

# Collaborative Link Tutor Handbook

Last updated: November 2019

This handbook is intended to provide guidance for **Link Tutors** in their role in supporting the management of the University's collaborative partnerships and provision.

For further guidance about collaborative provision please contact:

**Educational Partnerships (EP) for UK partnerships or the Global Partnerships Unit (GPU) for transnational education partnerships (TNE)**

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## Section 1: Introduction

De Montfort University (DMU) has a long standing history of engagement in collaborative provision and has been working with partner institutions over the last twenty five years. Development of the University's collaborative portfolio has enabled the University to diversify its income streams, develop critical mass, establish regional, national and international presence, internationalise the institution and contribute to the widening participation and access agendas.

Collaborative partnerships form a vital strand in the University's future. As we develop the range, complexity and volume of our partnerships, new challenges will arise and existing ones will intensify. Principal among these are the need to uphold the standard and quality of provision and enhance the student and staff experience, while preserving the reputation, academic and commercial integrity of the University.

To build on current successes, we must continue to advance DMU's reputation with our partners and the wider sector as a whole. The role of the collaborative Link Tutor is vital because Link Tutors act as one of the main conduits for information between staff and students at the partner institution and at DMU on academic and quality assurance matters. They help assure the University that quality and standards at the partner institution are appropriate and that partner students have an equivalent experience to those who study at DMU. They also assist in mitigating risks in collaborative partnerships. There may be slight differences and varying levels of support provided amongst different Link Tutors and this is typical due to the nature of collaboration being so varied and wide ranging.

The purpose of this Handbook is to inform and guide Link Tutors and partner institutions regarding the expectations of the role.

## Section 2: The role of the Link Tutor

### The Link Tutor

A member of academic staff within one of the four faculties at De Montfort University (DMU) will be appointed in the capacity of a collaborative Link Tutor to act as the conduit between the University and the collaborative partner institution where a DMU programme is being delivered.

#### Strategic and operational purpose

The day to day management of collaborative programmes and monitoring of standards is devolved to faculties. Link Tutors have an important role in maintaining and developing the relationship with the partner institution and their students, as well as assuring the quality of the provision via key monitoring activities.

**The Link Tutor role is of key strategic and operational importance in supporting DMU to achieve excellence for students at partner institutions**

**Link Tutors have a key role in ensuring the partner upholds DMU's expectations for quality assurance to safeguard the student experience and the DMU reputation. Link Tutors will contribute to a successful partner approval event and thereafter ongoing annual quality monitoring and collaborative review events**

Link Tutors are appointed at the stage that a potential partnership undergoes the DMU approval process. The Link Tutor is vital to supporting the partner in preparing for a successful Partner Approval and/ or programme validation event by guiding on University and faculty practices so that partners are in an optimum position to demonstrate their strategic and operational fit with DMU.

Link Tutors play an active role in the student journey, from supporting student applications right through to the promotion of pathways, enhancement of existing programmes or development of new ones, and supporting transition for those students who choose to progress.

**DMU is responsible for academic standards and the quality of learning opportunities for all its students irrespective of where the teaching is being delivered**

Central to the role is supporting the Programme Leader and key contacts at the partner institution to monitor, assure and enhance the quality of the provision.

The Link Tutor role is very much about representing the interests of the faculty and University in working with partner institutions. With a diverse remit, Link Tutors will act as ambassadors, championing programmes, negotiating and facilitating improvements, monitoring student outcomes and advising colleagues on best practice. As a critical friend, Link Tutors will develop a good understanding of both institutions and will be responsive to mutual requirements by maintaining a constructive dialogue between the two.

**A strong relationship makes it more likely that advice will be accepted and acted on and difficult messages better received**

The broader influence of the Link Tutor role cannot be understated. Link Tutors will help to promote access to Higher Education for widening participation, continuous professional development and lifelong learning.

The role brings the opportunity to network with colleagues, develop knowledge, understanding and skills in a variety of areas, raise the profile of the faculty and DMU and contribute to the delivery of key strategic and operational objectives.

#### Support for Link Tutors

Link Tutors are invited to mandatory Link Tutor briefings, organised by the Department of Academic Quality (DAQ) in preparation for the role. Where possible, this will take place in the semester in which the role commences but on-request briefings are also possible. Link Tutors already in the role can also attend for a

re-fresher. Wherever possible we encourage Link Tutors to consider “buddying” - where a more experienced Link Tutor will support the new Link Tutor during their first year.

### Core responsibilities

#### **Provide a link for partner students and ensure they are adequately supported – this will include:**

- ☐ Supporting partner institutions with student induction to DMU and the enrolment process.
- ☐ Assist student transition as a Higher Education student by ensuring they are integrated with DMU.
- ☐ Promote the DMU experience by facilitating wherever possible campus visits to the library and faculties to meet other staff and students on related programmes and encouraging attendance at special events, E.g. guest lectures and social events.
- ☐ Support transition for those students who choose to progress from partners’ programmes onto DMU undergraduate courses.

#### **Provide support to the Programme Leader or key contact at the partner institution:**

- ☐ Support the programme team in the understanding and implementation of DMU academic and student regulations, processes and procedures, as developed for use in the partner institutions.
- ☐ Respond to issues raised by course teams and external examiners and liaise with other university staff to elicit responses and support as necessary with relevant central departments (e.g. DAQ, SAAS, Library and Learning Services).
- ☐ Check assignments, module examinations and mark schemes for appropriateness.
- ☐ Direct the partner programme team to staff development opportunities, including those available at the University via Staff Development Matters and identify staff development needs, responding accordingly.
- ☐ Play an active role in course enhancement to ensure the ongoing currency of the course and assist in the proposals for new provision.
- ☐ Monitor the effectiveness of facilities, student support mechanisms and learning resources.
- ☐ Support the partner programme team in preparing for course re-approvals and formal reviews, e.g. periodic reviews.
- ☐ Provide information to the partner institution team on developments within the degree offerings of the Faculty, and other significant Faculty news.

#### **Provide oversight of the quality of the provision:**

- ☐ Ensure the programme is operating in accordance with the faculty and University quality assurance requirements.
- ☐ Ensure that DMU assessment policies, practices and procedures are understood by the partner and are being implemented appropriately.
- ☐ Ensure annual quality monitoring activities are undertaken (see section 6), including actively supporting the partner programme team in the production of the partner’s Programme Appraisal and Enhancement (PAE) document - (see Section 2 of the ‘[Guide to Managing Collaborative Provision](#)’), collaborative reviews and periodic reviews.
- ☐ Ensure appropriate arrangements are in place for obtaining and acting on student feedback, including module evaluation.
- ☐ Ensure that satisfactory and timely moderation of marking takes place.
- ☐ Attend the Programme Management Boards and Programme Assessment Boards, as required. Maintain effective communication channels between the partner institution and DMU.
- ☐ Promote awareness and adoption of DMU regulations, Guides, policies and procedures and keep staff at the partner institution informed of new or revised versions, when they are introduced.
- ☐ Actively promote to colleagues at the partner institution the [three key principles](#) of **Universal Design for Learning (UDL) (UDL)** (see UDL webpage and UDL paragraph in Section 5 in this Handbook - Supporting partner colleagues and students) by:

- Working with the partner to identify practical inclusive teaching and support practices that are effective in achieving the aims of UDL and delivering or promoting professional development opportunities as appropriate
  - Promoting the use of flexible study resources, for example modifiable handouts and recording lectures
  - Encouraging discussions with the partner of ideas for enhancing the learning environment, for example on how to get students to participate in inventive and innovative ways and what imaginative teaching aids can be best employed to achieve flexible ways of learning
  - Developing ideas on assessment and feedback methods that aim at flexible ways of testing learning, for example employing different methods of assessment to challenge students in different ways
- Ensure that partners are aware of the processes and opportunities regarding the Student Voice – e.g. appointment of student representatives, effective mechanisms for noting and responding to issues raised by students, processes relating to student appeal etc.

## Section 3: The collaborative fold



The Link Tutor will liaise with various teams in the University including:

**Educational Partnerships (EP) and/ or the Global Partnerships Unit (GPU):** the University's collaborative provision activity is supported by all DMU professional services to varying degrees as responsibilities depend on the model of collaboration. With regards to academic partnerships, key professional support lies with the Partner Account Manager within EP (for UK partnerships) or the GPU (for overseas partnerships).

Account Managers have direct responsibility for the development and management of academic partnerships and work closely with the Department of Academic Quality (DAQ) to maintain oversight of the quality assurance for their partnerships. The Account Manager will establish contact with the Link Tutor to ensure a clear plan of action is in place to support the management and operation of the delivery, including arrangements for staff development/ training, enrolment of partner staff onto Blackboard shells, preparing for module delivery, student induction and other academic matters.

Account Managers are the central conduits of communication for partners, the Faculty and DMU Professional Services. At the dawn of a partnership the Account Manager will liaise with the Link Tutor to agree a date for the first, joint visit to the partner soon after the partnership has been approved and the partner institution contract signed. It is advisable that the first visit to partners coincides with the launch of a new programme to allow all initial issues to be addressed and for input by the Account Manager into student induction. The Service Level Agreement (SLA) can be used as a blueprint to discuss the operational responsibilities of both parties.

**Department of Academic Quality (DAQ):** DAQ works closely with the Partner Account Manager and the Link Tutor to monitor the partner's annual quality assurance activities and will expect the Link Tutor to feed into core quality processes, such as partner approval, programme revalidation and collaborative review of the partnership.

**Partner institution:** the Link Tutor will liaise with the students, the teaching team and programme lead/HE coordinator to monitor the continued effectiveness of the provision, provide ongoing support and guidance, and develop, review and enhance the provision.

## Collaborative roles and responsibilities

Within the faculty	At the partner institution	Within EP or the GPU
<p><b>DMU Programme Leader</b> – responsible for overseeing quality and responsibility for the verification of standards, the programme leader will:</p> <ul style="list-style-type: none"> <li>• Draft documents for validation and approval events and ensure their involvement in periodic review where collaborative provision is franchised or faculty owned</li> <li>• Ensure agreed policies and procedures are implemented</li> <li>• Facilitate and respond to feedback on the programme from students, employers, external agencies etc.</li> <li>• Act and report on recommendations for quality improvement</li> <li>• Liaise with the module leader to ensure the correct and timely submission of student results</li> <li>• Represent the programme when dealing with external agencies</li> </ul> <p><b>NB:</b> in some cases the Programme Lead will assume the role of the Link Tutor if they have a strong involvement in teaching on the programme.</p>	<p><b>Higher Education Coordinator/ Programme leader</b> – a key liaison point between the partner, the Account Manager, DAQ and the faculty, the HE coordinator will:</p> <ul style="list-style-type: none"> <li>• Provide academic leadership to the programme teams</li> <li>• Manage programme resources</li> <li>• Implement quality management procedures and ensure Annual Quality Monitoring requests are acted upon by the teaching teams</li> <li>• Resolve any concerns relating to the programme</li> </ul> <p><b>Teaching staff</b> – responsible for the development of the collaborative programme and teaching materials, teaching staff will:</p> <ul style="list-style-type: none"> <li>• Submit information to DMU to support annual quality monitoring activities</li> <li>• Input into validation and review events</li> <li>• Assess student work and provide feedback</li> <li>• Report updates on student progress and teaching matters to Programme Management Boards</li> </ul> <p><b>Students</b> – student representatives will attend approval, validation and review events, plus Programme Management Boards to ensure the student experience is considered. Students are encouraged to meet with Link Tutors to provide feedback on their programme.</p>	<p><b>Business Development and strategic management function</b> EP or GPU and the senior team within the faculty will work together to ensure that collaborative partners are sourced, developed, approved and managed in accordance with the University’s strategic objectives.</p> <p><b>Account management function</b> The EP/ GPU Partner Account Managers at operational level will liaise with the partner, Link Tutor, DAQ and the wider University to maintain effective communication, ensure the sharing of core information, facilitate resolutions as and when matters arise, ensure good practice is adopted and disseminated, and work with programme teams to develop and review programmes. The Account Managers also manage key operational functions such as enrolment, recruitment, clearing and graduation.</p> <p><b>Academic quality management function</b> – Academic quality is inherent in all processes related to collaborative provision. Specific processes relating to Quality Assurance are managed by DAQ who work closely with the Partner Account Managers to ensure that the partner adheres to quality standards in accordance with QAA The revised UK Quality Code for Higher Education. In liaison with the Link Tutor and the Account Manager DAQ ensures partners fulfil annual monitoring activities in order to ensure firstly, that the quality of the provision and student experience is upheld and also, to identify good practice and examples of programme enhancements.</p>



## Section 4: Managing relationships

Link Tutors play a key role in ensuring the business health of the relationship between DMU and its partners to sustain success and encourage growth. Taking the time to build a strong relationship nurtures a shared perspective where partners can be receptive to acting on DMU requirements and will welcome advice and guidance.

Link Tutors are advised to visit the partner regularly to strengthen the relationship. For partners based overseas, the Link Tutor is expected to visit partners at least twice during the academic year.

### Top tips to facilitate a strong working relationship:

- ☑ Get to know and understand the individuals and the institution as a whole: understand their ethos and objectives so that you can move beyond a purely transactional relationship.
- ☑ Find opportunities to strengthen and celebrate the partnership.
- ☑ Communicate frequently, even if it is just to forward an email with useful information.
- ☑ Be honest, but critique gently.
- ☑ Focus on your contact as an individual, not a person filling a role.

### Characteristics of an effective Link Tutor:

- ☑ Understands the partner's goals, aspirations and challenges.
- ☑ Takes an active interest in their partner's difficulties, triumphs and ideas. Takes the time to keep in touch, both face to face and via email.
- ☑ Is responsive when help is needed.
- ☑ Keeps staff and students informed of opportunities.
- ☑ Knows where to seek appropriate specialist help and advice from within the University.
- ☑ Supports the partner to enhance the student experience.
- ☑ Is solution focused, and proactively offers advice, support and guidance to prevent issues escalating.
- ☑ Understands their faculty's strategic objectives and how the provision should align.
- ☑ Understands quality policies and processes, particularly in relation to course planning, approval, recruitment and delivery, assessment processes and routine annual monitoring and review.

## Section 5: Supporting partner colleagues and students

### Supporting partner colleagues: communication, advice and guidance

A vital support link for staff at the partner institution, the Link Tutor will regularly stay in contact with partner staff to share expertise, knowledge and experiences – Link Tutors will:



- Maintain regular contact with the DMU Programme Leader and the partner.
- Act as a critical friend.
- Advise on further collaborative programme development opportunities in line with the faculty's strategic objectives.
- Support partner staff to understand quality regulations and procedures, including the submission of Programme Appraisal and Enhancement (PAEs) documents.
- Direct staff to professional development activities that will enable enhanced teaching support for students. Partner staff are entitled to the same training opportunities, advice and support as those staff directly employed by De Montfort University.

### Supporting partner students

The Link Tutor is central to ensuring that partner students are recognised as DMU students amongst the wider University. They should be considered in all decisions affecting all DMU students and the Link Tutor can help to embed this understanding when liaising with student support and the wider University for example:

**DMU Student Gateway:** Partner students have access to the DMU Student Gateway for information, advice and guidance.

**Student and Academic Services (SAAS):** Partner students can access SAAS for enquiries relating to admissions, enrolment/registration, re-enrolment, administration of student loans and grants, liaison with external bodies concerning student status, student record archive/requests.

**Library and Learning Services (LLS):** Library and Learning Services offer partner students a range of workshops and one-to-one tutorials in key learning skills to help them get the most from their course. The Centre for Learning and Study Support (CLaSS) offers support with enhancing academic practice, writing development and professional skills. For students based overseas online support is available.

**De Montfort Student Union (DSU):** Partner students are offered the same opportunities as DMU based students to take part in DSU clubs and societies. Whilst distance can be a barrier, students who wish to get involved should speak to a member of the DSU Executive Team to explore how they can participate. DSU Welfare is a confidential independent advice service which partner students can benefit from.

**DMU-wide initiatives:** Partner students may be entitled to access to the same opportunities as DMU based students for example, the [#DMULocal](#) initiative, which embeds volunteering activities into the curriculum to enable students to gain practical skills, or overseas study, internships, faculty-led field trips and volunteering, as well as Erasmus+ and international exchanges. Staff at partner colleges may be able to access support and team funding to create field-trips linked to courses so students can take advantage of any of the trips on offer, or arrange their own.

UDL is an educational framework that guides the design of learning, specifically around curriculum delivery, materials, assessments and policy. UDL works by using three main principles of 'Representation', 'Action and expression' and 'Student Engagement'. The most consistent finding to emerge from the study of learning is that when it comes to learning, natural variability is the **rule**, not the exception. What is perhaps most important to understand about learner variability is not that it exists, but that not all of it is random. Because some variability is systematic, Higher Education Institutions can design for this in advance, this is an anticipatory adjustment. This is the platform on which DMU will build its approach to UDL. More information DMU's approach can be found on the [UDL webpages](#).

### Promoting integration and progression

When considering how to promote progression it is worth bearing in mind that two elements need to be considered, both academic and the personal drivers. Some students may not believe that they have the skills and abilities to study for a full degree, whilst others may be concerned about transitioning to study at a much larger institution, perhaps much further from home. The Link Tutor can be instrumental in offsetting doubts, providing assurances of support and directing students to sources of advice available to them.

In most cases, students who wish to continue on to a top up year must apply to DMU through UCAS. The only exception is where the top up year is offered at the partner institution in which case the student must apply directly to the partner institution.

Link Tutors are encouraged to think about the ways in which students can integrate with DMU so that they will feel more informed about the University which may assist them with transition should they wish to progress, for example by:

- ☒ Ensuring student views on progression are captured at student feedback sessions in order to identify any students who are particularly keen to progress and may need focused support.
- ☒ Inviting students, their parents and lecturers to DMU open days.
- ☒ Organising 'progression events' for example invite employers, DMU's Employability and Careers Service, tutors, Finance and Welfare and current students to present on areas that will develop knowledge and interest of partner students.
- ☒ Inviting partner students to experience a DMU graduation day.
- ☒ Arranging a course 'taster day' at DMU so that the students can meet the tutors and their fellow students.
- ☒ Liaising with the DMU Library and Learning Services to invite partner students to workshops that would allow them to build confidence in academic skills.
- ☒ Sharing information about application processes and deadlines in good time; students must be clear about what they need to do and when they need to do it. Information is available on the UCAS website.

Feedback from partner students over the years has told us that students would welcome such opportunities and is integral to enhancing the student experience early on. The Link Tutor can speak to the Account Manager for assistance with arranging any of the above activities.

## Section 6: Annual Quality Monitoring (AQM)



Monitoring the quality of collaborative HE provision mirrors that of standard DMU provision; however greater central oversight is maintained by the Department of Academic Quality (DAQ).

Link Tutors are responsible for ensuring the quality of provision at collaborative partners on a day to day basis. The successful operation of quality assurance systems rests with the Programme Management Board. The processes, forms and templates relating to Annual Quality Monitoring can be found in Section 2 of the '[Guide to Managing Collaborative Provision](#)'.

The essential quality monitoring activities undertaken annually which the Link Tutor will oversee and in some areas facilitate are outlined in the table below. A calendar of activities is also available on the DAQ '[Guidance and forms](#)' webpage: the [Annual calendar of quality monitoring activities for collaborative provision](#)

Activity	Facilitator
Reviewing partner teaching staff qualifications (via staff CVs) when new recruitments are proposed.	Link Tutor
Reviewing student handbooks before they are disseminated to students.	Link Tutor, <b>Higher Education Coordinator/ Programme leader</b> at partner institution
Reviewing public information to ensure it remains accurate, reliable useful and accessible.	Partner, Link Tutor and Account Manager
Reviewing programme compositions which form a schedule in the partner Collaborative Agreement, for accuracy and to capture programme developments since its original validation/approval.	Partner, Link Tutor, Account Manager
Gathering student feedback: arranging face-to-face meetings with students annually or in the case of distance learners to attempt to meet with them at any residential days.  Reporting on the outcomes of student feedback – Link Tutors must complete a student visit report and submit to DAQ, PMB and FCPC, cc'ing the Account Manager and partner. An example feedback prompts form is available on the DAQ ' <a href="#">Guidance and forms</a> ' webpage, under "Monitoring").  Guiding the partner/faculty on actions required – ensuring that feedback is acted upon where appropriate and students are consulted with progress on developments.	Link Tutor
Responding to recommendations from external examiner reports – confirmation that the external examiner's comments received a response must be captured in the PAE. Similarly, confirmation that academic standards are maintained must be captured in the Programme Appraisal and Enhancement (PAE) document.	Link Tutor and <b>Higher Education Coordinator/ Programme leader</b> at partner institution
Contribute to the Programme Appraisal and Enhancement (PAE) document, as required.	Link Tutor and <b>Higher Education Coordinator/ Programme leader</b> at partner institution

DAQ will:

- ☑ Send annual AQM reminders so that deadlines are met.
- ☑ Signpost to guidance, templates, forms that support the above processes.

The Link Tutor role is to:

- ☑ Ensure activities are completed in good time where you are directly facilitating and reporting on outcomes.
- ☑ Support the partner to adhere to AQM requirements.
- ☑ Monitor quality throughout the year and raise any concerns in good time with the Faculty Associate Professor (Quality)/ ADH Head of Quality and the Account Manager.

## Section 7: Link Tutor representation

Throughout the year the Link Tutor will be approached by colleagues in the faculty, EP or GPU and DAQ teams to attend various meetings and briefings in order to ensure that the Link Tutor has been consulted on decisions and processes and so that they can provide a unique insight into discussions due to their close links with the partner institution and their students.

Purpose	Others involved	Contribution required from the Link Tutor
<b>Programme Management Board</b>		
Monitors student progress, achievement, access to resources, and discusses and agrees actions to resolve issues, including student feedback mechanisms, and response to AMRs, PAEs and External Examiner reports.	<ul style="list-style-type: none"> <li>Partner colleagues, (management level and faculty based)</li> <li>DMU faculty colleagues</li> <li>DMU Partner Account Manager</li> </ul>	Provide information about the programme and guide on appropriate actions for the future direction of the provision.
<b>Assessment Board</b>		
Accountable for the academic integrity of assessment in programmes, responsible for the conduct of assessment including confirming module marks, progression and awards. Complies with University and professional body requirements including programme specific regulations, where appropriate.	<ul style="list-style-type: none"> <li>DMU faculty colleagues, Chairing the Board</li> <li>DMU SAAS representative</li> <li>External Examiners</li> </ul>	Provide updates on course progress, successes and any issues at the partner institution.
<b>Faculty Collaborative Provision Committee (FCPC)</b>		
A sub-committee of the Faculty Academic Committee (FAC) and has a focus on monitoring developments with partnerships and the quality of collaborative provision	<ul style="list-style-type: none"> <li>DMU faculty colleagues</li> <li>DMU Partner Account Manager</li> </ul>	Provide updates on course progress, successes and any issues at the partner institution.
<b>Link Tutor visits to the partner institution</b>		
To build relationships with staff and students and to carry out quality monitoring activity e.g. student feedback visits, and staff development. <b>Minimum of twice a year.</b>	<ul style="list-style-type: none"> <li>Partner colleagues, (management level and faculty based)</li> <li>Partner students</li> <li>DMU faculty colleagues</li> </ul>	Conduct student feedback sessions and report back to DAQ. Report back to the faculty on key areas affecting the programme, new developments and the overall student experience. Report back to the Account Manager any matters pertaining to the partnership as a whole.
<b>Partner institution visits to DMU</b>		
The Link Tutor will have a role in coordinating visits for the partner and its students to visit DMU and learn about the institution. Local partners may be in a position to visit more frequently than overseas partners. <b>Twice a year.</b>	<ul style="list-style-type: none"> <li>Partner</li> <li>DMU faculty colleagues and professional services</li> <li>DMU Partner Account Manager</li> <li>DMU DAQ</li> </ul>	Coordinate a schedule for the visit and include the Account Manager. Facilitate discussions about enhancements to processes, the student experience and the partnership.

## Section 8: Summary of core Link Tutor activity

Core Link Tutor responsibilities will fall at certain times of the year, but will vary depending on the partner arrangement, mode of delivery and the number and timings of student intakes, for example. The below activities are not intended to be comprehensive but act as an indicator. These activities should be considered with the [Annual Calendar of Quality Monitoring activities for Collaborative Provision](#) at DMU.

### **Prior to a new intake of students, the Link Tutor should:**

- ☐ Attend partner student inductions and enrolments.
- ☐ Establish contact between the partner and Admissions. The partner should liaise directly with Admissions.

### **Prior to the start of a new academic year, the Link Tutor will:**

- ☐ Arrange with the Account Manager the first visit to the partner institution. All visit dates to the partner which should incorporate student feedback meetings. Dates of student feedback meetings should be sent to DAQ, copying in the Account Manager.
- ☐ Confirm arrangements are in place for the new academic session (programme handbook, committee dates, and student feedback opportunities).
- ☐ Promote staff development opportunities to staff at partner institution. This should include teaching, learning and support practices that effective in achieving a UDL environment.
- ☐ Ensure a Programme Appraisal and Enhancement (PAE) document has been completed. In the case of franchise delivery/ faculty owned provision the partner should be privy to programme developments and enhancements that affect delivery for partner students.
- ☐ Consider and comment on the Programme Appraisal and Enhancement (PAE) prepared by staff at the partner institution.
- ☐ Ensure the DMU Programme Board considers the PAEs and responses to external examiner recommendations.

### **Throughout the year:**

- ☐ Support the partner programme team in the understanding and implementation of University regulations, processes and procedures as developed for use in the partner institutions
- ☐ Work with colleagues in partner institutions to identify inclusive teaching and support practices, aligning with the UDL principles and encourage discussion of ideas for enhancing the learning environment, teaching and learning and feedback methods.
- ☐ Ensure the partner is aware of and on track with, Annual Quality Monitoring (AQM) deadlines
- ☐ Attend Programme Management Boards
- ☐ Attend FCPC meetings
- ☐ Attend Assessment Boards, where applicable
- ☐ Attend partner level committees, where possible
- ☐ Check arrangements are in place for module and programme evaluation
- ☐ Confirm arrangements are in place for moderation
- ☐ Play an active role in course enhancement to ensure the ongoing currency of the course
- ☐ Promote and engage in professional development for colleagues at partner institutions, including support for the UDL principles.
- ☐ Promote progression by inviting students to attend graduation ceremonies and/or other visits at DMU
- ☐ Attend partner graduation ceremonies
- ☐ Support transition to DMU, if appropriate

## Section 9: Useful contacts

The Link Tutor can access support from the below services. Please note details are correct at the time of distribution.

<b>DMU Educational Partnerships</b>	
Bobby Upple	Partnerships Manager
Paul Overton	Senior Partnerships Officer
Alexina Adley-Sweeney	Partnerships Officer
Emily Fensom	Partnerships Officer
Samuel Johnson	Partnerships Officer

<b>DMU Global Partnerships Unit (GPU)</b>	
Lawrence D'Souza	Director of Global Partnerships
Kerry Harrison	Collaborative Partnerships Manager
Katie Warren	Global Partnerships Officer
Dan Warburton	Global Partnerships Officer
Patrizia Deidda	Global Partnerships Officer
Anna Arveschoug-Harby	Global Partnerships Administrator

<b>DMU Department of Academic Quality</b>	
Emma Sheffield	Head of Department of Academic Quality
Andrew Thompson	Partnerships Manager (Quality)
Kathryn Butler	Quality Officer (Partnerships)
Kiera Cornish	Quality Officer (Partnerships)
Sally Lloyd	Senior Officer (Taught Programmes)
Suzanne Nelson	Senior Quality Officer (Management Information)
Louise Newell	Quality Officer (External Examiners)
Rebecca Thirlby	Quality Officer (Taught Programmes)
Gita Patel	Administrator
Sophia Goddard	Learning and Teaching Senior Adviser
Abid Hussain	Senior Quality Officer (Student Voice and Annual Monitoring)
Carmen Bayliss	Administrator

<b>Library and Learning Services</b>	
Jenny Coombs	Academic Team Manager

## Section 10: Main Reference Links all found at: [dmu.ac.uk/daq](http://dmu.ac.uk/daq)

- ❓ [Department of Academic Quality \(DAQ\)](#)
- ❓ DAQ [Guide to Managing Collaborative Provision](#)
- ❓ DAQ [Guidance and forms](#) webpage
- ❓ DAQ [Collaborative provision: academic partnerships](#) webpage
- ❓ Reference to EP: [DMU @ Your Local Institution](#)