



Course Management.

HANDBOOK

2022-2023



What is the purpose of the handbook?

The handbook sets out all activities that are essential to the efficient design, delivery and management of a successful taught course. 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 throughout their studies by keeping the course content 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, of their background and circumstances.
- Enable our students to achieve their personal best so they can graduate successfully and be ready for the next stage on their career pathway and personal journey.

All members of a course team play a part in the realisation of these goals. The phrase "course team" needs to be understood in broad terms: it usually includes a Course Director ("CD" thereafter) or lead, academic staff for the course, but also course/School/Faculty administrators, managers at various levels in the Faculties and professional services. The precise role of each member of the team will vary depending on the School or Faculty. The handbook is written to cover all key course activities, but the exact division of labour in

each course will differ, and should be agreed during discussions with the management of the School or Faculty.

The handbook assumes that the CD (or equivalent) is responsible for the day-to-day management of a course's operational matters, and that they will therefore ensure that the activities listed are completed, even if they do not carry them out themselves, or, sometimes, do not even lead on them. The CD is supported by module leaders and Personal Academic Tutors (PAT), and, for courses with collaborative partners, academic link tutors (ALT) and partner academic link tutors (PALT). Some academics also have additional responsibilities for specific areas such as admissions or outreach. In addition to this, the management of the School/Faculty, such as Heads of School and Subject Leads, retain oversight of specific elements relating to the course, such as budget, setting targets, monitoring student data, line management and other human resources matters.

The approach of this handbook is deliberately action-focused and intended to provide a comprehensive overview of the tasks to be undertaken for any course to run well. This could initially seem a little daunting for the course team, and for a CD in particular. However, they should remember that responsibility for these tasks should be shared across at various times during the academic year, so that the spreading of workload is balanced for all.



What is the scope of the handbook?

Intentionally, the handbook does not describe why or how the course team will undertake the activities, nor how their workloads and mental health and wellbeing will be managed. Nor does it discuss what sort of leadership style and techniques a CD could adopt to lead and manage their team most efficiently.

These are important elements, which are covered elsewhere, in the Christ Church training sessions offered by the People, Culture and Inclusion Team to all staff, and to Course Directors specifically, such as the CD Orientation, CD Forums, leadership, *coaching and mentoring* training.

How to engage with the handbook?

The handbook is organised in a thematic way, covering seven key areas in the design and development of a course and the management of a course team. Many activities associated with each area may 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 because Faculties and Schools function slightly differently.

More information is available to course teams in the *Resources for Academics* section of the Learning and Teaching Enhancement pages. In particular, a "Checklist for new Course Directors" is available for those who are about to, or have just started in their new role as CD.

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

SUMMARY OF THE SEVEN AREAS

1

Course Team Management and Leadership

- Communication
- Division of roles/tasks
- Staff induction and development
- Boards of Study
- Change management

2

Course Design, Development and Review

- Course and module aims and learning outcomes
- L&T and assessment strategy and activities
- Employability
- Sustainability
- Academic calendar
- Regulations/PSRB
- Course modifications
- Course Performance Plan
- Periodic course review

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Marketing, Recruitment and Admissions

- Open Days and other events
- Publicity
- Prospectus
- Outreach
- Clearing
- Alumni

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Pre-Arrival, Orientation, Induction and Transition

- Course Essentials
- Welcome week
- Sense of belonging
- Inclusivity
- Learning communities
- ADW/PDW

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Student Support and Student Procedures

- Personal Academic Tutor (PAT)
- Student Engagement Monitoring (Dashboard)
- Course evaluation
- Peer mentoring
- Extenuating Circumstances/TLAs/LSPs
- Cause for Care and Concern
- Fitness to Study/ Fitness to Practise
- Academic Misconducts
- Appeals/Complaints

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Student Voice and Engagement

- Module evaluation
- Course Reps
- Student forum meetings (formally SSLMs) and module sites
- NSS/UKES/PTES/Career Pulse/Digital Experience surveys

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Course Administration and Delivery

- Timetable
 - Course handbook
 - Learning resources and equipment
 - Health & Safety
- Placement/Work-based learning
- Assessment schedule
- Marking and moderation
- Boards of Examiners (BoE)
- Archiving of student work
- PSRB
- External Examiner

1

Course

Team Management and Leadership

- Set up and implement good communication channels within the course team, to allow the swift exchange of information and opinions. Ensure the team knows its priorities, and the respective responsibilities of each team member.
- Set up good communication channels with your hierarchy (line manager, Head of School, Subject lead, Dean, etc.), to ensure reciprocal exchange of key information relating to the course and broader University news. Clarify with these individuals the remit of the CD role and theirs to ensure that the consultation and decision-making processes occur at the agreed level.
- Set up good communication channels with other CDs (for related courses which are part of the same suite, or are combined courses), Faculty staff (e.g. your Faculty Director of Learning and Teaching [FDLT], Faculty Director of Quality [FDQ], Faculty Registrar, etc.) and Professional Services (QSO, PAA, LTE, Employability and Skills, Timetabling and Attendance, Learning Skills Team of Learning Developers and Librarians, etc.) to resolve issues and to improve the course and student experience.
- Keep up-to-date with changes to University policies, procedures and processes. Ensure that where necessary or appropriate, the course team attends relevant training on these.
- Ensure course representation at School/Faculty/University committees and other required events/groups.
- Ensure your course takes part in at least three ***Boards of Study*** per academic year during which the course team discusses areas covered in this handbook. Ensure the meetings are minuted.
- Ensure the following are invited: Digital Academic Developer, the Faculty/School Learning Developer, Employability and Skills Manager, and Learning & Research Librarian. Ensure course reps are invited.
- Ensure all module leaders use the ***Module Leader Handbook***.
- Ensure Academic Link Tutors and Partner Academic Link tutor use their respective guidance and communicate back regularly to the CD and to the rest of the team.
- Support the induction of new staff for module and course matters, in agreement with their line manager, e.g. assessments procedures, Blackboard. Direct new staff to ***New Starters*** pages.
- Consider the professional development of all members of the team, with all members discussing their own CPD with their line manager and undertaking training and CPD associated with their role.
- Oversee the staffing required for the day-to-day delivery of the course. Report staff absence or performance issues that may impinge on course quality or delivery to the relevant line manager. Assist the relevant manager for the provision of tuition cover for staff absences and for supervision of sessional staff (the latter may find useful information on the ***Academic Sessional Staff*** pages).
- Assist in the recruitment and selection of staff if required (including sessional staff), which entails the completion of some training (bookable on Staffspace).

2

Course Design, Development and Review

The below only provides a brief outline of course design and development. For a fuller picture, refer to the [Guidance on Course Design and Development](#).

New course design

- Any new course or suite of courses first needs to be granted in-principle approval by the University's Academic Strategy Committee.
- Determine your course aims and learning outcomes using the guidance on [Designing Learning Outcomes](#).
- Design your course learning, teaching and assessment strategy to incorporate the development of students' graduate employability (including work-related experience) as well as discipline-specific knowledge, skills and attributes in line with the key principles of the Future 360 Framework. To achieve this, seek advice from your FDLT, Digital Academic Developer (DAD), Learning Developer (learner@canterbury.ac.uk), Learning & Research Librarian (learner@canterbury.ac.uk), your assigned Employability and Skills Managers (employability@canterbury.ac.uk), etc.
- Design your modules to reflect the course aims and learning outcomes, and to allow for a seamless learning transition and progression between semesters/trimesters and between levels of study.
- Draw up a clear assessment strategy which allows students to meet the course learning outcomes and incorporates plenty of formative activities and regular feedback. According to the Curriculum Framework, at level 4, group work and peer assessment should be included as formative activities.
- Determine which [University academic calendar](#) your course will follow. If an exception to this calendar is needed, request an exception to the calendar by contacting your FDQ.
- If your course must comply with some PSRB requirements, determine whether it needs Special Regulations and if so, discuss it with your FDQ.



Course Development and Review

- Share the team's good practice with others within and beyond the team (such as your FDLT), e.g. presentation at Faculty and University L&T events, L&T subject- specific conferences, publications, etc.
- Maintain currency of subject knowledge by engaging in research, knowledge exchange and scholarship. Keep updated with the changes occurring within the industry/sector/area relevant to your course, and seek feedback from relevant stakeholders. At Boards of Study (discussed in [Area One](#)), discuss with the team how new relevant subject knowledge, research and industry input can be incorporated into the course, as well as key University priorities, such as sustainability, framed within the context of the UN Sustainable Development Goals.
- Use course data and feedback from stakeholders (staff, students, external examiner, employers, service users, mentors on placements, etc.) to determine necessary amendments to be made to the course.
- Identify and discuss potential opportunities for new course development and/or new modes of delivery with the course team and with School/Faculty management.
- Once the need for modifications to modules or to the course have been identified, follow the [QSO](#) *process for modifications* and seek support from your FDQ and FDLT. Be aware of the deadlines for modifying and approving changes to courses.
- Every year, complete your [Course Performance Plan \(CPP\)](#), following the QSO process. Engage with a variety of documents and course/module data, e.g. Module Evaluation Questionnaires (MEQs), NSS results for UG courses, Student Engagement Dashboard data, UKES/PTES surveys, Graduate Outcomes data, External Examiner and other stakeholders' reports, data on student retention, progression, achievement, etc.
- Every six years, engage with the formal Periodic Course Review (PCR) process, following QSO's procedures. Seek the guidance and support of your FDQ and FDLT at an early stage to ensure the team is on the right track.
- When changes have been made to a course following any of the above processes, ensure that current students who are going to be affected by the changes are informed of the changes, to comply with Competition and Markets Authority (CMA) requirements.

3

Marketing, Recruitment and Admissions

Marketing of the course

- For the activities in this section, consult with *Marketing and Communications*, in particular the Marketing Manager who acts as a conduit through to the services provided by the wider central marketing team including market research, social media strategy and delivery, and design and production. Consult also with the Content Editor who will create high quality content and ensure consistency of message for various channels. Other Professional Services may similarly be consulted, such as International Partnerships and Development (IPaD), UK Partnerships and the *alumni* department.
 - Ensure the course has clear marketing plans and a strategy that will target the most appropriate applicants given your discipline. This includes, for approved courses, setting up and ensuring the delivery of outreach and other recruitment events and tools, which may include the participation of staff, current and former students.
 - Oversee the smooth running of Open Days, Applicants Days, including staff rota and input from Student Ambassadors if you have any, specific activities and material to use.
 - Regularly check the currency (including CMA compliance) of your course's prospectus entry and of any recruitment publicity material, including digital means as appropriate.
 - In the course publicity, make the most of the successes of staff, students and alumni to raise the profile of the course, e.g. a specific award won, a student project with impact in the community, successful alumni in the news.
- Search for examples of innovative marketing practices to replicate from other courses at Christ Church or other institutions.



Recruitment and Admissions

- Monitor annual student intake targets and liaise with the Faculty management who set future recruitment targets.
- Ensure that the Admissions Team is aware of changes made to the course so that they can communicate them to prospective students (to comply with CMA requirements).
- Decide, with the team and the School management, specific entry requirements and admissions activities (e.g. portfolios, auditions, interviews). Advise the Assistant Director (Admissions), or nominee, of these specific requirements as well as non-negotiable professional body requirements if applicable.
- Respond to queries from the Admissions team within a timely manner and advise the Admissions Manager (Undergraduate or Postgraduate) of arrangements for cover if the CD is away from the University.
- In conjunction with the Faculty Operations team, organise (if applicable) interviews or auditions schedules for each admissions cycle. Ensure team members involved have undertaken the mandatory training for this role. For UCAS courses, the interview or audition dates should take into account the UCAS deadlines. Seek advice from the Admissions Manager (Undergraduate).
- Liaise with Admissions 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.
- Ensure suitable cover is made for the course during the clearing period in August, and that staff covering clearing have attended the relevant training and have the necessary information about the course.
- Deal with requests from students transferring course within Christ Church (coming to your course or leaving your course).

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Pre-Arrival, Transition, Orientation and Induction



- Work in collaboration with the Transitions Team (transitions@canterbury.ac.uk) to provide the **Course Essentials** information to be published to applicants who have accepted an offer to study.
- Plan and schedule a comprehensive range of activities for **Welcome Week** to provide new students a smooth transition to University, support early engagement and establish a sense of belonging within the cohort, being mindful of specific student groups. Work in collaboration with the Transitions Team to provide the Welcome Week timetable of activities for new students and returning students. Guidance regarding what should be included is provided by the Transitions Team.
- Coordinate the induction of new students. Ensure students are given a chance to meet the CD and the course team (including Personal Academic Tutor or PAT, administrative and technical staff) during their induction.
- Ensure new students are aware of the support and guidance available to them beyond the course team, encourage them to make use of these services and invite representatives of these services to briefly present them (Student Wellbeing Services; The Careers and Enterprise Hub; Unitemps; Students' Union, etc.) within and beyond the initial Welcome Week.
- Ensure new and returning students are aware of their named Faculty / School Learning Developer(s) and Learning & Research Librarian so that literacies (i.e. academic, information and digital literacy skills) and study skills (i.e. academic writing for specific contexts, presentation and critical thinking skills) can be developed from the beginning of their academic journey.
- Ensure induction activities are not limited to Welcome Week and extend throughout the academic year, and incorporate Academic Development Week (ADW) and Personal Development Week (PDW), unless not applicable.
- Consider the inclusion of activities organised by and for students at induction and throughout the year, within and beyond the curriculum, to create a cohort or course learning community.
- Design and deliver reorientation and transition activities for returning students (including those returning after an interruption) and students with advanced standing or Recognition of Prior Learning (RPL) at all levels in the course.
- Ensure all students, new and returning, have been allocated a PAT, know who their PAT is, and meet their PAT in the first few weeks of the academic year. For some Combined Honours students, allocate a named Academic Contact in your course/School if the student's PAT is in another course/School.
- If applicable, support students in choosing their optional modules.
- Develop learning communities at various levels, including with stakeholders external to the University (employers within the industries relevant to your course, public services, etc.) to foster students' horizons and their preparation for the graduate workplace.

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Student Support and Student Procedures

Student academic development and welfare support

- Engage with the *Student Minds University Mental Health Charter*, *Student Wellbeing Services* and be familiar with the variety of services offered to students, including the Student Disability Service, the Student Mental Wellbeing Service, and Student Support Advisers.
- Ensure the *PAT system* is working effectively for all students, and that PATs monitor student academic and welfare issues (using the *Student Engagement Dashboard* and other) and discuss emerging themes (e.g. if many students report financial difficulties). Ensure timely responses to student issues and either provide advice or refer them to another service as appropriate (you may refer a cause for concern to *SSHVB*).
- Ensure adequate cover for academic and pastoral support throughout the year, and especially during reassessment periods or periods when some team members may be away.
- Work with the Transitions Team, with Student Wellbeing Services, with your Faculty Learning Developer, your Learning & Research Librarian, your FDLT and with course reps to ensure equity of experience and tailored support to students across campuses irrespective of geography (e.g. in multisite provision, online or face-to-face cohorts), and to students with specific profiles (commuting, mature, BAME, international, with special needs and disabilities, etc.).
- Determine whether, and how, the *peer mentoring scheme* or other form of peer-to-peer support could be integrated within your course.

Leadership and management of students' engagement, retention, progression and achievement

- Engage with the Christ Church *Retention and Success Framework*.
- Regularly analyse data relating to student retention, progression and achievement (using Power BI and other sources such as the Student Engagement Dashboard). The data need to be analysed through various lenses, including that of student ethnicity, gender, background, mode of study (part-time, full-time), maturity (i.e. older than 21), registered disability. Additional data should be considered, on number of complaints, appeals, misconducts, extenuating circumstances (which can be obtained from the Student Procedures Office, student.procedures@canterbury.ac.uk).
- Formulate, implement and monitor an action plan at course level to address issues highlighted by the data. Provide a detailed account of your actions as part of the course performance plan.

Leadership and management of students' engagement, retention, progression and achievement continued...

- Monitor all students' progress to ensure that they are performing to their capability. Pay special attention to the progress 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 that you and your team deem "at risk" of disengagement. Offer students appropriate support or signposting to other services.
- Report student attendance (or lack thereof) to meet the **Immigration Compliance** requirements in relation to UKVI Compliance/Points-Based System Student Route students (refer to Appendix A of the **Student Engagement Policy**).
- Work with **Enterprise and Employability** staff to maximise student opportunities to gain work-related experiences and access a range of meaningful interactions with employers as outlined in the **Framework for Developing Enterprising, Professional Graduates (Future 360)** outside of the curriculum, as well as embedding employability and work related experience principles within your taught course. The **Careers and Enterprise hub** has workshops, information and guidance support to help advise students on career prospects, volunteering and employment opportunities. Cf. **Area Two**.
- Encourage the course team to work closely with the Faculty / School Learning Developer and Learning & Research Librarian in order to embed literacies (i.e. academic, information and digital literacies) and skills for study and employment, working in partnership to develop targeted interventions that aim to enhance academic success.
- For final year students, make them aware of the **Alumni services** of the University.
- With PAA, support graduands and graduates, including attending the graduation ceremonies and ensuring references are supplied.

Management of Student Exceptional Circumstances

- Be familiar and engage with the **University Students Procedures** concerning Exceptional Circumstances (EC), which offer short-term support (through three options: Self-Certifications, Evidence-Based Extensions, and Impaired Performance), and with the medium-term support through Temporary Learning Agreements (TLAs). Advise students appropriately on these procedures, and apply them consistently.
- Take decisions on EC requests (administrators in the case of Self-Certification, and CDs or PATs in the case of Evidence-Based). For Impaired Performance, send the requests to a Faculty Panel.
- Set up and administer students' requests for Temporary Learning Agreements (TLAs) in an efficient manner, in collaboration with the student, relevant School/Faculty staff and the Student Procedures Office.
- For Learning Support Plans (LSPs), including Placements plans where appropriate, once they have been developed by the SWS team (Disability Adviser or a Mental Health Practitioner) with individual students, and agreed with the course team, ensure that effective systems are in place for their dissemination, and for the provision of reasonable adjustments for these students.

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, in addition to the standard Code of Student Conduct.

Academic Misconducts and Disciplinaries

- For **academic misconduct** - Engage with the University's *Academic Misconduct Procedures*.
- Understand what types of student action falls under the Academic Misconduct Procedures and what steps to take if they believe a student has engaged in misconduct (e.g. plagiarism, contract cheating, examination irregularities). If required, conduct Informal Stage processes or refer the matter to the relevant Head of School/Senior School or Faculty Staff where a Formal Investigation is felt to be required.
- Design your assessment to minimise opportunities for academic misconduct to occur. Identify potential academic misconduct in marking, referring the matter to the CD in a timely fashion and keeping an appropriate Course/School/Faculty level record of cases for checking purposes. Undertake training in the use and interpretation of Turnitin scores to fully understand the difference between weak academic skills and deliberate plagiarism. Consult with the Learning Skills team to recognise causes for academic misconduct and skills development to overcome them. For course staff undertaking investigations, ensure they are confident about the relevant Stage requirements/ outcomes, reporting processes post-investigation and interaction with Board of Examiners (both in terms of decisions and timeframes). If needed, refer to your Head of School/Senior School or Faculty Staff cases of potential gross misconduct, for direct entry to Stage 3.
- For **disciplinary** – understand the procedures (which include information on the general Code of Student Conduct and Unacceptable Behaviour), what type of student's action falls under this procedure (different from Academic Misconduct), and what steps to take if they believe this procedure 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).
- If needed, undertake Early Resolution stage discussions with a student, and attempt to resolve complaints at the most immediate level, or escalate the matter to the relevant Head of School as part of the Early Resolution stage (as required).
- As the Student Procedures Office manages complaints at Formal Investigation stage and may contact the CD/ course team for information about a case, provide timely responses as complaint cases at formal investigation stage are subject to clear timescales. Seek training and advice from the Student Procedures Office.

6



Student Voice and Engagement

Within the team, promote a culture of pro-actively hearing and responding to the student voice and of working with students to improve the course and their experience of it. This is done at several levels:

At module level

- Ensure all *Module Evaluation Questionnaires* (MEQ) are set up on each module Blackboard or distributed to students in class at the end of each module. Encourage students to complete the MEQ, and use the data compiled for Boards of Studies and Continuous Monitoring. Mid-module evaluation is also encouraged, which may take the form of a discussion in groups.
- Ensure module leaders analyse the student feedback and provide a module report (available from your Faculty Manager (Quality)) at the end of each module, including analysis of students' results, for the Board of Study.

At course level

- Ensure course reps are elected each year, for each level of study (guidance in section 2.3 of the *Quality Manual*). Elections can be organised by the course team on campus or electronically by the Students' Union, if you email them at coursereps@ccsu.co.uk. Advise reps to be pro-active by attending the reps' training events organised by the Students' Union, and liaising with the SU to be added to the course reps Blackboard site.
- Make yourself familiar with the role of course rep, using the SU's '*Course Reps Handbook Guide for Staff*'. Contact coursereps@ccsu.co.uk if you have any queries.
- Build a good relationship with course reps to ensure they feel able to discuss any issue the cohort may have with you. Be prepared to support the reps if they wish to organise activities/events to promote the student voice on the course.
- Set up dates and organise Student forum Meetings (formally SSLM) at least twice per academic year, and ensure staff and all student representatives are invited. Invite staff such as Digital Academic Developer, Learning and Research Librarian, Faculty Learning Developer and others as relevant.
- Circulate the Student forum minutes and work on action points (or liaise with those who can help with the action points) in order to close the feedback loop, so that students are aware that you have taken on board (whenever possible) their comments.
- Ensure course reps are invited to Boards of Study.



At course level continued...

- Ensure student feedback and Student forum actions are fed into the course performance plan and Boards of Study. Use other informal routes to gather feedback, through the PATs, course administrators, tutorials with students, social media, etc.
- When considering modifications to your course curriculum, or the setting up of a new course, seek students' views in a variety of ways (focus groups, virtual discussions, etc.).
- Promote student participation to 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.

At University level

- Encourage students to become School, Faculty and University representatives, Library Champion, etc. and more generally to engage with University processes and consultations.
- Encourage students to take an active role in the Students' Union and allow occasional messages from the Students' Union (typically, about the Sabbatical Leadership Team elections) to be relayed through the course channels.
- Make students aware that throughout the academic year, there are opportunities for them to share their views on a range of subjects (through an online poll using the @CCCUSocial social media channels, etc.).

7

Course

Administration and Delivery

Delivery of approved course

- Ensure that module leaders, tutors, technicians and instructors (if applicable) align their learning material, activities and assessments to the approved course and module specifications (including L&T and assessment strategy), to deliver high quality learning experiences to students on the course.
- For each cohort, produce a Course Handbook using the most up-to-date *University template* and make it available to all students. Upload it on the course-level Blackboard (Bb) site.
- Update all module and course Bb 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, and your list of students. Discuss with your DAD your Bb requirements and any other learning technologies that your course uses (e.g. PebblePad).
- Ensure module leaders produce up-to-date module handbooks and information on Bb sites and other relevant platforms if applicable.
- Deposit all new and current reading lists for the course to Library & Learning Resources (library.acquisitions@canterbury.ac.uk) to ensure that recommended reading is available to students within the relevant Library. Refer to the *Collection Development & Management Policy* for further information.
- Ensure module leaders liaise with the Faculty Learning and Research Librarian to promote and maintain currency of learning resources available from the library (including digital resources) and complete *relevant forms* to request additional ones.
- Consult with the Careers and Enterprise team to identify suitable employability and enterprise resources to support teaching and work-related experiences (such as those available online via the Careers and Enterprise Hub). Discuss any other needs you may have for additional support in arranging meaningful interaction with employers (e.g. live briefs, micro-placements, external speakers and any other classroom support required) with the Employability and Skills Managers.
- Identify operational issues that are impeding the effectiveness of the course and work with the team (and beyond if needed) to resolve them.

Resources, timetabling and specific events

- Ensure timetables adhere to University requirements, and follow the relevant University calendar. If you run Combined Honours courses, ensure they are timetabled within the correct slot.
- Ensure that you only request enough space sufficient for your needs. Clashes or errors on the timetable should be reported to Timetabling & Attendance (ontime@canterbury.ac.uk), who will work with you to identify a solution. Any space no longer required should be released back to Timetabling & Attendance.
- Submit your timetable changes to Timetabling and Attendance so that the centrally held timetable is kept accurate. Changes should not be requested within 7 days of the event except in emergencies such as staff sickness.
- If specialist space is required for the course, coordinate your requirements with other courses also using the space, with the support of Timetabling and Attendance.
- For non-scheduled events and extra-curricular activities at course level delivered on Christ Church campuses, ensure suitable rooms are booked and all stakeholders (including students) informed of the date, time and venue.
- Ensure changes of venue or cancellation of sessions are effectively communicated to students and to Timetabling and Attendance as soon as possible.
- Encourage students to use their Individual Student Timetables (unless the course has been exempted) or to use the online timetables for timetable information. Avoid distributing locally produced timetables to students as it may increase the likelihood of errors and changes not being communicated effectively.
- On an annual basis at least, oversee the suitability of teaching spaces, equipment and other resources to deliver learning activities. Advise on resource requirements as appropriate (with the support of technicians and instructors if applicable), and take requests for additional resources to your Subject Lead/Head of School or others as appropriate.
- Discuss likely changes to space requirements resulting from course modification or periodic review with Timetabling and Attendance as part of the periodic review or approval process.
- For events such as visits or field trips, ensure module leaders or tutors have prepared themselves and their students for it, including *risk assessments*. Inform Timetabling and Attendance of the events so they can include them in the students' timetables.
- Ensure all sessions aiming primarily at "knowledge transmission" such as lectures, are recorded and published, with captions, using ReCap.

Assessments, reassessments, Boards of Examiners

- Be familiar with the *Undergraduate* and *Postgraduate* Assessments Regulations and Awards processes, and provide appropriate advice to students when needed. This includes awareness of how these link with support procedures such as ECs, TLAs and LSPs (which can result in extensions or, as required, deferral of assessment beyond the Board of Examiners), with academic misconduct procedures and appeals/complaints.
- Produce a calendar of assessment deadlines for the course, to avoid, whenever possible, the bunching of deadlines for students within the course whilst ensuring the relevant calendar requirements are met, and considering the implications for combined honours students (if applicable).
- Ensure that all deadlines for work submitted via Turnitin and other platforms are set for 2pm.
- Ensure that all module leaders have updated/created their Blackboards and published their module handbooks on Bb as early as possible and by the time their module starts.
- Oversee arrangements for marking and moderation for all modules following *Marking Procedures*, including for reassessment periods (when some staff may be away or not contracted to work). These arrangements must guarantee that assessment 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). In the event that a variation to the 15 Day rule is needed, ensure a "*15 Day Variation Request Form*" is filled in and passed on to your FDQ for approval.
- If applicable, follow the University procedures in relation to the organisation of on-site or take-home examination.
- If applicable, recommend a variation to the assessments for students who require reasonable adjustments.
- Oversee the organisation of the Module Achievement Boards (MAB) with your Faculty office. Prepare the necessary paperwork for the Progression and Award Boards (PABs).
- If needed, ensure chair's actions are taken to add or rectify marks to students' profiles.

Assessments, reassessments, Boards of Examiners continued...

- Keep a note of EC decisions (both Course and Faculty Panel) and, where appropriate, cross-check EC decisions about students against their results to ensure the appropriate mark or Board of Examiners decision is confirmed.
- Ensure support is available to students when results are published, and during reassessment periods, including advice about appeal information and support.
- Organise archiving of students' work, and deletion of archives according to the Christ Church *Retention Schedule*, to comply with GDPR and Office for Students retention of assessed work conditions (5 years post graduation).

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

- Be aware and apply the requirements of quality assurance, Professional, Statutory and Regulatory Bodies (PSRBs) and others, associated with placement activities.
- Become familiar with how the organisation of placements and work-based learning (WBL) activities in your Faculty. 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. Use the support available at Faculty level and beyond. For example, the SWS team writes Practice LSPs' in conjunction with the course and the student with specific needs or disabilities, to ensure practice learning support is provided in placements. For further guidance refer to the University-wide policy on work-related experiences.
- Regularly communicate with stakeholders who support placements/WBL internally and externally (including employers/supervisors, etc.)
- 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 in relation to their assessments.
- For other work-related experience, work with your Enterprise and Skills Manager to embed the development of graduate skills and attributes into the curriculum (see *Area Two*)

External Examiners and Professional Bodies

- Ensure the course team is clear about the *External Examiner* (EE) role at course level. Follow section 11 of the *Quality Manual* to have a good oversight of how to engage and support the EE throughout the year.
- Make contact with the EE or EEs (some courses have more than one) when you take up your CD position, to inform them of your role, contact details, and to start a good working relationship with them. Provide them with the information they need (details can be found in the *EE Handbook*). Respond promptly to any query the EE may have. This may involve liaising with or sending their query to your course administrator, FDQ or QSO.
- Ensure the EE has been given an opportunity to comment on all assessment questions/briefs (first assessments and reassessments).
- Consult with the EE if a module or course modification is envisaged, following the *QSO guidance*.
- Ensure that the EE has access to all the module information and assessment they need for their role (including access to the module Blackboards).
- Ensure the EE is informed of the dates when they should review samples of students' work. Ensure they are aware of the Board of Examiners' arrangements.
- Make the EE report available to the course team and discuss, at Board of Study, how amendments can be made to your course to respond to the EE's recommendations (if applicable); write and send a formal response to the EE report; post the report and your response on the course Blackboard site; discuss it with students at Student forum meetings.
- Find out when a new EE is needed (every 4 years) and make early efforts to find a successor. Ensure the new EE is nominated following the *process for External Examiner nomination and approval*.
- In the event that the EE is not responding to queries and not performing in their role, liaise with your FDQ to decide on the course of action to take.
- For courses with an external body (PSRB), liaise and maintain relationships with the external body, organise visits and ensure renewal of membership if appropriate.

Key contacts for Course Directors

Department	Email address and extension
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: Sarah O'Hara Medicine, Health and Social Care: TBC Science, Engineering and Social Sciences: TBC 	sarah.ohara@canterbury.ac.uk TBC quality.fsess@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: <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"> School of Allied and Public Health Professions; School of Engineering, Technology and Design; School of Law, Policing and Social Sciences; Graduate College: Wayne Barry Christ Church Business School; School of Humanities and Educational Studies; School of Nursing, Midwifery and Social Work: Lynne Burroughs School of Teacher Education; Institute of Medical Sciences; School of Psychology and Life Sciences: Sam McFarlane School of Creative Arts & Industries; Centre for Language Studies and Applied Linguistics: Simon Starr 	Wayne.Barry@canterbury.ac.uk Lynne.Burroughs@canterbury.ac.uk Sam.Mcfarlane@canterbury.ac.uk Simon.Starr@canterbury.ac.uk
International Partnerships and Development (IPaD)	international.partnerships@canterbury.ac.uk

Department	Email address and extension
Learning and Teaching Enhancement (LTE) Generic enquiries UCAP/PGCAP Student Transition, Orientation and Induction Team Peer mentoring Enquiries for HEA Fellowships	LTE-ADMIN@canterbury.ac.uk ucap_pgcap@canterbury.ac.uk transitions@canterbury.ac.uk peermentoring@canterbury.ac.uk maphe@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 enquiries (For queries regarding Library budgets / allocations and the discoverability of printed and e-resources) Learning Skills Team <ul style="list-style-type: none"> • Learning Developers (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 library.canterbury@canterbury.ac.uk learner@canterbury.ac.uk or the named Learning Developer learner@canterbury.ac.uk or the named Learning and Research Librarian
People, Culture and Inclusion Team	people.development@canterbury.ac.uk
Planning and Academic Administration Admissions: <ul style="list-style-type: none"> • Immigration compliance • Undergraduate • Postgraduate • Modernising Our Student Information programme (MOSI) Partnership Administration and Campus Hubs Planning Student Operations (registration, exam or graduation queries) Student Procedures (appeals, complaints, academic misconducts, extenuating circumstances, TLAs) Student Records and Assessment Systems (data management) Timetabling and Attendance	ukvi.compliance@canterbury.ac.uk ugadmissions@canterbury.ac.uk pgadmissions@canterbury.ac.uk mosi@canterbury.ac.uk partnerships.registry@canterbury.ac.uk planning@canterbury.ac.uk registration@canterbury.ac.uk exams@canterbury.ac.uk graduation@canterbury.ac.uk student.procedures@canterbury.ac.uk student.records@canterbury.ac.uk studentsystems.ql@canterbury.ac.uk data.management@canterbury.ac.uk ontime@canterbury.ac.uk Ext. 2280
Quality and Standards Office (QSO)	quality@canterbury.ac.uk
Student Wellbeing Services: Generic emails	studentwellbeing@canterbury.ac.uk mentalwellbeing@canterbury.ac.uk
Staffspace	staffspace@canterbury.ac.uk
Academy for Sustainable Futures: Peter Rands	Peter.Rands@canterbury.ac.uk



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](#)

[Mental Health and Wellbeing](#)

[Graduate Attributes](#)

[Technology Enhanced Learning Strategy](#)

[Digital Capabilities Strategy](#)

[Module Leader Handbook](#)

[Guidance for Course Design and Development](#)

[Closing Our Gap](#)

[Framework for Developing Enterprising, Professional Graduates](#)

[Student Engagement in Learning Policy](#)

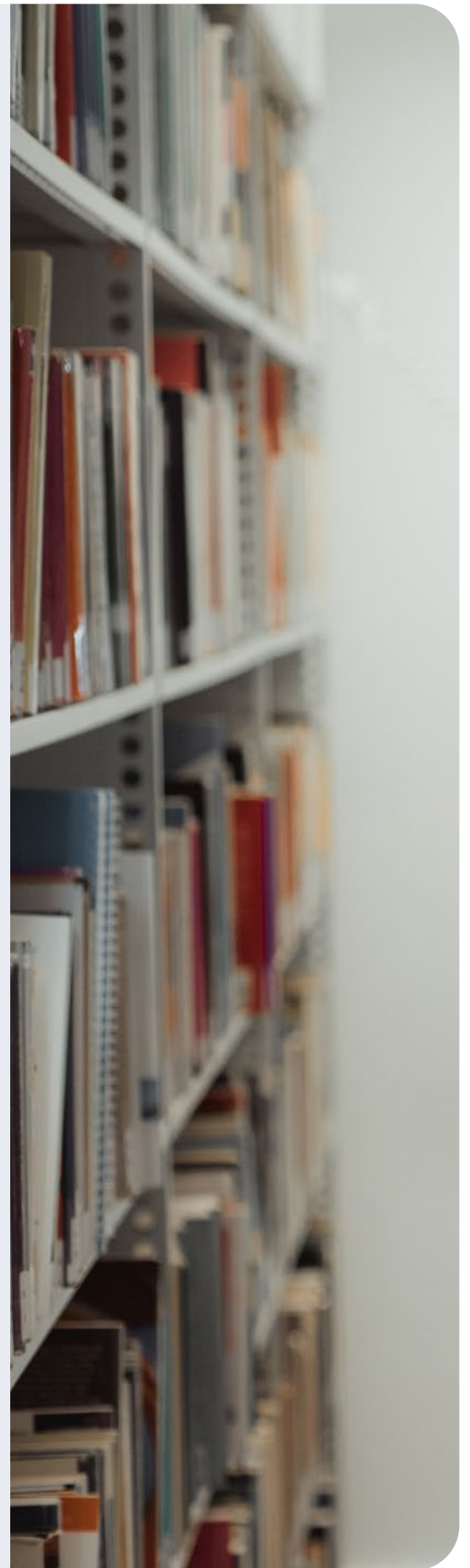
[PAT Policy](#)

Glossary

of acronyms

ADW: Academic Development Week	MOSI: Modernising Our Student Information, the programme that manages the change of student record system to a new system called SITS
ALT: Academic Link Tutor (based at Christ Church)	NSS: <u>National Student Survey</u>
Bb: Blackboard	PAA: <u>Planning and Academic Administration</u>
CPP: Course Performance Plan	PAB: Progression and Award Board
CD: Course Director	PALT: Partner Academic Link Tutor (based at the Partner institution)
CMA: Competition and Markets Authority	PAT: Personal Academic Tutor
CPD: Continuing Professional Development	PCR: Periodic Course Review
DAD: Digital Academic Developer (formerly Faculty Learning Technologist)	PDW: Personal Development Week
DBS check: Disclosure and Barring Service	PSRB: Professional, Statutory and Regulatory Bodies
EC: Exceptional Circumstances	PTES: Postgraduate Taught Student Survey
EE: External Examiner	QSO: <u>Quality and Standards Office</u>
FDLT: Faculty Director of Learning and Teaching	ReCap: the Christ Church Digital Learning Capture tool
FDQ: Faculty Director of Quality	RPL: Recognition of Prior Learning
FR: Faculty Registrar	SSLM: Student staff liaison meetings
GDPR: <u>General Data Protection Regulation</u>	Staffspace: the University's portal for staff
H&S: Health & Safety	SU: Students' Union
IT: Information Technology	SWS: Student Wellbeing Services
IPaD: International Partnerships and Development	TLA: Temporary Learning Agreement
LSP: Learning Support Plan	UCAS: Universities and Colleges Admissions Service
L&T: Learning and Teaching	UKES: UK Engagement Survey
LTE: Learning and Teaching Enhancement	UKVI: UK Visas and Immigration
MAB: Module Achievement Board	WBL: Work-Based Learning
MEQ: Module Evaluation Questionnaire	

If you have any queries about this handbook or want to give feedback, please contact LTE-ADMIN@canterbury.ac.uk



Canterbury Campus

North Holmes Road
Canterbury
Kent CT1 1QU

Medway Campus

Rowan Williams Court
30 Pembroke Court
Chatham
Kent ME4 4UF

Salomons Institute

1 Meadow Road
Tunbridge Wells
Kent TN1 2YG