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Module Leader.

HANDBOOK

2021-2022



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, Competition and Markets Authority (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. Consult the back pages of the *Course Management Handbook* to find out the contact details of your Faculty Director of Learning and Teaching (FDLT), Faculty Director of Quality (FDQ), Faculty Registrar (FR), Digital Academic Developer (DAD), Learning Developer, Learning and Research Librarian, and Employability and Skills Manager.



Before the module starts

Before the module starts	Support available
At course approval stage (or Periodic Course Review): compile module specification including learning outcomes, indicative content, learning and teaching strategy, assessments (formative and summative, and alternative assessments)	FDLT FR DAD CD Employability and Skills manager
Ensure rooms and timetable for synchronous on-site and digital 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 reading lists are up to date, all essential sources for the module are available or on order , and that licenses for scanned documents are up-to-date	CD Course Administrator Library, Learning Skills Learning and Research Support Librarian
Liaise/meet with module 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	Module Team
Write/update assessments and reassessments questions and guidance and ensure they are checked (including by External Examiner) 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 following the University template and publish it on the module Blackboard before the module starts. Ensure the handbook contains all information relating to assessment and reassessment	Course Administrator DAD
Ensure Turnitin submission points are correctly set up (including 'after-deadline' submission points) or give information about where/how assessments will be handed in. Ensure all deadlines for electronic submissions on Turnitin, Pebblepad, etc. are set at 2 pm	Course Administrator DAD
As per the Digital Learning Capture Policy , ensure that all "lecturing" elements (knowledge transmission) of your module are recorded and made available to students with captioning. You can pre-record short sessions using ReCap, or caption the Blackboard Collaborate sessions recorded via ReCap	DAD
Inform the staff involved in the module delivery (if permitted) of students' special learning requirements especially regarding their 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
Make your Blackboard "live" to students as early as you can, to allow them to engage with learning material available	
Provide students with a comprehensive induction to the module, including where and when learning materials, including readings, are made available in sections of Blackboard and other places	
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, using the <u>Student Engagement Dashboard</u> . Escalate continuous lack of engagement	Course Administrator CD
Liaise with PAA for accuracy of students' module registration	PAA Course Administrator
Provide module content information to students in a timely manner, following the CCCU Blended Learning Guidance. This includes the publication of any slides to be used during live sessions at least 24 hours in advance of the session, and publication of "lecture" ReCap recordings after the sessions, with captions	
Lead, communicate with and provide support to the module 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 students' extenuating circumstances and impact on assessment extensions	CD
If applicable, coordinate placements, field trips and visits and fill in the <u>risk assessment form</u>	Course Administrator
Connect with your Learning Skills Team for researching information and academic skills workshops aligned to module outcomes and assessments	Learning Skills Team, Learning Developer and Learning and Research Librarian
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), Staff-Students Liaison Meetings (SSLMs), 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
Ensure <u>Module Evaluation Questionnaires</u> are set up on your module Blackboard or distributed to students at the end of the module. Encourage students to fill in the questionnaire. Analyse the data resulting from the module evaluations. Liaise with the course reps to seek additional feedback about the module.	Course Administrator for set up of Module Evaluation Questionnaires on module Blackboard



Assessment and feedback

Assessment and feedback (during and at the end of module)	Support available
Fill in the marking and moderation of assessments in accordance with <u>Marking Procedures</u>	<u>Timely feedback policy</u> <u>Regulation and Credit Framework</u>
Make students and module team aware of relevant University Marking Procedures	
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 (onsite or take-home)	PAA School/Faculty administrators
Set up arrangements for assessments that need it, e.g. practicals, performances, employability learning gain through the Career Pulse tool	
Divide marking and moderation amongst the team, 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>Template for moderation and second marking</u>
Use university marking criteria grids or subject-specific arrangements for marking	<u>University Assessment Criteria Levels 0, 4, 5, 6, 7</u>
Provide mark 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>15 day variation request form</u>
Ensure webmark entry is completed by the deadline	Course Administrator
Report any suspected academic misconduct (including plagiarism) following the relevant University processes	<u>Academic Integrity Policy and Academic Misconduct Procedures</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 Learning Developer workshops / Learning Skills Hub

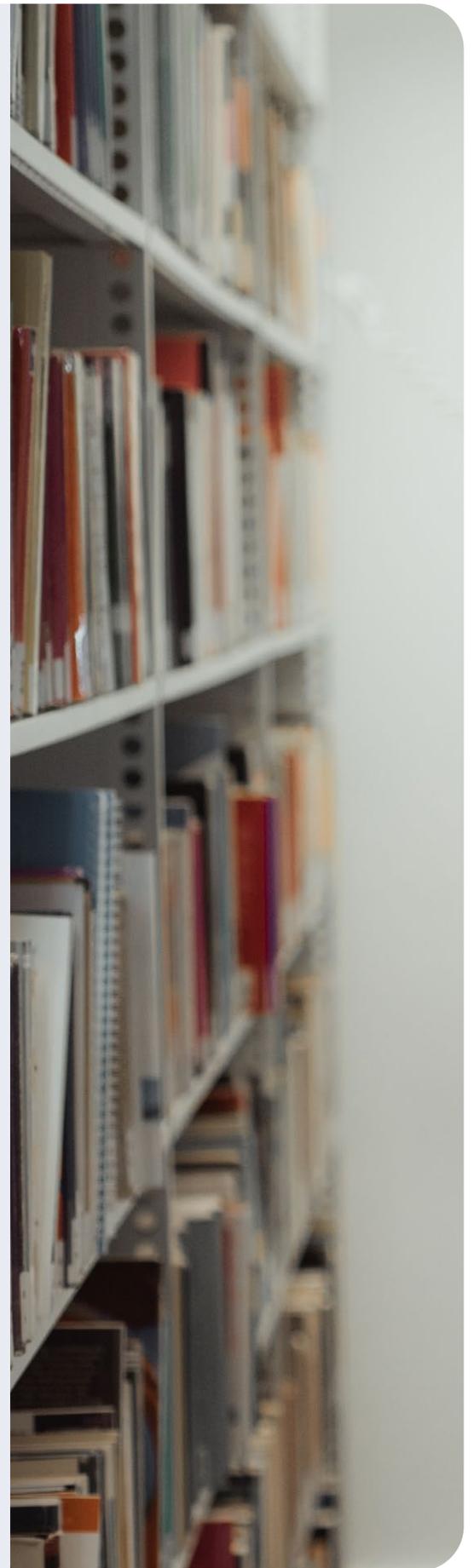


Module completion

Once the schedule teaching has ended	Support available
Compile any information not available on your module Blackboard but needed by the External Examiner (e.g. moderation report) and, if applicable, Professional, Statutory and Regulatory Bodies	
Follow the procedures for the operations of Boards of Examiners, especially in relation to Module Achievement Boards (MAB)	
Engage with External Examiner report and provide response if comments apply to your module	CD
Analyse all feedback (from students, the teaching team, other people involved), module data (student achievement, retention, 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 course/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 the <u>Course Continuous Improvement Plan</u> (CCIP) process as requested by Course Director	<u>QSO process</u> CD, FDQ, FDLT

Glossary of acronyms

ADW: Academic Development Week	LTE: <u>Learning and Teaching Enhancement</u>
CCIP: <u>Course Continuous Improvement Plan</u>	MAB: <u>Module Achievement Board</u>
CD: Course Director	PAA: <u>Planning and Academic Administration</u>
CMA: Competition and Markets Authority	PDW: Personal Development Week
DAD: Digital Academic Developer (formerly FLT)	PSRB: Professional, Statutory and Regulatory Body
EE: External Examiner	QSO: <u>Quality and Standards Office</u>
FDLT: Faculty Director of Learning and Teaching	SSHWB: Student Support, Health and Wellbeing
FDQ: Faculty Director of Quality	SSLM: Staff-Students Liaison Meeting
FR: Faculty Registrar	TLA: Temporary Learning Agreement
LSP: Learning Support Plan	



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