

Duties and responsibilities of Module Convenors and Module Leads for Branch Campuses

Useful definitions:

Module Convenor: The academic member of staff responsible for setting the aims and learning outcomes of the module and, alongside other staff who teach on the module, for ensuring that the delivery and assessment of the module, including resource considerations, setting and marking of formative and summative assessments, facilitates the achievement

- Ensuring consistency of marking across the module via the moderation process;
- Ensuring feedback is provided within the guidelines set by the University for quality and timeliness;
- Following the School standard's policy for the moderation of formative and summative assessments; and
- Ensuring the Module Convenor (or a designated member of staff) is responsible for providing support (initially) to new UoRM academic staff (in the same manner that a new member of academic staff based at UoR would receive support) on University marking and feedback procedures including the quality of the feedback, as applied within the School.

Module Leads are responsible for:

- Providing feedback, both formative and summative, to students;
- Marking relevant coursework and examinations; and
- Where appropriate, to provide moderation of marking and feedback on work completed for other modules.

5. Quality Assurance

Modules will have the same External Examiners regardless of where they are delivered. Therefore any student work or the setting of examination papers currently subject to External Examiner scrutiny must continue to be scrutinised for those students undertaking modules at branch campuses.

Furthermore, the Module Convenor (or other designated staff member), in liaison with the Module Lead, must ensure that student evaluation of the module is undertaken at branch campuses and that students are informed of any response made or action taken as a result of student feedback. Reporting on the performance of the module at branch campuses as well as at UoR is to be included within Annual Programme reports. Comparison of UK versus Malaysia performance on programmes should form part of the examination board process.

6. Timing of content

Programme Directors/Module Convenors must be mindful of the delivery of modules at branch campuses when making changes to assignments / developing new content for modules. In the case of UoRM, the academic year begins a week after the UK in 2014 and 2015 and runs on a 12-12-10 academic year structure.

7. Working Relationships

Whilst Module Leads will report locally to the Head of Section for their respective School for day-to-day line management, they should be considered as forming part of the academic community of that School. It is the responsibility of the School to which they belong to ensure that a close working relationship is formed in terms of both teaching and research activities.