

# Guidance BG(i)

## Guidance on the role of the Liaison Officer

### Introduction

The Liaison Officer has responsibility for the day-to-day, course-level liaison with the collaborative partner for a particular collaborative arrangement. For every collaborative arrangement, there will normally be a Kingston University Liaison Officer (ULO) and a Partner Liaison Officer (PLO) who will work closely together on the operation of the collaborative arrangement.

**The University Liaison Officer** plays a key role in assuring the quality, standards and academic coherence of the University's awards delivered by collaborative partners, and in ensuring the quality of the student experience on programmes delivered by partner institutions. Liaison Officers need to have a good understanding of University regulations and quality assurance processes, and appropriate subject expertise in relation to the course delivered by the partner institution. The Liaison Officer's principal role is to have an overview of the programme, to act as the first point of contact within the University in relation to the collaboration, and to liaise with the Partner Liaison Officer on day-to-day matters to ensure the smooth running of the collaborative course. For more detail, see the checklist below.

**The Partner Liaison Officer** has day to day responsibility on behalf of the partner institution to ensure that the academic quality and standards of the awards validated by the University are maintained to the standard required by the University. The PLO is main point of contact for the University Liaison Officer and as such plays a key role in ensuring that the University Liaison Officer is kept informed of issues relating to the course. The PLO also plays an important role in ensuring that necessary information is made available to the ULO (for example, enrolment information, samples of student work, assessment marks etc., and for ensuring in general that the partnership runs smoothly.

**The "Checklist for Liaison Officers"**, below, lists some of the key responsibilities associated with this role. Collaborative partnerships vary in their size and complexity, and therefore the list below is not meant to be exhaustive and should not preclude additional responsibilities being laid down in the Liaison Document (see ASQH Guidance BG (ii)) for the particular partnership. It should, however, give an indication as to the types of responsibilities required by the role, and act as a useful aide memoire for Liaison Officers in managing collaborative partnerships.

It is also noted that in some instances, particularly where large and complex collaborative arrangements are involved, it is beneficial to have a dedicated administrative member of staff to assist the Liaison Officer with certain administrative tasks. In practice, therefore, some of the items on the checklist may be delegated to other staff.

### Further information

For more information about the University's quality assurance processes, please refer to the Academic Quality and Standards Handbook <http://staff.kingston.ac.uk/C3/QAPH/default.aspx> or contact Academic Quality and Standards

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<http://staff.kingston.ac.uk/C18/Academic%20Quality%20and%20Standards/default.aspx>

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### CHECKLIST FOR UNIVERSITY LIAISON OFFICERS

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#### At the start of the academic year:

- Have you met with the Partner Liaison Officer(s) to discuss operational issues for the coming year, to clarify roles and responsibilities for different areas and to agree attendance at meetings relating to the collaboration?
- Does the Partner Liaison Officer have access to StaffSpace and StudySpace? (see paragraph 57, Section B)
- Are induction arrangements in place for new entrants to the course?
- Have you made any necessary changes to the Liaison Document to reflect how the collaboration will operate in the forthcoming year?
- Have relevant changes in University-level regulations and QA policies been communicated to the partner (note: this will be done centrally from 2011/12 but you should ensure that the partner has received and understands the changes)
- Have admission procedures been carried out according to the relevant policies and procedures?
- Have students have been provided with key documentation such as their timetable, student handbook, programme specification, module guides etc?
- Have students have been registered with the University and have access to StudySpace?
- Have student representatives been identified and have they been offered the opportunity to participate in training organised by KUSU (where practicable?)

#### At the end of each module:

- Have Module Review and Development Plans been completed?
- Has student feedback been collected (eg: via the Module Evaluation Questionnaire)?

#### Throughout the year:

##### *Committees and other meetings*

- Are you attending the following committees?:
  - Executive Committee (once a year)
  - Boards of Study (2-3 times a year)

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- Staff-Student Consultative Committee (twice a year)
- Assessment Boards
  
- Is the scheduling of committees such that issues can be raised at higher level committees as appropriate (eg: does Staff-Student Consultative Committee to feed into the Board of Study?)
  
- Is there an effective flow of information between Boards of Study at the partner and any parent Boards at the University (if applicable)?

### *Course review and development*

- Are module mid-point reviews taking place?
  
- Have you forwarded any proposals for changes to the course / to modules to the Faculty Quality Committee, or, if required, to the University? (see section G of the AQSH )

### *Assessment and external examining*

- Are appropriate arrangements for examinations in place?
  
- Are appropriate arrangements for assessment boards in place?
  
- Is assessment is of an appropriate nature, quality and standard, and is it presented in the correct format ?
  - If this is a consortium arrangement, are the same assessments used across the consortium? Is student performance comparable across the consortium?
  
- Has appropriate moderation of student work taken place?
  - If this is a consortium arrangement, are the standards of student work comparable across the consortium?
  
- Have external examiners' reports been forwarded to the partner, and has the Faculty provided a response to the external examiners?

### *Staff development and staff changes*

- Have you forwarded CVs of any new partner staff teaching on the course to the Faculty for approval at the Executive Committee
  
- Are there any staff development needs that you have identified at the partner, and have you made the necessary arrangements for this?

### *Documentary*

- Have the module boxes been kept up to date?
  
- Have you checked and approved the publicity material relating to the course?

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### OPERATIONAL CALENDAR

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The following list shows some (but not necessarily all) of the key events which Liaison Officers may wish to include in an Operational Calendar. The Calendar should be updated prior to the start of each academic year.

It may be helpful to differentiate between tasks that must be completed annually, or each semester.

- staff development events
- applications and interviews
- enrolment and registration
- induction and teaching weeks
- setting, marking and local moderation of assessment
- submission of assessed work for KU moderation
- Boards of Study, Executive Committees, Staff-Student Consultative Committees etc.
- completion of Module Review and Development Plans
- examinations
- transmission of marks to KU
- assessment boards

#### Example:

DATE	ACTIVITY	RESPONSIBILITY	NOTES
	Staff Development		
	Interviews		
	Induction		
	Board of Study 1		
	Staff-student Consultative Committee 1		
	Moderation of assessment		