

CCCU COLLABORATIVE PROVISION

ACADEMIC LINK TUTOR GUIDANCE

1. INTRODUCTION

An Academic Link Tutor (ALT) is the key academic contact between Canterbury Christ Church University (CCCU) and Collaborative Provision (CP) partner institution for all academic issues and day-to-day operations in the management of a collaborative provision partner course (validated or franchised). Partners are diverse and have different levels of maturity, therefore the ALT role will also vary.

2. ROLE OF ALT

The ALT plays an important role in supporting the partner academic team to ensure the effective application of the University's academic policies and procedures, cultivating an academic culture to ensure that students who study CCCU courses outside of the University have an equitable experience to those on direct delivered courses. Therefore:

- Facilitating and maintaining two-way communication between the Partner and CCCU. Working closely with the partner team, acting as both a critical friend and offering support, guidance and advice.
- Supporting the partner team to gain a common understanding of the CCCU rules, regulations and policies, such as regulations for taught courses.
- Overseeing and monitoring academic standards and the quality of the student experience, the application of quality assurance and enhancement procedures to ensure correct processes are followed and timely intervention occurs where appropriate.
- Ensuring that the partner team is informed of all the new developments at CCCU that impact on the course offered.

3. QUALITY OF LEARNING OPPORTUNITIES

3.1 Supporting Partner Staff

The ALTs will work in collaboration with the partner team to ensure that the quality of academic staff is continuously maintained by:

- Identifying staff training and development needs, sign posting to appropriate available CCCU training
<https://www.canterbury.ac.uk/learning-and-teaching-enhancement/resources-for-academics/Learning-and-Teaching-Staff-Development.aspx>

- Ensuring that staff complete all mandatory training provided by CCCU, for example, teaching and assessment training.
- Ensuring that academic staff are trained in CCCU processes and policies, understand academic misconduct and the role of academic integrity and are able to monitor implementation.
- Ensuring that staff understand and can appropriately implement assessment-related support procedures such as exceptional circumstances and temporary learning agreements.
- Monitoring staffing levels and where necessary, report any risks to CCCU.
- Maintaining regular communication with the partner course team staff, providing them with direction, advice and guidance to online partnership support resources for example, Collaborative & Operational Handbooks, University regulations etc.
- Supporting partner staff course team regarding all aspects of academic course delivery, acting as a conduit for the spread of good practice between partner and CCCU.

3.2 Course Level Support

Working with the partner academic team to ensure quality of course, the ALT will:

- Ensure that the course is operating in accordance with the Partnership Agreement and the course approval (consider course documents provided to students e.g. Course Handbook and associated documentation) and CCCU quality assurance requirements.
- Ensure that the partner team uses the CCCU templates in developing course and module handbooks and approve the documents prior to publication and dissemination to students.
- Respond to academic issues raised by the partner course teams and liaise with other CCCU staff to elicit responses and support as necessary.
- In collaboration with the relevant CCCU partnership office coordinate and support the partner course teams in preparing for course re-approvals and changes.
- Where the partner course team raises any questions relating to the module Blackboards set-up, registration etc, liaise with the partnership administration for resolution.
- Attend all Course Team and Partnership meetings and receive minutes as appropriate.
- Where applicable, ensure that an appropriate ethical review is carried out on all research in accordance with CCCU's policy for Research Involving Human Participants.

3.3 Supporting Assessment Activities

Collaborative provision partners are required to operate their assessment processes in accordance with the CCCU policies and procedures - [Assessment Procedures](#). The ALT role is to support and ensure that the partner team deliver accordingly, therefore:

- Check assignment briefs, examination papers and marking schemes (criteria) for appropriateness; ensure the External Examiner has reviewed all assessment briefs or questions before the beginning of each semester/trimester.
- Check the appropriateness of proposed assessment tasks including assessment workload, levelness and alignment to learning outcomes.
- Confirm all assessment and reassessment dates before the start of each academic year.
- Confirm with partnership administration that the External Examiners are enrolled on the module Blackboards and that students have access to all of their module Blackboards.
- Obtain confirmation from the partner course team that CCCU assessment policy and processes are implemented as required - that satisfactory and timely moderation/second marking has taken place, compliance with the timely feedback marking policy, exceptional circumstance, and academic misconduct procedures, TLAs and LSPs are being followed and taken account of in marking. See Taught Regulations.
- Ensure an appropriate response is made to external examiner reports following CCCU procedures and provide support in relation to follow-up actions.

3.4 Student Support and Procedures

The ALT is to ensure that the academic support services provided to students by the partner are in accordance with CCCU policies and procedures <https://www.canterbury.ac.uk/our-students/ug-current/policy-zone>. Therefore, the ALT is to:

- Ensure the partner course teams are clear about students' procedures relating to Exceptional Circumstances, Temporary Learning Agreements (TLAs) and Learning Support Plans (LSPs) and ensure that these are applied accordingly, and monitor the effectiveness of support and guidance, and signpost to the appeals process
- Ensure equitable student experience and tailored support is available to students at the partner and to students with specific profiles (e.g. commuting, mature, minoritised communities, international, special needs, disabilities).
- Ensure that the partner is aware of the requirements around allocation of Personal Academic Tutors (PATs), to students, and seek confirmation from Partners that this has been put in place.

4. ANNUAL COURSE MONITORING AND CONTINUOUS IMPROVEMENT

ALTs play an important role in supporting the partner course team to engage with student data in accordance with partnership agreement and CCCU policies for continuous improvement: <https://www.canterbury.ac.uk/quality-and-standards-office/continuous-improvement/course-monitoring-and-continuous-improvement.aspx>

4.1 Annual Course Monitoring Continuous Improvement

The partner course teams are required to consider all course performance data to inform course enhancement, therefore it is the ALTs to:

- Support the partner team in effective analysis of data relating to student retention, progression and achievement, extracted from Power BI as well as student voice data (see below).
- Support the partner team to use the data to inform reflections on module and course performance, and development of Course Performance Plans (CPP) and appropriate action plans.
- Ensure the partner team schedules CBs as per CCCU guidance and that CPPS are presented at the appropriate Course Boards and subsequently at Boards of Studies. Where CPPs are presented as part of cognate courses, ensure that partners are aware of their responsibilities.
- Monitor the activities to deliver the CPP action plans.
- Support the partner in reflecting on their course portfolio considering data across the courses leading to the development of the Partner Portfolio Performance Plans and actions flowing from these.

4.2 Student Voice and Feedback

The partner is required to obtain and use student voice feedback to enhance student experience, therefore it is the ALTs to:

- Ensure that the partner conducts Student Voice Fora in accordance with CCCU policies: <https://www.canterbury.ac.uk/quality-and-standards-office/docs/quality-manual/2023-24/Student-Representation-23-24.pdf> and that information gathered is used to inform course enhancement and mechanisms for feedback loops to students are clear. Invite student representatives to the Boards of Study.
- Ensure that partners are aware of their responsibilities to promote the completion of student surveys, obtaining completion data from partnership offices whilst surveys are live and feeding back to partners, highlighting where response rates need to be improved.

- Ensure that module evaluations are carried out in accordance with CCCU requirements and acted upon.
- Discuss all student feedback with the partner team, supporting development of action plans and monitoring delivery of the actions.

5. STUDENT ADMISSION AND ADMINISTRATION

5.1 Marketing, Recruitment & Admissions

The ALT works in collaboration with the relevant partnership office and academic unit staff such as Marketing manager, QSO and partnership administration staff in the following areas:

- Engage in partner-based recruitment events as appropriate.

5.2 Pre-arrival, Orientation, Induction & Transition

The ALT works in collaboration with Course Directors (CDs) and with the Transition, Orientation & Induction (transitions@canterbury.ac.uk) to ensure smooth student orientation and transition in accordance with CCCU procedures ([TOI](#))

- For International Partners, ensure that the partner team completes Course Essential Template and liaise with the partnership team to confirm that these are updated/uploaded to the course essentials webpages.
- For UK partners, confirm that the partner has updated the course essential documents and all the academic and curriculum related content is appropriate.
- Work with the partner team to ensure that the partner provides effective orientation to study to students, that is in accordance with the partnership agreement and aligned to CCCU's processes ([Student Orientation Best Practice](#)).
- Ensure that the partner confirms that students are effectively inducted onto the course as per the agreement and CCCU procedure ([Student Engagement](#)).

6. PERIODIC QUALITY MONITORING

The ALT works in collaboration with the respective CCCU partnership office to support the partner to prepare for the partner Periodic Partner Review (see [Management of Collaborative Partnerships](#)). Therefore, the ALT is integral to the development of the partner Self-Assessment Report, which involve:

- The partner team collectively considering and reflecting on the student data (performance and enrolment) over the life cycle noting trend, activities previously put in place for enhancement and the impact of these activities.
- Reflecting on the implementation of processes to support student engagement, with respect to what has worked well and areas of enhancement.
- Reflection on learning and teaching, staff availability and overall performance of the partnership.

7. CCCU SUPPORT FOR ALTS

7.1 Induction and Training

Staff appointed as ALTs are generally experienced academic staff and are provided with protected time as part of their workload, to be able to carry out their role. The support available for this role includes:

- LTE hosts annual induction sessions for all new ALTs; existing ALTs may also attend to refresh their knowledge.
- Existing and new ALTs are automatically part of the CCCU ALT Forum and are enrolled on the CCCU ALT Network Teams site which links to all relevant information and is a way of communicating and keeping up to date with others.
- QSO and LTE organise two ALT forums per academic year, one at the start and one towards the end of the year. These fora aim to keep ALTs informed of any changes to CCCU policies and procedures that directly affect their role and responsibilities and are also an opportunity to network with other ALTs, share best practice and raise any issues of interest.
- ALTs are expected to attend training with respect to learning and teaching, provided by LTE for example MAP-HE. LTE will advise when this will be delivered throughout the academic year. Please contact LTE-ADMIN@canterbury.ac.uk for further information.
- For any queries about the content of this guidance, please contact QSO in the first instance, via gsopartnerships@canterbury.ac.uk

This guidance will be reviewed periodically by LTE and QSO, in consultation with the partnership units and the ALTs.