CONTENTS

SECTION A: Background Information

1. Purpose of this handbook
2. Why the University needs link tutors
3. Types of collaborative provision
4. Contracts with partners

SECTION E: Further Information, Advice and Key Contacts

5. Collaborative provision register

SECTION B: Appointment, Induction and Ongoing Support for Link Tutors

1. Appointment of link tutors
2. Essential characteristics of all University link tutors
3. Induction
4. Continuing support and staff development for link tutors
5. The challenges and rewards of the link tutor role

SECTION C: Roles and Responsibilities of the Link Tutor

1. Essential responsibilities of all University link tutors

A. Overseeing academic standards
A.1 Course standards
A.2 Admissions standards
A.3 Assessment standards
A.4 External examining
B. Overseeing the quality of learning opportunities

B.1 Course quality

B.2 Quality of staffing support

B.3 Quality of learning infrastructure

C. Helping to ensure application of the University’s Academic Quality Framework (AQF) policies and procedures

C.1 Communication and information

C.2 Course level management

C.3 Publicity and marketing

C.4 Information systems and records management

C.5 Input to faculty and University AQF processes

2. Possible additional link tutor responsibilities as appropriate to the link

Diagram A
Diagram B

SECTION D: Checklist for Link Tutors

1. Documentation
2. Monitoring, checking and reporting
3. Visits and meetings

SECTION E: Further Information, Advice and Key Contacts

1. Useful University contacts
<table>
<thead>
<tr>
<th>2. Useful websites: University</th>
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<tbody>
<tr>
<td>3. Useful Websites: External</td>
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</table>
SECTION A: Background Information

1. Purpose of this handbook

This handbook is intended to help new and continuing link tutors. The handbook sets out some minimum University expectations regarding the work of link tutors; consistent with which faculties can determine local arrangements appropriate to the range and nature of partners with whom they work. This document also provides information on where to find further help and advice to support the link tutor role.

The handbook forms part of the University’s Academic Quality Framework (AQF) information, a web-based resource available at http://extra.shu.ac.uk/sas/quality/AQF.html that contains regularly updated advice for staff on policies and procedures relating to the management of quality and standards. This quality website is externally accessible and thus partners also have access to a range of advice and guidance relating to collaborative provision.

2. Why the University needs link tutors

Link tutors are an essential element within the University’s AQF processes relating to collaborative provision. The role of link tutor is particularly important in terms of liaising with the partner and monitoring the operation of the collaborative provision to ensure that national and university requirements are met.

The QAA UK Quality Code for Higher Education defines collaborative provision as:

*educational provision leading to an award, or to specific credit toward an award, of an awarding institution delivered and/or supported and/or assessed through an arrangement with a partner organisation*


The University’s quality procedures adhere to the QAA UK Quality Code for Higher Education. Guidance and information relating to collaborative provision are available on the University’s quality and standards website: http://extra.shu.ac.uk/sas/quality/Collaborative.html

3. Types of collaborative provision

There is a broad continuum in types of collaborative provision arrangements the University enters into: http://extra.shu.ac.uk/sas/quality/Collaborative%20definitions.html

These range, for example, from the delivery of CPD modules to a licensed arrangement for a postgraduate programme abroad. Some partners have multi-faculty links with the University; others are arranged on an individual faculty or academic department basis. As the range of collaborative provision links is diverse, the roles and responsibilities of link tutors need to be flexible – for example in terms of the seniority of the University staff involved, the duties they undertake, the hours they need to commit to the work etc. This is a matter for faculties to determine in view of the broad expectations set out in this handbook.
4. Contracts with partners

Each collaborative provision course is required to have a signed contract, produced by the University's Partnership Support Unit (PSU) in liaison with the partner organisation and the faculty. The standard University contract contains:

- The legal requirements of the two parties, e.g. intellectual property rights, insurance, obligations, termination details etc.
- A declaration of agreement signed by both parties.
- Details of the credit/award.
- Statements regarding the assurance of quality and academic standards and course administration.
- Financial arrangements.

However, the detail of the content may vary to reflect the needs of particular kinds of collaborative provision. It is essential for link tutors to know the type of contract that has been agreed, so that any change of circumstance can be negotiated and to know what the partner expects of the University. The University will be held responsible for the management of its collaborative links by the Quality Assurance Agency (QAA) according to the provisions of the collaborative agreement, so it is important that this document is known and understood alongside the risk assessment documentation, the course definitive document and the operations handbook in place for the provision.

The Partnership Support Unit is responsible for drawing up and ensuring that such contracts are in place for all collaborative links. All link tutors should be aware of and have reference copies of all agreements for those links for which they have responsibility. All signed agreements are available to view on PSU's SharePoint site, accessed via this link: https://portal.shu.ac.uk/sites/DSA/id/ps/default.aspx

Please contact PSU for advice on contracts (SECTION E: Further Information, Advice and Key Contacts)

5. Collaborative provision register

The University holds a single register of all its collaborative provision. Please contact the Senior Quality Officer (Collaborative) if you have any queries (SECTION E: Further Information, Advice and Key Contacts)
SECTION B: Appointment, Induction and Ongoing Support for Link Tutors

1. Appointment of link tutors

Link tutors are nominated by departments and appointed by faculties depending on the nature of the collaborative provision. Once a new collaborative provision programme has been approved by the University Approval Panel, the relevant faculty is responsible for ongoing liaison and monitoring.

For collaborative provision programmes where the students are enrolled with the University, (usually where the University has an equal or lead role for delivery or assessment), a University-based course leader will undertake the link tutor role.

Where collaborative provision students are registered with the University for the purposes of an award, a link tutor will be appointed.

This is to ensure that the standards and quality of provision are upheld and that anything approved by the University provides a learning experience for students studying off-site that is comparable to that available to on-site students.

2. Essential characteristics of all University link tutors

a. To possess good communication skills especially in relation to:
   • Negotiation
   • Facilitation
   • Report writing

b. To demonstrate an ability to work in a team

c. To be committed to working with both UK and overseas partners within a range of educational organisations and the subject specific setting. For both UK and overseas as appropriate. With regard to provision with international partners, this may include overseas travel where necessary.

d. To possess knowledge and experience of University and faculty quality and standards policies and processes, particularly in relation to course planning, approval, recruitment and delivery, assessment processes and annual routine monitoring and review (RM&R) (formerly known as annual quality review), including knowing where to seek appropriate specialist help and advice from within the University

e. Sufficient seniority, authority and personal confidence to be able to represent the faculty and the University in an external context, including diplomacy to be able to intervene in an effective but sensitive way where necessary

3. Induction

The link tutor role is demanding and requires sufficient time and commitment to do it well. This should not be underestimated at the outset.
It is important that staff new to the role receive sufficient induction and briefing to help them to be effective, and this is provided for at faculty and university levels (SECTION E: Further Information, Advice and Key Contacts). It is particularly important that new link tutors can acquire sufficient background knowledge and understanding of their collaborative provision link.

All new link tutors will be invited to an induction event, delivered by the relevant Faculty Collaborative Coordinator and Senior Quality Officer (Collaborative). Information will be provided on the following key areas:

- Academic Quality and Standards
- Admissions
- Information Systems and Technology
- Learning and Information Services
- Marketing
- Partnership Support Unit
- Registry Services

The scheduling of link tutor inductions will be considered at the first meeting of each academic session by the University's Collaborative Coordinator Group.

4. Continuing support and staff development for link tutors

There is a support infrastructure provided at faculty and university level to assist link tutors in their work. This includes a number of key staff and information resources which all link tutors need to be familiar with (SECTION E: Further Information, Advice and Key Contacts).

A newsletter for the University link tutor community is issued twice a year (once a semester) containing updates on issues relevant to link tutors. This will include key messages emerging from annual monitoring and review, outcomes of external reviews (e.g. QAA Review of HE in FE, QAA Institutional Review), HE sector developments impacting particularly on collaborative provision and staff development/briefing activities.

Faculties operate local events, workshops and forums for their link tutors; further information is available from the relevant faculty. The University organises Link Tutor Forums to give staff an opportunity to share good practice across faculties; further information is available from the University's Senior Quality Officer (Collaborative) (SECTION E: Further Information, Advice and Key Contacts).

5. The challenges and rewards of the link tutor role

The link tutor role is a responsible one, which could be described as a mix of ambassador, negotiator, auditor, guide, representative, academic facilitator and advisor. It is very much about representing the interests of the faculty and the University in working with partner organisations. One way to look at the role is as a critical friend who can help to ensure that collaborative provision is managed responsibly but who can also be responsive to the partner organisation's needs. This requires a good understanding of both organisations, an ability to maintain a constructive dialogue between the two, and a host of other important personal skills.
and qualities (see point 2 above - 2. Essential characteristics of all University link tutors).

The link tutor role can also be a very rewarding one, helping to promote access to HE for widening participation, continuous professional development or lifelong learning. It can be an opportunity to develop knowledge, understanding and skills in a number of valuable areas. There are opportunities for networking with colleagues, building up the profile of the University and delivering business objectives.

SECTION C: Roles and Responsibilities of the Link Tutor

1. Essential responsibilities of all University link tutors

Through its risk assessment, approval and monitoring procedures, the University is able to build trust in its partners and place reliance on their quality systems. Quality and standards are assured through the work of a number of staff operating in different roles i.e. link tutors, external subject specialist members of approval panels, external examiners, partner staff, and University support staff (administrators, technicians and information specialists).

A key role of the link tutor is to provide advice and guidance on the operational provisions of the collaborative course/programme agreement (the contract) and the operations handbook that will be set in place at institutional level between the University and the partner organisation.

The role of link tutor falls into three broad areas, which map onto the link tutor commentary completed as part of the annual course RM&R exercise (see paragraph C.5 below - C.5 Input to faculty and University AQF processes and
Diagram B)

- Overseeing academic standards (A.1 Course standards).
- Overseeing the quality of learning opportunities (B.1 Course quality).
- Helping to ensure application of the University’s quality and standards policies and procedures (C.1 Communication and information).

### A. Overseeing academic standards

#### A.1 Course standards

This involves helping to ensure that the course and its delivery have not diverged significantly from the academic standards set and confirmed at approval, and includes:

- Advising the partner course team on the University’s requirements and procedures in respect of course planning, approval, meeting any conditions of credit rating/approval, and definitive documents. The University’s Academic Quality Framework procedures are available via the quality and standards website: [http://extra.shu.ac.uk/sas/quality/Home.html](http://extra.shu.ac.uk/sas/quality/Home.html)
- Checking that adequate resources are in place
- Advising the course team on the procedures to be followed for approval of modifications to the approved course and ensuring that these are followed up as necessary within the faculty

#### A.2 Admissions standards

This involves checking that the admissions criteria and processes have continued to be properly applied and operate in accordance with the University Admissions policy. It includes:

- Advising, as appropriate, on selection and admission procedures & overseeing the application of the admissions criteria.
- Advising on progression opportunities available to applicants
- Enabling any APL claim associated with partner provision to be managed according to University regulations and procedures.

#### A.3 Assessment standards

This involves helping to ensure that the academic standards actually achieved by students are consistent with what was planned at approval, comparable with University provision and acceptable in the light of all relevant external benchmarks. It includes:

- Attending Award Assessment Boards to ensure the operation of effective arrangements for assessment, moderation and external examining, advising on University expectations as appropriate – including Extenuating Circumstances Panel (ECP) and Academic Conduct Panel (ACP) issues.
- Through the link tutor commentary in the annual course routine monitoring and review report reflect on the rigour and robustness of the course RM&R report prepared by the partner organisation.
A.4 External examining

This involves contributing to the effective operation of external examining arrangements to assure the maintenance of appropriate academic standards. It includes:

- Assisting and advising, as appropriate, on the appointment of external examiner(s) for collaborative provision leading to University awards
- Reviewing and analysing external examiners’ reports and ensuring that the partner course team/partner organisation responds effectively to issues raised therein.

B. Overseeing the quality of learning opportunities

B.1 Course quality

This involves helping to ensure that the course quality and the quality of the student experience continue to be appropriate to the course aims. It includes:

- Discussions with the course team to help them prepare the annual course RM&R report, including ensuring that they understand the University’s requirements
- Meeting students to review their experience of the course, where possible
- Liaising with the partner course leader to ensure that both organisations are aware of issues arising from complaints and appeals and to resolve issues where necessary

B.2 Quality of staffing support

This involves monitoring the operation of collaborative provision to ensure that staff engaged in the delivery of provision are appropriately qualified and trained and consulting with the partner to help ensure that the quality of staffing for the course is maintained. It includes:

- Considering with the partner course leader the impact of staff leaving the teaching team
- Approving new staff joining the teaching team, as teachers, mentors or assessors, via the checking of CVs
- Considering with the partner course leader any staff development needs arising and ensuring that they are addressed, including taking advantage of appropriate opportunities within the University

B.3 Quality of learning infrastructure

This involves ensuring that the learning infrastructure remains appropriate. It includes:

- Checking and approving the accuracy of information for students, for example programme specifications, student handbooks/equivalent and regulatory
information. The checking will be done in liaison with the Senior Quality Officer (Collaborative) (SECTION E: Further Information, Advice and Key Contacts).

- Checking the continued appropriateness of systems to provide academic and personal guidance and support for students, including delivery of learning contracts and support for disabled students as necessary.
- Checking that agreed arrangements for learning resources (library, laboratory and IT facilities as appropriate) are in place, and engaging input from University Student and Learning Services (SLS) staff as needed.

C. Helping to ensure application of the University’s Academic Quality Framework (AQF) policies and procedures

C.1 Communication and information

This involves providing the course team with guidance on relevant AQF policies and procedures as they apply to collaborative provision, enabling the team to understand the University’s quality lexicon and requirements, and, through them, the expectations of the national UK Quality Code for HE. It may also involve representing the concerns of the partner back at the University and, as necessary, putting partner staff in touch with relevant University staff able to help them.

C.2 Course level management

This involves checking that there is effective implementation of course level quality processes and involves:

- Attending course committee meetings or equivalent as appropriate to ensure its effective operation, including review and remedy of difficulties.
- Checking that student representation and feedback systems are effective.
- Checking that there is effective administration of the course and its students including procedures as appropriate for
  - enrolment
  - registration
  - assessment board operation
  - generation and use of statistical information
  - certification and graduation
drawing on University staff expertise in Student and Learning Services (SLS), Secretary & Registrar’s Directorate and faculties as necessary (SECTION E: Further Information, Advice and Key Contacts).

C.3 Publicity and marketing

The link tutor seeks to ensure that the collaborative provision is accurately represented and does not mislead students. This will involve checking and approving, on behalf of the University, any promotional materials bearing the University’s name, prior to publication. The checking will be done in liaison with the Senior Quality Officer (Collaborative) (SECTION E: Further Information, Advice and Key Contacts).

C.4 Information systems and records management
This involves checking that there is an effective student record system in operation for the course and that there is an effective interface with University record systems. Liaison with relevant administrative staff both within the faculty and SLS may be needed (SECTION E: Further Information, Advice and Key Contacts).

C.5 Input to faculty and University AQF processes

This involves contributing as appropriate to the processes through which the University assures itself of the continued health of its collaborative provision. This includes:

- Preparing an evaluative commentary on the partner annual course RM&R report.
- Attending meetings as required to discuss the **routine monitoring and review record** (RM&R record) (previously known as the quality improvement action plan) with the Head of Quality and Enhancement of the relevant faculty.
- Informing the University Head of Quality Enhancement, Faculty Head of Quality and Enhancement, Faculty Collaborative Coordinator and the relevant Head(s) of Department of any matter which might affect the nature of the University relationship/partnership, in particular early intelligence of any proposed review or inspection of collaborative provision by any external body, especially the Quality Assurance Agency (QAA) and Professional, Statutory and Regulatory Bodies (PSRBs).

2. Possible additional link tutor responsibilities as appropriate to the link

Subject to meeting the essential responsibilities above, faculties have discretion to flex the link tutor role or add further responsibilities appropriate to the nature of the collaborative provision in the faculty portfolio e.g.

- To ensure that information is available for the partner organisation to assist individuals with specific credit gained on University credit rated/approved provision to transfer credit into appropriate learning programmes.
- To monitor the progress of students whilst on placement/work based learning (WBL).
- To advise the course team and students on opportunities for progression from the course to further study at the University.
- To participate in the development and review of collaborative partnerships as appropriate.
- To provide the partner with additional development assistance as required e.g. developing new provision, modifying existing provision, preparing for external scrutiny, providing staff development, as agreed and costed by the faculty.
Diagram A

THE PROCESS FROM IDEA TO DELIVERY OF COLLABORATIVE PROVISION

New business discussed between partner and SHU (business lead/existing link tutor/course leader)

Faculty agrees outline proposal at Business/New Product Development Group. CP1 form completed by faculty and submitted to PSU for any new CP with new or existing partner

- Institutional approval procedure followed where required (to assess facilities etc) supported by Academic Quality & Standards (AQ&S) colleagues
- Business lead(existing link tutor/course leader works with partner and colleagues to prepare proposal for submission to the University Approval Panel
- Partnership agreement drawn up by Partnership Support Unit in consultation with the faculty and partner

Approval complete, students enrol/register Link tutor allocated (new or existing)

Link tutor supports partner to undertake annual course RM&R.

Students gain award/future growth/approval continues

AQ&S & Faculty record all CP activity; the University Institutional Profile produced (see diagram B)
Diagram B

THE ROUTINE MONITORING & REVIEW CYCLE **

Partners issued with routine monitoring and review record at start of provision's academic session for recording actions identified/progress achieved throughout the session

Oct-Nov
Partner staff and link tutor discuss good practice/issues - outcomes from RM&R record and reports feed into:
- Dept'l Quality & Standards Overview Report
- Faculty Quality & Standards Overview Report
- Central reports
- The University's Institutional Profile

July-Oct
Partner's annual course routine monitoring & review record and report and link tutor's commentary received by AQ&S (SLS)

University Collaborative Partner Conference (Feb/March)

March/April
Business and operational planning

May/June
inform University Link Tutor Summer Forum

** Detailed advice and guidance on the Routine Monitoring & Review Cycle will be provided by the Senior Quality Officer (Collaborative) (SECTION E: Further Information, Advice and Key Contacts).
SECTION D: Checklist for Link Tutors

Link tutors need a certain amount of information to monitor collaborative provision effectively. This table has some prompts to assist you.

### 1. Documentation

Ensure that you have copies of:

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course definitive document and details of any subsequent modifications</td>
<td>(to ensure, and provide confirmation through the routine monitoring and review process, that what has been approved is indeed being delivered).</td>
</tr>
<tr>
<td>The operations handbook.</td>
<td></td>
</tr>
<tr>
<td>The <strong>student handbook</strong>.</td>
<td></td>
</tr>
<tr>
<td>The relevant collaborative partner contract.</td>
<td></td>
</tr>
<tr>
<td>Signed contracts are available on the University's Partnership Support Unit's (PSU) sharepoint site <a href="https://portal.shu.ac.uk/sites/DSA/id/ps/default.aspx">https://portal.shu.ac.uk/sites/DSA/id/ps/default.aspx</a></td>
<td></td>
</tr>
<tr>
<td>The University's Standard Assessment Regulations.</td>
<td></td>
</tr>
<tr>
<td>Partner publicity materials and any subsequent modifications.</td>
<td></td>
</tr>
</tbody>
</table>

### 2. Monitoring, checking and reporting

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are students given appropriate information on the course including details of options?</td>
<td></td>
</tr>
<tr>
<td>Do you have oversight of the application of the admissions criteria for the course according to the course definitive document and the operations handbook?</td>
<td></td>
</tr>
<tr>
<td>Do students have an induction?</td>
<td></td>
</tr>
<tr>
<td>Note the number of students enrolled/registered on the course.</td>
<td></td>
</tr>
<tr>
<td>Do you know what your partner students are entitled to e.g. access to Blackboard?</td>
<td></td>
</tr>
<tr>
<td>Are systems in place for module feedback from students?</td>
<td></td>
</tr>
<tr>
<td>Is student feedback recorded and acted upon?</td>
<td></td>
</tr>
<tr>
<td>Record the number of students completing the course/module, plus attrition rates and any obvious reasons for failure.</td>
<td></td>
</tr>
<tr>
<td>Note the range of marks, outstanding achievements and any reasons for poor performance.</td>
<td></td>
</tr>
<tr>
<td>Look out for comment at Assessment Boards on cases referred to Extenuating Circumstances or Academic Conduct Panels.</td>
<td></td>
</tr>
<tr>
<td>What is the feedback from internal and external examiners?</td>
<td></td>
</tr>
<tr>
<td>Has the feedback been acted upon?</td>
<td></td>
</tr>
<tr>
<td>Have you been consulted/informed about new external examiner* appointments?</td>
<td></td>
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<tr>
<td>Have you read the external examiner's report and discussed any issues with your partner?</td>
<td></td>
</tr>
<tr>
<td>Have you noticed good practice e.g. in LTA, in course management, in moderation? Are there areas that need development?</td>
<td></td>
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<tr>
<td>Do facilities (ICT, learning resources, staff, and delivery of</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Appropriate learning contracts for disabled students remain adequate?</td>
<td></td>
</tr>
<tr>
<td>Are there any actions required for future delivery e.g. minor</td>
<td></td>
</tr>
<tr>
<td>modification of assessment strategy?</td>
<td></td>
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<tr>
<td>Has the need to follow the course closure procedure been</td>
<td></td>
</tr>
<tr>
<td>raised with you?</td>
<td></td>
</tr>
<tr>
<td><a href="http://extra.shu.ac.uk/sas/quality/CourseClosure.html">http://extra.shu.ac.uk/sas/quality/CourseClosure.html</a></td>
<td></td>
</tr>
<tr>
<td>Have you received details of new teaching staff appointments to ensure that they are suitably qualified to deliver the course?</td>
<td></td>
</tr>
<tr>
<td>Have you received details of staff leaving the course team and if so, what are the implications for the course?</td>
<td></td>
</tr>
<tr>
<td>Ensure that all copies of partner publicity material (new and revised) are submitted to:</td>
<td></td>
</tr>
<tr>
<td>• you and the Senior Quality Officer (Collaborative) for checking and</td>
<td></td>
</tr>
<tr>
<td>• you for approval</td>
<td></td>
</tr>
<tr>
<td>Have you prepared your link tutor commentary as part of the RM&amp;R?</td>
<td></td>
</tr>
<tr>
<td>Have you discussed the annual course RM&amp;R report with the partner?</td>
<td></td>
</tr>
<tr>
<td>Detailed advice and guidance on the RM&amp;R cycle will be provided by the Senior Quality Officer (Collaborative) (SECTION E: Further Information, Advice and Key Contacts).</td>
<td></td>
</tr>
<tr>
<td>Reporting to the University Head of Quality Enhancement, Faculty Head of Quality and Enhancement, Faculty Collaborative Coordinator and the relevant Head(s) of Department on any matters of concern relating to the academic quality and standard of the provision.</td>
<td></td>
</tr>
</tbody>
</table>

### 3. Visits and meetings

Record the dates and types of meetings attended e.g.:
- Boards of Examiners
- Course Committees
- Meetings with partner students
- Other meetings with partner staff

These should be logged on the RM&R record issued to the partner and which forms part of the annual course RM&R report.

- Attendance at University Link Tutor Forums
- Attendance at **University Collaborative Partnership Reviews (CPR)** (as appropriate)
- Attendance at QAA Reviews including QAA Review of HE in FE (as appropriate)

* Link tutors receive information about any new external examiners that are required and/or appointed and also a copy of the external examiner's reports.*
SECTION E: Further Information, Advice and Key Contacts

1. Useful University contacts

a) Senior Quality Officer (Collaborative)
   Ann Topliss/Jennie Bowles (Job-share) a.topliss@shu.ac.uk/j.bowles@shu.ac.uk
   For: RM&R, link tutor induction and briefing, collaborative provision register, CPR,
   QAA Audit and Review including Review of HE in FE, Link Tutor Forum and
   newsletter.
   For advice and guidance on RM&R please contact Lucy Begley l.j.begley@shu.ac.uk

b) Faculty Collaborative Leads/Co-ordinators

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACES</td>
<td>Kevin Bowman</td>
<td><a href="mailto:k.bowman@shu.ac.uk">k.bowman@shu.ac.uk</a></td>
</tr>
<tr>
<td>ACES</td>
<td>Katy Carroll</td>
<td><a href="mailto:k.carroll@shu.ac.uk">k.carroll@shu.ac.uk</a></td>
</tr>
<tr>
<td>ACES</td>
<td>Tim Mulroy</td>
<td><a href="mailto:t.j.mulroy@shu.ac.uk">t.j.mulroy@shu.ac.uk</a></td>
</tr>
<tr>
<td>ACES</td>
<td>Stuart Birchall</td>
<td><a href="mailto:s.birchall@shu.ac.uk">s.birchall@shu.ac.uk</a></td>
</tr>
<tr>
<td>D&amp;S</td>
<td>Mary Haynes</td>
<td><a href="mailto:m.haynes@shu.ac.uk">m.haynes@shu.ac.uk</a></td>
</tr>
<tr>
<td>HWB</td>
<td>Doug Emery</td>
<td><a href="mailto:d.r.emery@shu.ac.uk">d.r.emery@shu.ac.uk</a></td>
</tr>
<tr>
<td>SBS</td>
<td>Rod Apps</td>
<td><a href="mailto:r.apps@shu.ac.uk">r.apps@shu.ac.uk</a></td>
</tr>
</tbody>
</table>

c) Faculty Heads of Quality and Enhancement

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACES</td>
<td>Peter Grover</td>
<td><a href="mailto:p.b.grover@shu.ac.uk">p.b.grover@shu.ac.uk</a></td>
</tr>
<tr>
<td>D&amp;S</td>
<td>Dave Mayall</td>
<td><a href="mailto:d.w.mayall@shu.ac.uk">d.w.mayall@shu.ac.uk</a></td>
</tr>
<tr>
<td>HWB</td>
<td>Mike Purdy</td>
<td><a href="mailto:m.j.purdy@shu.ac.uk">m.j.purdy@shu.ac.uk</a></td>
</tr>
<tr>
<td>SBS</td>
<td>Clive Woodman</td>
<td><a href="mailto:c.l.woodman@shu.ac.uk">c.l.woodman@shu.ac.uk</a></td>
</tr>
</tbody>
</table>

d) Head of Academic Portfolio Development
   For: Academic Quality Framework (AQF), course approval and modifications
   Laraine Cookson l.cookson@shu.ac.uk

e) Admissions and Pre-enrolment
   For: Admissions policy and requirements:
   Philip Bloor p.bloor@shu.ac.uk
f) External Examiners
For: External examiner appointments, external examiner induction and briefing and external examiner reports.
Ruth Bartles
r.bartles@shu.ac.uk

g) Learning Resources, Learning & Information Services
For: Advice on monitoring partner learning resources, supporting improvement in partner librarian practice, support in learning resources-related induction of partner students and Faculty Information Specialists contacts.
Alison Ward
a.ward@shu.ac.uk

h) Risk Assessment & Contracts
For: Negotiator advice, risk assessments, contracts and contract review.
Tracey Smith
tracey.smith@shu.ac.uk

i) Student Support Issues
For: Advice on disabled student support, employability, counselling, educational guidance.
Clare Gandy
c.gandy@shu.ac.uk

j) Assessment, Awards & Regulations
For: Advice on assessment regulations and associated policies
Denise Elliott
d.elliott@shu.ac.uk

k) Student and Course Information
For: Course, module and assessment data
Helen Aram
h.aram@shu.ac.uk

2. Useful websites: University

a) Quality and Standards web pages
These publicly available web pages http://www.shu.ac.uk/quality contain University policies, regulations, procedures and guidelines relating to quality and standards.

b) Collaborative provision typology
A list of the types of collaborative provision, with a brief description of each, including the relevant approval process for each type can be found via this link:
http://extra.shu.ac.uk/sas/quality/Collaborative%20Types.html

c) Standard assessment regulations
Link tutors need to know the University’s Standard Assessment Regulations and whether any exemptions from these have been agreed at the approval stage.
Assessment regulations, guidance and procedures can be viewed on the University's Academic Regulations and Student Policies web pages:
on: https://students.shu.ac.uk/regulations/index.html
The above link will also provide access to the following information

- Academic Calendar
- Student Charter
- Access to personal information
- Appeals and complaints
- Assessment
- Equality and diversity
- Examinations and coursework
- Fees and bursaries
- Health and Safety
- Illness and difficult circumstances
- Information and IT
- Misconduct
- Operation of Assessment Boards
- Research Degrees
- Results and progression

**d) Learning outcomes/level descriptors/University Academic Awards Framework**
See the Academic Awards Framework page on the University quality and standards web pages:
http://extra.shu.ac.uk/sas/quality/AcademicPolicies.html
Guides are also available from the Learning and Teaching Institute in SLS.

**e) Department of Marketing** - for faculty contacts:
https://staff.shu.ac.uk/marketing/mcf.asp

**f) Department of International Development**
https://staff.shu.ac.uk/did/
The department has specific responsibility for: international student recruitment; management, development and co-ordination of new international business and partnership opportunities; strategic development; international marketing; regional plans; the direction and management of SHU overseas offices and cross-University co-ordination of faculty international developments. For contact details see
https://staff.shu.ac.uk/did/ContactUs.asp

3. **Useful Websites: External**

**Quality Assurance Agency (QAA) information** www.qaa.ac.uk/

**Reviews and Audits**
The QAA reviews the quality and standards of UK higher education. This is done by auditing the way in which each university manages the overall quality and standards of its provision (via Institutional Review): http://www.qaa.ac.uk/InstitutionReports/types-of-review/IRENI/Pages/default.aspx. Review of College Higher Education (RCHE) is the method that will be used by QAA from 2012-13 to review higher education courses

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1 Sheffield Hallam University is not responsible for the content of external websites
delivered in further education colleges in England. [http://www.qaa.ac.uk/Partners/students/reviews/Pages/RCHE.aspx]

**UK Quality Code for HE**
The QAA develops and maintains key documents used by higher education providers to help them meet UK expectations about standards and quality. This work is done through close collaboration with the HE sector. The UK Quality Code for Higher Education (successor to the Academic Infrastructure) is the principal of these: [http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx]

The UK Quality Code for HE is complemented by additional guidance on particular topics or qualification types: [http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx]

The UK Quality Code consists of three sections:

**Part A - Setting and maintaining threshold academic standards**
[http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/UK-Quality-Code-Part-A.aspx]

- Chapter A1, The national level, includes the Framework for HE qualifications (FHEQ)
- Chapter A2, The subject and qualification level, outlines the use of subject benchmark statements and foundation degree qualification benchmark; specific subject benchmarks can be accessed via the following link:
  - [http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx]
- Chapter A3 provides programme specification guidelines

**Part B - Assuring and enhancing academic quality**
[http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/Quality-Code-Part-B.aspx]

- See specifically Chapter B10, Management of collaborative arrangements

**Part C - Information about higher education provision**
[http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/Quality-Code-Part-C.aspx]

- This part is concerned with the quality of the information about higher education provision in terms of whether it is fit for purpose, accessible and trustworthy. It details providers' responsibilities and includes indicators of sound practice

Any questions relating to the content of this handbook or comments and suggestions on how it might be improved should be sent to Ann Topliss/Jennie Bowles, Senior Quality Officer (Collaborative), Academic Quality and Standards

a.topliss@shu.ac.uk/j.bowles@shu.ac.uk

0114 225 4092.