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# Module Leader.

HANDBOOK

2022-2023



## Guidance and support

Learning and Teaching Enhancement (LTE), in consultation with colleagues in Faculties and Professional Services, have designed this guidance document to provide module leaders an overview of their role and responsibilities. This guidance is generic: in some instances, modules will be organised slightly differently depending on your School, Faculty, or the nature of the module (e.g. Placement, Individual Study/Dissertation).

Each module at the University has a module leader. The module leader may not necessarily carry out all the tasks listed below by themselves, but it is their responsibility to ensure that these are done.

Module leaders are responsible for four broad areas:

- the provision of excellent learning and teaching, student experience and support at all stages of the module.
- the day-to-day management of the module, liaising with relevant stakeholders.
- the delivery of the module as agreed at course approval stage (or following module modification), including ensuring that all people engaged in its delivery comply with the University, CMA, and professional bodies' regulations, policies and procedures.
- The evaluation and review of the module to continuously improve practice.

This guide provides a checklist of what a module leader's tasks are, in chronological order. In each section, support available is listed next to the task. A glossary of acronyms is available at the end.

- Technology-Enhanced Learning (TEL), Learning Developer ([learner@canterbury.ac.uk](mailto:learner@canterbury.ac.uk)), Learning & Research Librarian ([learning.research.support@canterbury.ac.uk](mailto:learning.research.support@canterbury.ac.uk)), your assigned Employability and Skills Managers ([employability@canterbury.ac.uk](mailto:employability@canterbury.ac.uk)), etc.



# Before the module starts

Before the module starts	Support available
At course approval stage (or Periodic Course Review): compile module descriptor including learning outcomes, indicative syllabus, learning and teaching strategy, assessments	FDLT FDQ DAD CD Employability and Skills manager
Ensure rooms and timetable for on-site face-to-face sessions are requested, checked and rectified if needed	Timetabling and Attendance Faculty Registrar CD
Check that all resources needed for the module are available, e.g. staffing, equipment, learning resources, funding (if guest speaker, visits and fields trips), and liaise with Course Director if an issue arises (e.g. need for sessional lecturer). Liaise with the library to ensure that all essential sources for the module are available, and that licences for scanned documents are up-to-date	CD Course Administrator Library, Learning Skills Learning and Research Support Librarian
Liaise/meet with teaching team to ensure they are available during their programmed slots and that they understand the University regulations and processes, learning and teaching strategy and meet students' needs	Course Team
Write/update assessment and reassessment questions and guidance and ensure they are checked (including by External Examiner for examinations) before publication (for exam reassessments, different questions should be written; for coursework reassessments, the same question/brief should apply; for others, the module leader can decide)	External Examiner FDLT FDQ QSO process
Set up assessment and reassessment deadlines and dates for return of grades and feedback (usually 15 working days after the assessment deadline), and check with CD (and other courses if combined honours) to avoid bunching of deadlines if possible	CDs (incl. for Combined honours) Course Team
Write/update the module handbook on Blackboard, including summative assessment brief, deadlines and dates for return of grade and feedback, reading list, etc.	Course Administrator DAD
Set up of Turnitin buckets, (including 'after-deadline' submission buckets) or give information about where/how assessments will be handed in	Course Administrator DAD
Make use of ReCap, the University's digital learning capture service, for all lectures. You can also use ReCap for other flipped learning activities of your choice	DAD
Inform the staff involved in the module delivery (if permitted) of students' special requirements for teaching and assessments (TLAs, LSPs)	CD
If applicable, ensure that students studying at international collaborative partners who require access to e-resource are added to the Library account creation import	International Partnerships Office



# During the module

During the module	Support available
Provide students with a comprehensive orientation and induction to the module	
Provide clear sign-posting to students so they know how and where to find help for this module from Module Leader and other staff involved in the module (e.g. staff office hours)	
Advise and support students who have queries about the module (if the query is via email or MS Teams, respond within a timely manner)	
Follow your School's procedure with regards to monitoring of student attendance and engagement. Escalate continuous lack of engagement	Course Administrator CD
Liaise with PAA for accuracy of students' registration	PAA Course Administrator
Provide module content information to students in a timely manner, e.g. PowerPoint slides in advance of live sessions and recording of lectures on ReCap after the session	
Lead, communicate with and provide support to the teaching team (including guest speakers, employers, professional services at Christ Church, sessional lecturers, alumni, etc.) especially if they are not experienced	Course Team
Liaise with CD to oversee impact of students' extensions (ECRF)	CD
If applicable, coordinate input from special guests, employers, etc.	Course Administrator
If applicable, coordinate placements, field trips and visits and fill in the <b><i>risk assessment form</i></b>	Course Administrator
Connect with your Learning Skills Team for researching information and academic skills workshops aligned to module outcomes and assessments	Learning Skills Team
Facilitate collation of feedback from stakeholders (students, teaching staff) during the module, including mid-module evaluation and election of student reps. Whenever possible, act on the feedback and communicate actions to stakeholders	
Take part in module and course meetings (including Boards of Study), student forum meetings, etc.	
Communicate efficiently with students, using a variety of means (including digital) to ensure that students are aware of key information, especially if original plans have changed (e.g. change of room, of dates for visits, exam, additional workshop, etc.)	Course Administrator
Monitor student progress, performance and engagement and offer support if some are struggling	Module team
Report matters of concern or issues that cannot be solved at module level to CD	CD
Encourage students to fill in the module evaluation form and liaise with course reps to seek feedback about the module	Course Administrator for set up of Module Evaluation on module Blackboard



# Assessment and feedback

Assessment and feedback (during and at the end of module)	Support available
Manage the marking and moderation of assessments in accordance with University Assessment Policies	<u><a href="#">Assessment procedures</a></u> Timely feedback policy <u><a href="#">Regulation and Credit Framework</a></u>
Make students and module team aware of relevant University Assessment Policies	
Publish assessment guidance on Blackboard or using other online tools and ensure it is discussed at various stages during the module	
Provide assessment preparation by engaging students in formative assessments and activities that will prepare them for their summative work, including familiarisation with marking criteria/rubrics, etc. At level 4, the Curriculum Framework mandates the use of group and peer assessment activities for formative assessment for all courses	FDLT Learning Skills Learning Developer for academic skills workshops
If applicable, prepare alternative assessments for students with special needs	
Liaise with PAA, School or Faculty administrators for organisation of examinations.	PAA School/Faculty administrators
Set up arrangements for assessments other than coursework and examination, e.g. practicals, performances, employability learning gain through the Career Pulse tool	
Divide marking and moderation amongst the team if more than one member of staff is involved, and brief the team about deadlines, marking procedures including specific criteria for the assessment, and potential calibration event for markers new to the module (or if the assessment is new)	<u><a href="#">Template for moderation and second marking</a></u>
Use university marking criteria grids and any subject-specific arrangements for marking	<u><a href="#">University Assessment Criteria Levels 0, 4, 5, 6, 7</a></u>
Provide grade and effective feedback to students (individual and group) in a timely manner (15 working days marking turnaround). If the 15 day marking turnaround will not be met, request a variation of procedure via form	Timely Feedback, <u><a href="#">15 day variation request form</a></u>
Ensure grade mark entry is completed by the deadline	Course Administrator
Report any suspected academic misconduct (including plagiarism) following the relevant University processes	<u><a href="#">Academic Integrity Policy and Misconduct Procedures</a></u>
Organise return of student work (if not done automatically via Turnitin, Blackboard, or Pebblepad)	
Ensure reassessment dates are clear to students concerned	Course Administrator
Organise support for students with reassessments or deferrals	Module Team

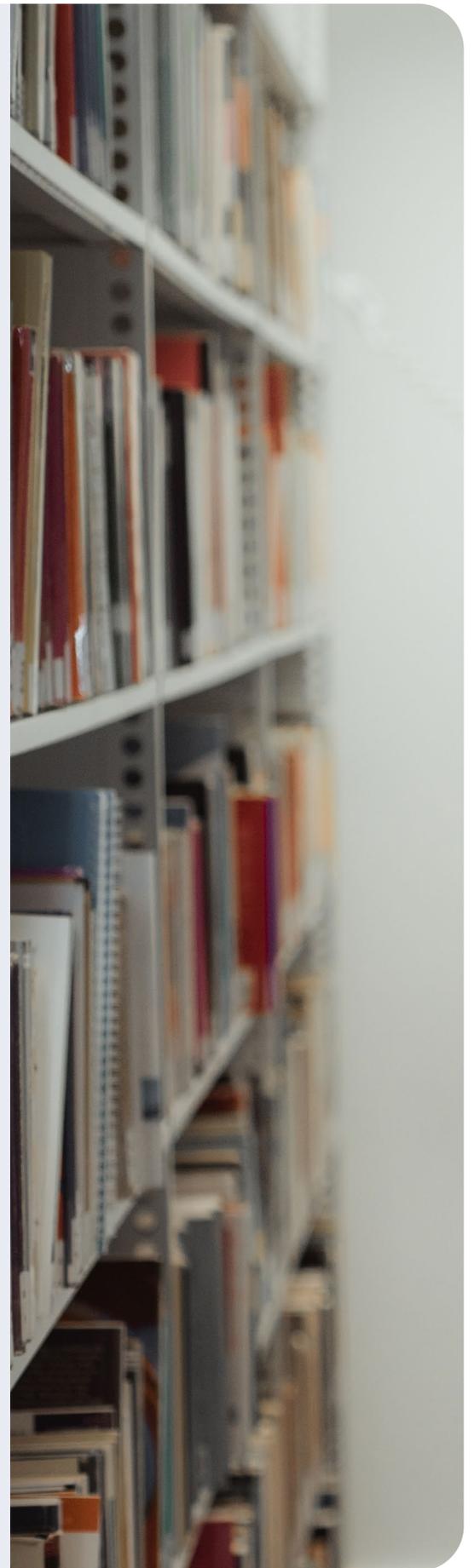


# Module completion

Once the schedule teaching has ended	Support available
Compile relevant module and assessment information needed for External Examiner and, if applicable, professional, statutory and regulatory bodies	
Attend examination pre-Board or Board in line with procedures	Procedures for the Operation of Boards of Examiners
Engage with External Examiner report and provide response if comments apply to module	CD
Analyse all feedback (students, teaching team, other people involved), module metrics (student achievement, retention, if applicable, employability learning gain, etc.) and produce information for Boards of Study and other course monitoring	CD
Ensure module content and delivery remain current (and aligns with PSRB where relevant, or with other modules within the programme/s if modifications have occurred)	PAA Course Administrator
Where module review shows that this is necessary, request module modification via the minor modifications process	<u>QSO process</u> CD, FDQ, FDLT
Take part in course annual/periodic review and development	<u>QSO process</u> CD, FDQ, FDLT

# Glossary of acronyms

ADW: Academic Development Week	LSP: Learning Support Plan
CMA: Competition and Markets Authority	LTE: Learning and Teaching Enhancement
ECRF: Extenuating Circumstances Request Form	PAA: <u>Planning and Academic Administration</u>
EE: External Examiner	PDW: Personal Development Week
FDLT: Faculty Director of Learning and Teaching	QSO: <u>Quality and Standards Office</u>
FDQ: Faculty Director of Quality	SWS: Student Wellbeing Services TLA: Temporary Learning Agreement (formerly NLP)
DAD: Digital Academic Developer	
FR: Faculty Registrar	



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