APPENDIX 16: PARTNERSHIP TUTOR ROLE DESCRIPTION

COLLABORATIVE PROVISION COMMITTEE
PARTNERSHIP TUTOR ROLE DESCRIPTION

Purpose

The primary role of the Partnership Tutor is to act as conduit for matters of University academic policy and practice and to facilitate regular two-way communication with the course team within the partner institution. This is to ensure that students on validated or franchised provision have an equivalent experience to those students at the University of Sussex. This is not a recruitment role; it concerns academic quality and standards.

Appointment and Induction

Partnership Tutors will be appointed by the Head of School for each validated course that sits within the School’s portfolio. The Partnership Tutor’s period of tenure is to be determined by the School.

The ADQE (Partnership) Office will meet with all new Partnership Tutors to discuss the requirements of the role. It is also suggested that new appointees shadow the outgoing Partnership Tutor towards the end of their tenure as part of their induction to ensure a smooth transition.

Time Commitment

The annual time commitment will vary depending on the partner institution involved and the nature of the course being covered (e.g. whether it is a standalone course or a subject pathway within a course). Schools should consult with the partner institution, ADQE office and outgoing partnership tutor in order to estimate the time commitment involved.

Key activities

1. Curriculum approval, development and enhancement
   - Attend Curriculum Development and Approval Sub-committee (CDASC) partner cluster group and act as an advocate on behalf of the partner institution for proposed curriculum changes.
   - Recommend the approval of major curriculum changes prior to submission of the documentation to CDASC.
   - Supporting and offering constructive advice to partner course teams, particularly acting as a ‘critical friend’ in the development of courses.
   - Available as a panel member for partner course (re)validations within a cognate subject area.

2. Regular dialogue with staff at partner institutions
   - Fostering a culture of collaboration between the University and its partner institutions through regular dialogue. The partner will nominate a similar ‘link’ person within their own institution, usually the course leader.
3. Visiting partners
   - Meeting with course leaders and other teaching staff or students at the partner institution at least once a term.
   - Attending Boards of Study meetings (or equivalent), no more than twice a year.
   - Monitoring learning resources and notifying the Committee of any major changes to the resources approved at validation or re-validation.

4. Staff Development
   - Advising partner staff on appropriate professional networks and assisting in encouraging engagement with local, national and international networks.

5. Progression
   - Supporting progression for partner students to the University e.g. by arranging an annual visit to the School for partner students and/or staff.

6. Quality Assurance
   - Reporting
     i. **September**: setting out a schedule of planned visits to the partner (using the template in Appendix 1) at the start of the academic year.
     
     ii. **June**: submitting an annual Partnership Tutor report (using the template in Appendix 2) detailing the success of interactions with the partner during the year and identifying any concerns or areas of potential risk to the University.
   
   - **Validation events**
     Available as a panel member for partner course (re)validations within a cognate subject area.

   - **Governance**
     One Partnership Tutor representative will be included in the membership of the Collaborative Provision Committee each year.

Support for Partnership tutors

   - **ADQE (Partnership) Office**
     The ADQE (Partnership) Office provides day-to-day support and guidance to Partnership tutors. In turn, Partnership Tutors work closely with the ADQE (Partnership) Office to ensure a co-ordinated approach to support for partners.

   - **School**
     Heads of School are responsible for appointing Partnership Tutors and for ensuring that Partnership Tutors are supported to meet the requirements of the role. Partnership tutors should agree the time to be dedicated to the role, in discussion with the person undertaking the workload planning, be that the Head of School or Head of Department, to ensure that they are able to carry out all duties.

Role description review
The Partnership tutor role description is approved and reviewed by the Collaborative Provision Committee. This version was approved in August 2016 and should be reviewed again by February 2018.
This schedule should be agreed annually with the partner institution and submitted to the ADQE (Partnership) Office by the end of September. It should include the key activities:

- Termly visits;
- Boards of Study (or similar) meetings;
- Annual partner visit to the University;
- Validation event – if applicable.

<table>
<thead>
<tr>
<th>Date</th>
<th>Reason for visit</th>
<th>Additional Notes</th>
</tr>
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<tbody>
<tr>
<td>e.g. 8 September 2015</td>
<td>Termly visit to Croydon College</td>
<td>Meeting with course team and some current students.</td>
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Please return the completed form to Isabel Costello, ADQE (Partnership) (i.costello@sussex.ac.uk)
# APPENDIX 2

## COLLABORATIVE PROVISION COMMITTEE

### Annual Partnership Tutor Report

<table>
<thead>
<tr>
<th>Partnership Tutor Name</th>
<th>School</th>
<th>Academic Year</th>
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<table>
<thead>
<tr>
<th>Partnership Tutor for:</th>
<th>Partner Institution</th>
<th>Course(s)/subject area</th>
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<tr>
<th>Name of main contact(s) at partner</th>
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1. Were all visits in the Schedule of Planned Visits completed?

2. Other support offered

3. Have you identified any areas for concern or possible risk to the University?

4. Have you identified any opportunities for new course developments?

*Please return the completed form to Gavin Harrison, CPC Secretary (g.j.harrison@sussex.ac.uk)*