

Defining the Module Leader Role

Coventry University Group

Overview of the role

An important role within the University, the Module Leader is responsible and accountable for the academic quality of a module. The Module Leader ensures the provision of an academically informed, well-organised and stimulating module that reflects the principles of Coventry University Group's Education and Student Experience Strategy 2030.

Practically, this encompasses module development, review, operation and delivery to ensure that academic standards and regulatory requirements are maintained, while contributing to a cohesive and coherent course-level student experience. Achieving this may be a particular challenge for a Module Leader whose module contributes to more than one course, and will necessitate the Module Leader participating as a full member of multiple course teams to ensure that their module meets, equitably and fairly, the needs of all students who study it.

While Coventry University Group advocates a course-based approach to teaching and learning, modules are essential components of a course and are the primary unit of quality to demonstrate that learning outcomes are met. Key activities for the Module Leader, therefore, include:

- monitoring, reviewing and enhancing student progression and achievement;
- undertaking and responding to student feedback processes (eg Module Evaluation Questionnaires (MEQs), the National Student Survey (NSS));
- maintaining evidence for auditable purposes (including module boxes), module materials and student communications.

Key Responsibilities of the Role

The balance of the activities and responsibilities of the role will necessarily vary according to the part of the Group in which the course is delivered, and the nature and size of the module. The typical responsibilities below are not intended to be exhaustive, but to provide an overarching outline of the role:

1. Operational

- 1.1. Develop the "Module Delivery Plan" for the module (template available [here](#)). The template should be made available to all those teaching on the module in the "Educator Space" in Aula.
- 1.2. Contribute as an active member of the relevant course team(s) for the course(s) in which the module resides, to ensure equitable and relevant representation for each cohort of students, independent of population size or percentage;
- 1.3. Coordinate and manage the module on a day-to-day basis, acting as the point of contact for the administration of that module;
- 1.4. Monitor student attendance, and work with Registry to ensure appropriate action is taken in response to attendance monitoring issues. Ensure at module level that the University fulfils its obligations, with regards to professional/statutory/regulatory body or UK Government requirements, particularly in relation to students with visas, or students supported by employer funding;
- 1.5. Respond in a timely manner to student communication, feedback and issues relating to the module;
- 1.6. Liaise with all relevant Course Directors and Curriculum Leads to contribute to the timely production of course timetables that support the delivery of an excellent student experience;
- 1.7. Ensure that all colleagues involved in module delivery are appropriately briefed in the module aims and their role.

2. Quality Assurance

- 2.1. Maintain the academic standards of the module and ensure that they are up to date and consistent with national standards;
- 2.2. Work collaboratively with Course Directors within the Course Quality Enhancement and Monitoring Process (CQEM);
- 2.3. Ensure that the module adheres to the relevant institutional regulations, policies and procedures;
- 2.4. Ensure that students are engaged as partners in co-creating the student experience with appropriate consultation and discussion throughout the module lifecycle, using appropriate feedback mechanisms;
- 2.5. Ensure that formal module evaluation is timetabled to maximise student response, using the University's standard format (MEQs), and provide a timely and formal response to student comments;
- 2.6. Maintain appropriate evidence, to provide an audit trail, in line with quality requirements (for example, a e-Module box) and institutional policy to evidence each module delivery and student achievement.
- 2.7. Utilise module performance data to monitor, review and develop module action plans (which in turn contribute to course action plans).
- 2.8. Review the module at the end of each delivery cycle and work with other members of the module and course teams to maintain quality standards and enhance the student experience.

3. Learning, Assessment and Marking

- 3.1. With the course team, maintain academic standards through the production of marking guidelines where appropriate, thorough moderation processes, the timely supply of marks and appropriate consultation with the External Examiner, in line with institutional regulations;
- 3.2. Ensure that learning materials used on the module are of the highest quality with currency and academic credibility and which contribute to the strategic pillars of the University's Education Strategy;
- 3.3. Ensure that resources are in place and available and students are prepared appropriately to perform well on the module;
- 3.4. Work with the Academic Librarian Liaison to ensure that essential reading and recommended reading are up to date and available;
- 3.5. Coordinate quality assurance and the development of assessment tasks (equitable to all students taking the module) including internal and external moderation; and responding to these processes in line with each course assessment strategy;
- 3.6. Work with the module team to ensure consistency in marking and feedback and record marks accurately and report on the module at assessment boards;
- 3.7. Ensure that all module changes go through the appropriate approval process and are uploaded in a timely manner having consulted with all course teams that may be affected. Where a module is franchised for delivery in a partner organisation, liaise with the relevant link tutor(s) to conduct appropriate consultation and ensure that any changes are communicated to both the Academic Partnership Unit (APU) and the partner organisation within the terms of the partnership agreement.
- 3.8. Ensure the assessment design allows achievement of the stated module learning outcomes and Graduate Attributes mapped to the assessments in the Course Specification.

Support and Development for Module Leaders

The majority of Module Leaders would not be expected to have line-management responsibilities. Nevertheless, particularly for large modules which require more than one member of staff as part of the teaching team, the Module Leader is expected to provide module leadership and coordinate shared activities and resources. Module teams vary in their complexity, ranging from one member of staff and a nominated moderator to large teams with several *de facto* module leaders. School management has the responsibility for the allocation of responsibilities and for identifying appropriate Module Leaders and the constitution of the module team, as well as providing local support. Academic Development will provide initial training for new Module Leaders and ongoing CPD. The Office for Teaching and Learning will monitor Module Leader development and provide guidance and resources as appropriate.