MANAGEMENT OF COURSES POLICY

This policy sets out:

- Definitions of terms used in the paper

- Legitimisation

- Terms of reference and membership of Course Committees

- Agenda items for Course Committees

- Roles and responsibilities in relation to the management of courses of Course Leader, Course Coordinator, Personal Tutor, and Module Leader

- Requirements for course documentation publication, dissemination and filing.

Definitions

Course and modules

1.   A course is a programme of study which leads to a discrete named award, delivered by the University of Suffolk or one of its partner institutions. Courses will include Certificates and Diplomas of Higher Education, Higher National Certificates, Higher National Diplomas, Foundation Degrees, Honours Degrees, Postgraduate Certificates, Postgraduate Diplomas and Master's Degrees. A course is divided into self-contained parts which are called modules.

Course Team

2.   All staff involved in delivering the course within the current academic year. In the case of work-based courses it is expected that employers or other representatives from the workplace would be members of course teams. It is expected that course teams will meet together informally to co-ordinate course delivery and assessment, to discuss approaches to teaching and learning, and to explore course performance indicators and stakeholder feedback to monitor and enhance provision in accordance with the Risk-Based Monitoring and Enhancement (RiME) processes. Such meetings should occur as required to ensure smooth operation and monitoring of the course, and at least twice each academic year.

Course Committees

3.   The body with defined responsibilities for course management. This will include the Course Team, Course Administrator and Student Representatives (except where individual student details are being discussed). Student Representatives will normally be elected by the student body on the course. Other representatives such as librarians and employer representatives can be invited. There will be at least three Course Committee meetings each academic year. The Course Committee takes a central role in overseeing and contributing to the University's RiME processes.

On some occasions, such as where there is significant shared curriculum or resources (staff or facilities), it is appropriate to hold a single Course Committee event for more than one course. In such cases, full representation for each course should be maintained.

Cognate courses

4.   Two or more courses of similar level delivered at the same institution with a considerable degree of commonality in both content and Course Team for which the HE Lead has approved a single Course Team. Where the same course is run at more than one location, the Course Co-ordinator will be expected to attend course team meetings.

HE Lead

5.   The term 'HE Lead' is used in this document to signify the Dean of School (University of Suffolk) or similar post in the Learning Network, with overall responsibility for courses within the School or partner institution. The HE Lead will normally chair Course Committees within the School or partner institution.

Course Leader and Course Coordinator

6.   The Course Leader is the formally identified leader of the course team, appointed by the HE Lead. In the case of a course being run in more than one location, there will be a Course Leader at each location of delivery and one of the Course Leaders will be nominated by the relevant HE Leads as the overall Course Coordinator. The Course Coordinator will ensure coordination between delivery sites through communication between the Course Leaders. On some occasions, particularly with large courses, there may also be Deputy Course Leaders and/or Year Tutors. In support of their role, Course Coordinators will convene Course Leader meetings on a regular basis.

Module Leader and Module Coordinator

7.   The Module Leader is the formally identified leader of each module. Where the same module is run at more than one location, the Course Leaders will agree one of the Module Leaders to be Module Coordinator.

Personal tutor

8.   The formally identified personal tutor to an agreed number of students on a course as defined in the Tutorial Policy.

Student representatives

9.   It is usual for there to be a Student Representative from each cohort of students on the course.

Course Risk-Based Monitoring and Enhancement (RiME) process

10.   A continual quality monitoring process involving course committee members and other relevant stakeholders, undertaken by both the course team and the course committee throughout the academic year. The RiME process enables the course to be monitored and enhanced through consideration of module evaluations, student and stakeholder feedback and course data, and through the agreement, monitoring and completion of a course action plan.

Stakeholder Forum

11.   An event where employers and others who can contribute to discussions on the nature and future of the course will meet. This might also include representatives from feeder courses. In some cases by agreement, it may be preferable to hold stakeholders meetings relating to several cognate or related courses. As an alternative, stakeholder representatives may be invited to the course committee.

Student Forum

12.   While it is expected that each course will have Student Representatives who will attend course committee meetings and meet with the Course Leader to raise any issues, a student forum may also be held as deemed appropriate. Such forums are likely to be at School or partner institution level.

Legitimisation

13.   Course management gains its legitimacy from the University of Suffolk Senate.

14.   On initial approval, each course will be deemed to be the operational responsibility of a specific HE Lead (usually a Dean of School at the University of Suffolk or the equivalent in the Learning Network).

15.   The membership of Course Committees will be approved annually by Senate. This will include Course Team members and Student Representatives.

16.   Course Committees will usually be chaired by HE Leads, although suitable replacements at senior manager level can take this role. It is not appropriate for a member of the course team (including the Course Leader) to chair a course committee meeting. Minutes of the meeting and

action points arising will be produced by the Course Administrator. A copy will be sent to Registry Services (validation@uos.ac.uk) in a timely manner for inclusion in the Course File.

17.   HE Leads will be directly responsible for the allocation of staff and resources to courses and for all negotiations concerning any servicing of courses from outside their own School or partner institution.

18.   As set out in the Student Representation Code of Practice, Student Representatives will normally be elected by their cohort of students to represent them both formally through course committee membership and informally through meetings with the Course Leader and team. They will be supported by the Students' Union through training and regular contact opportunities.

Terms of Reference of Course Committees

19.   Course Committees will ensure effective course management, administration, development, delivery, monitoring and evaluation in accordance with the University's regulations, policies and procedures. They will oversee the following:

a. Implementation of the aims and intended learning outcomes of the course.

b. Implementation and monitoring of University policies and practices in respect of: pre-entry, entry and exit counselling; admission and induction; curriculum; teaching, learning and assessment; student support; student progression; quality assurance and enhancement; resources including staff development.

c. The consideration of proposals for course development and for ensuring that any changes to the validated course are approved through the formal University course approval, monitoring and review processes.

d. Teaching, learning and assessment strategies deployed on the course, examining and evaluating their effectiveness and planning developments and enhancements.

e. Responses to institutional policies, quality enhancement and audit initiatives and the requirements of external agencies relating to the quality assurance of the course.

f. The development and implementation of action plans to secure enhancement, and the reporting and evaluation of the effectiveness of the actions taken.

g. The monitoring and evaluation of the achievement of the course against performance targets; the instigation of actions which will facilitate the achievement of performance targets.

h. The maintenance of academic standards within the course by noting the appointment of external examiners and formally receiving and monitoring external examiner reports and the Course Leader's responses.

i. The effectiveness of student, staff and the stakeholder liaison; receiving the analysis of student feedback on entry, on programme, and on exit and external feedback; proposing activities to address concerns and disseminate good practice; and reporting back and evaluating the actions taken.

j. Preparations for course re-approval as required by the Senate and relevant Professional, Statutory and Regulatory Bodies (PSRBs).

k. Making recommendations for promotional activities.

l. The review of resources to support the course.

Items for Course Committees

20.   There will normally be at least three Course Committees each academic year. All course team members should attend, as well as Student Representatives. Formal minutes of Course Committees should be maintained and will, alongside the course action plan, be the main evidence of course based monitoring and enhancement activities as required by the RiME processes.

21.   The following items should be considered in each academic year. Other agenda items of specific relevance to individual courses may naturally be included.

a. Progress with action points from previous meeting, and report back and evaluation of effectiveness of actions. Items not dealt with should be carried forward on the action plan.

b. Where courses are run in more than one location, any matters concerning coordination between sites should be considered.

c. Course Leaders will report, where relevant, discussions on:
  - course aims, outcomes, subject benchmarks (*e.g., evaluation; achievements; student learning; developments)*;

- curriculum (*e.g., evaluation; relevance; currency; appropriateness and achievement of learning outcomes; student learning and developing knowledge, understanding and skills including key skills; curriculum developments)*;

- assessment (*e.g., evaluation of strategies and process; student achievement from previous assessment period; external examiner reports with course team responses; standards)*;

- enhancement (*e.g., evidence of quality being enhanced/maintained and standards being achieved/improved; staff development; quality assurance processes as they relate to the courses; implementation of institutional policies; development of position statements; appointment of external examiners; summaries of student written evaluations on entry, on programme and on exit; alignment with the UK Quality Code; preparations for imminent external reviews or course re-approval; future plans for enhancement);*

- teaching and learning (*e.g., evaluation of effectiveness of teaching and learning strategies; staff research/publications and their relevance; initiatives);*

- general and individual student progression (*e.g., evaluation of academic and pastoral support and guidance for students; performance against enrolment, retention, progression and achievement targets; student destinations/successes; student evaluations of induction)*;

- learning resources (*e.g., evaluation of curriculum delivery; library provision; technical and administrative support; teaching accommodation; central facilities; equipment and IT resources; deployment of resources).*

NB Evaluations should be derived from student feedback, external examiner reports, feedback or from another documented source. Any issues which cannot be resolved within the Course Team should be considered by the HE Lead.

d. Matters raised by Student Representatives.

e. Any other matters pertaining to the course not arising elsewhere.

Appendix C presents three template course committee agendas: one for each of the three meetings of an academic year. These templates set out minimum expectations – they may be used as set out, or they can have additional relevant items added to suit particular contexts and situations. Two further templates, one each for the first ever and last ever course committees of a course area are also available from Registry Services.

Course Coordinators

22.   Where the same course is run in more than one location (for example at the University and one of its partner institutions, or across multiple partner institutions), one of the Course Leaders will be nominated by the relevant HE Leads as Course Coordinator.

The responsibilities of the Course Coordinator are mainly of a convening nature and include:

a. Ensuring that there is agreement for responsibility on all tasks itemised in Appendix A.

b. Ensuring that arrangements are made for communication between the Course Leaders.

c. Ensuring that where modules are taught in common across the Learning Network the Course Leaders nominate a Module Coordinator.

d. The coordination of matters concerning External Examiners, through consultation between the Course Leaders.

e. Ensuring that any coordination issues are discussed by Course Committees, acted upon and recorded in course action plans.

f. Convening any activity on the development and updating/re-approval of the course.

g. Ensuring that the group of Course Leaders undertake any other actions as necessary to ensure the smooth coordination of the programme.

HE Lead

23.   The HE Lead has local oversight of the course and is ultimately responsible for its effective management. In the following paragraphs the responsibilities of HE Leads are outlined. This should be read in conjunction with table one of Appendix A (where specific HE Lead activities are listed along with indications of when they will usually be carried out).

The responsibilities of the HE Lead role are:

a. Where a course has no Coordinator, the HE Lead will ensure that there is agreement for responsibility on all tasks itemised in Appendix A.

b. To ensure that changes in course leadership and module leadership are communicated to Registry Services.

c. To arrange and ensure appropriate staffing is provided for scheduled teaching sessions, tutorial responsibilities (both academic and personal), and admissions activities.

Course Leader

24.   The Course Leader will be appointed by the appropriate HE Lead in consultation with the tutor concerned. The role is executed in conjunction with the HE Lead and is supported by the Course Team. In the following paragraphs the responsibilities of Course Leaders are outlined. This should be read in conjunction with table two of Appendix A (where specific Course Leader activities are listed along with indications of when they will usually be carried out).

The responsibilities of the Course Leader role are:

a. Effective and efficient leadership and management of the course and successful delivery and co-ordination of the course in accordance with University regulations, policies and procedures.

b. Recommending staff to teach within the course to the HE Lead and ensuring adequate consultation with and between these teaching staff to achieve the course aims and learning outcomes. Ensuring each module has a module leader and that modules run in more than one location have a Module Coordinator.

c. Ensuring students make appropriate module choices within the appropriate course regulatory framework.

d. Working with the Course Administrator to convene Course Committee meetings and produce agendas. Attending Course Committee meetings and reporting on course management, delivery, monitoring and enhancement. Also providing a report of the meeting to the Course Coordinator, if in place, and the HE Lead.

e. Ensuring implementation of the personal tutor system for the course, including allocating named tutors to students and ensuring that time is arranged for tutorials, student progress and attendance are monitored, appropriate advice is offered and suitable actions are planned and executed.

f. In line with assessment policies and procedures, and in conjunction with relevant administrative staff, coordinating arrangements for assessment and examinations including moderation front sheets. Where they are held, this will include the organisation of moderation meetings.

g. In line with the External Examiner guidelines, nomination of potential external examiners, provision of the requisite documentation for their information and regular communication with them on assessment issues, and working with course administrators to ensure external examiner access to on-line material (Brightspace modules) where required for their work.

h. Co-ordinating the RiME process, ensuring action plans are executed and the associated documentation completed and disseminated as defined in the RiME documentation.

i. Promoting student feedback surveys (NSS, University of Suffolk Student Survey, Module Feedback, and PSRB Surveys where appropriate) and encouraging student participation.

j. Maintaining regular communication with Student Representatives to ensure they are able to provide feedback and raise issues as they arise. While course contexts will determine the best means by which this can be achieved (informally or through scheduled meetings, face-to-face or electronically), contact should normally occur at least on a monthly basis.

k. Collection and analysis of feedback from students and from external representatives if appropriate. This includes:
    * regular contact with course representatives;
    * analysis and action planning based on pertinent NSS and University student survey results;

l. In conjunction with administrative systems, ensuring maintenance of course and student records (including student withdrawals), completion of student references and compilation of course statistics according to regulations and University requirements. This should include transfer of course information to successors.

m. Liaison as necessary with module leaders, personal tutors, relevant colleagues from across the Institution and day-to-day operational contact with other relevant external agencies. Liaison with Student Services to ensure that additional support needs are met in relation to learning, teaching and assessment.

n. Leading the development and updating / re-approval of the course including overseeing the preparation and submission of the necessary documentation (including forms proposing changes to course provision). Where a course is run at more than one site this activity will be convened by the Course Coordinator.

o. In line with existing induction guidance, organising and implementing induction for new and returning students. This includes the provision of course handbooks and work-based or placement learning handbooks. It is expected that handbooks and policies will be available to students electronically, usually through a course area on Brightspace.

p. Organising induction to the course for new staff ensuring they are fully informed about all aspects of the course and their role within the team.

q. Supporting the line manager to ensure that any health and safety requirements relating specifically to the course are fulfilled, and that Risk Assessments are carried out where necessary.

r. Initiating and undertaking course promotional activities and contributing to relevant marketing initiatives such as prospectus entries.

s. The submission of reports and information as required.

t. Providing advice on resource needs (including timetabling and rooming requirements) to the relevant HE Lead. Monitoring course resource use, maintenance and development in conjunction with the HE Lead.

u. Working with the course team to optimise the use of the Online Learning Environment (OLE) in course delivery.

v. Undertaking such further actions as are necessary to ensure the successful and smooth running of the course.

Personal tutor

25. Personal tutors will be assigned to students by the relevant Course Leader in discussion with the tutors concerned. Whenever possible and, providing the arrangement is agreeable to both parties, the personal tutor will remain in this role for the complete duration of each student's period of study. Should a problem arise between parties, the Course Leader will make alternative

tutorial arrangements. Duties should be executed in accordance with the Tutorial Policy. Detailed guidance on the role of personal tutors and on the conduct of personal tutorials is available online in the University Quality Manual.

Personal tutors' responsibilities are:

a. In relation to their studies, helping to ensure students' well-being, looking after their interests, and guiding them in their preparations for future study needs.

b. Ensuring that students' academic, personal development and key/employability skills progress are monitored (this may be supported by module activities and Course Leaders) and also their attendance, taking appropriate action as necessary.

c. Maintaining student tutorial records in accordance with relevant policies, procedures and formats.

d. Being available to meet with each personal tutee individually in accordance with the Tutorial Policy.

e. Enabling students to maximise their academic strengths and interests, address any difficulties they may be experiencing within their programme of study and cope with any problems affecting their progress.

f. Advising on students' selection of modules and the making of other academic choices to ensure continuity and coherence within their chosen programme of study, relevance to their intended post-course destination and adherence to the relevant regulatory framework.

g. Liaising with the Course Leader, Module Leaders, employers, professionals and other relevant external agencies as necessary.

h. Providing guidance on careers and postgraduate professional training opportunities in collaboration with the Careers and Employability Service.

i. Advising students on the availability of relevant specialist services within and out with the University.

j. Writing references for personal tutees during and after their period of study.

k. Attending and contributing to Course Committees, team meetings and Assessment Boards as required.

Module Leader

26.   Module Leaders will be appointed from within the Course Team by the Course Leader in consultation with the module tutor concerned. Where the same module is run in more than one location, Course Leaders will nominate one of the Modules Leaders to be Module Coordinator who will operate in a convening role as with the Course Coordinator. In the following paragraphs the responsibilities of module leaders are outlined. This should be read in conjunction with table four of Appendix A (where specific module leader activities are listed along with indications of when they will usually be carried out).

The responsibilities of Module Leaders are:

a. Delivery of modules, including academic tutorials, as determined by validation requirements and in accordance with University regulations, policies and procedures. For many modules this will include leadership of a team of tutors.

b. Co-ordinating and administering assessment for the module. This includes the pre-issue moderation of examinations and assignments, marking as specified by the Assessment Moderation Policy and completing the records and submitting results as required.

c. In line with University procedures, submitting module schemes of work and details of assignments and examination questions to the Course Leader when required.

d. In negotiation with other tutors on the module, modifying their modules in response to review and evaluation data in conjunction with the Course Committee, obtaining approval where necessary in accordance with the Procedure for the Approval of Changes to Existing Courses.

e. As required by University regulations, maintaining attendance records of students registered for their module and alerting the Course Leader and/or Personal Tutor to any prolonged absence for which a student has offered no reasonable explanation.

f. Liaising with module contributors and others as appropriate to ensure the effective delivery of the module.

g. Where a module is run in more than one location, liaising with equivalent Module Leaders on module delivery, assessment and assessment moderation, through the Module Coordinator.

h. Liaising with the Course Leader and HE Lead as necessary to identify resource requirements and provide regular feedback on module matters.

i. Updating module reading lists and liaising with the library to ensure availability of materials.

j. Attending Course Committees, pre-Assessment Boards and Assessment Boards.

k. Contributing to the RiME process through completion of the Module Evaluation Process and taking appropriate improvement or enhancement action when necessary and possible.

l. Including a module induction at the beginning of every semester the module runs. This session should include:
- *module aims, intended learning outcomes and content (scheme of work to be given to every student);*
- *teaching and learning strategies to be employed;*
- *tutorial pattern, style and dates;*
- *assessment strategies, preparation and guidance;*
- *necessary learning resources, including communication and information technology resources;*
- *student time commitment;*
- *reading for the module (essential and useful texts and relevant websites);*
- *any costs to students;*
- *key skills criteria to be developed and assessed.*

m. Developing and maintaining a module file. It should include:
- *full module specification from the most recent validation document (including any formally approved amendments with supporting proformas);*
- *current/most recent scheme of work;*
- *current reading/website list, correctly referenced;*
- *assignment guidelines;*
- *examples of past examination papers;*
- *mark sheets;*
- *summary statements of any student module evaluations from the past three years;*

- *all Module Evaluation Forms from the past three years.*

Where a module is run in more than one location, a module file will be kept in each location where it is run.

Appendix B further specifies documentation that module leaders are expected to maintain, indicating when and how it should be reviewed and disseminated.

Student representative

27.   Student Representatives will be responsible for representing their cohort of students, ensuring that their fellow students' views and concerns are communicated to the course team in an appropriate manner.

The responsibilities of Student Representatives are:

a. Preparation for course committee meetings through the collation of their fellow students' views and concerns in relation to the course.

b. Attendance at, and contribution to, course committee meetings. Where this proves impossible, Student Representatives should ensure feedback provided to them by their fellow students is passed on to the Course Leader or Chair of the Course Committee in advance of the meeting.

c. Dissemination of course committee discussions and decisions to their fellow students.

d. Maintaining regular contact with their fellow students in order to identify emerging issues, and communicate these to the Course Leader promptly.

e. Maintaining regular contact with the Course Leader to enable effective communication.

f. Contributing to course evaluation processes.

Course Files relevant to course management and monitoring

28.   The Course Leader is responsible for ensuring that the following are sent to Registry Services (validation@uos.ac.uk) for the Course File on MySuffolk (all electronic only):

- (After validation or re-approval) The definitive validated course documents.

- Documentation relating to PSRBs.

- (At the start of each year) Current student handbooks (including placement/work experience handbooks) and assessment schedule.

- Course Committee minutes and action plans.

Appendix B further specifies documentation that Course Leaders are expected to maintain, indicating when and how it should be reviewed and disseminated.

29.   The clerk to Assessment Boards will ensure that a paper copy of the minutes and all attachments is sent to Registry Services.

30.   The Course Leaders will ensure that any documentation on individual students is sent to Registry Services (for the University of Suffolk) or the relevant Learning Network HE Administrative Office, who keep current individual student files. This will include, at the end of each student's programme, tutorial records.

APPENDIX A

CHECKLIST OF COURSE MANAGEMENT TASKS

Within the tables in this Appendix, the entries in the Doc. Ref. column cross reference to entries in Appendix B, indicating the documentation that should result from the activity listed.

HE Lead Tasks
In the table below we list activities that are the responsibility of the HE Lead. While this list includes the majority of activities that HE Leads should expect to engage with in an academic year, it is not exhaustive.

	Action	In liaison with	When	Doc. Ref
1	Module offerings for year	CL & Coordinator	Significantly in advance of the start of course delivery	
2	Agree timetables: staffing and timings	CL		8
3	Arrange rooming for classes	CL		
4	Set recruitment targets	CL		
5	Rota for Summer recruitment activities	Course Team	Start of academic year	
6	Promote NSS and internal student survey	Course Team	January to April	
7	Chair Assessment Board		Each Assessment Board	
8	Results released and awards and other letters sent out	Registry Services Staff		20
9	Chair course committee meetings		Throughout year	
10	Communicate staff changes and prolonged staff absences to Academic Partnerships office			
11	Review recruitment and enrolment against targets	CL		

Course Leader Tasks
In the table below we list activities that are the responsibility of the Course Leader. While this list includes the majority of activities that Course Leaders should expect to engage with in an academic year, it is not exhaustive. The intention is that the provision of this list will support both the delegation of many of the activities to other members of course teams, and the agreement of responsibility of tasks between Course Coordinator and Course Leaders.

	Action	In liaison with	When	Doc. Ref
1	Advise on timetables: staffing and timings	HE Lead	Significantly in advance of the start of course delivery	
2	Advise on rooming needs	HE Lead		
3	Update work placement / work based learning handbook, send copy to Registry Services, and publish on Brightspace	Module Leaders and Registry Services		5
4	Update course handbook, send copy to Registry Services, and publish on Brightspace			3
5	Update website information			6
6	Review resources to support the course			
7	Plan and oversee student Induction		Just prior to the commencement of delivery	10
8	Schedule Course Committee and other course related meetings	HE Lead / Registry Services		13

9	Agree Course Assessment schedule	Module Leaders	Just prior to the commencement of delivery	12
10	Ensure staff are introduced to course			
11	Assign Personal Tutors		First two weeks of delivery	11
12	Ensure students receive a library induction	Library Staff		
13	Ensure students receive an IT induction			
14	Confirm Courses Committee / Assessment Board membership			9
15	Oversee provision of support for students with specific needs	Student Services team	By end of October	
16	Introduce personal development planning	Module Leaders		
17[1]	Promote / complete on-line student attendance tracking system	Module Leaders	Throughout delivery	
18	CVs updated by 1st December	All team members	November	
19	Convene Exam moderation panels	Course team	At least six weeks prior to examination dates	
20	Promote NSS and internal student survey		January to April	
21	Assignments specs to external examiner	Module Leaders	As available from module leaders	
22	Collate GKS / Employability Skills claims for Assessment Board	Personal tutors	In preparation for each Assessment Board	19
23	Liaison with External Examiner			
24	Manage Pre-Board			
25	Prepare papers for Assessment Board	Registry Services Staff		17
26	Ensure any course specific Health and Safety Requirements are promoted and met	HE Lead	On-going activities throughout academic year	
27	Equality and diversity considerations			
28	Monitor personal tutoring	Personal tutors		
29	Chair course team meetings, make notes			
30	Ensure regular contact with course Student Representatives	Student Representatives		
31	Maintain student files			
32	Ensure insurance etc. for any trips			
33	Ensure compliance with Placement Policy if placements	Module Leaders		
34	Mentor training and liaison, where relevant			
35	Conduct exit interviews for withdrawing students			

[1] Each partner institution employs their own system for monitoring student attendance – Course leaders and their teams are expected to support the system in place to ensure accurate completion.

36	Support students to complete extenuating circumstances forms			16
37	Prepare for and lead Course Team meetings			
38	Maintain course and module files	Module Leaders		
39	Maintain applicant area course presence			7
40	Arrange Course Committee meetings			14
41	Manage RPL / RPEL processes	Module Leaders		18
42	Oversee and support admissions processes			
43	Monitor timeliness of feedback return			
44	Oversee careers support for students	Careers Services	On-going activities throughout academic year	
45	Enable student achievement recording for HEAR			
46	External examiner nominated			
47	Co-ordinate External Liaison/Employer/Stakeholder Forum			
48	Promotional activity	Module Leaders / External Relations		
49	Ensure international students are supported	International Officer		
50	Manage reporting of student transfers and withdrawals	Registry Services / LN administrative staff		
51	Review retention, achievement and progression		Following completion of delivery	
52	Attend and contribute to RiME event			
53	Response to External Examiner report			22
54	Contribute to RiME Risk-Alert Audits	HE Lead		
55	Submit any proposed module or course changes	Module Leaders	At least three months prior to the beginning of module delivery	23
56	Lead preparations for re-approval events	Course Team		1

Module Leader Tasks

In the table below we list activities that are the responsibility of the Module Leader. While this list includes the majority of activities that Module Leaders should expect to engage with in an academic year, it is not exhaustive.

	Action	In liaison with	When	Doc. Ref
1	Reading lists up to date	Library	Significantly in advance of the start of course delivery	4
2	Produce scheme of work	Module contributors	Just prior to the commencement of delivery	26
3	Provide module induction		First week of module delivery	27, 28, 30
4	Design assessment components for module, in accordance with validated module specification	Module contributors	Early in delivery	32
5	Internal moderation of assignments specs, then sent to External Examiner for approval			31, 33
6	Submit exams to Exams Office		Three weeks in advance of exam date	34
7	Ensure completion and recording of moderation / double marking of assessed work	Course Team	Within four weeks of submission deadline	37
8	Produce student feedback for assessed work and provide to students			36
9	Results for collation	Registry Services	Prior to Pre-board	37
10	Register completed			
11	Attend pre-Board and Assessment Board		Each board	
12	Provide tutorial support for referred / deferred students	CL	Following Assessment Board	
14	Attend course committee meetings		Throughout module delivery	
15	Support students seeking RPL / RPEL in respect of module	CL		
16	Provide academic tutorial support for students			
17	Support student applications for extenuating circumstances	CL		35
18	Arrange collection of student feedback on module		At end of module	38
19	Complete module evaluation			39
20	Attend and contribute to course re-approval processes	CL		

APPENDIX B

Course Related Documentation Management
The following table lists documentation that the Course Leader and course team are responsible for maintaining and disseminating, along with indications of responsibilities, timings and destinations for each item. The expectation is that, unless otherwise indicated below, all documents will be produced, retained and disseminated in electronic form. Where course teams believe it appropriate, printed copies for student use may also be provided. Unless otherwise indicated, the Course Leader is responsible for the sign-off of each of the documents.

DEFINITIVE COURSE DOCUMENTS			
Ref No.	**Document**	**Where copies should be kept / published / sent to**	**When document should be produced / updated**
1	Validation / re-approval documents	Registry Services	Sent to Registry Services at least four working weeks prior to validation / re-approval event
2	The definitive validated course documents	Registry Services	Following completion of validation / reviewer-approval process – signed off by Chair of event.
	The documents forming the definitive course documents should be reviewed annually as follows:		
3	Course Handbook	Registry Services for inclusion in on-line Course File, and made available on-line to current students and through Applicant area	Updated annually in advance of induction for new cohort. Dissemination before start of delivery.
4	Module reading lists	Course Leader for inclusion in course handbook; Library	End of May
5	Work-based learning / placement handbook	Registry Services for inclusion in on-line Course File, and made available to current students	Updated annually in advance of induction for new cohort. Dissemination before start of teaching.
6	Website course information	Website	Updated annually, or more frequently as required
7	Applicant area course information	Applicant area	Updated regularly (at least annually, preferably more often)

	OPERATIONAL DOCUMENTS		
Ref No.	**Document**	**Where copies should be kept / published / sent to**	**When document should be produced / updated**
8	Course Timetable	Copy should be published on-line for current students and through applicant area	Before start of delivery.
9	Membership lists for Course Team, Course Committee and Assessment Boards	Copy provided to Registry Services	By end of November
10	Induction Timetable	Copy should be sent to Registry Services and Admissions and published on-line for students	In advance of induction week.
11	Allocation of students to Personal Tutors	Copy made available on-line for student and staff reference	During induction week; updated regularly to reflect any changes.
12	Assessment Schedule	Copy should be sent to Registry Services for course file and published on-line for students on Brightspace	Within the first couple of weeks of teaching each academic year
13	Schedule for Course Committees, Assessment Boards	Copy published on-line for student and staff; copies sent to any external members of Course Committee and to Registry Services.	Within the first couple of weeks of teaching each academic year
14	Course Committee Agenda	Copies sent to all members of Course Committee along with copies of key performance data that will be reported on at the meeting	At least one week before each Committee
15	Course Committee Minutes and action plans	Copy should be sent to Registry Services for course file and published on-line for students on Brightspace course area	Distribution within two weeks of Course Committee
16	Extenuating Circumstances Forms	Completed by students online	Normally in advance of scheduled Mitigating Circumstances panel; as soon as possible if this is not possible.
17	Course Leader's Report for Assessment Boards	Copy to Clerk of Board in advance of meeting	Sufficiently in advance of meeting to permit availability at the board
18	RPL/RPEL documentation and evidence	Available for External Examiner's review and for Assessment Board	Ready and checked by Pre-Assessment Board
19	Graduate Key Skills / employability skills documentation	Available for External Examiner's review and for Assessment Board	Ready and checked by Pre-Assessment Board
20	Awards Letters and other letters arising from Assessment Board discussions	Copy to student file	Following Assessment Board (HE Lead to sign off)
21	Personal Tutor Records	During students studies, personal tutor retains; at completion of studies records are sent to Registry Services (for Ipswich) or the Learning Network HE Administrative Office	

	QUALITY ASSURANCE AND ENHANCEMENT		
Ref No.	**Document**	**Where copies should be kept / published / sent to**	**When document should be produced / updated**
22	External Examiner's Report	Registry Services notifies Course Leader of External Examiner's submission on-line	When received from EE
		Response completed by Course Leader	Within three weeks of notification
		Response approved by HE Lead	Within a week of Course Leader's completion
		Copy published to students on Brightspace course area (provided by Registry Services)	When approved by Head of Quality Enhancement
		Completed report published by Registry Services in course files	When approved by Head of Quality Enhancement or nominee
23	Proposals for changes in course provision (course modification forms)	Following approval by School / Learning Network Academic Committee, completed forms to be sent to Registry Services for consideration by Head of Quality Enhancement	Well in advance (at least three months) of the start of the delivery of any modules for which a change is proposed
24	Documentation relating to professional, statutory or regulatory bodies	Copy should be sent to Registry Services	As and when produced / received
25	Staff CVs	Copies to Registry Services	By 1st December

	MODULE DOCUMENTATION **(all items listed below are the responsibility of the module leader and copies should also be retained in the module file)**		
Ref No.	**Document**	**Where copies should be kept / published / sent to**	**When document should be produced / updated**
26	Scheme of work and delivery schedule	On-line for students	By commencement of module delivery
27	Module team contact information		
28	Arrangements for academic tutorials supporting module		
29	Dissertation Handbook	On-line for students	Normally at the commencement of the dissertation module (but often in advance)
30	Assessment Schedule	On-line for students	Within two weeks of the commencement of delivery
31	Assessment pre-issue moderation records	External Examiner for approval	Prior to release of assessment briefs to students
32	Approved assessment briefs	On-line for students	At least five weeks before assessment deadline
33	Draft exam papers and pre-issue paperwork	External Examiner for approval	At least six weeks prior to exam date
34	Final exam papers	Submitted to Exams Office	At least three weeks prior to exam date
35	Mark sheets and feedback for assessed student work	To students; Copies kept with samples of student work for External Examiner inspection	Within four weeks of submission of work
36	Moderation paperwork	Copies to Registry Services for entry onto IT systems.	In advance of Pre-board
		Kept with samples of student work for External Examiner inspection	Ready for External Examiner visit
37	Summary of students' feedback on module	On-line for students	Near / at end of module delivery
38	Module Evaluation report	Electronic copy sent to Course Leader and provided to students on Module area of Brightspace	In advance of final Course Committee of year

Appendix C

COURSE COMMITTEE AGENDA TEMPLATES

On the next three pages Course Committee agenda templates are provided. These are templates and as such can be added to as required to suit course situations and contexts.

Autumn Course Committee

UNIVERSITY OF SUFFOLK

(Insert School/Partner Institution)

Course: (insert full course title(s))

Date: (insert date)   Time: (insert)   Venue: (insert)

A G E N D A

1	**Membership** Present: Apologies:
	Role of the committee *To note the role of the course committee in supporting the course team in their management of the course and to ensure all new members understand their role.*
2	**Minutes of previous meeting** *To confirm the minutes of the meeting held on (insert date) were a true record.*
3	**Review of Course Action Plan**
4	**Definitive Record** *To receive the course(s) Definitive Records and to note their role, alongside the module specifications, as the authoritative record of the course.*
5	**Review of External Examiner's Report for (insert previous academic year)** *Course team to report, followed by discussion. Items from the report's action plan should be added to the course action plan.*
6	**Review of final course statistics for (insert previous academic year)** *Course team to report, including consideration of: NSS results, Retention and Achievement, Award Data.*
7	**Module Evaluations** *Course team to report on all outstanding module evaluations from the previous academic year.*
8	**Issues beyond course team's control** *To note School / Partner Institution responses in regard to those issues noted at the final meeting of the previous year*
9	**Changes to provision** *Course team to note any changes to the course introduced for the current academic year*
10	**New Intake Numbers** *To include discussion of how these performed against targets and whether there are any issues to be addressed with new intake*
11	**Initial provision review** *To include a report of induction survey results, the first few weeks of delivery, and any issues to be addressed. This is an opportunity to identify good and innovative practice, to consider its effectiveness, and to plan for its further adoption and dissemination if appropriate.*
12	**Student and stakeholder issues and feedback** *An opportunity for feedback from student, employer, placement and other representatives*
13	**Any Other Business** *If re-approval is scheduled for this year, discussion on how documents will be produced; dissemination of good practice*
14	**Update Action Plan** *To note both on-going actions from the previous action plan and any actions added since then.*
15	**Date of Next Meeting** *(Insert date of next meeting)*

Spring Course Committee

UNIVERSITY OF SUFFOLK

(Insert School/Partner Institution)

Course: (insert full course title(s))

Date: **(insert date)**   **Time:** **(insert)**   **Venue:** **(insert)**

A G E N D A

1	**Membership** Present: Apologies:
2	**Minutes of previous meeting** *To confirm the minutes of the meeting held on (insert date) were a true record.*
3	**Review of Course Action Plan** If External Examiner report(s) were not available in time for Autumn course committee, include: **Review of External Examiner's Report for (insert previous academic year)** *Course team to report, followed by discussion. Items from the report's action plan should be added to the course action plan.*
4	**Student Profile Data** *Course team to report on student profile data.*
5	**Review of semester one provision** *Course team to report on the delivery of the course in the previous semester, and on associated academic support and resources. This should include consideration of module evaluations produced in respect to modules reported on at the semester one Assessment Board. This is an opportunity to identify good and innovative practice, to consider its effectiveness, and to plan for its further adoption and dissemination if appropriate.*
6	**Review of semester one Assessment Board** *Course team to report on any issues, trends, or good practice that was evident from the assessment process.*
7	**Student and stakeholder issues and feedback** *An opportunity for feedback from student, employer, placement and other representatives*
8	**Any Other Business** *If re-approval is scheduled this year, discussion on progress; dissemination of good practice*
9	**Update Action Plan** *To note both on-going actions from the previous action plan and any actions added since then.*
10	**Date of Next Meeting** *(Insert date of next meeting)*

Summer Course Committee

UNIVERSITY OF SUFFOLK

(Insert School/Partner Institution)

Course: (insert full course title(s))

Date: (insert date)   **Time: (insert)**   **Venue: (insert)**

A G E N D A

1	**Membership** Present: Apologies:
2	**Minutes of previous meeting** *To confirm the minutes of the meeting held on (insert date of previous meeting) were a true record.*
3	**Review of the Course Action Plan**
4	**Review of semester two provision** *Course team to report on the delivery of the course in the previous semester, and on associated academic support and resources. This should include consideration of module evaluations produced in respect to modules reported on at the semester two Assessment Board. This is an opportunity to identify good and innovative practice, to consider its effectiveness, and to plan for its further adoption and dissemination if appropriate.*
5	**Review of semester two Assessment Board** *Course team to report on any issues, trends, or good practice that was evident from the assessment process.*
6	**Review of course statistics** *Course team to report; including consideration of: Internal Student Survey results, destination data.*
7	**Student and stakeholder issues and feedback** *An opportunity for feedback from student, employer, placement and other representatives*
8	**Any Other Business** *If re-approval is scheduled next year, discussion on how documents will be produced; dissemination of good practice*
9	**Update Action Plan** *To note both on-going actions from the previous action plan and any actions added since then.*
10	**Date of Next Meeting** *(Insert date of next meeting)*