

Link Tutor Guidance

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CHAPTER 1: 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 key focus of the Link Tutor role is to:
 - a) contribute to the assurance of the Quality and Standards of the Institution's Collaborative Programmes.
 - b) facilitate and provide a framework for effective two-way dialogue between the University and the partner regarding Quality Assurance issues associated with the collaborative programme.
3. The Link Tutor role is fundamental to the development of a strong partnership, and may sit alongside a range of other responsibilities in relation to the operation of the partnership to be undertaken by the LJMU School¹ or Faculty, such as teaching, assessment and partnership development. Consideration of the roles and responsibilities for delivery of a collaborative programme takes place through programme validation and periodic programme review. It is important to distinguish the partnership responsibilities of the School relating to learning, teaching and assessment (LTA), identified at validation as distinct from the Link Tutor Responsibilities.
4. Where 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 by an Academic Oversight Panel, an *Institutional Link* will be appointed. The Institutional Link will either work alongside existing Link Tutors or will act as both Institutional Link and Link Tutor (See Chapter 14 for further information).
5. Academic Registry (AR) is responsible for compiling the Link Tutor Guidance, confirming the requirements of the Link Tutor role; Link Tutors are line-managed within the appropriate structures within their Faculty.
6. This guide is intended to provide a reference point to inform LJMU Link Tutors, their Line Managers, and collaborative partners regarding the expectations of the Link Tutor role.
7. The operational roles and responsibilities that are listed and discussed in this guide are to 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;
 - Home School and Faculty, including administrative staff and management structures;
 - Corporate Communications;
 - Student Governance;
 - Library Services; and

¹ Where 'School' appears in the text this can refer to the LJMU School, Centre, or Institute

- International Relations.
8. Advice and guidance about the operation of collaborative programmes is also available on the [Academic Registry area](#) of the LJMU website.

CHAPTER 2: APPOINTMENT AND MANAGEMENT OF LINK TUTORS

9. Link Tutors are required for all credit bearing collaborative programmes. This encompasses different [types of academic collaborative partnership](#), including franchised and validated programmes, and joint and dual award programme partnerships.
10. Articulation Arrangements do not require a Link Tutor; the Programme Leader for the University Progression Programme will liaise with the partner programme team and undertake responsibilities in relation to the arrangement, in line with the [Guidance for Articulation Arrangements](#).
11. Link Tutors are appointed and managed by the home School, and will usually be appointed before the validation process for a programme has commenced.
12. The allocation of Link Tutors is determined by the School Director(s), taking into account the nature of the partnership, for example the size of the portfolio and the maturity of the partner. To illustrate, below are two examples at different ends of the spectrum:
 - A mature partner, which is already familiar with the operation and expectations of the University and the Higher Education sector in the UK, would normally only require one Link Tutor, even if there were a number of programmes delivered within that partnership.
 - A newer partner with a number of franchise programmes located in different Schools may require more than one Link Tutor to be assigned until the partnership is sufficiently mature and established.
13. Academic Registry can provide advice to School Directors regarding the allocation of Link Tutors if required.
14. The following key criteria should be considered before selecting and appointing a Link Tutor from within the School. Does the nominee have:
 - An understanding of external Quality Assurance requirements and the University's approach to quality management?
 - An understanding of the requirements of collaborative programmes?
 - Knowledge of curriculum design principles and processes?
 - Knowledge of assessment and the University's Academic Framework Regulations?
 - Experience of working with external stakeholders?
 - An ability to establish professional, working relationships with external colleagues?
 - Capacity to fully discharge the responsibilities of the role?
 - Commitment to the programmes/partner?

15. Whilst commitment to the partner is a key consideration when selecting and appointing a Link Tutor, Schools should be cognisant of the importance of ensuring Link Tutors are able to discharge their quality assurance functions objectively. To this end, Schools should be mindful of potential conflicts of interest when selecting a Link Tutor. Examples of potential conflicts of interest include:

- Leading/playing a key role in the development of the partnership and/or programme(s).
- Ongoing involvement in the management of the partnership and/or programme(s). For example, membership of a governing body or management committee/board.
- A close professional, contractual or personal relationship with a member of staff or student involved with the partner or programme(s) of study.
- Anyone significantly involved in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment of the programme(s) in question.
- A former member of staff from the partner (within the past 5 years).
- A former student from the partner (within the past 5 years).

16. The allocation of Link Tutors is reviewed periodically by Schools. Consideration of this allocation forms part of the Partnership Review process, and is addressed within the School narrative, within the Partnership Review template.

17. All new Link Tutors are required to attend a Link Tutor Briefing. This will be provided by the Academic Registry. In addition, Link Tutors will be required to attend up-date briefings when there have been substantial changes to the Link Tutor Role.

18. Existing Link Tutors will be provided with the optional opportunity to attend the Link Tutor Briefing each year, and are expected to ensure they keep up-to-date with developments within the role of the Link Tutor, either via attendance or via consideration of notifications from Academic Registry.

19. On an annual basis, the Academic Quality and Standards Committee will receive a report on the operation of the Link Tutor role.

CHAPTER 3: ROLES AND RESPONSIBILITIES

20. The operation of the Link Tutor role varies slightly from programme to programme, taking into account the particular characteristics of the partnership. For example, the specific operation of the Link Tutor role can be determined by factors including: the nature and maturity of the partnership; the location of the partner organisation; and the level of provision delivered at the partner. There may also be slight differences resulting from the [type of the collaboration](#). This guide does not attempt to consider all possible interpretations of the arrangements but focuses instead on the key functions of the role. Where possible, the responsibility of the Link Tutor in relation to these differences is outlined below.
21. Queries with regard to partnership arrangements and Link Tutor responsibilities, which are not addressed through this guidance, should be considered through validation if possible, if the query is programme specific, or can be addressed [via Academic Registry Helpdesk](#).
22. The roles and responsibilities of Link Tutors are defined throughout this Guidance. Each Chapter first provides the key principles relating to the process being discussed, and the specific responsibilities for the Link Tutors. The Link Tutor Activities are identified in the blue boxes. These activities are summarised within the [Summary of Link Tutor Activities](#), which is published on the LJMU webpages.
23. An Annual Checklist for Link Tutors, summarising the annual activities, as well as some specific duties relevant to the launch of a new programme, can be found in Chapter 15.

Communication and Link Tutor Visits

24. Completion of the Link Tutor roles and responsibilities, as outlined below, can be achieved through a variety of mechanisms including communication via phone and e-mail, use of video conferencing, such as Microsoft Teams, or sometimes via visits to the partner institution.
25. Link Tutor visits to a partner institution should be discussed and agreed in advance between the Link Tutor and the Director of School, who is responsible for authorising Link Tutor travel.
26. When considering the most effective use and planning of Link Tutor visits, a Director of School should consider:
 - a. If there are a number of partnerships in one area or country could a Link Tutor visit more than one partner as part of the same trip?
 - b. Could the activity be effectively completed via other means, such as video conferencing?
 - c. In addition, to fulfilling their substantive quality assurance functions, could the Link Tutor, during their visit, support the delivery of enhancement activities, for example the provision of guest lectures.

As part of this consideration, the Director of School may also contact colleagues in other LJMU Schools, which are running programmes with the same partner, to take a planned, efficient and University-wide approach to partnership activities.

CHAPTER 4: PROGRAMME DEVELOPMENT AND APPROVAL

27. A Link Tutor plays an important role in (i) the development and approval of a new collaborative programme, and (ii) when an existing collaborative programme is undergoing periodic programme review. Further details about these processes are available on the Academic Registry [Collaborative Provision webpages](#).
28. The validation and periodic programme review of collaborative programmes take place in line with the University's [Quality Management Processes](#). Any conditions of validation will need to be met before a contract can be signed, and the programme can be advertised, make offers, and enrol students.

Activity: Supporting the collaborative partner in preparing for Validation/Periodic Programme Review

- Engage with the planning process, including attending the planning meeting (if a meeting is held).
- The Programme Leader based at the partner will usually take a lead in the development of the documentation for a validation or periodic programme review. For Franchise programmes, there will be input from the LJMU Programme Leader for the home programme, in relation to the curriculum which is owned by the School. In all collaborative partnerships, the Link Tutor can provide guidance as a critical friend and can provide advice throughout the development of the proposal. The Link Tutor should support communication between the School and the partner to agree the roles and responsibilities recorded in the documentation.
- Supporting liaison between the partner and the School, to allow a shared agreement regarding any School responsibilities for the proposed arrangement, such as any teaching or moderation.
- Attending the validation or periodic programme review event. There should always be a member of staff from the School or Faculty in attendance at a collaborative event. If the Link Tutor is unable to attend, it is the responsibility of the Link Tutor to arrange for an appropriate alternate.
- Supporting submission of documentation within agreed timescales.
- Supporting the Programme Team in addressing the responses to any conditions.

Activity: Providing advice on curriculum design

- For a validated collaborative arrangement, this activity will be focussed upon signposting more general information such as links to the [Curriculum Design Guide](#) and where appropriate, making links with experts within the University such as the [Teaching and Learning Academy](#).

- For a franchise collaborative arrangement, the curriculum design will be a School Responsibility and the Link Tutor will work with colleagues in the School and partner staff to move towards implementation.
- For joint or dual award collaborative arrangements, the responsibilities for curriculum design should be shared between the collaborative partner and LJMU Programme Team, in line with the expectations of the [Guidance for Joint and Dual Partnerships](#). The details of how this responsibility is shared should be agreed in the early stages of the programme development.

Activity: Facilitating programme set-up in LJMU's computer systems (Courseloop)

- Each Faculty is permitted to determine responsibility for inputting data into Courseloop. In relation to the role of Link Tutor, it is therefore at the discretion of each Faculty to determine, as appropriate, whether the Link Tutor populates/updates this content in Courseloop or whether they act as the key contact between the partner programme team and School/Faculty-based colleagues with regard to this activity.

29. If a programme or module change to a collaborative programme is required between the programme approval activities of validation and periodic programme review, the [Programme and Module Amendment Process](#) must be followed.

Activity: Supporting the processes for programme and module amendments

- Through ongoing communication with the Partner, establishing where a programme or module amendment may be required. Connecting the Partner Programme Leader with Academic Registry colleagues who can advise on the process and/or timescales.
- For validated and franchised collaborative arrangements, the Partner Programme Leader is responsible for completing the amendment proposal and submitting it for consideration and approval by the relevant Director of School and the Programme and Module Amendment panel at LJMU. In-line with their quality assurance function, to support the Partner Programme Leader, the Link Tutor may provide advice about the operation and requirements of the University's process for amending programmes and/or modules. In addition, for a validated arrangement, the Link Tutor may also provide advice about the content of amendment proposals; for a franchise programme this advice will be provided by the LJMU Programme Leader, as they will be more familiar with the programme curriculum.
- For joint or dual award collaborative arrangements, the responsibilities for approval of programme or module amendments may be shared between the collaborative partner and LJMU Programme Team. The details of how this responsibility is shared should be agreed in the Operational Framework.

CHAPTER 5: PUBLIC INFORMATION

30. It is a contractual requirement that partner organisations operate in line with the expectations outlined within the guidance document: [Marketing and Public Information of University validated programmes by Collaborative Partners](#).
31. Any advertising of programmes should also take place in full alignment with [LJMU's Corporate Brand Guidelines](#).
32. Academic Registry will inform the LJMU Corporate Communications and Stakeholder Relations team when a new partner has been approved or when new 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.
33. 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. Accuracy of information about the University, programme titles, and consistency with the Branding Guidelines will be checked by Academic Registry/International Relations as part of Annual Partnership Audit.

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

- Directing Partner Staff to the guidance and requirements of LJMU, available within the Collaborative Provision [Advice and Guidance pages](#) on the University's website, regarding the production and management of public information relating to the University's programmes delivered in collaboration with a partner organisation. For example, the requirements for approval of Programme Guides and in relation to publicity material and webpages.
- 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 Unistats data, where appropriate.
- Monitoring publicity materials and information given to prospective and enrolled students on LJMU awards at partner organisations, specifically regarding programme specific information and ensuring that this is consistent with the Definitive Programme Documentation. Taking appropriate action should unapproved or incorrect materials be detected.

34. If a Link Tutor has concerns when checking the marketing materials and is unsure whether any action is required, Academic Registry, International Relations and/or the Corporate Communications and Stakeholder Relations team can be contacted for guidance on how this should be addressed. Alternatively, queries can be initially forwarded to Academic Registry [Helpdesk](#).

CHAPTER 6: INTERACTION WITH PARTNER STAFF

Staff Changes on partner awards leading to LJMU credit

35. The majority of collaborative partnerships involve local staff at the partner organisation providing teaching and/or other academic support.
36. The University needs to ensure all such staff are appropriately qualified for their role. The University also requires that collaborative staff meet the expectations of the Collaborative Staff Qualifications Policy, which is available on the [Policy Centre](#).
37. Any changes to the staff delivering and/or supporting an LJMU programme at a partner institution in between the programme approval events (i.e. between validation and periodic programme review) need to be approved by the Validation and Review Oversight Panel **before** the member of staff undertakes teaching of, and/or support for, any of the University's programmes delivered in collaboration with a partner organisation.
38. If changes arise within the teaching period, it is important that the application and approval process for staff changes takes place quickly.

Activity: Monitoring for Changes in Staffing

- Acting as a point of contact for the partner to inform the University of any changes in academic staff concerned with delivering and/or supporting the collaborative programme.

Activity: Facilitating Approval of New Staff

- Ensuring that the [Staff Approval process](#) is completed in a timely way for collaborative staff appointed between programme validation and periodic programme review.

Communication and Advice for Partner Staff

39. To enable Link Tutors to discharge their quality assurance function, it is essential that mutual trust and respect exists between the Link Tutor and the Programme Leader, within the partner organisation, facilitating full, open and constructive dialogue with regard to the operation of the programme. This is especially important for new programmes.
40. 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 their programme team to identify weaknesses or challenges and to seek action through the Link Tutor.
41. It might help a Link Tutor to effectively fulfil their role if a schedule of activities is agreed with the partner at the beginning of the year (see Chapter 15).

Activity: Maintaining regular contact with the collaborative Programme Leader and partner staff

- Proactively engaging in regular communication with the partner. How this will work in practice will vary, depending on the nature of the partnership and the maturity of the partnership with the University and should be agreed by the Partner Programme Leader and the Link Tutor at the beginning of each academic year. Agreements with regard to the frequency and nature of this regular dialogue should facilitate sufficient time for Link Tutors to discharge their responsibilities.
- Dealing with any issues that may arise and notifying LJMU colleagues as appropriate. For example, referring student complaints, cases of academic misconduct, and academic appeals to appropriate colleagues within the University.

Academic Framework and Academic Policies

42. Partner institutions are required to operate their assessment processes in line with the [Academic Framework regulations](#) and specified [Academic Policies](#) of the University, unless approved otherwise as part of the validation or periodic programme review process, and, where appropriate, involving a variance or alternative approval. For Joint and Dual Award programmes, the regulations and policies which will apply will be agreed within the Operational Framework document. The process for development of this is outlined within the [Guidance for Joint and Dual Award programmes](#).
43. The Academic Framework is published annually, and may include changes that impact on a collaborative programme's operation. Changes to the Academic Framework will be communicated by Academic Registry.

Activity: Referring queries relating to the application of the Academic Framework Regulations to the Assistant Academic Registrar

- When the operation of the collaborative programme is being discussed with the partner, being aware of how the expectations of the Academic Framework regulations and related Academic Policies will apply. For example, in relation to discussions about programme design, assessment, appeals, complaints, academic misconduct, and personal circumstances. Where appropriate, referring partner staff to the relevant University Guidance or referring any queries to the Assistant Academic Registrar.

CHAPTER 7: STUDENT ADMISSION, ADMINISTRATION AND ACCESS TO RESOURCES

SIS Records

44. All students on a LJMU programme delivered at a partner need to be recorded on the LJMU Student Information System (SIS).
45. At the start of a programme, each new student needs to complete a process of Collaborative Enrolment. For returning students, partners will be asked to verify the returning class list. Faculty administration staff will then update the students' current SIS records.
46. Partners are required to return the required student information 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.
47. Once this process is complete, the Faculty will then forward a list of students with their SIS numbers to the partner for cross-checking.
48. 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.

Activity: Establishing appropriate links for communication between the partner and Faculty administration staff for student enrolment and module registration

- When a new programme or partner is approved, ensuring that appropriate Faculty administrative colleagues are informed, and that links are made with partner institution colleagues.

Access to Learning Resources

49. Once a student is registered to the LJMU systems, they are eligible to access LJMU learning resources.
50. Following completion of the enrolment process, LJMU will issue student cards and accounts. Further details about Student Enrolment and Student Cards are available on the Collaborative Provision [Advice and Guidance](#) pages on the University website.

Activity: Establishing appropriate links for communication between LJMU's Library Services and partner staff

- When a new programme or partner is approved, ensuring that appropriate colleagues in Library Services are informed, and that links are made with partner institution colleagues.

- Encouraging staff delivering programmes at partner institutions to gain staff access to LJMU facilities (staff cards) through the Partner Staff Approval process, and working with the relevant subject specialist to facilitate training and support for students and staff. Please see information on the Collaborative Provision [Advice and Guidance](#) pages on the University website under the Staff Approval and Staff Cards tab.
- Any queries should be referred to [Academic Engagement Manager](#).

CHAPTER 8: RECOGNITION OF PRIOR LEARNING

51. Recognition of Prior Learning (RPL) is credit which is awarded onto a programme validated by the University, either via:

- a. Individual student Recognition of Prior (Experiential) Learning (RP(E)L) claims made in line with the [Recognition of Prior Learning Policy and Handbook](#); or
- b. Through approved [Articulation Arrangements](#).

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

- The completion of paperwork for RP(E)L is the responsibility of the Partner Programme Leader. The Link Tutor may have a role in referring partner staff and students, as appropriate, to the Assistant Academic Registrar to discuss the award of RP(E)L credit.
- Supporting the Partner Programme Leader in completion of the process and paperwork for consideration of RP(E)L claims, where appropriate. This does not mean completing the paperwork for the partner.

52. The validation of an Articulation Arrangement, rather than individual applications for Recognition of Prior Learning, can provide the advantages of:

- Allowing the progression route to be advertised by a partner organisation and enabling it to be included on the programme specification of the Liverpool John Moores University programme they will proceed to.
- Allowing guaranteed entry for students who complete the validated requirements.
- Reducing the burden for Faculty Recognition Groups, as an individual mapping for each student application would not be required.
- A faster process and turnaround time for applicants.
- Enabling the articulation arrangement to be included in a contractual arrangement (in instances where a specific partner institution is involved).

Activity: Advising the partner when it might be appropriate to set up an articulation arrangement.

- Where the possibility of this is discussed, the guidance for approval and monitoring of articulation arrangements can be accessed [here](#).

CHAPTER 9: LEARNING AND TEACHING

Activity: Supporting and offering constructive advice to partner programme teams

- Establishing links and appropriate communication mechanisms, where appropriate, with Programme and Module Leaders and wider programme teams at the University. For a Franchised arrangement, where equivalent modules are delivered at the University and a partner organisation, this will be important.
- Signposting staff development opportunities to partner staff and providing information to partners about staff development opportunities at LJMU, where appropriate.
- Advising on resource enhancement for the partner programme. For a validated collaborative arrangement, this may be part of a broader dialogue, in relation to School level developments. For a franchised collaborative arrangement, more specific programme level discussions can be facilitated between Programme Leaders and Module Leaders on the home and collaborative programmes.
- Acting as a contact for sharing of good practice between LJMU and the partner, for areas including teaching and learning and assessment design.

Partnerships Forum

53. Academic Registry organises [Partnerships Forum](#), which usually meets once a year. The meeting acts as a platform for the sharing of good practice in pedagogic and partnership matters, and allows dissemination of updates to LJMU policy and regulations. Where possible, the Partnerships Forum will take place electronically to allow attendance from international colleagues and/or sessions will be recorded to facilitate access to the resources after the forum has taken place.

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

Activity: Attending Partnerships Forum meetings

- Link Tutors are invited to attend and/or present at the Partnerships Forum, and highlight details with partner colleagues to encourage them to attend and/or present.

CHAPTER 10: ASSESSMENT

55. Partner institutions are required to operate their assessment processes in line with the [Academic Framework regulations](#) and specified [Academic Policies](#) of the University, unless approved otherwise as part of the validation or periodic programme review process, and, where appropriate, involving a variance or alternative approval.

LJMU School Involvement in Assessment

56. In some collaborative arrangements, the LJMU School have identified responsibilities for the assessment processes on the collaborative programme, such as second marking of assessments. Any duties will be agreed through validation and will be clearly outlined in the definitive documentation. If this is the case, the Link Tutor should be involved in the co-ordination of how these additional activities will occur.

Activity: Facilitating and if necessary co-ordinating completion of the School level activities, where required, in line with the responsibilities agreed in the Definitive Programme Documents.

External Examiners

57. The [Guidance for External Examining](#) applies to all taught programmes of the University, whether these are collaborative or internal.

58. The level of interaction that the LJMU School and the Link Tutor have with all stages of the external examining process is likely to be influenced by the model of the partnership (validated, franchised, joint or dual awards) and how familiar the partner is with the operation of higher education in the UK.

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

- Support the partner Programme Leader in the selection of a suitable nominee for the External Examiner.
- Ensuring that the nomination is submitted within an appropriate timeframe for approval at LJMU.
- For a franchised programme, the Programme Leader of the home programme should be involved in discussion with the partner Programme Leader in relation to the nomination of an External Examiner(s), and whether this will involve any interaction between the home and the collaborative version of the programme. The Link Tutor can help facilitate these discussions.

- For a programme delivered at an International partner, the partner Programme Leader may not have the contacts to find an External Examiner to nominate with appropriate experience of Higher Education in the UK, and the Link Tutor may need to provide additional support or lead this activity.
- For a validated programme with an established partner in the UK with experience of higher education, the partner Programme Leader will take a strong leading role in the nomination and operation of the External Examiner processes.

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 for approval before the assessments are set for students to take.
- Ensuring that the sample of students' work that are shared with the External Examiner meet the expectations of the University, as indicated in the [Guidance for External Examining](#). *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 contact for the External Examiner(s) appointed to the programme.
- Ensuring that the partner shares External Examiner information (name, role and institution) with students.
- For a franchised programme, the Programme Leader of the home programme should be involved in discussion with the partner Programme Leader in relation to the operation of the External Examiner process, and whether this will involve any interaction between the home and the collaborative version of the programme. The Link Tutor can help facilitate these discussions.

Activity: Supporting Partner Programme Leaders with the response to External Examiner Annual Reports

- Supporting programme teams at the partner as they consider and produce their response to the External Examiner Annual Reports.
- Support the progress of the response, through approval by the Director of School of the owning LJMU School, and then submission to the relevant Academic Quality and Standards Team Leader (External Examining)/External Examining Assistant.
- For a validated programme with an established partner in the UK with experience of higher education, the partner Programme Leader will take a strong leading role in the nomination and operation of the External Examiner processes.

59. As a partnership matures and the relationship between a partner and their External Examiner develops, the Link Tutor may not be directly involved in the communication, but should be made aware of these communications as an assurance that partners are appropriately engaging with External Examiners.

Boards of Examiners

60. Data used for assessment processes and the reports considered in moderation and at Boards of Examiners must be taken from LJMU's Student Information System (SIS).

61. All Boards of Examiners' meetings will be held at LJMU, for partners based at a distance from LJMU, attendance could be facilitated via video conferencing technology, such as Microsoft Teams.

Activity: Establishing appropriate links for communication between the partner and Faculty administration staff for module mark entry and pre-Board activity, and arrangements for Boards of Examiners.

- This is particularly important when establishing a new partnership or programme.

Activity: Attending Boards of Examiners

- Although the Link Tutor is not a part of the quoracy for collaborative provision Boards of Examiners, it is expected that they will normally attend these meetings.

CHAPTER 11: MONITORING

62. The University utilises a range of mechanisms to monitor its programmes. Some programmes may also need to meet the requirements of other external monitoring.

Continuous Monitoring and Enhancement (CME)

63. [Continuous Monitoring and Enhancement](#) (CME) is the University's enhancement led process for monitoring programmes. To facilitate engagement of collaborative partners with CME, a [Collaborative CME](#) area of the University's WebHub interface has been developed. This allows a member of staff at a partner Institution to access and interrogate the University data relating to their programme.

Activity: Supporting the timely completion of the CME for collaborative programmes

- The data in Webhub is live; if the partner Programme Leader is indicating that the data is not accurate, the Link Tutor should direct the Programme Leader to the relevant School Administrators so that student records can be updated, as appropriate.
- Acting as a critical reader, the Link Tutor should support the partner Programme Leader and programme team in the completion of CME in a reflective and open way, and ensuring LJMU requirements are met.

Link Tutor Review points

64. On a bi-annual basis, Link Tutors are required to complete a brief Link Tutor review. The review takes place through an online checklist which is prompted by Academic Registry. The review also provides an opportunity for reporting of any concerns or good practice as appropriate.

65. The review points will be in early October and early March annually. These points should be used for all programmes, whether they are using a standard or non-standard academic calendar.

66. The review points are intended to capture information not otherwise covered by other quality processes as outlined in the Framework for Quality and Standards, a Boards of Examiners' Report or Boards of Study and evidences monitoring of change in student cohorts, lecturing staff, and marketing materials. Link Tutors are also asked to identify good practice, which, as applicable, can be subsequently disseminated by the Academic Quality and Standards Committee and the Directors of School as part of their consideration of the reports.

67. After the specified review point, a summary of completion rates and the Link Tutor reviews will be collated into a School Level report and shared with the

Director of School, for review and any immediate action, as necessary. The School Level reports will form part of the evidence to be considered as part of School Level CME, reporting on an annual basis to the relevant Faculty Management Team.

68. All School level reports will also be shared with the Academic Quality and Standards Team Leader (Monitoring and External Regulation), to consider any institutional level themes requiring immediate action.
69. It is important that a pro-active approach is taken to the identification of issues in order to facilitate their timely resolution. 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.

Activity: *Completing Link Tutor reviews when prompted*

- Using a pre-agreed online template, to confirm processes have been completed appropriately and to highlight any issues of note relating to these processes.
- Where a Link Tutor is responsible for more than one programme, a single review can be completed to capture information about the programmes for which the Link Tutor is responsible. In these instances, the Link Tutor should confirm the programmes covered by the review and where appropriate should specify where an issue or area of good practice applies to a particular programme(s).
- If a programme has more than one entry point per year, the review should ensure this is taking account of all cohorts in its remit and consideration.

Other monitoring processes

70. There can at times be other forms of monitoring which may take place in relation to a collaborative 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 liaising with appropriate staff to provide information about the University, supporting the development of required documentation, or attending review meetings.

CHAPTER 12: STUDENT FEEDBACK AND COMMUNICATION

Boards of Study

71. Partner programmes are required to operate Board of Study meetings, and to meet the requirements outlined in the University's [Board of Study Guidance](#).
72. 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.

Activity: Supporting the partner in management of the Boards of Study

- Liaising with the partner Programme Leader to confirm that dates of the Programme Board of Study are set, in line with the requirements in the Guidance.
- Ensuring that partners are aware of the [Board of Study Guidance](#) and that meetings are undertaken in line with the University expectations.
- Checking that a Student Representative has been appointed early in the academic year to enable attendance at the first Board of Study meeting.

Activity: Attending Boards of Study

- 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 be facilitated via video conferencing.

Student Progression

73. There are a number of collaborative programme arrangements 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 Articulated Progression Route (APR) at LJMU.

Activity: Facilitating the progression of students onto a Liverpool John Moores University programme delivered at or with a partner organisation

- In conjunction with the Programme Leader of the progression programme, 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 progression programme, if this is not the Link Tutor.
- Supporting the Programme Leader of the progression programme, in the provision of 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.

CHAPTER 13: PARTNERSHIP REVIEW

74. The University's Partnership Review process takes place towards the end of a contractual arrangement, in order to inform the contractual renewal process. The completion of the Partnership Review will be co-ordinated by Academic Registry. Further detail on Partnership Review can be found [here](#).
75. As part of Partnership Review, the School(s) linked to a collaborative partner will be asked to provide reflective commentary relating to the operation of the partnership.

Activity: Contributing to the completion of the Partnership Review

- This would include providing the Director of School with detail on the operation of the partnership.

CHAPTER 14: CLOSING PROGRAMMES

77. 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

- Contributing to and informing the closure process, particularly with regard to the ongoing quality assurance of the programme whilst it teaches out.
- Where appropriate, completing any required documentation, in line with the [Programme Suspension and Closure Guidance](#). In some instances this may be completed by the Partner Programme Leader.
- Supporting staff and students until **all** students have completed.

CHAPTER 15: THE ROLE OF THE INSTITUTIONAL LINK

78. An Institutional Link is appointed 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.
79. The appointee will be expected to be familiar with both Institutional and programme data and information.
80. The University will nominate an Institutional Link to the partner.
81. The Institutional Link will be 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.
82. Partnerships with an Institutional Link will also have an Academic Oversight Panel with membership from both the University and the Partner, which operates to ensure Institutional oversight and management of the partnership.
83. The Institutional Link will be a full member of the Academic Oversight Panel.

Institutional Link Duties

- To act as a 'critical friend' representing the University.
- To provide support for the partner, where appropriate, in ensuring that institutional level issues arising from Continuous Monitoring and Enhancement, External Examining, and/or outcomes of validation and periodic programme review are actioned appropriately.
- To provide support to the Link Tutors in the progression of any institutional level issues or actions arising through operation of the partnership.
- To receive and review relevant extracts relating to quality assurance and academic audit activities from the minutes of the partner's committees responsible for the governance of teaching and learning activities and the Academic Board or equivalent. Any pertinent issues should be brought to the attention of the Academic Oversight Panel.
- To attend, by invitation, relevant committees and other events, where appropriate and pertinent.
- 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.
- To assist in promoting training for the development of research skills in staff who teach on the Programmes.

- 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 reported to the Academic Oversight Panel.
- To prepare and submit a written report for each meeting of the Academic Oversight Panel. The reports should include where relevant, and appropriate, an Action Plan that identifies timescales for actions to be discharged.
- To undertake any such other tasks or activities as may be specified by the Academic Oversight Panel.
- To be fully conversant with the role and responsibilities of the Link Tutor.

CHAPTER 16: ANNUAL CHECKLIST FOR LINK TUTORS

84. 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 complement partner systems and the approved delivery model and pattern of study of each programme.
85. This checklist has been developed for a programme that operates on a standard academic year and may vary for programmes with different delivery.
86. It might help a Link Tutor to complete their role if a schedule of activities for their specific programme(s) is agreed with the partner at the beginning of the year.

FOR INITIAL PROGRAMME LAUNCH

- Supporting the collaborative partner in preparing for Validation.
- Facilitating the programme set-up and approval in LJMU's computer system (Courseloop).
- Ensuring that full launch of the programme, including advertising, making student offers and registration, takes place after completion of the validation conditions and completion of the contract.
- Ensure all members of the programme team have been approved by the University and have initiated set up of staff accounts and staff cards.
- Ensuring that the partner is aware of the expectations of the University in relation to public information.
- Establishing appropriate links for communication between the partner and Faculty administration staff.
- Establishing appropriate links for communication between the partner and Library Services staff.
- Liaising with the Partner Programme Leader to provide any appropriate support in the nomination and appointment of External Examiner(s).
- For a Franchise programme, establishing appropriate links between the Programme Leader and Module Leaders for the home programme and the partner staff to support delivery of the modules.

ANNUAL CHECKLIST

This is an indicative guide only, as noted above, and may need to be adapted per arrangement to take account of the specific programme details including start date, delivery model and pattern of delivery.

August	<ul style="list-style-type: none">• Check that all public information about the collaborative programme(s) meet the requirements of the University.• Check that any new teaching staff for the new academic session are approved by the University.• Complete, with the partner, a schedule of activities for the forthcoming academic year.• Response to External Examiner.
September	<ul style="list-style-type: none">• Obtain student representative details in preparation for attendance and student feedback for Board of Study or their equivalent.• Response to External Examiner.• Supporting CME.
October	<ul style="list-style-type: none">• Attend Board of Study and feedback to home School and Assistant Academic Registrar as appropriate.• Completing the online Link Tutor Review Point 1 Report.
December	<ul style="list-style-type: none">• Attend Partnership Forum.
February	<ul style="list-style-type: none">• Attend Board of Study or equivalent.• Supporting CME.
March	<ul style="list-style-type: none">• Completing the online Link Tutor Review Point 2 Report.
May/June	<ul style="list-style-type: none">• Attend Boards of Examiners as appropriate.
June	<ul style="list-style-type: none">• Remind partners of LJMU Teaching and Learning Conference held this month.
July	<ul style="list-style-type: none">• Supporting CME.• 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 requirements in terms of accuracy, reliability and appropriateness.• Attend referral/deferral Boards of Examiners.

Change	Author	Date	Review	Route