**Part 1: The Main Roles and Responsibilities of Module Leaders**

Extract from Plymouth University, Teaching Learning and Quality Committee, Teaching & Learning Roles and Responsibilities at Plymouth University: a quick guide for students and new staff <https://www.plymouth.ac.uk/your-university/teaching-and-learning/handbook/h-r>

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| --- | --- |
| Responsible for all aspects of leading and delivering the design, teaching, assessment, quality, updating and enhancement of the module and the student experience of that module. Contributes to programme and School level discussions to ensure groups, including the student representatives, alignment between modules and programmes, and with external and internal bodies. | Activities include coordinating and leading all aspects of teaching, the assessment schedules, module handbooks, alignment with university and benchmark learning outcomes, examination processes, module review and action planning\*, liaising with the programme leaders to respond to external examiners as appropriate, taking account of NSS and SPQ comments.  Facilitating positive discussions with students, with respect to student feedback.  \*annual review has changed for 17/18; the new module review template can be found on the [FoB T&L Moodle site](https://dle.plymouth.ac.uk/course/view.php?id=25856) under the topic: *Annual Review and Planning & Periodic Review* |

Duties associated with ensuring academic standards are shared amongst the staff delivering a module but **it is the Module Leader who is responsible for and accountable to the Head of School and the Subject Assessment Panel for academic quality and standards.**

The principal responsibilities of Module Leaders in respect of academic standards include:

* Ensuring all module staff are appropriately briefed
* Providing module information to students
* Specifying assessment tasks including setting deadlines
* Providing pre-assessment activities designed to prepare students for their final assessment
* Providing constructive feedback to students on all forms of assessment
* Monitoring engagement
* Moderating marking standards and uploading marks
* Ensuring Module Evaluations are undertaken (i.e. gathering, analysing and responding to student feedback)
* Providing information to External Examiners
* Reviewing the quality and standards of the module (through annual review)
* Attending Subject Assessment Panels
* Checking timetables

Guidance associated with these responsibilities is outlined below. (We recognise that modules have different aims and learning outcomes, hence specific practices developed by Module Leaders to secure academic standards and which can be justified to the Subject Assessment Panel are acceptable.)

Before reading the guidance, you should:

1. ensure you are familiar with

* the **University Teaching, Learning and Student Experience Strategy 2013-2020** and
* the **Assessment Policy 2014-2020**

Both are availablevia the [University T&L Handbook](https://www.plymouth.ac.uk/your-university/teaching-and-learning/handbook)

2. ensure you comply with **the most recent, approved version of the module, as set out in the Module Record (MR).**

**A MR is a definitive document, and once approved for an academic year cannot be amended during that year. This applies even if you have taken over leadership of the module and were not the author of the MR. If you have any queries on this, please contact your Programme Leader.**

**Locating a MR**

To locate a MR take the following steps:

* log in to the intranet/staff portal;
* in the search facility on the right hand side of the home page click on the ‘document’ tab;
* enter the module code in the ‘search term’ box *(eg. ACF101 – no spaces between letters and numbers)*;
* click ‘Search’ button;
* select the applicable MR word document and save to your PC as required.

**Changing a Module Record**

**As noted above, a module record cannot be changed during the academic year. Changes can only be made for the next academic year.** The process for making a change depends on which section of the MR requires amendment:

**1. Section A**

This must be changed through requesting **formal approval**, which usually takes place through the **Minor Change process**. If approved the change will be effective from the next full academic year and cannot be immediately implemented. **Please note that changing elements of assessment requires amendment of Section A and thus can only be made using the Minor Change process**. If you have any queries on changing Section A please contact the relevant Programme Leader. Information on the Minor Change process can be found on the [FoB T&L Moodle site](https://dle.plymouth.ac.uk/course/view.php?id=25856).

**2. Section B**

**Changes can be made without formal approval but they will be checked to ensure they comply with Section A; the CEP design guidelines; and are approved by a Programme Leader.** The request to update and opportunity to make changes to Section B will be issued by the FoB Quality Office. This may include, for example, changes to module leadership and the syllabus, but also **changes to components within elements of assessment to be effective for the forthcoming academic year**. For example:

* Section A states 100% coursework element (which cannot change); Section B states this includes two components (two pieces of assessment), which you may decide to reduce to one; or
* Section A states 50% exam element and 50% coursework element (which cannot change); Section B states the coursework is one component (a group report), which you may decide to change to an individual report

## Ensuring all module staff are appropriately briefed

It is your responsibility to ensure the appropriate briefing in a timely manner of all staff employed in delivery of the module. This briefing may include the nature of the assessment; marking scheme; turnaround time for marking; the expected volume and quality of feedback; moderation processes; and arrangements for claiming any payments.

## Providing module information to students

The Module Leader is responsible for ensuring that all students have access to accurate and timely information about the module (including completing the Moodle Module information Box and providing a Module Handbook) and teaching materials (noting that **all materials must be made available a minimum of 48 hours in advance of a session** – see Teaching and Learning Handbook ‘Teaching Materials’). Further information on the requirements for these is provided in Part 2 of this Guide.

## Specifying assessment tasks including the setting of deadlines

**Summative assessment tasks must be as set out in the MR.**

You should ensure all assessment tasks (e.g. coursework and practical assessment, examination, in-class test, alternative and resit assessments) forming the assessment package for the module are available for scrutiny as determined by the practice of the relevant School. This will include internal scrutiny, and, where relevant, external scrutiny conducted by an External Examiner.

The purpose of scrutiny is to ensure assessments are of equivalent academic difficulty, are suitable to assess the learning outcomes of the module and are appropriate to the module’s level. If you have any queries on what is required in terms of internal scrutiny please contact your Programme Leader and/or Associate Head T&L (AHTL).

Please note that your assessment, as well as teaching and learning, should adopt principles of inclusivity (see <https://www.plymouth.ac.uk/your-university/teaching-and-learning/inclusivity/inclusive-assessment> for guidance and resources).

It is your responsibility to provide information when requested, for example by your Programme Administrator, including on assessment deadlines, feedback/mark return dates, examination details, examination papers etc.

Guidance on information to provide to students on assessment in the Module Handbook can be found in Part 2 of this Guide. Guidance on setting different types of assessment can be found on the [FoB T&L Moodle site](https://dle.plymouth.ac.uk/course/view.php?id=25856).

## Pre-assessment activities

In line with the University Assessment Policy 2014-2020, you are responsible for providing:

* **pre-assessment activities** designed to help students understand their assessment, which should include opportunities for discussions with staff and other students; and
* **formative assessment opportunities** to help learners develop, utilising feedback designed to inform, encourage and support i.e. ‘feed-forward’.

## Constructive feedback to students on all forms of assessment

Students are entitled to feedback on their performance in all forms of assessment - coursework, in-class tests, practical assessment, and examination. Feedback should detail the strengths and weaknesses of the work, justify the mark awarded and contain ‘feed-forward’ advice by making suggestions for improvement.

Where there is more than one marker, you should check all feedback before it is released to ensure it is sufficiently detailed, consistent and fair. Where there are new or relatively inexperienced markers on a module, you should offer a briefing on expectations for the amount and quality of feedback.

Assessed work and feedback must be returned to students within 20 working days following submission – this deadline should be specified in the Module Handbook. **Please note that 20 working days does not include weekends, Bank holidays, days the University is closed over the Christmas vacation period or days when staff are on official leave, but does include student vacation/ non-teaching periods such as the Christmas vacation when the University is open, the inter-semester teaching break and Easter vacation periods.**

Module Leaders will be reminded of deadline dates for return of feedback by the Faculty Support Office and are required to alert the Programme Leader; Discipline Group Leader/ Department Head or Head of School (as appropriate) where any difficulty is likely to be encountered and to keep students informed.

## Monitoring engagement

Module Leaders are responsible for monitoring student engagement and for raising any matters in respect of this with relevant staff (e.g. Programme Leader, Senior Personal Tutor). Attendance monitoring process and support will be communicated by the Faculty Support Office/ Faculty Registrar. Please see the [FoB T&L Moodle site](https://dle.plymouth.ac.uk/course/view.php?id=25856) for more information and support on monitoring engagement and attendance through S3.

## Moderating marking standards and uploading marks

**It is essential for the maintenance of academic standards that all assessment is moderated before being released to students.** Access to the **University Marking and Moderation Policy** and further information and guidance can be found on the [FoB T&L Moodle site](https://dle.plymouth.ac.uk/course/view.php?id=25856).

Module Leaders and other staff delivering the module are expected to share the responsibilities for moderation. Where a module is delivered solely by the Module Leader, suitable alternative arrangements must be made.

Once the moderation process is complete, Module Leaders are responsible for the timely upload of marks.

Deadlines for the uploading of marks can be found on the [FoB T&L Moodle site](https://dle.plymouth.ac.uk/course/view.php?id=25856). Compliance with these is essential to enable Subject Assessment Panels to take place. This also includes resit panels. You are advised to take early note each year of the deadline dates for the submission of marks and resit marks and to alert the Programme Manager; Discipline Group Leader/ Department Head or Head of School (as appropriate) where any difficulty is likely to be encountered. Module Leaders are also required to check and sign off Panel papers (and as part of this process to check and confirm any ‘hanging 9s’.)

## Ensuring Module Evaluations are undertaken

Module evaluations are essential and must be conducted for every module, following instructions and guidance from Programme Leaders. Module Leaders are responsible for analysing feedback in Module Reviews (see below) and for responding to students (‘you said: we did’).

## Information for External Examiners

During the academic year you will be required to supply information to assist the External Examiners. This is likely to include:

* the provision of assessment details during the year by specific deadlines;
* making appropriate and timely responses to External Examiners over comments on assessments;
* being available when required to meet with them during interim visits, the EE Conference and/or prior to SAPs;
* providing documentation for the ‘Module Box’ for External Examiner scrutiny prior to SAPs. For information on what this entails please see the [FoB T&L Moodle site](https://dle.plymouth.ac.uk/course/view.php?id=25856) in the topic *Mark Entry and Preparation for SAPs*.

## Reviewing the quality, standards and student feedback of the module and SAP attendance

You are responsible for monitoring and reviewing the quality and standards of the module. This responsibility is achieved by *inter alia*: staff/ student liaison meetings; Programme Committees; completing an annual Module Review, presenting these for External Examiner review, and providing these in a timely fashion to relevant Programme Leaders.

Every Module Leader is required to attend the appropriate Subject Assessment Panel (and resit SAP) to report on the standards of the module, in the presence of the subject External Examiner.

Dates and information on SAPs are published by the Faculty Office and available on the [FoB T&L Moodle site](https://dle.plymouth.ac.uk/course/view.php?id=25856). You are required to make appropriate and prior arrangements with the Chair where exceptional absence is likely.

## Checking Timetables

You are responsible, in liaison with the Programme Leader and School Timetabling Coordinator, for ensuring that a suitable timetable for the module is in place.

**You should take careful note of the following:**

1. **Extenuating Circumstances**

**A Module Leader cannot agree an extension to an assessment deadline**. (See page 14 for the guidance that should be given to students.)

1. **Appeals/ requests for ‘re-marking’**

**A Module Leader or any member of the module teaching team or any other member of staff cannot ‘remark’ an already graded piece of assessment**.

Below is the advice given to students in Programme Handbooks:

You should note that no student can question academic or professional judgement (a lecturer’s expert judgement about a student’s academic performance) unless there is evidence of a material irregularity related to assessment (a mistake in the calculation of a mark for example). Disappointment with a result or classification where marks have been accurately recorded does not constitute grounds for an appeal and your work will not be remarked just because your feel your work deserved a higher mark than it was awarded. The marking process will have been rigorously undertaken and checked within your department/school and overseen in line with University marking and moderation policies.

If you believe you have grounds for an appeal because a mistake has been made in the calculation of your final mark, your Appeal should be made in line with the University’s policy on [Appeal Against the Decision of an Assessment Board](https://www.plymouth.ac.uk/uploads/production/document/path/3/3246/Appeal_Against_the_Decision_of_an_Assessment_Board.doc)

Thus if a student wishes to question a grade awarded they should be advised to use the appeals process. Students and staff can obtain further guidance from the Faculty Student Support Office, Faculty Registrar, the UPSU Student Advice Centre or the complaints and appeals manager.

**Module Leader Responsibilities over the Academic Year**

The following provides a general timeline over the academic year of the main responsibilities of a Module Leader. It is not intended to be definitive, and Schools/ discipline groups/ programmes may require additional activities to be undertaken.

It is the responsibility of key leads, such as AHTLs, Discipline Group Leaders/ Department Heads and Programme Leaders to communicate these to relevant Module Leaders, e.g. the need to complete Module Records for a re-approval event; to feed into completion of self-evaluation documentation for Periodic Review etc.

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| **When** | **Role and responsibility** | | **Responsibility for issuing instructions and deadlines** |
| **August** | Collect/ access resit assessment and mark/ moderate  Email resit marks to Programme Administrator | | Faculty Support Office |
| **September** | Advise Programme Administrator of office hours  Postgrad dissertations - collect and mark/moderate  Prepare summative assessments for Semester 1 and all-year modules (all Levels, to include resit assessment); **submit for internal scrutiny before releasing to students**  Sem 1 exam papers & resit assessment, submitted **post internal scrutiny** to Faculty Support Office for external scrutiny where relevant | | Faculty Support Office and School processes for scrutiny |
| **Start of Sem 1 and AY teaching** | At least **one week prior to starting module delivery**:   * complete/ check module information box on Moodle (see Part 2 for guidance) ; * provide welcome statement, contact details and times of availability; * check/ update/ complete electronic reading list; * complete/ update Module Handbook and post on Moodle (see Part 2 for guidance); * provide information for the first teaching session   Where necessary distribute details of seminar/ tutorial/ assessment groups and monitor changes as appropriate  Approve/ decline module change requests from students  If necessary make arrangements for in-class tests  Follow guidance as provided by School/ Programme Leader on use of S3  Check correct distribution of Disability Assist (DAS) reports to module team | |  |
| **During Semester 1** | Where relevant, check and confirm exam papers following comments from external examiner(s)  Oct/Nov: if requesting minor change to a module for the next academic year, complete documentation by the deadline for QAG Minor Changes Panel. For guidance, templates and forms see the [FoB T&L Moodle site](https://dle.plymouth.ac.uk/course/view.php?id=25856)  Attend Staff Student Liaison meetings/forums and Programme Committee #1  Collect assessment/ access e-submissions for marking and moderation; upload marks within maximum 20 days from submission deadline and where applicable, return feedback to Faculty Support Office for distribution  **Note**: It is the Module Leader’s responsibility to inform the Programme Administrator and Programme Leader (copied to AHTL/DGL and Head of School) of any reason as to why the deadline cannot be met and/or any additional support required  Conduct end of module evaluation  You may in addition be asked to participate in University events such as Open and Applicant Days and be asked to feed into Programme Leader’s confirmation of information for Fact File (module choice) process | | Faculty Support Office  FoB Quality Office  Meeting, agenda, papers circulated by Programme Administrator  Faculty Support Office/ School Office  Prog Leader |
| **Sem 1** assessment period | Immersive module – latest opportunity to run in-year resit  Where the module has an examination:   * Check timetable and attend or be contactable for start of all examinations * As notified, collect scripts, mark and arrange for moderation * Enter formal exam marks by published deadlines   Sign off completed module marks grid as accurate (ensure all hanging 9s are checked and confirmed) | | Faculty Support Office |
| **January/ February** | **UG Programmes/ Modules**  Compile **Module Box** to include:   * Module Review (to include analysis of student module evaluation) * Internal moderation form, signed off * Assessment instructions (e.g. inclusion of Module Handbook/ assessment briefs) and examination paper where applicable * Assessment marking criteria * Moderated sample * Evidence of formative assessment * Complete Module Box content checklist (in box)   **For further information and guidance as well as access to templates see the** [**FoB T&L Moodle site**](https://dle.plymouth.ac.uk/course/view.php?id=25856)  Post Module Review on Moodle and send to PL | **PG Programmes/ Modules**  Assessment and associated documentation provided to EE by way of Moodle or samples by post  The following must also be completed and sent to the PG Office so they can be sent on to EEs prior to the SAP:   * Module Review (to include analysis of student module evaluation); and * Internal moderation form, signed off   Post Module Review on Moodle and send to PL | UG: DGL/ PL/ Faculty Support Office  PG: PG Office |
| **January** | Prepare summative assessments for Semester 2 (all Levels, to include resit assessment); **submit for internal scrutiny before releasing to students**  Sem 2 exam papers & resit assessment, submitted **post internal scrutiny** to Faculty Support Office for external scrutiny where relevant | | Faculty Support Office and School processes for scrutiny |
| **Start of Sem 2 teaching** | As above for requirements at least **one week prior to star of module delivery** | |  |
| **During Semester 2** | Where relevant, check and confirm exam papers following comments from external examiner(s)    Complete information for timetabling (Module Delivery Sheets)  Attend Staff Student Liaison meetings/forums and Programme Committee #2 and #3  Collect assessment/ access e-submissions for marking and moderation; upload marks within maximum of 20 days from submission deadline and where applicable, return feedback to Faculty Support Office for distribution  Conduct end of module evaluation  You may in addition be asked to participate in University events such as Open and Applicant Days and to provide guidance/ information around the module choice process | | Faculty Support Office  Timetabling/ data support  Programme Administrator  Faculty Support Office/ School Office  PL |
| **MR updating** | During the second half of the academic year, beginning with immersive and Semester 1 modules, you will be asked to update Section B of your MR. **This is important in providing information needed for Unit-e**  You will also be asked to provide assessment deadlines for following year and complete an Examination Information Form where necessary | | FoB Quality Office & Faculty Support Office |
| **Sem 2** assessment period | Where the module has an examination:   * Check timetable and attend or be contactable for start of all examinations * As notified, collect scripts, mark and arrange for moderation * Enter formal exam marks by published deadlines   Sign off completed module marks grid as accurate (ensure all hanging 9s are checked and confirmed) | | Faculty Support Office |
| **May/June** | **UG Programmes/ Modules**  Compile **Module Box** to include:   * Module Review (to include analysis of student module evaluation) * Internal moderation form, signed off * Assessment instructions (e.g. inclusion of Module Handbook/ assessment briefs) and examination paper where applicable * Assessment marking criteria * Moderated sample * Evidence of formative assessment * Complete Module Box content checklist (in box)   **For further information and guidance see the** [**FoB T&L Moodle site**](https://dle.plymouth.ac.uk/course/view.php?id=25856) **as well as access to templates**  Post Module Review on Moodle and send to PL | **PG Programmes/ Modules**  Assessment and associated documentation provided to EE by way of Moodle or samples by post  The following must also be completed and sent to the PG Office so they can be sent on to EEs prior to the SAP:   * Module Review (to include analysis of student module evaluation); and * Internal moderation form, signed off   Post Module Review on Moodle and send to PL | UG: DGL/ PL/ Faculty Support Office  PG: PG Office |
| **June** | Where relevant, meet external examiners pre Subject Assessment Panel and attend SAP  Make any required changes to Module Review and send to Programme Leader  Provide support as required for University Open Day | | Faculty Support Office |
| **Summer modules** | PGT Taught programmes (non-dissertation) and 2 year UG  Note: all requirements above must be applied to summer modules, including module evaluation; return of assessment grade and feedback within 20 working days; mark entry and preparation for SAPs, including documentation for Module Boxes | | Faculty Support Office/ School Office |

**Part 2: Providing Module Information for Students**

Module Leaders are required to ensure information is clearly and correctly communicated in a timely manner to all students studying their modules. This Guide is intended to assist in identifying that information, and where, when and how it should be provided. It is worth noting that External Examiners have access to Moodle. **Please note in addition to the below that the Talis Aspire reading list must also be completed.**

**Moodle Course Page Format**

Please adopt the Faculty approach in the setting up of your Moodle course page, which is to use ‘**collapsed topics**’.

This page structure is recommended as good practice since it is the most flexible - for example, it allows you to either name the sections thematically or enter dates manually enabling holidays / non-teaching period etc. to be excluded. This may take a few minutes longer to set up than the weekly structure option, but it does provide the ability to customise dates as needed.

**Moodle Module Information Box**

Every module has a Moodle course, which contains a **Module Information Box** (located in the top right corner of the page). Some information is provided automatically, such as:

* the **module overview**, providing the code, title, credit weighting and Module Leader details
* the **schedule of summative assessment** (type and weighting of assessment elements)

This information should be checked. If it is incorrect please notify the Faculty Support Office ([fobacademicsupport@plymouth.ac.uk](mailto:fobacademicsupport@plymouth.ac.uk)).

You should complete the remaining sections **a minimum of one week prior to the first week of delivery of a module:**

* **Teaching staff** (in addition to the Module Leader, if applicable)
* **Module Aims and Learning Outcomes** (as provided on the Module Record)
* **Schedule of Teaching Activities** whichshould include information on:
* The dates, times and locations of all module sessions
* The nature of module sessions (e.g. lecture, field trips, practical, seminar, tutorial etc.)
* The details of staff delivering module sessions
* An **indicative content of each session (aligning with the syllabus as noted on the MR)**
* Any reading associated with the session (or information on where/ how this will be communicated)

It is sensible to include a statement that the schedule is provisional/ subject to alteration. If amendment is required students should be contacted (e.g. by email; announcement on Moodle)

* **Additional Information**

This could include for example:

* Information on how groupings of students will be determined/ notified for any group work
* Details on field trips and any requirements associated with them (including any costs)
* Opportunities available to feedback on the module (e.g. module evaluation; Staff Student Liaison meetings; Programme Committees)
* Resources/ support available not covered by electronic reading lists (e.g. PALs, database training etc.)

Please note that you cannot upload documents to the Module Information Box. Hence if you prefer to upload a related document, please post it at the top of the Moodle course page (where the news forum is located) for ease of access and cross-reference to it.

**e-Submission**

If you are using e-submission for summative assessment please set up a separate, individual topic/ section titled ‘**Summative Assessment e-Submission**’ and put all information pertaining to this here. This will facilitate ease of access for both students and External Examiners.

Instructions on setting up and using e-Submission for both staff and students will be provided separately. Student instructions should be circulated (e.g. posted on the forum, sent by email) and posted on the Moodle course page under the Summative Assessment e-Submission section/ topic.

In addition, there will be separate staff guidance issued on anonymous marking and feedback in Moodle to assist you in using the easiest marking process.

**General Module Information**

For information that relates to the module as a whole (and/or is not for example covered by the module information box; is in a document that cannot be uploaded to the information box; is not something that relates to/ is linked to a theme and/or week) please use the main Moodle course page in the very top section (where the news forum is located).

As a minimum this should include:

* A ‘**welcome statement’**;
* Module Leader **name, location and times of availability** (e.g. office hours);
* The relevant up to date **Module Record** and **Module Review**; and
* The **Module Handbook.**

**Module Handbook (previously Module Outline)**

Every module should have a Module Handbook, and this should be available in electronic copy on a Moodle course page.

The Module Handbook should be available for students to access **a minimum of one week before the first class session** and **should be discussed at the start of the module.**

Below is the **indicative** content for a Module Handbook – it is not intended to be definitive and certain programmes/ Schools may require additional information and/or adopt a ‘house style’. It should however provide students with the information they need to plan their work and ensure they understand and meet the module’s **assessment requirements**.

**1. Module Details**

* code
* title
* credit value
* year and semester of delivery
* name and contact details (email and telephone) of module leader and additional staff
* details of relevant Faculty Support Office (for FoB: Faculty Support Office, Level 3 Cookworthy Building, email [fobfacultysupport@plymouth.ac.uk](mailto:fobfacultysupport@plymouth.ac.uk) Telephone: +44 (0)1752 585650)

**2. Recommended Textbook**

* Details of recommended textbook (or selection), including whether provided or not (e.g. free hard copy, e-book, requiring purchase)
* Reference to further information on reading, e.g. provided via reading lists/ teaching materials etc. and posted on Moodle

**3. Summative Assessment Details**

Information on how to pass the module e.g. minimum pass mark (noting any professional body requirements); and whether the module is compensatable or not

Followed by, as applicable:

For each **coursework assignment or task** (i.e. each component as provided in the Module Record) the following information:

* brief description or title
* value (i.e. weighting)
* whether it is a group or individual assessment
* if **group based**, students need clear guidance on expectations. The design of a group work assessment should take into consideration the size of the groups and ensure the task is complex enough to require a collaborative approach. Specify how the group’s progress will be determined, notified and monitored. Provide information on how problems can be reported. Identify whether there will be assessment of only the final product/ artefact or whether it will include assessment of the group and/or individual contribution.

**Additional Staff Guidance:**

The [**Group Work**](https://www1.plymouth.ac.uk/ouruniversity/teachlearn/guidanceresources/Pages/Group%20Work.aspx) webpages contain additional helpful resources. Please see the **University Group Working Guidelines 2013** on the T&L Website:

<https://www1.plymouth.ac.uk/ouruniversity/teachlearn/Handbook/A-C/Documents/Guidelines%20for%20Assessing%20Group%20work%20Dec%202012.pdf>

* detailed information on assessment task (e.g. length, format etc.)
* **assessment marking and grading criteria**
* detailed submission instructions (e.g. e-submission, hard copy) including date, time and if relevant location for submission along with any other requirements e.g. to complete anonymous hand-in/ feedback sheet (For Immersive Modules with CW please provide the dates of the first and in-year resit opportunities.)

**NOTE**: If for unforeseen, exceptional reasons the assessment deadline has to change, the new date must be communicated to all students via email and Moodle; the Module Handbook must be amended; and the Programme Leader and Programme Administrator informed.

* information on penalties for late submission as follows for example:

*Submission of coursework beyond 24 hours from the original deadline will result in a 0 (zero) mark. Work submitted within 24 hours may receive a maximum grade of 40%. These rules apply unless you have valid extenuating circumstances*

* planned dates for the release of marks and feedback (noting that this should be at most 20 working days from the submission deadline)
* sources of guidance and support available (e.g. planned dates for group discussion on the assessment; personal tutorials; DAS; Learning Development; PALS/ peer support etc.)
* clear guidance on referencing protocols (or link to where this is provided)

For each **practical assessment** (e.g. presentation):

* brief description or title
* value (i.e. weighting)
* whether it is a group or individual assessment (see above for additional guidance on what should be provided if the practical is a group based assessment)
* detailed information on assessment task (e.g. length, format, whether visual aids are required, whether these must be submitted to the examiner etc.)
* **assessment marking and grading criteria**
* detailed instructions on date, time, location of assessment or how and when these will be provided. (For Immersive Modules with practical assessment please provide the dates of the first and in-year resit opportunities)
* planned dates for the release of marks and feedback (noting that this should be at most 20 working days from the date of the practical assessment)
* sources of guidance and support available (e.g. planned dates for group discussion about the assessment such as a tutorial/ seminar; personal tutorial; DAS; Learning Development; PALS/ peer support etc.)

For each **examination and in-class test**:

* format of examination/ in-class test (e.g. seen, unseen, open book, CAA etc.)
* value (i.e. weighting)
* dates and times - generally this need only take the form of the relevant standard examination period, which are Teaching Weeks 14-15 (University Weeks 26-27) for Semester 1 or Teaching Weeks 29-30 (University Weeks 44-45) for Semester 2, along with the resit period as confirmed by the Faculty Support Office. (For Immersive modules with in-class tests please provide the dates of the first and in-year resit opportunities)
* **assessment marking and grading criteria**

links to past examination papers - previous exam papers can be located via Resource Store on the left-hand side of Moodle course pages or via <https://intranet.plymouth.ac.uk/ils/examppr/>

sources of guidance and support available (e.g. planned dates for group discussion about the assessment such as a tutorial/ seminar/ revision session; personal tutorial; DAS; Learning Development; PALS/ peer support etc.)

**how and when feedback will be provided** (e.g. generic feedback via Moodle/ email; opportunity for 1:1 discussion with marker etc.)

**In all cases the following must also be provided:**

* a **statement on academic misconduct/ plagiarism**. For example:

Academic offences, including plagiarism and cheating in examinations and in-class tests, are treated very seriously in the Faculty. You may place your degree or even career in jeopardy if proven to have committed an academic offence. It is your responsibility as a student to make sure that you understand what constitutes an academic offence. Please ensure you read/ follow the guidance provided by………. If you are not sure what constitutes an academic offence, contact your Personal Tutor or Programme Leader.

**Additional Staff Guidance:**

See the T&L Handbook for the **Staff Guide on preventing academic misconduct including plagiarism:** [**https://www1.plymouth.ac.uk/ouruniversity/teachlearn/Pages/default.aspx**](https://www1.plymouth.ac.uk/ouruniversity/teachlearn/Pages/default.aspx)

* information asking students to notify the programme & module leader of any modified assessment provision (MAPs) and/or extenuating circumstances as soon as possible

**4. Formative Assessment Details**

Please provide explanation of opportunities available for students to receive feed-forward advice, such as for example, practice of summative assessment tasks; opportunities to submit plans of work; advice offered to workshop/ tutorial/ seminar tasks; quizzes/ CAA; discussion of exemplars; Q&A sessions etc.

**5. Resit Assessment Details**

Please provide an explanation of how this will operate, as relevant, for coursework and/or examination (or coursework in lieu of examination) during the resit/referral period; arrangements for the resitting of practical assessments; and for immersive modules, reference to early resit opportunities and their timings etc.

**6. Extenuating circumstances**

A statement must be provided in each Module Handbook, for example as follows:

*A student unable to meet an assessment deadline or to attend an assessment (e.g. examination, practical, in-class test) because of exceptional circumstances, outside of the student’s control, that can be corroborated by independent evidence and which occurred during or shortly before the assessment should be advised to apply for extenuating circumstances.* ***Please note that computer, printer and IT problems are generally not considered valid extenuating circumstances****.*

*If you feel your work has been adversely affected by circumstances beyond your control, you should consult your Personal Tutor or the Faculty Support Office for advice.* ***Please note that a Module Leader cannot grant an extension to an assessment deadline.***

*Application forms to claim for extenuating circumstances can be obtained from the Faculty Support Office or UPSU Student Advice Centre and should be submitted to the Faculty Support Office accompanied by independent corroborating evidence.*

*Further guidance can be found at* [*https://www1.plymouth.ac.uk/essentialinfo/exams/Pages/Extenuating-circumstances.aspx*](https://www1.plymouth.ac.uk/essentialinfo/exams/Pages/Extenuating-circumstances.aspx)

**Teaching materials - inclusivity**

As per the University T&L Handbook, teaching materials should be made available a **minimum of 48 hours** in advance of a session (although a period of 7 days in advance is recommended). The minimum as to what should be available in this timeframe includes the following:

* **The outline and scope of a session**
* **Preparatory reading**
* **Key teaching materials e.g. PowerPoint presentations, support documentation, podcasts etc.**

All teaching materials must conform to the University’s guidance on copyright and intellectual property rights and should be **accessible**, so visually clear, with appropriate font use and size, and with minimal jargon – where technical language is necessary it is good practice to provide a glossary of terms.

Support on creating accessible materials includes the following:

* click on ‘Help’ located at the top of every Moodle page for a range of courses, including one on ‘Creating Accessible Content’
* In Word, PPT etc. click on 1] **file**, then 2] **check for issues** and 3] **check accessibility**
* JISC TechDis – [document accessibility](https://www.jisc.ac.uk/guides/using-assistive-and-accessible-technology-in-teaching-and-learning/documents-presentations-and-spreadsheets)
* [PDFs](http://www.adobe.com/accessibility/products/acrobat/acrobat-accessibility-features.html) adobe
* PPT – consider using notes and/or narration

Please consider providing a range of different types of materials on Moodle e.g. [mindmaps](http://www.makeuseof.com/tag/8-free-mind-map-tools-best-use/)

For additional guidance on inclusivity in respect of teaching, materials, assessment etc. please see the Teaching and Learning webpage at: <https://www.plymouth.ac.uk/your-university/teaching-and-learning/inclusivity>

**Information on availability and for periods of absence**

In addition to providing general information on how to contact/ meet with you (see above e.g. office hours), you should also ensure that when you are unavailable, because of for example leave, or away from the University on business, e.g. conference attendance, you have **an out of office email,** which should as a minimum include the following:

* The period you will be away with a **return date**;
* **Contact details** of who a student may contact should they have a query – this may include:
* Where applicable, other available members of the module teaching team;
* Programme Leader;
* FoB Student Support Office (email: [fobfacultysupport@plymouth.ac.uk](mailto:fobfacultysupport@plymouth.ac.uk))

This information can also be posted on Moodle sites in the news forum.

**Information on retrieval/ resit of assessment**

In addition to information in the Module Handbook, all Moodle sites should post timely information post the release of results for those students undertaking assessment during the retrieval/ resit period. This should include as a minimum:

* **Support available during the summer period**, for example, contact details for queries; formative assessment opportunities; feedback available for any earlier assessment undertaken
* **Contact details for the FoB Student Support Office** should a student have a query in respect of their results/ status/ appeals/ extenuating circumstances etc. (email: [fobfacultysupport@plymouth.ac.uk](mailto:fobfacultysupport@plymouth.ac.uk))

**Part 3: Support for Module Leaders**

A first point of contact in terms of advice and support is the relevant Programme Leader. Additional support can come from the Senior Personal Tutor, AHTL, programme administrator/ Faculty Support Office and Faculty Registrar.

You should regularly access:

* the **University** **T&L Handbook**, which is a valuable source of information and links relating to teaching, learning, assessment and student support: <https://www.plymouth.ac.uk/your-university/teaching-and-learning/handbook>
* the **‘one stop shop’ signposting** to resources and support available for students available at: <https://www.plymouth.ac.uk/your-university/teaching-and-learning/guidance-and-resources/student-support-services>
* the[**FoB Teaching and Learning Moodle site**](https://dle.plymouth.ac.uk/course/view.php?id=25856)whichprovides information on a wide range of matters important for T&L and quality assurance and will be regularly updated with resources and news announcements and further expanded over time.

**Teaching and Learning Support (TLS)**

[**https://www.plymouth.ac.uk/your-university/teaching-and-learning**](https://www.plymouth.ac.uk/your-university/teaching-and-learning)

The above provides access to a wide range of resources including for example:

* designing programmes and modules
* improving  group work
* enhancing learning through assessment
* avoiding or identifying plagiarism
* Personal Development Planning

The [7 Steps series](https://www.plymouth.ac.uk/your-university/teaching-and-learning/guidance-and-resources/7-step-series) offers concise guidance on a range of T&L matters, including the following:

* Culturally inclusive teaching practices
* Personal tutoring
* Peer and self-assessment
* Pedagogic research
* Research informed teaching
* Effective feedback
* Internationalising teaching and learning
* Enhancing large group teaching
* Using group work
* The flipped classroom
* Fostering critical thinking
* Inclusive teaching and learning
* Inclusive assessment
* Mitigating unconscious bias
* Embedding sustainability
* Delivering an effective immersive module

For the annual series of TLS-led events and workshops see <https://www.plymouth.ac.uk/your-university/teaching-and-learning/our-events>

**Online Class-lists**

For the most accurate/ complete class lists please use **s3** (see below); or the **Corporate Information System**. You can access them via CIS by:

logging into the intranet; click on My Edesk; click on Corporate Information System; click on Documents tab (at the top of the page on left hand side); then click on Folders (at the bottom on left hand side); then either open public folders (left hand side) and click on operational reports or click directly on operational reports (main page); click on web class lists and you will have a choice of different types of report.

[**http://classlists.plymouth.ac.uk**](http://classlists.plymouth.ac.uk)is designed to show which students have been allocated to which **Timetabled Activities**. A Help document can be accessed by clicking on the blue question mark just above the search button. Please note; the site is linked to the timetable system which receives regular information from UNITe. Therefore, class lists will continue to change as students enroll or change programmes or modules throughout the year. If you are unable to access the site, please contact the **Support Desk.**

**References for students – statement of results**

You can access a student’s ‘statement of results’ through the staff portal as follows:

Under My Edesk click on Corporate Information System; click on Documents (top left); click on Folders (bottom left); click on Public Folders to open and then Operational Reports; click on Statement of Results and then open crystal report; enter student ID number

If you have any queries about a student’s status please contact your programme administrator.

**Room requests**

Room requests can be made via [Web Room Booking](http://wrb.uopnet.plymouth.ac.uk). Access to WRB is via your university login username and password. For bookings that are not able to be done via Web Room Booking, room requests can be made using the [booking form](https://intranet.plymouth.ac.uk/ctt/RoomBookForm/).

**Student Support System - S3**

S3 offers a wide range of online support services including: attendance monitoring/reporting (at module, stage and programme level), access to class/ programme lists/MAPs with overlaid attendance alert data, management and reporting of student assessment and marks, Markbook marks upload service (uploading marks from a spreadsheet directly into Markbook), module analytics (module marks over time with cohort analysis), peer review management, personal tutee management and UCAS applications/decisions data.

* Introduction to S3 ([video](http://youtu.be/NHyLpTjbLWU)) ([slides](https://www.fotpms.plymouth.ac.uk/S3/docs/IntroductionToS3VideoSlides.pdf))
* [Student guide to S3](https://www.fotpms.plymouth.ac.uk/S3/docs/StudentView.pdf)
* [PALS leader guide to S3](https://www.fotpms.plymouth.ac.uk/S3/docs/PALSStudentView.pdf)
* The S3 server is located at: <https://s3.plymouth.ac.uk/s3/>

Please see the FoB T&L Moodle site for more information and guidance on S3 and use of it for monitoring engagement purposes.

**Technology Enhanced Learning and DLE**

**General or technical issues with the DLE**

* Contact the service desk on 88588 or email [support@plymouth.ac.uk](mailto:support@plymouth.ac.uk)
* For ‘how to’ enquiries please see <https://dle.plymouth.ac.uk/course/index.php?categpryid=6>

**Moodle Training**

* For staff training opportunities: <http://technologyenhancedlearning.net/workshops/>
* Email: [TEL@plymouth.ac.uk](mailto:TEL@plymouth.ac.uk)

**Faculty of Business Support**

* The **Senior** **Faculty Learning Technologist** is Emma Purnell: [emma.purnell@plymouth.ac.uk](mailto:emma.purnell@plymouth.ac.uk) ext: 88588. Emma can provide specialist advice in using a range of technologies. Her workshops will be regularly advertised but in addition she offers both one-to-one and group support.
* FoB also has a technical/IT/AV support team (FoBIT). The FoBIT team is Jill Short [jill.short@plymouth.ac.uk](mailto:jill.short@plymouth.ac.uk) ext 87073; and Flea Palmer [flea.palmer@plymouth.ac.uk](mailto:flea.palmer@plymouth.ac.uk) ext: 87606. For more details see the [FoBIT website](https://www.plymouth.ac.uk/your-university/about-us/university-structure/faculties/business/faculty-of-business-it-team)