

Course Administration.

HANDBOOK

2021-2022



What is the purpose of the handbook?

The handbook sets out all administrative and operational activities that are essential to the efficient delivery of a successful taught course (at undergraduate or postgraduate level). In line with our Learning and Teaching Strategy, our courses at Canterbury Christ Church University should be aiming to:

- Attract students by igniting a passion for learning, enthusing them and helping them to appreciate the course's value and relevance.
- Retain our students by keeping the course current and pertinent, but also by ensuring that students receive support with their academic and professional development as well as with their wellbeing so they can continue to get the most of their time at University.
- Consistently offer an excellent experience to all students, regardless of their course, their background and circumstances.
- Enable students to achieve their personal best so they can graduate successfully and be ready for the next stage of their studies or career pathway, and personal journey.

All members of a course team play a part in the realisation of these goals. This handbook complements the ***Course Management Handbook***, which focuses more on academic matters, and which is designed mostly (though not solely) for the use of the Course Director (CD) and academic team.

In this Course Administration Handbook, the focus is on the role of the Course Administrator, or staff with a different job title but who contribute to the smooth delivery of a course or set of courses, from an administrative and operational perspective. We will refer to 'a course' throughout the document for ease of reading, but the guidance applies to all the courses you are responsible for.

The role of the Course Administrator is based within the Faculty Academic Administration Team. The primary aim of the role is to work closely with other support functions including Faculty Quality, Faculty Operations and central Professional Services to support academic colleagues

in delivering an outstanding student experience, from the initial admission of students to their graduation.

Faculty administration is also part of the wider university academic administration and part of your role involves contribution to university-wide events, including: Open Days, Applicant Days, A-Level Results Day, Registration Events, Examinations and Graduations.

The precise role of each member of the course administrative team varies depending on the School or Faculty. The handbook is written to cover all key course activities, but the exact allocation of tasks in each course will differ. Your line manager will provide guidance and direction for your role. To familiarise yourself with the context in which your role operates, it is highly recommended that you read the ***Your Essential Guide*** and the Course Handbook (one per course, available on Blackboard). These guides will help you become more accustomed with the terminology used for a variety of roles and activities relating to course delivery.

The approach of this handbook is to provide a comprehensive overview of the administrative tasks to be undertaken for any course to run well. It is not aimed at giving any detail of how these tasks are carried out in practice. Other documents, training material or training sessions provide the necessary guidance, and these are made available by the Faculty administration team, Planning and Academic Administration and other Professional Services. The list of tasks in this handbook could initially seem a little daunting for you. However, you should remember that responsibility for these tasks is often shared and implemented at various times during the academic year, so that the spreading of workload is balanced for all. Your line manager will guide you in understanding where your responsibilities lie.



How to engage with the handbook?

The handbook is organised in a thematic way, covering seven key areas. Many activities associated with each area need to be performed concurrently, and the handbook is therefore not organised in chronological order. You may wish to engage with the handbook as a whole, or refer to it at a time when you have queries about a specific area of activity.

Some elements of the handbook may not apply to your course, and you may also have additional tasks not listed in this handbook, because each course is unique, and also because Faculties and Schools function slightly differently. If you are in any doubt which aspects apply to you, do discuss this with your line manager.

Many links in the handbook, and the key contacts and glossary at the end of it, will direct you to the relevant information or to people who can help.

SUMMARY OF THE SEVEN AREAS



1

Support for Course Team

- Day-to-day support of Course Director
- Team communication
- Flow of information
- Course team meetings
- Boards of Study (BoS)

2

Course Design, Development and Review

- Alignment to approved course documentation
- Codes
- Modifications

3

Marketing, Recruitment and Admissions

- Open Days and other events
- Publicity
- Clearing

4

Pre-Arrival, Orientation, Induction and Transition

- Course Essentials
- Welcome week/ Induction planning
- Personal Academic Tutor Process
- Timetabling

5

Student Support and Student Procedures

- Personal Academic Tutor (PAT)
- Attendance monitoring
- Retention and progression monitoring
- Extenuating Circumstances/ TLAs/LSPs
- Cause for Care and Concern
- Fitness to Study/ Fitness to Practise
- Academic integrity and academic misconduct
- Appeals/Complaints

6

Student Voice and Engagement

- Module evaluation
- Course Reps
- Staff-Students Liaison Meetings (SSLM)
- Students' surveys

7

Course Administration and Delivery

- Course handbook
- Blackboard course and module sites
- Turnitin set-up
- Placement/Work-based learning
- Assessment schedule
- Mark entry
- Boards of Examiners (BoE)
- Archiving of student work
- PSRB
- External Examiner

1

Support for Course Team

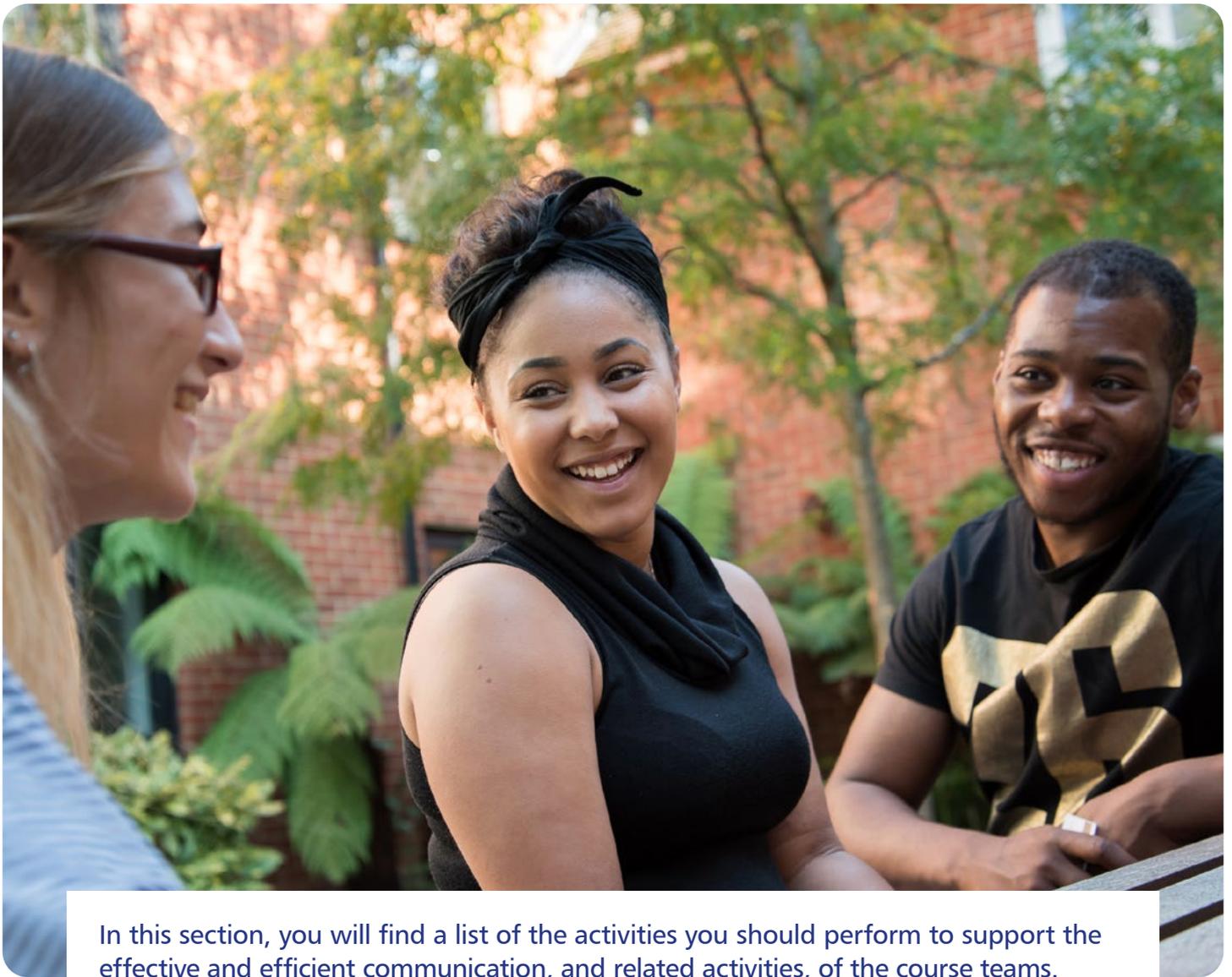
Who is part of your course team?

As Course Administrator, you are a member of multiple teams, usually supporting a portfolio of courses, in liaison with students, academic staff, Professional Services and external stakeholders where applicable. You hold an essential intermediary role between the different parts of your Faculty and the University. The course team you are supporting usually comprises:

- A Course Director (CD) or equivalent
- Module leaders for each module
- Other teaching staff (some of whom may be part-time or hourly-paid sessional members of staff)
- Supporting staff such as technicians, demonstrators, mentors, University instructors
- Students, including course representative/s elected by the students
- Staff and teams at Faculty level who support the course team.

Other stakeholders are also involved with the design and delivery of courses, and you may be in touch with the following people in some instances:

- Professional Services who have a role in supporting course design, delivery and monitoring: Planning and Academic Administration (PAA), Learning and Teaching Enhancement (LTE), Quality and Standards Office (QSO), Library and Learning Resources (LLR), Student Wellbeing Services (SWS), Careers and Enterprise Hub, i-zone (the student helpdesk and one-stop shop for information), Graduate College.
- External stakeholders such as external examiners, services users, employers, partners and placement providers, etc.



In this section, you will find a list of the activities you should perform to support the effective and efficient communication, and related activities, of the course teams.

How to support your course team

- Support the Course Director (CD) to ensure good communication channels within your team and wider, particularly for combined honours courses, to resolve student issues and to improve the course and student experience.
- With the CD, ensure reciprocal exchange of key information relating to the course and broader University messages (for example, the introduction of a new policy on Academic Integrity).
- Support the course team with the development of local protocols and documentation in line with Faculty and University requirements.
- Keep updated with changes to University policies, procedures and processes which relate to your course.
- Support the organisation of team meetings during which the team discusses areas covered in the *Course Management Handbook*: invite appropriate members, attend the meeting and take a record of action points.
- If required, attend the Boards of Study (BoS), which are regular meetings where the delivery of the courses is discussed, led by School or Faculty management and in the presence of student representatives.
- Support the CD to ensure all module leaders engage with the Module Leader Handbook.
- Support the CD to ensure all Academic Link Tutors engage with the Academic Link Tutor Handbook.
- Support the induction of new colleagues, by, for example, signposting them to relevant documents, procedures, training, etc. Participate in the building of good working relationships amongst the team, and ask for, as well as offer, support when needed.
- Support the CD to resolve day-to-day course issues (e.g. timetable, students' extensions and other elements discussed later in the handbook) within agreed guidelines and in liaison with relevant parties.

2

Course Design, Development and Review

How are courses approved and reviewed?

New courses are designed by academic teams, with the support of Professional Services. Their design is aligned to key University strategies and to external requirements specific to each discipline. Some of the relevant University strategies include the Learning and Teaching Strategy, the Technology Enhanced Learning Strategy, Christ Church Graduate Attributes and other frameworks listed at the end of this Handbook.

It is important that you understand how courses are designed, even if you do not take an active part in the design process, as this will have a direct impact upon your work once the course is approved. When it has been decided to set up a new course, a quality assurance process needs to be followed before the course can be officially approved, advertised to applicants and delivered. This process is overseen by the Quality and Standards Office (QSO), and, at Faculty level, by the Course Director and team, with the support of the Faculty Director of Quality and Faculty Quality Manager. A similar process applies when an existing course has come to the end of its six-year of operation, and enters a process called Periodic Course Review (PCR).

Following some consultation with various stakeholders, course teams fill in documents, created using the [Course Approval, Modification and Review Process](#). Once approved, no changes can be made to a course unless

the team goes through and seeks approval for another process, called course modification, which is also led by QSO and/or Quality teams in the Faculty. For example, a course administrator cannot change an assessment weighting on the Student Record System or the number of assessments, unless that change has been approved first.

The outcome of the course approval or periodic review will be the creation of documents that you regularly refer to:

- A course specification
- Module specifications (one for each module, containing the assessment pattern and weighting for each assessment)
- Course handbook (the CD, supported by the course administrator, amends this each year for necessary updates on staffing, timetabling, etc.)
- Academic Calendar

The outcome of these processes also leads to updates to the Student Record System in relation to Course structure or code, Module codes, Module diets, Assessment components and Assessment weighting. These are therefore key documents that you should be familiar with for processes that involve checking data quality and querying aspects that may appear to be anomalies in the Student Record System.

Tasks to undertake after course approval, modifications or periodic review

- Ensure resulting changes to course and module content (including assessments) are reflected in the course and module handbooks, on Blackboard, on the Student Record System, etc. This includes checking the correct modules, assessment components and weightings before entering marks.
- If late modifications to courses and modules have occurred, work with the Course Director to ensure that the impact of these changes is reflected in handbooks, Blackboard, timetable, etc.
- Raise any anomalies or inconsistencies which may cause issues in the delivery of the course with the course team.
- Guide the team towards the QSO process for modifications if they wish to make any changes to their modules and/or the course.

3

Recruitment and Admissions to Help

How do students' applications get processed?

The Course Enquiries team, based within the Department of Marketing and Communications, provides the first point of contact for all pre-application enquiries. These are logged on the Customer Relationship Management (CRM) system so that enquiries can be tracked and managed appropriately.

The Admissions Team, in the Directorate of Planning and Academic Administration (PAA), are responsible for the processing of all UCAS and direct applications from prospective students. From July until early October, they also process applications made through the UCAS clearing system and there are events and

activities throughout this period where staff across the University, including course teams, will be involved.

The Admissions service is centralised. This means that the Admissions team will make offers to applicants and refer borderline cases to academic staff, who will need to review the application on SITS. Where an interview is used as a selection method, the Admissions team will manage the process for applicants to book onto, or be invited to an interview, and will then process the decision after the interview has taken place.

Tasks to undertake in relation to recruitment and admissions

- Refer any admissions enquiry related to your course to the Admissions Team.
- Support the Course Director to liaise with the Admissions Team for applicants who wish to be considered for Advanced Standing (to come into Christ Church at a specific level of study, e.g. direct entry at level 5), and with your Faculty Quality team to process requests from students for Recognition of Prior Learning (RPL) as per the University procedure.
- If required, assist with confirmation and clearing, either by working in the central Clearing Call Centre, assisting at an Open Day or other recruitment and outreach events.

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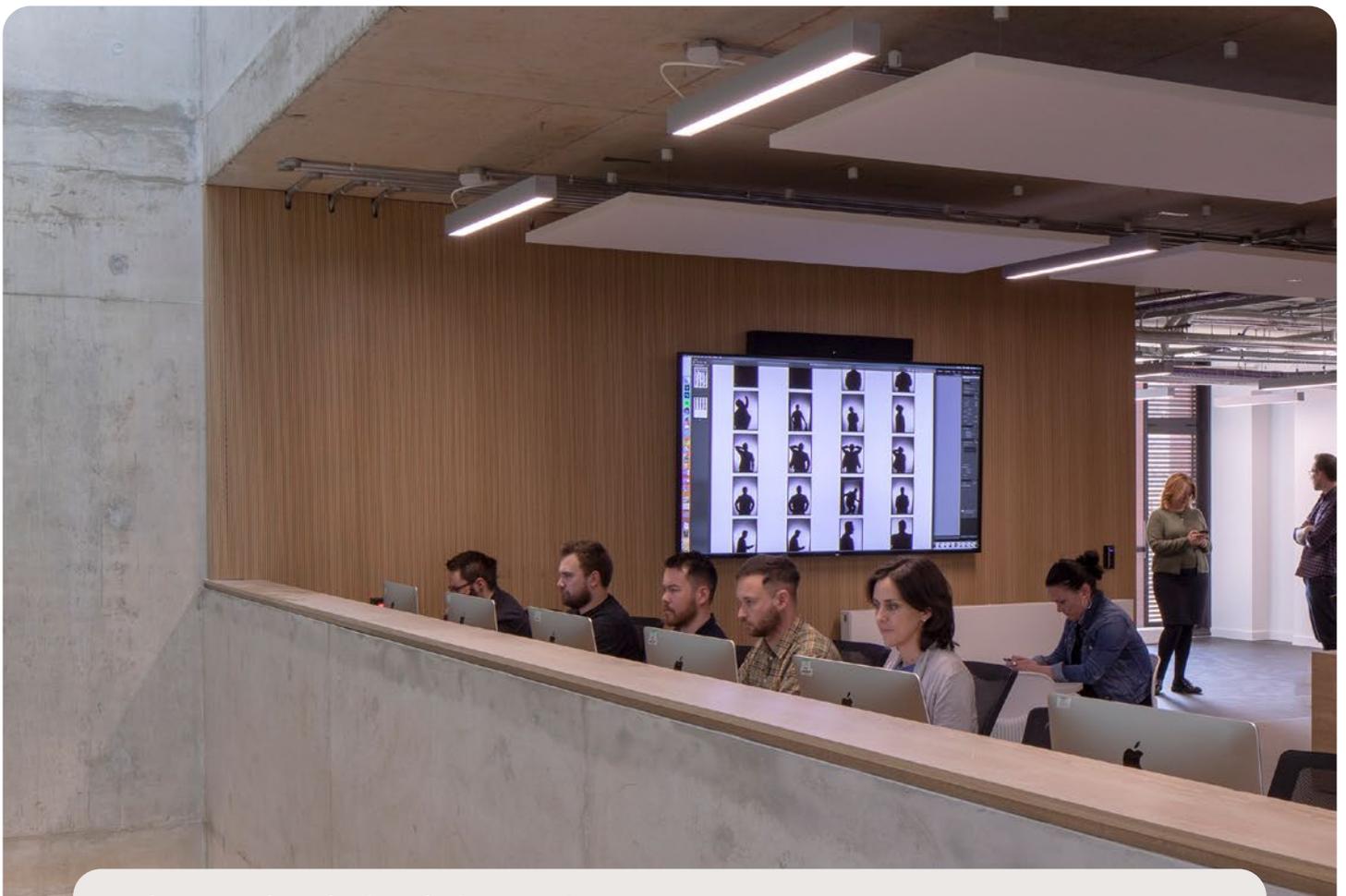
Pre-Arrival, Transition, Orientation and Induction

Introduction: what is transition, orientation and induction (TOI)?

This section covers the work done by academics and Professional Services at central and Faculty levels to welcome new students (at all levels) and facilitate students' transition from one level of study to the next.

Academics and their course administrators or CSOs (Course Support Officers)(depending on the Faculty work in collaboration with the Transitions Team (transitions@canterbury.ac.uk) to prepare for the arrival of students in various ways, in particular:

- The design of 'Course Essentials' information which is published for applicants who have accepted an offer to study.
- The preparation for Welcome Week to provide new students with a smooth transition to University, support early engagement and establish a sense of belonging within the cohort, being mindful of specific
- student groups. This also includes the Welcome Week timetable of activities for new students and returning students. Reference to information and activities from the Welcome Hub should be included in the induction of new students on your course.
- The organisation of activities for Academic Development Week (ADW) in late October and Personal Development Week (PDW) in late January.
- As Course Administrator, your role is to support the academic and operational teams in these preparations.



Tasks to undertake in relation to TOI

- If it is part of your role, book rooms for course-level welcome and induction activities, using the OnTime Timetabling and Rooming system, and ensure the rooming information is updated on the Welcome Week information.
- Populate the Course Blackboards with general information (Course Handbook, welcome and induction events, etc.) and ensure students are given access to the Blackboards. Module Blackboards, where students go to find information about a specific module and where they submit most of their assessments, are generally set-up for the whole academic year in the weeks preceding the beginning of the new academic year. There is more information about this in Section 7.
- Arrange for hard-copy resources to be available to students for course-level welcome and induction sessions, if required.
- Respond to student and staff queries concerning dates, times and venues of Registration and other induction events.
- Check the Student Record System for up-to-date information on student status in order to confirm with academic colleagues which students are enrolled and registered on the course, and which ones have not yet completed registration processes. For other outstanding issues, liaise with the correct service (e.g. UKVI, compliance team).
- If a student has been granted Recognition for Prior Learning, ensure that their record is amended on the Student Record System.
- Ensure all modules have timetables, and that these are communicated to students. Some of these tasks are managed through university systems and software which you will receive training on. More specifically, you should:
 - Work with course teams to ensure the appropriate rooms are requested for all modules when Attendance and Timetabling requests reach your Faculty. Room booking involves all variety of teaching activities, i.e. lectures (which will be recorded via ReCap, the digital learning capture service), seminars, workshops, etc.
 - Request additional rooms on behalf of academic staff for events not included in the original requests, and inform Timetabling and Attendance.
 - Support students if they cannot access their Individual Student Timetables (IST) or do not understand the information on the IST.
 - Allocate students to groups, if required by some modules.
 - Help academic staff identify solutions to rooming issues, including communicating with students where necessary.
 - Help to plan and organise trips and events outside of the University campuses.
 - For courses involving placements, liaise with placement providers if required (see section 7).

5

Student Support and Student Procedures

As course administrator, your work will directly engage with student support and associated procedures. You need to ensure that you comply with [GDPR data protection principles](#) when dealing with personal data. The following sections describe how to support the student journey.

Student welfare support

- Engage with the Christ Church Mental Health and Wellbeing Framework, Student Support and Guidance and be familiar with the variety of services offered to students by Student Wellbeing Services (SWS) including the Student Disability Service, the Student Mental Wellbeing Service, and Student Support Advisers. These services offer regular drop-ins at the Canterbury and Medway campuses. Consult the [Access to Student Support](#) guide to help you signpost students.
- Student Wellbeing Services are responsible for Learning Support Plans (LSPs) and Fitness to Study referrals. If an LSP (and/or Placement Support Plan) has been developed by the SSHWB team (Disability Adviser or a Mental Health Practitioner) with individual students, and agreed with the Course Director and academic team, you should ensure that details are shared with the appropriate staff (only those who will come into contact with the student on a regular basis).
- Liaise with the Course Director to ensure that all new students have a Personal Academic Tutor (PAT) allocated at the start of the academic year and allocations are communicated effectively to students. Students tend to keep the same PAT throughout their studies, unless the PAT leaves/is away. Support the PAT system to ensure that it is working effectively for all students.
- Ensure timely responses to student queries and either provide advice or refer them to another service as appropriate (you may refer a cause for care and concern to SSHWB). For information about their module choices (if applicable), their marks following boards, how to apply for extenuating circumstances or changes to study, refer students to “MyRecord”, which is the student-facing side of the Student Record System that students have access to.
- Liaise with the Course Director, Personal Academic Tutors and Course Support Officers (CSO) to highlight any concerns that you might experience when communicating with a student.
- Be familiar with the Christ Church [Retention and Success Framework](#).
- Be familiar with the [Student Engagement in Learning Policy](#).
- If required, monitor student attendance for the modules under your remit, using the [Student Engagement Dashboard](#). Share the information with the course team and support the module leaders and Course Director in contacting students who have not been attending. Review all student attendance to highlight levels of engagement and meet the Immigration Compliance requirements in relation to Student visas (formerly Tier 4 students) (see Appendix A of the Student Engagement Policy).

Student welfare support continued...

- Regularly provide other data relating to student retention, progression and achievement, using the Student Engagement Dashboard and other systems like TDS for attendance monitoring. This allows the Course Director and academic team to identify trends about the courses. Administrators can run reports through the University systems such as Power BI. Data can be about the progression and achievement of students by age, ethnicity, disability, etc. Other data can be the number of complaints, appeals, misconducts, extenuating circumstances, which can be obtained from the Student Procedures Office. The data are used by the course team when engaging with Continuous Improvement Planning and with Boards of Study.
- Support the Course Director in monitoring all students' progress to ensure that they are performing to their capability, keeping up-to-date records of late joiners, students who have made use of extensions, students with a poor attendance record, or returning from a period of interruption, and generally, students who are deemed "at risk" of disengagement.
- For completing students, be aware of the Alumni services of the University.
- Support students who wish to make an interruption to their studies, to change their studies, or to withdraw from the University, following the guidance on Changes to Study, Interruption and on Withdrawals.
- When a student is withdrawn, ensure their work is archived and then remove students from the module and course Blackboards, timetables, mailing lists, etc.
- With PAA, support graduands and graduates, including taking part in the graduation ceremonies as a helper.

Administration of Student Extenuating Circumstances

- Be familiar and engage with the University's Student Procedures concerning Extenuating Circumstances (EC), which offer short-term support to students in difficulty, through three options: Self-Certifications, Evidence-Based Extensions, and Impaired Performance. The procedures also offer help in the medium-term through Temporary Learning Agreements (TLAs). Advise students appropriately on these procedures, and apply them consistently.
- Log and process all Extenuating Circumstances requests received. Take decisions on self-certification EC requests and forward Evidence-Based requests to the Course Director or Faculty Extenuating Circumstances panel for approval.
- For Impaired Performance, support the Course Director in sending the request to the EC Faculty Panel.
- Log all TLAs that are agreed. Send a copy of the TLA to the relevant Faculty ECRF Panel.

Fitness to Study / Fitness to Practise

- Be aware that the Fitness to Study policy and procedure should be followed when there are concerns relating to a student's health, wellbeing and/or when their behaviour is having a detrimental impact on their ability to progress academically and function at Canterbury Christ Church University.
- Where a course is subject to Fitness to Practise/ Professional Suitability, such as in nursing, be familiar with the requirements, particularly also in relation to the Disciplinary and Fitness to Study procedures.
- Be familiar with the Student Professional Code of Conduct.
- Support the Course Director if any of these procedures are implemented for specific students in your course.

Academic Misconduct, Disciplinary

- Be familiar with Christ Church's *Digital Code of Conduct*, the Student Code of Conduct, included in the *Disciplinary Procedures*, and the *Academic Integrity Policy* and associated Academic Misconduct Procedures.
- Support module leaders with the preparation for plagiarism reviews by ensuring that Turnitin submission points are created with the correct standardised settings and if needed, download and provide the Similarity Report to the Investigating Officer. Support academic staff who undertake academic misconduct investigations.
- For disciplinary procedures, understand the procedures, what type of student's action falls under these procedures and what steps to take if they believe these procedures should be considered.

Student academic appeals

- Understand the *Academic Appeals* procedures and process, which a student should use if they wish to request a review of a decision made by a University Body (e.g. Board of Examiners, Faculty Extenuating Circumstances Panel) about progression, assessment, Extenuating Circumstances, etc.
- Be clear about who to refer students to if they require advice and support about appeals (e.g. Students' Union or Student Support Advisers). The Student Procedures Office manages appeals and will usually contact the Course Director and team for information about a case.
- Provide timely responses as appeal cases are subject to clear timescales for each step in the process, including appeals received during the reassessment periods.

Student complaints

- Understand the *Student Complaints procedures* and process, and be clear about who to refer students to if they require advice and support about complaints (e.g. Students' Union or Student Support Advisers).
- The Student Procedures Office manages complaints at Formal Investigation stage and may contact the Course Director and team for information about a case. Provide timely responses to them as complaint cases at the formal investigation stage are subject to clear timescales.

6

Student Voice and Engagement

The importance of the student voice at course level

The University Learning and Teaching Strategy states that *“we recognise that student representation, engagement and partnership have important roles in improving the student experience.”* It is therefore important that course teams, including administrators, engage students in the design and delivery of each course, and take on board their feedback (sometimes referred to as ‘the student voice’).

Each course, or suite of courses is required to have at least one student representative per cohort.

The representatives are elected by fellow students at the beginning of each academic year, and the Course Director will follow the guidance in section 2.3 of the [*Quality Manual*](#) to complete this.

The course team decide to either organise elections on campus or ask the Students’ Union to organise elections for them digitally. In all cases, the course team need to encourage students to participate.

Course Administrators play a vital role in the achievement of these goals through key responsibilities which are listed below:

Student voice at module level

- Set up **Module Evaluation Questionnaires** (MEQs) on each module Blackboard, or remind module leaders that MEQs should be circulated and completed by students towards the end of the module. The MEQs give an opportunity to students to comment on the effectiveness of each module.
- If required, collate the results of the MEQs for presentation at Boards of Study or other.

Student voice at course level

- Make yourself familiar with the role of student reps, using the Students’ Union’s (SU) pages. Contact course reps@ccsu.co.uk if you have any queries.
- Once the SU has communicated the names of the course reps to CDs, add their details to the Course Blackboards and amend them year each.
- Support the Course Director in ensuring that students are invited to attend formal meetings such as Student Staff Liaison Meetings (SSLMs), Boards of Study, and Periodic Course Review.
- Post the SSLM and Boards of Study minutes on the Course Blackboards, and ensure that the relevant colleagues, including those from Professional Services (Learning Developer, Learning and Research Librarian, Digital Academic Developer, etc.) are included on the circulation list for information.
- If required, promote student participation in the annual national and University surveys: National Student Survey (NSS) and UK Engagement Survey (UKES) for Undergraduate courses; Postgraduate Taught Engagement Survey (PTES); Student Digital Experience Insights for students at all levels.

7

Course Administration and Delivery

This section focuses on the day-to-day delivery of courses and their modules, from the preparation of the materials needed for the modules, to the mark entry of students' marks on our systems, and the organisation of Boards of Examiners (BoE) which confirm the marks.

In each sub-section, the tasks that you should undertake to support the course teams are listed, with links to useful additional information.

Some courses may be delivered at collaborative partner institutions (UK and International). This differs by Faculty, so be aware of local arrangements.

Preparation for course delivery

- Ensure that the Course Handbook is submitted by the Course Director by the required deadline, using the most up-to-date *University template*. Make this Handbook available to all students, for each course, through the course information section on the Course Blackboards.
- Update all module and course Blackboard sites for each cohort. Before the academic year starts, ensure your Digital Academic Developer (DAD) has received the list of modules that will run in that academic year, in which semester/trimester they will run. Ensure that each board follows the agreed University Blackboard layout.
- After student registration and re-registration has opened, ensure that students are added to the appropriate Blackboards.
- For any new module Blackboards, ensure that the relevant Course Director, Module Leader, other teaching staff, Learning Developer and Learning and Research Librarian are enrolled as instructors and can add support materials and information under the relevant tabs.
- Support module leaders in the production of up-to-date module information on any additional platforms as well as on Blackboard sites. Learning materials should be as accessible as possible, as highlighted by the ratings of Blackboard Ally. Highlight issues of accessibility to module leaders.
- Identify operational issues that are impeding the effectiveness of the course and work with the Faculty teams (and beyond if needed) to resolve them.

Assessments, reassessments, Boards of Examiners

- Understand the Undergraduate and Postgraduate Assessments Regulations and Awards processes, and provide appropriate advice to students when needed. This includes awareness of how these processes link with support procedures such as Extenuating Circumstances (ECs), Temporary Learning Agreements (TLAs) and Learning Support Plans (LSPs). These can result in extensions or, as required, deferral of assessment beyond the Board.
- Liaise with the Course Director (CD) and team to produce a calendar of assessment deadlines for the courses to avoid, whenever possible, the bunching of deadlines for students within the courses. It is important that the relevant academic calendar requirements are met and the implications for combined honours students (if applicable) are considered.
- Support the CD to ensure that all module leaders have published their Module Handbooks (which contains assessment information and deadlines, including for return of marks and feedback) and that the assessments deadlines are published in the relevant area of the Student Record System.
- Guided by the calendar of assessments and conforming to the agreed University Blackboard platform guidance, set up the appropriate assessment submission points for the modules within your course (for example, Turnitin submission points).
- If applicable, support the CD to ensure all formal examinations (including reassessments) are organised following the University procedures for formal examinations. Liaise with the Student Operations Team in PAA and/or the relevant staff at Faculty level to determine examination dates. For examinations which are held locally, advise module leaders and other staff involved to understand their obligations and arrangements for invigilation as necessary.
- Support the CD in the returning of the exams papers to the Students Operations Team in PAA within the required timeframe.
- Support the CD in the collection of exam scripts from the examination venue/Student Operations Team and distribution to markers within the required timeframe and the Marking Procedures.
- Liaising with all module leaders, enter marks post-penalties and caps for all assessments on the Student Record System, in line with webmark entry deadlines.
- Liaise with the course team to ensure documentation for marking and moderation for all modules is completed and stored appropriately. Marking Procedures must guarantee that assessments marks/grades and feedback are returned within 15 working days of the deadline for assessment submissions, and that marking of after-deadline submissions is done (albeit beyond the standard marking times). Any work that is not marked within 15 working days of the submission date should be escalated to the CD and or Faculty manager, unless exceptions apply (e.g. for dissertations, extended studies).
- Support the two-tier Boards of Examiners (BoE) process alongside PAA and your Faculty office, in line with the relevant academic calendar. If requested, ensure all relevant staff are invited (including External Examiner), including for reassessment boards. Ensure all appropriate documentation is available for the CD, Module Leaders, External Examiners and any nominees as appropriate.
- If needed, support the CD to ensure chair's actions (decisions taken after a formal board) are taken to add or rectify marks to students' profiles and ensure these are actioned as appropriate.
- Keep a log of EC, LSP and TLA decisions, where appropriate (both course and Faculty Panel) and cross-check prior to mark entry to ensure the appropriate mark or Board decision is correct for each student going into the Module Board.
- Support students' enquiries when results are published, including during reassessment periods, signposting them to appeal information and support services where appropriate.
- Organise archiving of students' work, and deletion of archives according to the Christ Church Retention Schedule, to comply with GDPR (usually, but not always, work needs to be kept for 6 months after the Board of Examiners that makes the award for students, and then be deleted).

Placements, work-based learning (WBL) activities and apprenticeships

- Keep up-to-date with the courses in your area of responsibility which include placement activity and the timings of those placements.
- Be aware of the requirements of professional and statutory regulatory bodies and others associated with placement activities. For example, for Initial Teacher

Education courses, there is a requirement for the student to meet the Teachers' Standards (2011, Department for Education) in order to gain Qualified Teacher Status (QTS) and there are other national requirements on other courses where these lead towards a professional status.

Placements, work-based learning (WBL) activities and apprenticeships continued...

- For the Faculty of Medicine, Health and Social Care and the Faculty of Arts, Humanities and Education, most students are required to have completed their mandatory training and meet the pre-requisite Occupational Health (OH) and Disclosure and Barring Service (DBS) checks before they are deemed to be 'ready' to attend placements. The needs of each course varies slightly and this information can be found in the '*Readiness to Practise*' document. The needs of each course can vary and the appropriate requirements for each course will be available within your Faculty documentation.
- Become familiar with how the organisation of placements and work-based learning activities in your Faculty is carried out. For example, in the Faculty of Medicine, Health and Social Care all external placements are run through the Practice Learning Unit (PLU), with the exception of some community volunteering and work-related experiences. In the Faculty of Arts, Humanities and Education placement tasks sit within the Academic Administration Team with specific team members in liaison with relevant Academic staff and partners.
- For the Faculty of Science, Engineering and Social Sciences placement activities are administered by the Employability and Placements Operations Officer (Placements.FSESS@canterbury.ac.uk) and organised in liaison with relevant Academic staff and partners. The faculty offers a variety of placement activities with different needs and start dates. Some courses require students to have completed their Disclosure and Barring Service (DBS) checks before they are able to attend a placement. Other courses have opportunities to go abroad, and students require arranging their own travel insurance through the Insurance Officer. The Employability and Placements Officer works closely with Enterprise and Employability for the organisation of career workshops and events (e.g. interviews skills and CV writing session).
- All Faculties use external (and different) placement databases to manage placement activity processes and record appropriate data and information about placements.
- If required, regularly communicate with and answer queries from stakeholders and partners who support placements/WBL internally and externally (including employers/supervisors, etc.)
- If required, ensure that the information provided to students in relation to their placements/WBL is clear and up-to-date, and that good communication is kept with the students on placements or in a work-based setting, in particular for their assessments.

Apprenticeships

- The University offers apprenticeship routes for higher and degree apprenticeships. Apprenticeships are backed by the government and encourage collaboration between employers and universities in a wide range of industries. The aim is to train a highly skilled workforce to drive economic development across the UK, benefiting the employer through the ability to upskill and retrain their workforce. If you are required to support apprenticeships, advice and support is available from the University's *Apprenticeships Unit*.

External Examiners and Professional Bodies

- Familiarise yourself with the External Examiner (EE) role at course level. Follow the *Quality Manual* to have a good oversight of how to support the course team and the EE throughout the year.
- Ensure you know who the External Examiner is for the course (some courses have more than one examiner).
- Give your External Examiner access to all relevant module Blackboards, so they can sample students' work as they see fit, as per the *Marking Procedures*.
- Once approved through the required University process, post the External Examiner annual report and Course Director response on the course Blackboard sites.
- For courses with an external body (PSRB), be aware of who the specific professional body/ies are for your courses and any requirements that affect these courses.

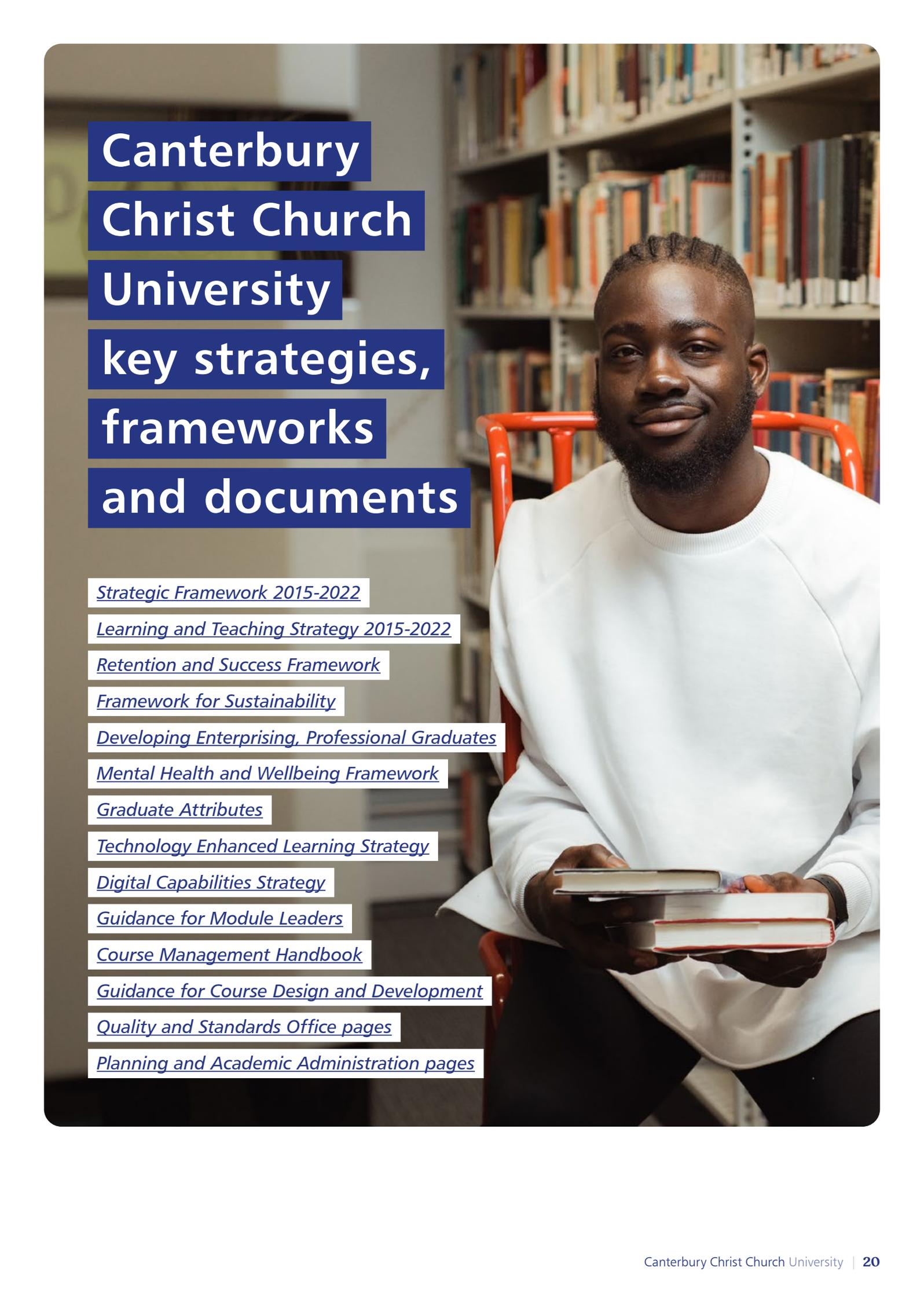
Key contacts for

Course Administrators

Department	Email address and extension
Security	Emergency: ext. 2111 Canterbury Campus: ext. 2355 security.managers@canterbury.ac.uk
i-zone	Canterbury: ext. 2222 Medway: ext. 4444 i-zone@canterbury.ac.uk
Classroom emergency line	Ext. 2344
Employability and Skills Managers	employability@canterbury.ac.uk
Human Resources	hr@canterbury.ac.uk
IT services desk	it-service@canterbury.ac.uk Ext. 2626
Facilities Helpdesk (parking, log faults, logistics, etc.)	facilities-helpdesk@canterbury.ac.uk Ext. 2325
Faculty Director of Learning and Teaching (FDLT): <ul style="list-style-type: none"> Faculty of Arts, Humanities and Education: Catherine Carden Medicine, Health and Social Care: Julie Taylor Science, Engineering and Social Sciences: Gemma van Vuuren-Cassar (Interim) 	Catherine.Carden@canterbury.ac.uk Julie.Taylor@canterbury.ac.uk Gemma.Van-Vuuren-Cassar@canterbury.ac.uk
Faculty Director of Quality (FDQ): <ul style="list-style-type: none"> Arts, Humanities and Education: Richard Brown Medicine, Health and Social Care: Kathryn Summers Science, Engineering and Social Sciences: Belinda Siesmaa 	Richard.Brown1@canterbury.ac.uk Kathryn.Summers@canterbury.ac.uk Belinda.Siesmaa@canterbury.ac.uk
Faculty Registrar (FR): <ul style="list-style-type: none"> Arts, Humanities and Education: Louise O'Sullivan Medicine, Health and Social Care: James Popple Science, Engineering and Social Sciences: Giles Polglase 	Louise.OSullivan@canterbury.ac.uk James.Popple@canterbury.ac.uk Giles.Polglase@canterbury.ac.uk
Digital Academic Developer (DAD) in LTE <ul style="list-style-type: none"> Schools of Teacher Education; Psychology and Life Sciences and Institute of Medical Sciences: Sam McFarlane Schools of Humanities and Educational Studies; Nursing, Midwifery and Social Work; Business School: Lynne Burroughs School of Creative Arts and Industries; Centre for Language and Linguistics: Simon Starr Schools of Allied and Public Health Professions; Engineering, Technology and Design; Law, Policing and Social Sciences and Graduate College: Wayne Barry 	Sam.McFarlane@canterbury.ac.uk Lynne.Burroughs@canterbury.ac.uk Simon.Starr@canterbury.ac.uk Wayne.Barry@canterbury.ac.uk

Department	Email address and extension
Faculty Managers of Operations: <ul style="list-style-type: none"> Arts, Humanities and Education: Jamie Marchetti Medicine, Health and Social Care: Sandra Kendall Science, Engineering and Social Sciences: Joe Bufton 	Jamie.Marchetti@canterbury.ac.uk sandra.kendall1@canterbury.ac.uk joe.bufton@canterbury.ac.uk
Faculty Managers of Quality: <ul style="list-style-type: none"> Arts, Humanities and Education: Elisabeth Lampert Medicine, Health and Social Care: Charlotte Hyde Science, Engineering and Social Sciences: Sally-Ann Chambers 	Elisabeth.Lampert@canterbury.ac.uk charlotte.hyde@canterbury.ac.uk sally-ann.chambers@canterbury.ac.uk quality.fsess@canterbury.ac.uk
Faculty Managers of Academic Administration: <ul style="list-style-type: none"> Arts, Humanities and Education: Jacqui Ellis Medicine, Health and Social Care: Natasha Lewis Science, Engineering and Social Sciences: Louise Berry and Joe Bufton 	Jacqui.Ellis@canterbury.ac.uk natasha.lewis@canterbury.ac.uk louise.berry@canterbury.ac.uk joe.bufton@canterbury.ac.uk
International Partnerships and Development (IPaD)	international.partnerships@canterbury.ac.uk
UK Partnerships	ukpartnerships@canterbury.ac.uk
Learning and Teaching Enhancement (LTE) Generic enquiries Student Transition, Orientation and Induction Team	LTE-ADMIN@canterbury.ac.uk transitions@canterbury.ac.uk
Library and Learning Resources Library Collection Development <ul style="list-style-type: none"> Acquisitions (For library stock orders / reading list deposit) Collection Development Manager (For queries regarding Library budgets / allocations and the discoverability of printed and e-resources) Student Learning Development & Research Support (SLDRS) <ul style="list-style-type: none"> Learning Development (For discussions regarding course-related learning development requirements e.g. embedding academic skills / literacies) Learning and Research Librarians (for discussions regarding course-related information skills and resource requirements e.g. embedding Information & Digital Literacy, research support) 	library.acquisitions@canterbury.ac.uk lan.Simpson@canterbury.ac.uk learner@canterbury.ac.uk or the named Learning Developer learning.research.support@canterbury.ac.uk or the named Learning and Research Librarian
Organisational and People Development (OPD, part of HR and OD)	people.development@canterbury.ac.uk

Department	Email address and extension
<p>Planning and Academic Administration</p> <p>Admissions:</p> <ul style="list-style-type: none"> • Immigration compliance • Undergraduate • Postgraduate • Modernising Our Student Information programme (MOSI) <p>Partnership Administration and Campus Hubs</p> <p>Planning</p> <p>Student Operations (registration, exam or graduation queries)</p> <p>Student Procedures (appeals, complaints, plagiarism and academic misconducts, extenuating circumstances, TLAs)</p> <p>Student Records and Assessment</p> <p>Systems (QL, data management)</p> <p>Timetabling and Attendance</p>	<p>ukvi.registry@canterbury.ac.uk</p> <p>ugadmissions@canterbury.ac.uk</p> <p>pgadmissions@canterbury.ac.uk</p> <p>mosi@canterbury.ac.uk</p> <p>partnerships.registry@canterbury.ac.uk</p> <p>planning@canterbury.ac.uk</p> <p>registration@canterbury.ac.uk</p> <p>exams@canterbury.ac.uk</p> <p>graduation@canterbury.ac.uk</p> <p>student.procedures@canterbury.ac.uk</p> <p>student.records@canterbury.ac.uk</p> <p>studentsystems.ql@canterbury.ac.uk</p> <p>data.management@canterbury.ac.uk</p> <p>ontime@canterbury.ac.uk Ext. 2280</p>
<p>Quality and Standards Office (QSO)</p>	<p>quality@canterbury.ac.uk</p>
<p>Student Wellbeing Services:</p> <p>Generic emails</p> <p>Student Disability Service Manager: Sharon Pullen</p> <p>Student Mental Wellbeing Services Manager: Lucie Duncan</p>	<p>studentwellbeing@canterbury.ac.uk</p> <p>mentalwellbeing@canterbury.ac.uk</p> <p>Sharon.Pullen@canterbury.ac.uk</p> <p>Lucie.Duncan@canterbury.ac.uk</p>
<p>Staffspace</p>	<p>staffspace@canterbury.ac.uk</p>
<p>Sustainability: Peter Rands</p>	<p>Peter.Rands@canterbury.ac.uk</p>



Canterbury Christ Church University key strategies, frameworks and documents

[Strategic Framework 2015-2022](#)

[Learning and Teaching Strategy 2015-2022](#)

[Retention and Success Framework](#)

[Framework for Sustainability](#)

[Developing Enterprising, Professional Graduates](#)

[Mental Health and Wellbeing Framework](#)

[Graduate Attributes](#)

[Technology Enhanced Learning Strategy](#)

[Digital Capabilities Strategy](#)

[Guidance for Module Leaders](#)

[Course Management Handbook](#)

[Guidance for Course Design and Development](#)

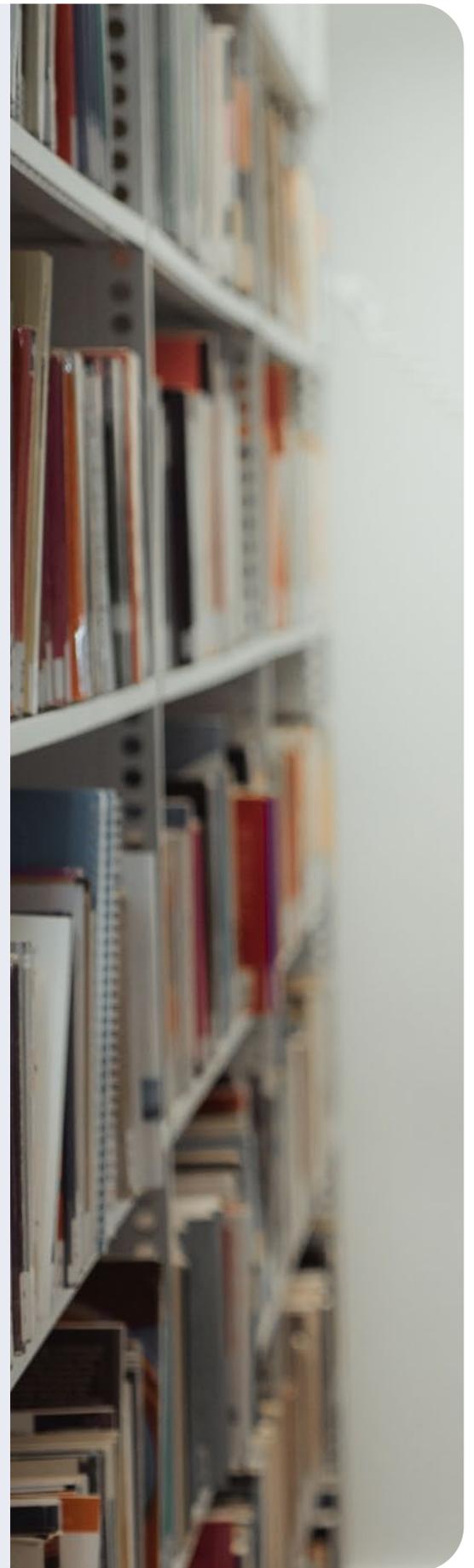
[Quality and Standards Office pages](#)

[Planning and Academic Administration pages](#)

Glossary

of acronyms

ADW: Academic Development Week	NSS: <u>National Student Survey</u>
Bb: Blackboard	OPD: Organisational and People Development
BoE: Board of Examiners	PAA: <u>Directorate of Planning and Academic Administration</u>
BoS: Board of Study	PAT: Personal Academic Tutor
CD: Course Director	PCR: Periodic Course Review
CMA: Competition and Markets Authority	PDW: Personal Development Week
CRM: Customer Relationship Management	PSRB: Professional and Statutory Regulatory Bodies
CSO: Course Support Officer	PTES: <u>Postgraduate Taught Student Survey</u>
DAD: Digital Academic Developer (formerly Faculty Learning Technologist)	QL: the Student Record System, soon to be phased out and replaced with SITS
DBS check: Disclosure and Barring Service	QSO: <u>Quality and Standards Office</u>
EC: Extenuating Circumstances	ReCap: the Christ Church Digital Learning Capture tool
ECRF: Extenuating Circumstances Review Form	RPL: Recognition of Prior Learning
EE: External Examiner	SITS: the University's upcoming Student Record System
FDLT: Faculty Director of Learning and Teaching	SLDRS: Student Learning Development and Research Support
FDQ: Faculty Director of Quality	SSLM: Staff Students Liaison Meeting
FMQ: Faculty Manager of Quality	Staffspace: the University's portal for staff
FR: Faculty Registrar	SU: Students' Union
GDPR: <u>General Data Protection Regulation</u>	SWS: Student Wellbeing Services
HR: Human Resources	TDS: the electronic system used to monitor students' attendance
IPaD: International Partnerships and Development	TEL: Technology-Enhanced Learning
IST: Individual Student Timetable	TLA: Temporary Learning Agreement
IT: Information Technology	TOI: Transition, Orientation and Induction
LSP: Learning Support Plan	UCAS: Universities and Colleges Admissions Service
L&T: Learning and Teaching	UKES: <u>UK Engagement Survey</u>
LLR: Library and Learning Resources	WBL: Work-Based Learning
LTE: <u>Learning and Teaching Enhancement</u>	
MEQ: Module Evaluation Questionnaire	
MOSI: Modernising Our Student Information programme	



Canterbury Campus

North Holmes Road
Canterbury
Kent CT1 1QU

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Rowan Williams Court
30 Pembroke Court
Chatham
Kent ME4 4UF

Salomons Institute

1 Meadow Road
Tunbridge Wells
Kent TN1 2YG