-18?

☐Yes  ☐No

If yes, were these staff changes considered and approved through the Faculty Quality Assurance and Enhancement Committee before the staff started to teach on the programme?

Click here to enter text.

Please complete the below:

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Name of Original Staff Member</th>
<th>Name of new Staff Member</th>
<th>Role in Team and/or Module</th>
<th>Date approved by FQAEC</th>
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Have there been any other issues raised by the on-going communications with partner staff that have required your intervention? Please give details below (eg advice relating to the academic framework, appeals or complaints)

Click here to enter text.

Student Admissions, Administration and Access to Resources
Were all of the students successfully registered on the programme?

☐Yes  ☐No
Please give details of any issues with the timely registration of students on the programme:

Click here to enter text.

Please provide a brief outline of any issues or good practice noted in relation to the activities undertaken for student admissions or access to resources:

Click here to enter text.

**Learning and Teaching Support**
Did you initiate or advise partner staff regarding any on-going staff development opportunities? Please provide details below:

Click here to enter text.

Did any staff development or communication take place regarding the annual updates to LJMU policy and regulations? Please give details below:

Click here to enter text.

**Monitoring**
Was there any external monitoring of the programme during 2017-18 e.g. Professional body oversight or QAA visits?

☐ Yes ☐ No

If yes, were you involved in the activities for preparation or a part of the visit?

Click here to enter text.

Have all issues highlighted in the 2017-18 Annual Monitoring Report been addressed? Please give details below:

Click here to enter text.

**Student Feedback and Communication**
What contact or communication have you had, if any, with the students?

Click here to enter text.

Have you observed any issues or good practice to note in relation to these activities, such as induction or boards of study?

Click here to enter text.

**Closing Programmes**
Are there any programmes covered by this report that are in the process of running out?

☐ Yes ☐ No

If yes, please provide details of any issues of note in relation to the closure

Click here to enter text.
Part 2: Academic Year 2018-19:

Partner Staff
Are there any proposed changes to the teaching team of the programme during the academic year 2018-19?
☐ Yes ☐ No

If yes, has approval of these staff changes been initiated/already taken place? Please complete the below with details of these changes:

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Name of Original Staff Member</th>
<th>Name of new Staff Member</th>
<th>Role in Team and/or Module</th>
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If a new member of staff is not approved please detail below when they are due to start teaching on the programme and the proposed plan (with dates) for gaining FQAEC approval.

Click here to enter text.

Prior Learning (Only to be completed for programmes which include an element of articulation or recognition)
Are there any changes proposed to the partner programme or the LJMU programme, which might affect the mapping that is approved?
☐ Yes ☐ No

If yes, please details of the approvals process undertaken below:

Click here to enter text.

Programme Development and Approval
Are there any changes proposed to the programme(s) covered by this report during 2018-19?
☐ Yes ☐ No

If yes, have the appropriate approvals been initiated / taken place?

Click here to enter text.

Public Information
Are the following pieces of information produced by the partner for 2018-19 in relation to the LJMU approved programme complete, accurate and current?
<table>
<thead>
<tr>
<th></th>
<th>Was the information complete, accurate and current?</th>
<th>If no, please summarise action taken.</th>
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</thead>
<tbody>
<tr>
<td>Student Programme Guide</td>
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<td>Click here to enter text.</td>
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<tr>
<td>Partner Website*</td>
<td>Choose an item.</td>
<td>Click here to enter text.</td>
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<tr>
<td>Prospectus</td>
<td>Choose an item.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Any other information for students</td>
<td>Choose an item.</td>
<td>Click here to enter text.</td>
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* When checking the partner website, please consider the following:

- Is the listing of LJMU programme titles accurate?
- Is each programme clearly identified as an award of the University?
- Is the correct University logo used on the website? *(please note, there is no stated University requirement for the partner to use the logo, however when the logo is displayed it must be the most up to date version)*
- Is the process for application and admission to the programme of study described?
- Is there information for prospective students about the academic environment in which they will be studying and the support that will be made available to them?

**Monitoring**

Will there be any external monitoring of the programme during 2018-19 e.g. Professional body oversight or QAA visits?

☐ Yes  ☐ No

If yes, please provide details

Click here to enter text.

If yes, have you been invited to be involved in any preparation activities or have you been invited to take part in the visit/event?

☐ Yes  ☐ No

**Any Other Comments to Note**

Please provide any other comments would like to note in relation to the programmes covered by this report?

Click here to enter text.

Please highlight if there is any additional support from LJMU (eg Academic Registry) that would be useful in completing your role as a Link Tutor?

Click here to enter text.
Action Plan
The action plan should relate specifically to issues identified within this Link Tutor Report (not dealt with elsewhere). The action plan should identify the action to be taken, by whom, and by when.

<table>
<thead>
<tr>
<th>Action to be taken</th>
<th>Responsibility</th>
<th>By when</th>
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Sign off

Link Tutor
This report has been shared with name of the partner contact text. the role of person report shared with text. at the partner on Click here to enter a date.

Name (Block capitals): Click here to enter text.
Signed:
Date: Click here to enter a date.

Director of School
Name (Block capitals): Click here to enter text.
Signed:
Date: Click here to enter a date.
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<th>Date</th>
<th>Review</th>
<th>Route</th>
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</thead>
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