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 programme. In line with our Learning and Teaching Strategy, our programmes 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 programme’s value and relevance.
- Retain our students throughout their programme of study by keeping the 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 programme of study, 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 programme team play a part in the realisation of these goals. The phrase “programme team” needs to be understood in broad terms: it usually includes a Programme Director (“PD” thereafter) or lead, academic staff for the programme, but also programme/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 programme activities, but the exact division of labour in each programme will differ, and should be agreed during discussions with the management of the School or Faculty.

The handbook assumes that the PD (or equivalent) is responsible for the day-to-day management of a programme’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 PD is supported by module leaders and Personal Academic Tutors (PAT), and, for programme 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 programme, 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 programme to run well. This could initially seem a little daunting for the programme team, and for a PD 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 programme 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 PD could adopt to lead and manage their team most efficiently. These are important elements, which are covered elsewhere, in the CCCU training sessions offered by Organisations and Staff Development (OD) to all staff, and to Programmes Directors specifically, such as the PD orientation, PD leadership days and the PD Forum.

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 programme and the management of a programme 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 programme, and you may also have additional tasks not listed in this handbook, because each programme is unique, and because Faculties and Schools function slightly differently.

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. Programme team management & leadership
- Communication
- Division of roles/tasks
- Staff induction and development
- Programme boards/management committees
- Change management

### 2. Programme design, development & review
- Programme and module aims and learning outcomes
- L&T and assessment strategy and activities
- Employability
- Sustainability/SDGs
- Academic calendar
- Regulations/PSRB
- Programme modifications
- Annual programme monitoring
- Periodic programme review

### 3. Marketing, recruitment & admissions
- Open and applicant days
- Publicity
- Prospectus
- Outreach
- Clearing
- Alumni

### 4. Pre-arrival, orientation, induction & transition
- Programme essentials
- Welcome week
- Sense of belonging
- Inclusivity
- Learning communities
- ADW/PDW

### 5. Student support & student procedures
- PAT
- Attendance monitoring
- Retention and progression monitoring
- Programme evaluation
- Peer mentoring
- Extemporaneous circumstances
- NLPS/LSPS
- Cause for care and concern
- Fitness to study/fitness to practise
- Academic misconduct and plagiarism
- Appeals/complaints

### 6. Student voice & engagement
- Module evaluation
- Programme reps
- Staff-students liaison meetings
- NSS/UKES/PTES/Career Pulse/Digital
- Experience surveys

### 7. Programme administration & delivery
- Timetable
- Programme handbook
- BB programme and module sites
- Teaching resources and equipment
- H&S
- Placement/work-based learning
- Assessment schedule
- Marking and moderation
- Boards of examiners
- Archiving of student work
- PSRB
- External examiner
PROGRAMME TEAM
MANAGEMENT AND LEADERSHIP

• Set up and implement good communication channels within the programme 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 programme and broader University news. Clarify with these individuals the remit of the PD role and theirs to ensure that the consultation and decision-making processes occur at the agreed level.

• Set up good communication channels with other PDs (for combined honours programmes), Faculty staff (e.g. your Faculty Director of Learning and Teaching [FDLT], Faculty Director of Quality [FDQ], Faculty Director of Operations [FDO], etc.) and Professional Services (QSO, PAA, LTE, EE: RD, Timetabling and Attendance, Learning Development, Librarians, etc.) to resolve issues and to improve the programme and student experience.

• Keep up-to-date with changes to University policies, procedures and processes. Ensure that where necessary or appropriate, the programme team attends relevant training on these.

• Ensure programme representation at School/Faculty/University committees and other required events/groups.

• Organise at least two Programme Boards of Study (Management Committees) per academic year during which the programme team discusses areas covered in this handbook. Ensure the meetings are minuted. Invite professional services colleagues such as the Faculty Learning Technologists, the Faculty / School Learning Developer and Learning & Research Librarian.

• 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 PD and to the rest of the team.

• Support the induction of new staff for module and programme 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 programme. Report staff absence or performance issues that may impinge on programme 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 HR training (bookable on Staffspace).
PROGRAMME DESIGN, DEVELOPMENT AND REVIEW

The below only provides a brief outline of programme design and development. For a fuller picture, refer to the Guidance on Programme Design and Development.

New programme Design

• Determine your programme aims and learning outcomes, aligning them to the Learning and Teaching Strategy, the Technology Enhanced Learning Strategy, CCCU Graduate Attributes, PSRBs (Professional Statutory and Regulatory Bodies) and other Frameworks listed at the end the handbook.

• Design your programme 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. To achieve this, seek advice from your FDLT, Faculty Learning Technologist for Technology-Enhanced Learning (TEL), Learning Developer (learner@canterbury.ac.uk), Learning & Research Librarian (learning.research.support@canterbury.ac.uk), the Employability and Skills Managers (employability@canterbury.ac.uk), etc.

• Design your modules to reflect the programme 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 programme learning outcomes and incorporates plenty of formative activities and regular feedback.

• Determine which University academic calendar your programme will follow. If an exception to this calendar is needed, request an exception to the calendar by contacting your FDQ.

• If your programme must comply with some PSRB requirements, determine whether it needs Special Regulations and if so, discuss it with your FDQ.

Programme Development and Review

• Share the team’s good practice with others within and beyond the team, 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 programme, and seek feedback from relevant stakeholders. At Boards of Study/Management Committees (discussed in Area One), discuss with the team how new relevant subject knowledge, research and industry input can be incorporated into the programme, as well as key University priorities, such as sustainability.

- Use evaluation of programme data and of feedback from stakeholders (staff, students, external examiner, employers, service users, mentors on placements, etc.) to determine necessary amendments to be made to the programme.

- Identify and discuss potential opportunities for new programme development and/or new modes of delivery with the programme team and with School/Faculty management.

- Once the need for modifications to modules or to the programmes have been identified, follow the QSO process for modifications and seek support from your FDQ. Be aware of the deadlines for modifying and approving changes to programmes.

- Every year, write the Annual Programme Monitoring (APM) report, following the QSO process. Engage with a variety of documents and programme/module data, e.g. Module Evaluation Questionnaires (MEQs), NSS results for UG programmes, 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 Programme Periodic Review (PPR) process, following QSO’s procedures. Seek the guidance and support of your FDQ and FDLT at an early stage in the PPR process to ensure the team is on the right track.

- When changes have been made to a programme 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 Competitions and Markets Authority (CMA) requirements.
MARKETING, RECRUITMENT AND ADMISSIONS

Marketing of the programme

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 programme has clear marketing plans and a strategy that will target the most appropriate applicants given your discipline. This includes, for approved programmes, 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 programme’s prospectus entry and of any recruitment publicity material, including digital means as appropriate.

- In the programme publicity, make the most of the successes of staff, students and alumni to raise the profile of the programme, 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 programmes at CCCU 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 programme 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 PD 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 CCCU 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 programme during the clearing period in August, and that staff covering clearing have attended the relevant training and have the necessary information about the programme.

• Deal with requests from students transferring programme within CCCU (coming to your programme or leaving your programme).
PRE-ARRIVAL, ORIENTATION, INDUCTION AND TRANSITION

• Work in collaboration with the Transitions Team (transitions@canterbury.ac.uk) to provide the "Programme 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 PD and the programme 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 programme team, encourage them to make use of these services and invite representatives of these services to briefly present them (Student Support, Health and Wellbeing; The Careers and Enterprise Hub including Career Pulse; Unitemps; Student 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 (especially for areas like extenuating circumstances, plagiarism, etc.), 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 programme learning community.

• Design and deliver reorientation and transition activities for returning students (including those returning after an interruption) and students with advanced standing or RPL, at all levels in the programme.

• 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 programme/School if the student’s PAT is in another programme/School.

• Support new and returning students in choosing their optional modules if your programme contains options.

• Develop learning communities at various levels, including with stakeholders external to the University (employers within the industries relevant to your programme, public services, etc.) to foster students’ horizons and their preparation for the graduate workplace.
STUDENT SUPPORT AND
STUDENT PROCEDURES

Student academic development and welfare support

• Engage with the CCCU Mental Health and Wellbeing Framework, Student Support and Guidance and be familiar with the variety of services offered to students by Student Support, Health and Wellbeing (SSHWB), including the Student Disability Service, the Student Mental Wellbeing Service, and Student Wellbeing Advisers.

• Ensure the PAT system is working effectively for all students, and that PATs monitor student academic and welfare issues 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 SSHWB).

• 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 Support, Health and Wellbeing, with your Faculty Learning Developer, your Learning & Research Librarian, your FDLT and with programme 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 programme.

Leadership and management of students’ engagement, progression and achievement

• Engage with the CCCU Retention and Success Framework

• Regularly analyse data relating to student retention, progression and achievement (using SAS Analytics and other sources). 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 programme level to address issues highlighted by the data. Provide a detailed account of your actions when compiling the Annual Programme Monitoring Review (APMR).
• 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 Tier 4 students (refer to Appendix A of the Student Engagement Policy).

• With Enterprise and Employability staff, follow the Framework for Developing Enterprising, Professional Graduates and the ‘embedding employability and work-related experience’ principles to advise students on career prospects and employment opportunities, and organise workshops/events with employers as you see fit (in addition to embedding employability into your curriculum, cf. Area Two).

• Encourage the programme 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 Extenuating Circumstances

• Be familiar and engage with the University Students Procedures concerning Extenuating 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, formerly NLPs). Advise students appropriately on these procedures, and apply them consistently.

• Take decisions on EC requests (administrators in the case of Self-Certification, and mostly PDs in the case of Evidence-Based). For Impaired Performance, send the requests to a Faculty Panel. Panels for Health and Education are organised at Faculty level. Panels for Arts & Humanities and Social & Applied Sciences (except Salomons Institute) are organised by the Student Procedures Office (student_procedures@canterbury.ac.uk).

• Set up and administer students’ requests for Temporary Learning Agreements (TLAs, formerly NLPs) 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 SSHWB team (Disability Adviser or a Mental Health Practitioner) with individual students, and agreed with the programme 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

• Consider the Fitness to Study Policy and Procedure when there are concerns with 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.

• For Fitness to Practise / Professional Suitability – where a programme is subject to these procedures, be familiar with the requirements relating to the appropriate procedures and their interaction with 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 Misconduct, Plagiarism, Disciplinary (Student Code of Conduct)

• Engage with CCCU’s Academic Misconduct, Plagiarism, and Disciplinary policies and procedures, and implement them appropriately. NOTE: the Plagiarism Procedures and Academic Misconduct Procedures are being combined into a single procedure for implementation in 2019/20.

• For Plagiarism – be confident in the requirements around assessment design (to minimise opportunities for plagiarism to occur), identifying potential plagiarism in marking, referring the matter to the PD in a timely fashion and keeping an appropriate Programme/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. For programme staff undertaking plagiarism 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 Academic Misconduct** – understand what types of student action falls under this procedure and what steps to take if they believe a student has engaged in misconduct (e.g. 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.

• **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 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 Circumstance 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 Wellbeing Advisers).

• The Student Procedures Office manages Appeals and will usually contact the PD/programme 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 Wellbeing Advisers). The Complaints Procedures place an emphasis on early resolution.

• 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 PD/programme team for information about a case, provide timely responses as Complaint cases at FI stage are subject to clear timescales. Seek training and advice from the Student Procedures Office.
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 programme and their experience of it. This is done at several levels:

At module level

• Ensure that students on all modules are given an opportunity to complete a Module Evaluation Questionnaire (MEQ). Mid-module evaluation is also encouraged, which may take the form of a discussion instead of individual questionnaires.
• Ensure module leaders analyse the student feedback and provide a module report (available from your Faculty Quality Manager) at the end of each module, including analysis of students’ results, for the Board of Study.

At programme level

• Ensure programme reps are elected each year, for each level of study (guidance in section 2.3 of the Quality Manual). Inform your Faculty Manager of Quality of their names. 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 programme reps Blackboard site.
• Make yourself familiar with the role of programme rep, using the SU’s “Course Reps Handbook Guide for Staff.” Contact coursereps@ccsu.co.uk if you have any query.
• Build a good relationship with programme 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 programme.
• Set up dates and organise a Staff-Student Liaison Meetings (SSLM) at least twice per academic year, and ensure staff and all student representatives are invited. Invite staff such as Faculty Learning Technologist, Learning and Research Librarian, Faculty Learning Developer and others as relevant.
• Circulate the SSLM 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 student feedback and SSLM actions are fed into the APM process. Use other informal routes to gather feedback, through the PATs, programme administrators, tutorials with students, social media, etc.
• When considering modifications to your programme curriculum, or the setting up of a new programme, 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 programmes; 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.

• 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 @CCCUSstudent social media channels, etc.).

• Encourage students to take an active role in the Students’ Union and allow occasional messages from the Students’ Union (typically, about their sabbatical officers elections) to be relayed through the programme channels.
PROGRAMME ADMINISTRATION AND DELIVERY

Delivery of approved programme

• Ensure that module leaders, tutors, technicians and instructors (if applicable) align their teaching material, activities and assessments to the approved programme specification (including L&T and assessment strategy) and module descriptors, to deliver high quality learning experiences to students on the programme.

• For each cohort, produce a Student Programme Handbook using the most up-to-date University template and make it available to all students. Upload it into the “Programme Information” section on the programme-level Blackboard (Bb) site if you have one, and then into the “Module Information” section of your module-level Bb site.

• Update all module and programme Bb sites for each cohort. Before the academic year starts, ensure your Faculty Learning Technologist (FLT) 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 FLT your Bb requirements and any other learning technologies that your programme uses (e.g. PebblePad, Kaltura).

• Ensure module leaders produce up-to-date module information on any additional platforms as well as on Bb sites.

• Deposit all new and current reading lists for the programme 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 Enterprise and Employability 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 with the Employment and Enterprise Managers and any other classroom support required from the Employability and Skills Managers).

• Identify operational issues that are impeding the effectiveness of the programme and work with the team (and beyond if needed) to resolve them.

Resources, Timetabling and Specific Events

• Ensure programme timetables adhere to University requirements as detailed in the Space Management and Timetabling & Rooming Policies, and follow the relevant University calendar. If you run Combined Honours programmes, 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 programme, coordinate your requirements with other programmes also using the space, with the support of Timetabling and Attendance.

• Ensure that all sessions that you want automatically recorded on ReCap have the activity type “Lecture” or have been flagged up to Timetabling and Attendance.

• For non-scheduled events and extra-curricular activities at programme level delivered on CCCU 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 programme 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 programme 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 revalidation with Timetabling and Attendance as part of the programme 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.

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), with plagiarism and other misconduct procedures and appeal/complaints.

• Produce a calendar of assessments deadlines for the programme, to avoid, whenever possible, the bunching of deadlines for students within the programme whilst ensuring the relevant calendar requirements are met, and considering the implications for combined honours students (if applicable).

• Ensure that all module leaders have published the assessment guidance, the deadlines for submission and for return of work and feedback on their Bb sites.

• Oversee arrangements for marking, second marking and moderation for all modules following Marking Procedures, including for reassessments periods (when some staff may be away or not contracted to work). These arrangements 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). 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, ensure all formal examination (including for 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, and inform students of these dates. For examinations which are programme-run, ensure the module leader and other staff involved understand their obligations and apply arrangements for invigilation as necessary.

• If applicable, recommend a variation to the assessments for students who require reasonable adjustments, and pass it on to the Director of PAA for formal approval.

• Oversee the organisation of the Module boards with PAA or your Faculty office, following the Academic Journey Operational Guide. Ensure all relevant staff are invited, including for reassessment boards. Attend or ensure a deputy can attend the Progression and Award examination boards and reassessment boards.

• If needed, ensure chair’s actions are taken to add or rectify marks to students’ profiles.
• Keep a note of EC decisions (both Programme and Faculty Panel) and, where appropriate, cross check EC decisions about students against their results to ensure the appropriate mark or Board 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 CCCU 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

• Be aware and apply the requirements of quality assurance, professional and statutory bodies and others, associated with placement activities.

• Become familiar with how the organisation of placements and work-based learning activities in your Faculty. For example, in the Faculty of Health and Well Being, all external placements are run through our 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 SSHWB team writes Practice LSPs’ in conjunction with the programme and the student with specific needs or disabilities, to ensure practice learning support is provided in placements.

• 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 Enterprise and Employability to embed the development of graduate skills and attributes into the curriculum (see Area Two).

External Examiner and Professional Body

• Ensure the programme team is clear about the External Examiner (EE) role at programme level. Follow section 12 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 programme have more than one) when you take up your PD 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 programme administrator, FDQ or QSO.

• Ensure the EE has been given an opportunity to comment on all formal examination papers (first assessments and reassessments).

• Consult with the EE if a module or programme modification is envisaged, following the QSO guidance.

• Ensure that all module leaders have prepared their module packs for the EE, containing the module handbook, assessment briefs/questions, and samples of student work. This pack can be compiled and sent digitally. You may give the EE access to the relevant Blackboard module sites with students’ submissions, but should give them an indication of the samples they should look at.

• Ensure the EE is informed of the dates when they will need to review samples of students work, and dates for the Boards of Examiners meetings, has been invited to them, and that you have agreed the timings and method for the EE to review work.

• Ensure that, if possible, the EE meets some students and attends students’ performances (if applicable).

• Make the EE report available to the programme team and discuss, at Programme Board, how amendments can be made to your L&T practice 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 programme Blackboard site; discuss it with students at SSLM.

• 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 QSO 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 programmes 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 Programme Directors

<table>
<thead>
<tr>
<th>Department</th>
<th>Email Address and Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom emergency line</td>
<td>Ext. 2344</td>
</tr>
<tr>
<td>Employability and Skills Managers</td>
<td><a href="mailto:employability@canterbury.ac.uk">employability@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>Human Resources</td>
<td><a href="mailto:hr@canterbury.ac.uk">hr@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>IT services desk</td>
<td><a href="mailto:it-service@canterbury.ac.uk">it-service@canterbury.ac.uk</a> Ext. 2626</td>
</tr>
<tr>
<td>Facilities Helpdesk (parking, log faults, logistics, etc.)</td>
<td><a href="mailto:facilities-helpdesk@canterbury.ac.uk">facilities-helpdesk@canterbury.ac.uk</a> Ext. 2325</td>
</tr>
<tr>
<td><strong>Faculty Director of Learning and Teaching (FDLT):</strong></td>
<td></td>
</tr>
<tr>
<td>Arts and Humanities: Gavan Lennon</td>
<td><a href="mailto:Gavan.Lennon@canterbury.ac.uk">Gavan.Lennon@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>Education: Catherine Carden</td>
<td><a href="mailto:Catherine.Carden@canterbury.ac.uk">Catherine.Carden@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>Health and Wellbeing: Julie Taylor</td>
<td><a href="mailto:Julie.Taylor@canterbury.ac.uk">Julie.Taylor@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>Social and Applied Sciences: Susan Kenyon</td>
<td><a href="mailto:Susan.Kenyon@canterbury.ac.uk">Susan.Kenyon@canterbury.ac.uk</a></td>
</tr>
<tr>
<td><strong>Faculty Director of Quality (FDQ):</strong></td>
<td></td>
</tr>
<tr>
<td>Arts and Humanities: Nigel Morgan</td>
<td><a href="mailto:Nigel.Morgan@canterbury.ac.uk">Nigel.Morgan@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>Education: Richard Brown</td>
<td><a href="mailto:Richard.Brown1@canterbury.ac.uk">Richard.Brown1@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>Health and Wellbeing: Ian Felstead-Watts</td>
<td><a href="mailto:Ian.Felstead-Watts@canterbury.ac.uk">Ian.Felstead-Watts@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>Social and Applied Sciences: Suzanne Dowse</td>
<td><a href="mailto:Suzanne.Dowse@canterbury.ac.uk">Suzanne.Dowse@canterbury.ac.uk</a></td>
</tr>
<tr>
<td><strong>Faculty Director of Operations (FDO):</strong></td>
<td></td>
</tr>
<tr>
<td>Arts and Humanities: Mark Humphreys</td>
<td><a href="mailto:Mark.Humphreys@canterbury.ac.uk">Mark.Humphreys@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>Education: Xanthia Ash</td>
<td><a href="mailto:Xanthia.Ash@canterbury.ac.uk">Xanthia.Ash@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>Health and Wellbeing: James Popple</td>
<td><a href="mailto:James.Popple@canterbury.ac.uk">James.Popple@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>Social and Applied Sciences: Giles Polglase</td>
<td><a href="mailto:Giles.Polglase@canterbury.ac.uk">Giles.Polglase@canterbury.ac.uk</a></td>
</tr>
<tr>
<td><strong>Faculty Learning Technologist (FLT) in LTE:</strong></td>
<td></td>
</tr>
<tr>
<td>Education and Health and Wellbeing:</td>
<td></td>
</tr>
<tr>
<td>Sam McFarlane and Lynne Burroughs</td>
<td><a href="mailto:Sam_McFarlane@canterbury.ac.uk">Sam_McFarlane@canterbury.ac.uk</a> <a href="mailto:Lynne.Burroughs@canterbury.ac.uk">Lynne.Burroughs@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>Arts and Humanities and Social and Applied Sciences: Simon Starr and Wayne Barry</td>
<td><a href="mailto:Simon.Starr@canterbury.ac.uk">Simon.Starr@canterbury.ac.uk</a> <a href="mailto:Wayne.Barry@canterbury.ac.uk">Wayne.Barry@canterbury.ac.uk</a></td>
</tr>
<tr>
<td><strong>International Partnerships and Development (IPaD)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Learning and Teaching Enhancement (LTE)</strong></td>
<td></td>
</tr>
<tr>
<td>Generic enquiries</td>
<td><a href="mailto:LTE-ADMIN@canterbury.ac.uk">LTE-ADMIN@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>UCAP/PGCAP</td>
<td><a href="mailto:ucap_pgcap@canterbury.ac.uk">ucap_pgcap@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>Student Transition, Orientation and Induction Team</td>
<td><a href="mailto:transitions@canterbury.ac.uk">transitions@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>Peer mentoring</td>
<td><a href="mailto:peermentoring@canterbury.ac.uk">peermentoring@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>DEPARTMENT</td>
<td>EMAIL ADDRESS AND EXTENSION</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td><strong>Library and Learning Resources</strong></td>
<td></td>
</tr>
<tr>
<td>Library Collection Development</td>
<td></td>
</tr>
<tr>
<td>• Acquisitions (for library stock orders / reading list deposit)</td>
<td><a href="mailto:library.acquisitions@canterbury.ac.uk">library.acquisitions@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>• Collection Development Manager (for queries regarding Library budgets / allocations and the discoverability of printed and e-resources)</td>
<td><a href="mailto:Ian.Simpson@canterbury.ac.uk">Ian.Simpson@canterbury.ac.uk</a></td>
</tr>
<tr>
<td><strong>Student Learning Development &amp; Research Support</strong></td>
<td></td>
</tr>
<tr>
<td>• Academic Learning Development (for discussions regarding programme-related learning development requirements e.g. embedding academic skills / literacies)</td>
<td><a href="mailto:learner@canterbury.ac.uk">learner@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>• Learning and Research Librarians (for discussions regarding programme-related information skills and resource requirements e.g. embedding Information &amp; Digital Literacy, research support)</td>
<td><a href="mailto:learning.research.support@canterbury.ac.uk">learning.research.support@canterbury.ac.uk</a></td>
</tr>
<tr>
<td><strong>Organisations and Staff Development (OD)</strong></td>
<td><a href="mailto:staff.development@canterbury.ac.uk">staff.development@canterbury.ac.uk</a></td>
</tr>
<tr>
<td><strong>Planning and Academic Administration</strong></td>
<td></td>
</tr>
<tr>
<td>Admissions:</td>
<td></td>
</tr>
<tr>
<td>Immigration compliance</td>
<td><a href="mailto:ukba.registry@canterbury.ac.uk">ukba.registry@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>Undergraduate</td>
<td><a href="mailto:ugadmissions@canterbury.ac.uk">ugadmissions@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>Postgraduate</td>
<td><a href="mailto:pgadmissions@canterbury.ac.uk">pgadmissions@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>Partnership Administration and Campus Hubs</td>
<td><a href="mailto:partnerships.registry@canterbury.ac.uk">partnerships.registry@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>Planning</td>
<td><a href="mailto:planning@canterbury.ac.uk">planning@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>Student Operations (exam, graduation or smartcard queries)</td>
<td><a href="mailto:student.operations@canterbury.ac.uk">student.operations@canterbury.ac.uk</a>, Ext. 3399</td>
</tr>
<tr>
<td>Student Procedures (appeals, complaints, plagiarism and academic misconducts, extenuating circumstances, TLAs)</td>
<td><a href="mailto:student.procedures@canterbury.ac.uk">student.procedures@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>Student Records and Assessment Systems (QL, data management)</td>
<td><a href="mailto:abs@canterbury.ac.uk">abs@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>Timetabling and Attendance</td>
<td><a href="mailto:data.management@canterbury.ac.uk">data.management@canterbury.ac.uk</a> Ext. 2280</td>
</tr>
<tr>
<td>Quality and Standards Office (QSO)</td>
<td><a href="mailto:quality@canterbury.ac.uk">quality@canterbury.ac.uk</a></td>
</tr>
<tr>
<td><strong>Student Support, Health and Wellbeing:</strong></td>
<td></td>
</tr>
<tr>
<td>Generic emails</td>
<td><a href="mailto:studentwellbeing@canterbury.ac.uk">studentwellbeing@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>Louise Jennings, Head of Student Wellbeing</td>
<td><a href="mailto:mentalwellbeing@canterbury.ac.uk">mentalwellbeing@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>James Saward, Student Disability Service Manager</td>
<td><a href="mailto:Louise.Jennings@canterbury.ac.uk">Louise.Jennings@canterbury.ac.uk</a></td>
</tr>
<tr>
<td>Lucie Duncan, Student Mental Wellbeing &amp; Counselling Services Manager</td>
<td><a href="mailto:James.Saward@canterbury.ac.uk">James.Saward@canterbury.ac.uk</a></td>
</tr>
<tr>
<td><strong>Staffspace</strong></td>
<td><a href="mailto:Lucie.Duncan@canterbury.ac.uk">Lucie.Duncan@canterbury.ac.uk</a></td>
</tr>
<tr>
<td><strong>Sustainability:</strong> Peter Rands</td>
<td><a href="mailto:staffspace@canterbury.ac.uk">staffspace@canterbury.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Peter.Rands@canterbury.ac.uk">Peter.Rands@canterbury.ac.uk</a></td>
</tr>
</tbody>
</table>
### CCCU KEY STRATEGIES, FRAMEWORKS AND DOCUMENTS:

<table>
<thead>
<tr>
<th>Strategic Framework 2015-2022</th>
<th>Graduate Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention and Success Framework</td>
<td>Digital Capabilities Strategy</td>
</tr>
<tr>
<td>Framework for Sustainability</td>
<td>Module Leader Handbook</td>
</tr>
<tr>
<td>Framework for Developing Enterprising, Professional Graduates</td>
<td>Guidance for Programme Design and Development</td>
</tr>
<tr>
<td>Mental Health and Wellbeing Framework</td>
<td></td>
</tr>
</tbody>
</table>

### GLOSSARY OF ACRONYMS

<table>
<thead>
<tr>
<th>ADW: Academic Development Week</th>
<th>NSS: National Student Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALT: Academic Link Tutor (based at CCCU)</td>
<td>OD: Organisations and Staff Development</td>
</tr>
<tr>
<td>APMR: Annual Programme Monitoring Review</td>
<td>PAA: Planning and Academic Administration</td>
</tr>
<tr>
<td>Bb: Blackboard</td>
<td>PAT: Personal Academic Tutor</td>
</tr>
<tr>
<td>CMA: Competition and Markets Authority</td>
<td>PALT: Partner Academic Link Tutor (based at the Partner institution)</td>
</tr>
<tr>
<td>CPD: Continuing Professional Development</td>
<td>PD: Programme Director</td>
</tr>
<tr>
<td>DBS check: Disclosure and Barring Service (formerly CRB check)</td>
<td>PDW: Personal Development Week</td>
</tr>
<tr>
<td>EC: Extenuating Circumstances</td>
<td>PPR: Programme Periodic Review</td>
</tr>
<tr>
<td>ECRF: Extenuating Circumstances Review Form</td>
<td>PSRB: Professional, Statutory and Regulatory Bodies</td>
</tr>
<tr>
<td>EE: External Examiner</td>
<td>PTES: Postgraduate Taught Student Survey</td>
</tr>
<tr>
<td>EE: RD: Enterprise and Employability, Research and Development</td>
<td>QSO: Quality and Standards Office</td>
</tr>
<tr>
<td>FDLT: Faculty Director of Learning and Teaching</td>
<td>ReCap: the CCCU Digital Learning Capture tool</td>
</tr>
<tr>
<td>FDO: Faculty Director of Operations</td>
<td>RPL: Recognition of Prior Learning</td>
</tr>
<tr>
<td>FDQ: Faculty Director of Quality</td>
<td>SSHWB: Student Support, Health and Well Being</td>
</tr>
<tr>
<td>FLT: Faculty Learning Technologist</td>
<td>SLM: Staff Students Liaison Meeting</td>
</tr>
<tr>
<td>GDPR: General Data Protection Regulation</td>
<td>Staffspace: the University’s portal for staff</td>
</tr>
<tr>
<td>H&amp;S: Health and Safety</td>
<td>SU: the Students’ Union</td>
</tr>
<tr>
<td>IT: Information Technology</td>
<td>TLA: Temporary Learning Agreement (formerly NLP)</td>
</tr>
<tr>
<td>IPaD: International Partnerships and Development</td>
<td>TEL: Technology-Enhanced Learning</td>
</tr>
<tr>
<td>LSP: Learning Support Plan</td>
<td>UCAS: Universities and Colleges Admissions Service</td>
</tr>
<tr>
<td>L&amp;T: Learning and Teaching</td>
<td>UKES: UK Engagement Survey</td>
</tr>
<tr>
<td>LTE: Learning and Teaching Enhancement</td>
<td>WBL: Work-Based Learning</td>
</tr>
<tr>
<td>MEQ: Module Evaluation Questionnaire</td>
<td></td>
</tr>
</tbody>
</table>

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