ACADEMIC QUALITY & PARTNERSHIPS OFFICE

APPENDIX 5: PARTNERSHIP TUTOR ROLE DESCRIPTIONS

Section A: Partnership Tutor Role Description (Validation Partnerships)

Purpose of role: Partnership Tutors act as the liaison point between their School and subject specialists at their allocated Partner Institution. They act as critical friends during course development and as controls on quality and alignment with University policy and practice during delivery of the course. This complements the role played by External Examiners and allows us to ensure that standards are properly upheld for students studying on Sussex-validated courses. Partnership Tutors may not always have the in-depth subject knowledge to fully support curriculum development of Sussex-validated courses at the Partner Institution, but they will co-ordinate provision of this expertise by their School, liaising with the Director of Teaching and Learning or Head of School as appropriate. In support of the goals described, Partnership Tutors may be asked to attend committees, working groups, or other events connected to their Partner Institution's activities and to read associated documentation.

Appointed by: Partnership Tutors are appointed by their Head of School; the course(s)/pathway(s) covered by their role will be determined in consultation with AQP.

Appointment commencement period: 1st September to 31st July.

Tenure: Minimum 2 years.

Indicative time commitment: 0.1 FTE.

Letter of appointment: Upon appointment Partnership Tutors will receive a letter from AQP laying out their duties in more detail and identifying their counterpart in the Partner institution. Precise duties will differ depending on the course(s)/pathway(s) Partnership Tutors have responsibility for or the nature of the Partner Institution they will be working with. These differences will have previously been outlined by AQP to the Heads of School to enable them to make the most appropriate appointment to the post.

Point of contact: AQP will keep in contact with Partnership Tutors throughout their tenure to clarify the role, answer any queries they have, and to update them on relevant information or invite them to meetings. Whilst Partnership Tutors (or their nominee) act as subject specialists as regards partner's course development, AQP Managers will act as more generic academic advisers.

Handover: It is hoped that the outgoing Partnership Tutor will arrange for a handover to the new Partnership Tutor to enable learning gained from year to year to be preserved and to better help the new Partnership Tutor adapt to their role.

Remuneration: Schools receive £5000 per Partnership Tutor. This compensates the School for the time the Partnership Tutor spends on work related to the Partner Institution.

Unavailability: In the event that a Partnership Tutor will be unexpectedly unavailable during a time that they are required to undertake activities with their Partner Institution they should notify their line manager who should then notify AQP and liaise with their Head of School to find a suitable temporary replacement.

Role reports into: Each Partner Institution has a University Steering Group overseeing its activity. Partnership Tutors' reports and feedback will be discussed at these, but the nature

and scope of the Partnership Tutor role is ultimately overseen by the University Education Committee.

Illustrative Partnership Tutor Activities (not an exhaustive list):

- Advocating for partner curriculum changes at School Education Committee
- Reading the relevant sections of partner's Annual Monitoring Report to provide feedback to AQP
- Meeting with staff and students at the Partner Institution at least once a term, ensuring that the conditions of (re)validation are being carried out and that staff are up-to-date with subject/sector developments and training
- Providing an annual report on the Partner Institution's activities in relation to the course(s)/pathway(s) overseen to identify best practice or areas requiring development
- Available as a Steering Group member
- Available to attend Board of Study meetings
- Available as panel member for (re)validations
- Available as reader of a partner's full Annual Monitoring Report
- Being encouraged to consider how well the course's teaching methods and learning opportunities help students engage with the University's pedagogic themes of as environmental sustainability, human flourishing, and digital and data futures. These themes are intended to equip students to thrive as engaged, adaptable, and globally responsible citizens.
- Being encouraged to consider how effectively the course supports students from diverse backgrounds and experiences and enables all students to succeed both during their studies and beyond.

Section B: Partnership Tutor Role Description – International Study Centre (ISC)

Purpose of role: ISC Partnership Tutors act as the liaison point between their Faculty and subject specialists at the Sussex ISC. They act as critical friends during course development, help to ensure the quality of the curriculum once delivery is underway, and ensure alignment of the ISC's activities with the University's policy and practice. This complements the role played by external examiners and allows us to ensure that standards are properly upheld for students studying on Sussex-validated courses.

ISC Partnership Tutors may not always have the in-depth subject knowledge to fully support curriculum development of Sussex-validated courses at the ISC, but they will co-ordinate provision of this expertise by their Faculty, liaising with the Director of Teaching and Learning or Faculty Associate Dean for Education and Students, as appropriate. In support of the goals described, ISC Partnership Tutors may be asked to attend committees, working groups, or other events connected to the ISC's activities and to read associated documentation.

ISC Partnership Tutors also have an important role in ensuring that the transition of ISC students to the University proceeds in the best possible way. Tutors ensure that ISC students are kept informed of relevant University and Faculty events, gain an understanding of what it will be like to study their intended subject at the University before they transition, and are welcomed to the Faculty effectively once they have progressed. They also monitor the performance and experience of ISC alumni during their first year of study at the University.

Appointed by: ISC Partnership Tutors are appointed by their Faculty's Executive Dean; the course(s)/pathway(s) covered by their role will be determined in consultation with the Academic Quality and Partnerships (AQP) Office.

Appointment commencement period: usually 1st September to 31st August.

Tenure: Minimum 4 years (with extensions agreed on a case-by-case basis).

Advised time commitment: 0.1 FTE. If the Faculty has greater than 50 ISC students progressing to its courses, the advised time commitment is increased to 0.2FTE or a second Tutor is appointed at 0.1FTE as well. If the number progressing exceeds 100, the advised time commitment is increased to 0.3FTE or a third Tutor is appointed at 0.1FTE. Faculties are entitled to manage this resource as they see fit.

Letter of appointment: Upon appointment, ISC Partnership Tutors will receive a letter from AQP laying out their duties in more detail and identifying their counterpart in the partner institution. Precise duties will differ depending on the course(s)/pathway(s) that ISC Partnership Tutors have responsibility for.

Point of contact: AQP will keep in contact with ISC Partnership Tutors throughout their tenure to clarify the role, answer any queries, and to update them on relevant information or invite them to meetings. Whilst Partnership Tutors (or their nominee) act as subject specialists as regards partner's course development, Partnership Managers (AQP) will act as advisers for general academic-related enquiries.

Handover: The outgoing ISC Partnership Tutor will arrange for a handover to their successor to enable learning gained from year to year to be preserved and to help the new tutor to settle into the role effectively.

Remuneration: Faculties receive a minimum annual payment of £5,000. The payment to the Faculty increases in line with the number of ISC students who progress.

Number of ISC students progressing to Faculty	Payment to Faculty
Up to 50	£5,000
Between 50 and 100	£10,000
Over 100	£15,000
Over 250	£25,000

This payment compensates the Faculty for the time the ISC Partnership Tutor spends on work related to the partnership (although it is not intended as a direct reimbursement of the equivalent salary for the individual(s) concerned). The payment is also intended to fund Faculty activities which support the attainment of ISC students who have progressed to the Faculty.

Unavailability: In the event that a Partnership Tutor will be unexpectedly unavailable at a time that they are required to undertake activities with the ISC, they are to notify AQP and nominate a delegate.

Role reports into: The Partnership Steering Group oversees the activity of the ISC and its partnership with the University. Partnership Tutors' reports and feedback will be discussed at the Group, but the nature and scope of the Partnership Tutor role is ultimately overseen by University Education Committee. Line management of Partnership Tutors within Faculty is a matter for the Executive Dean.

Illustrative ISC Partnership Tutor Activities:

- Advocating for the partnership with the ISC within the Faculty

- Advocating for ISC curriculum changes at the Faculty Education Committee

- Reading the relevant sections of the ISC's Annual Monitoring Report to provide feedback to AQP

- Coordinating informal peer review activities with Faculty and ISC academic staff in relation to teaching, assessment and feedback **(see Appendix A)**

- Meeting with staff and students at the ISC at least once a term, ensuring that the conditions of (re)validation are being carried out and that staff are up-to-date with subject/sector developments and training

- Providing an annual and termly report on the ISC's activities in relation to the course(s)/pathway(s) overseen to identify best practice or areas requiring development. Please note these reports may be condensed and presented to the Steering Group **(see template in Appendix 2)**

- At least once per Academic Year engaging with relevant Faculty in scrutinising data on student performance, outcomes and continuation, to address any attainment gaps.

- Designated Partnership Tutor being available to attend the Partnership Steering Group once a year

- Being available to attend the Student Transition Forum twice a year

- Being available to attend ISC Progression and Award Boards in June and at the end of August

- Designated Partnership Tutor being available to attend recognition or re-validation event as a panel member

- Keep ISC students informed of relevant University and Faculty events

- Support ISC students in gaining an understanding of what it will be like to study at the University

- Take responsibility for ensuring ISC students are effectively welcomed to the Faculty once they have progressed to the University

- Where feasible, acting as Academic Advisor for ISC students who have progressed to the University

- Monitoring the performance and experience of ISC alumni during their studies at the University

- Advising the Faculty Executive Board on matters relating to the partnership with the ISC

- Enlisting the assistance of academic colleagues as necessary where additional subject- specific expertise is required when engaging with ISC-related matter

Appendix 5A

**Cross-institutional peer review between International Study Centre (ISC)
and University of Sussex AY2025/26**

The University and ISC share a common desire to support both improved ISC student attainment and the quality of ISC student transition to the University. A key mechanism for achieving this is to ensure that teaching, assessment and feedback practices are aligned between the two institutions. Such activities also:

- Provide additional assurance to the University community that the ISC is preparing students appropriately for university-level study;
- Enable ISC staff to calibrate the content of their courses to best prepare students for their intended future studies;
- Ensure that academic staff can share best practice and identify potential areas for development.

Building on similar activities already operated by some Faculties, the following structure for reciprocal peer mentoring is proposed for AY2025/26:

1. The process is recognised by all participants to be informal in nature and does not constitute a moderation exercise. Neither will it inform the appraisal processes in place at either the ISC or the University.
2. Teaching observations take place in the Autumn Term. One observation of each course by a Sussex Partnership Tutor or other academic member of staff: one observation by each ISC Subject Tutor of relevant Sussex teaching session.
3. Partnership Tutors should participate in at least one observation but should enlist academic colleagues to assist where additional subject-specific expertise would better support participation.
4. Assessment and feedback observations take place in the Spring Term, following the conclusion of marking of autumn term assessments.
5. Canvas materials should be shared as part of this process, particularly to aid peer review within the International Year One (IY1) programme. Comparable use of Canvas by the ISC makes for a more seamless student experience for those progressing into Sussex and this also supports curriculum development for both partners.
6. Following peer review activity, Partnership Tutors (with input from Sussex colleagues) and ISC course teams to jointly produce a brief subject area report on good practice and areas for improvement for consideration by both parties **(see template in Appendix 1).**
7. Observation rounds may be themed if the Partnership Steering Group determines that there are priority areas for attention.
8. Development meeting to be held in late spring term to discuss reports and agree actions aimed at improving practice and addressing concerns. Details of these meetings should be included in the termly reports.
9. Incorporate outcomes of peer review into Partner Annual Monitoring Review Event (PAMRE).

Appendix 5B

Template report form for Sussex/International Sussex Centre (ISC) peer review activity

Name	
Peer review activity	Teaching observation / Assessment and feedback observation (delete as necessary)

1.   Good practice identified

2.   Actions to be taken/areas for improvement

3.   Please provide comment on performance of ISC Alumni in the first year of study at the University (statistical and anecdotal)

4.   Please provide any feedback from Faculty Executive Boards on matters related to ISC/students

5.   Please provide details of Teaching observations undertaken in the Autumn Term
   a) One observation of each course by a Sussex Partnership Tutor or other academic member of staff: one observation by each ISC Subject Tutor of relevant Sussex teaching session
   b) When these took place and who participated

6.   Please provide comment on the Development meeting held in late spring term (discuss reports and agreed actions aimed at improving practice and addressing concerns)

Signature:	Date:

Please return completed forms to partnership@sussex.ac.uk

Appendix 5C

Annual/Termly Partnership Tutor report template

Partnership Tutor Name	
School	
Partner Institution	
Course(s) / Subject area	
Academic Year / Semester	
Name of main contact(s) at partner	

1. How many visits did you make to the partner institution this academic year? Please include dates, provide some comment on the type of visit/meeting and any outcomes
2. Please note any other activities or events which you have attended this year with relation to the partner
3. Please describe any examples of best practice which you identified during your visits
4. Please describe any areas requiring development which you identified during your visits
5. Have you identified any ways the relationship with the partner could be enhanced?
6. Have you identified any opportunities for new course developments?
7. Please note any other information which you think is relevant

Signature:	Date: