

Quality Manual: Quality Assurance of Faculty / School Module Banks

This documents sets out the procedures for managing Module Bank modules.

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1. Introduction

- 1.1. The Academic Framework for the Design and Delivery of University Awards permits a School (or a Faculty) to maintain a module bank.

“3.13. Modules will be identified as having either a parent course or as part of a module bank that is “owned” by a School or Faculty.”¹

- 1.2. This paper sets out procedures for managing Module Bank modules.

2. General Expectations of Module Banks

- 2.1. Module Banks are intended to house modules that have wide applicability across different courses. The use of Module Banks is intended to support trans-disciplinarity and curriculum efficiency.

- 2.2. The use of Module Bank modules must be aligned with University expectations and regulations. Therefore, Module Bank modules must:

- i. be run in line with the expectations of the correct academic calendar
- ii. not be used in a way that contravenes the Academic Framework for the Design and Delivery of University Awards
- iii. be assessed in line with the University’s Regulations for Taught Awards and Assessment Procedures.

3. Governance and Quality Assurance Procedures

Documentation

- 3.1. Each school or faculty making use of a Module Bank should maintain a single Module Bank document including the following:

- i. A cover paper setting out:
 - the owner of the Module Bank
 - a module leader for each module
 - a calendar timetable slot for each module
 - the courses and routes that will adopt the module, and whether this is as an optional or core module
 - external examining arrangements.
- ii. The module specification and descriptor for each module must be included in the Module Bank document.

¹ <https://www.canterbury.ac.uk/quality-and-standards-office/regulations-policies-and-procedures/regulation-and-credit-framework/academic-framework.aspx>

- 3.2. Where the Module Bank is held by a faculty rather than by a school, the faculty will need to designate a management structure for the modules, i.e., who will act as the Head of School for each of the modules in question.

Planning

- 3.3. The Faculty Portfolio Planning Executive (FPPE) should be asked to give planning approval for the initial set-up of the Module Bank, and the extent to which the modules will be shared across courses and routes. Unless other factors apply, the FPPE should be able to agree to this without reference to the Academic Strategy Committee.
- 3.4. The relevant FPPE will be asked to give planning approval for the inclusion or removal of any modules from the Module Bank.
- 3.5. Module Bank modules will need to be incorporated into course planning procedures, e.g., for PP2 as courses go through approval or major course change.

Approval of the Module Bank

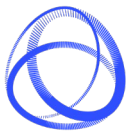
- 3.6. Once the FPPE has agreed to the contents of the Module Bank, academic approval of the Module Bank itself and the modules within it should be undertaken by the relevant Faculty Quality Committee (FQC).

Continuous Improvement of the Module Bank modules

- 3.7. The Module Bank is not a course. It does not, therefore, seem appropriate to apply course continuous monitoring procedures, for example, Boards of Studies. Nonetheless, there must be formal opportunities to monitor the performance of Module Bank modules.
- 3.8. Modules in the Module Bank are likely to be discussed in Student Fora and Boards of Studies of the courses in which the Module Bank modules run. However, on its own, this is insufficient. It is the responsibility of the school or faculty 'owner' to raise with the FPPE and the FQC any significant issues that emerge with the performance of school Module Bank modules during the course of the year.
- 3.9. The Module Bank document must be submitted to the FQC for review each year, and in a way that allows any changes to be made before the commencement of the following year's cohorts on the modules. The Module Bank Document will be accompanied by a report from the Module Bank owner, reflecting on the performance of the modules, noting any anomalies in completion rates, noting messages from external examiner scrutiny or module evaluation, and proposing any necessary changes to address the matters raised.
- 3.10. Changes to the Module Bank modules should be undertaken through minor course change procedures. All courses that adopt the Module Bank modules will need to agree formally to their inclusion and the relevant course documentation will need to be amended. Any minor course changes must be approved in time for the general minor course change deadline, for implementation in the following academic year.

Periodic Course Review

- 3.11. Module Bank modules are reviewed on an annual basis, as noted above. Module bank modules are not subject to periodic course review although the contribution of individual modules to specific courses may be considered in respective Periodic Course Reviews.



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