



UEA Module Organiser Role Description

Introduction

The role of the Module Organiser is central to the effective delivery of modules in the University and in ensuring high levels of student satisfaction. Module Organisers work closely with the Course Director(s) for the course(s) the module forms part of and should be guided by the Course Director in order to ensure that module content and assessment is coordinated with other modules so that students are able to demonstrate course-level learning outcomes. Module Organisers will respect the boundaries between their own role, and that of the Course Director (which has a separate Role Description). Module Organisers also coordinate teaching on a module where this involves other academics. Team delivery of modules is commonplace in many Schools of Study, and the Module Organiser will work in a collegial way to ensure that delivery of teaching, assessment and the provision of feedback to students is optimised. Module Organisers liaise with colleagues in other services (e.g. LTS, ISD, DOS, Careers Service) in order to ensure that their module is managed efficiently, and in order to ensure that necessary module information and resources are made available to students. Module Organisers have overall responsibility for the efficient administration of modules, including ensuring that appropriate module information is reported in keeping with the University's established quality assurance and enhancement processes (e.g. Module Review).

Additional role-specific responsibilities

This Role Description sets out the normal range of responsibilities and roles fulfilled by a Module Organiser at UEA. However, it is not intended to be exhaustive. In some Schools of Study (e.g. in Faculty of Medicine and Health Sciences) it may be necessary for the Head of School to require Module Organisers to take on additional role-specific duties (e.g. ensuring or coordinating involvement or input of service users, or representatives of patient groups).

Each School may, therefore, adapt this Role Description by including additional roles/responsibilities as necessary. In some Schools staffing structures may mean that some of the responsibilities set-out below are best allocated to someone who is not the Module Organiser. This is also permissible, as long as this is clear to both parties, and as long as the role/duties concerned are properly addressed.

Co-ordinating the teaching, assessment and evaluation of taught modules

Before the module starts, the Module Organiser is responsible for:

- Ensuring that module content is up-to-date, and addresses appropriate competency frameworks and benchmarks (where applicable) – **see external reference points in the section below.**
- Liaising with the Course Director(s) and other tutors over module design and appropriate assessment methods;
- Liaising with the Course Director(s) to determine whether the Module hits any Module Review triggers;
- Providing the Library with the module's reading list and informing the Library or any core reading to be either digitised or placed in the High Demand section of the Library;
- Informing the bookshop of any key purchases necessary to support the module;
- Liaising with other lecturers and LTS over room requirements, assessment submission and return methods and deadlines, exam and course test requirements etc.;
- Liaising with student support services, such as the Learning Enhancement Team, Library, Careers in order to embed academic and career development opportunities into the module where appropriate;
- Ensuring that changes to the module required by the Annual Review of Assessment and Moderation, or other quality assurance processes (e.g. Module Review, Course Review) are implemented;
- Preparing the module outline, circulating to other teachers for comment and amendment;

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- Circulating copies of the final version of the outline to the Course Director other tutors on the module and the relevant Team Leader in the Learning and Teaching Service Hub;
- Setting up a Blackboard site, including, for example, an online module outline and reading list etc. (Blackboard is the University's VLE);
- Enrolling all members of the teaching team onto the relevant Blackboard site;
- Arranging any reasonable adjustments for students with SpLDs.

During the delivery of the module, the Module Organiser is responsible for:

- Acting as the primary communicator and first point of contact for students enrolled on the module on all aspects of their module experience;
- Briefing all members of the teaching team on their duties, pertinent deadlines, university systems and expectations including the requirement to take registers (see further notes in section below);
- Ensuring that outline solutions to any problem-based learning seminars, tests and assignments (where applicable) are made available to teaching team and students at the appropriate time;
- Arranging marking, briefing all members of the teaching team on marking schemas, meeting deadlines for the return of marked coursework with high quality feedback;
- Ensuring efficient moderation of coursework in line with the University's Policy on Moderation and Double Marking (see: [Moderation Policy](#)); and making necessary arrangements for re-marking of scripts in keeping with the policy;
- Maintaining the module Blackboard site;
- Providing the LTS with the marked coursework, moderation form and completed CSV mark sheets by the relevant deadline;
- Liaising with the LTS for online Module Evaluation Questionnaires to be made available to students;
- Responding to advice/comments from external examiners in a timely manner (if requested to do so by the Course Director);
- Responding to module specific issues raised by the School's Staff Student Liaison Committee (SSLC) (or course level committee if these are in place), and providing action plans as required;
- Ensuring that students who enrol late onto the module are given adequate opportunity to catch up.

After completion of module, the Module Organiser is responsible for:

- Arranging and convening a debriefing with other teachers on the module (and students if desired) in order to identify potential future enhancements;
- Leading the process of Module Review, coordinating the completion of the [LTSQAR1](#) form (which should include student evaluation data), and sending a copy of this to the Course Director and School Director of Teaching within 1 month of the end of the module;
- Updating (where applicable) the LTSQAR1 form with exam marks once they have been finalised and sending a copy of this to the Course Director and School Director of Teaching;
- If required, organising revision class(es) for Autumn semester modules before the summer exam period.
- Attending and contributing to the School Annual Review of Assessment and Moderation (if requested to do so);
- Responding to student feedback arising from their evaluation of the module, where appropriate.

Exams & course tests

- Adhering to the University's established [Exam Processes and Deadlines](#) and [Guidance provided by the LTS Assessments Office](#);
- Setting course test and exam papers in consultation with other lecturers on the module (Exam papers to be finalised by January);
- Ensuring appropriate liaison with the Assessments and Quality Office (LTS) in order that appropriate rooms, equipment and invigilation arrangements are in place and to ensure that any special arrangements required for students with SpLDs have been addressed;
- Providing (following appropriate consultation with external examiners) outline solutions or 'model answers' for course tests and/or exam questions (where this is in keeping with established practices in the School); and/or to assist internal examiners who have not been involved in teaching on the module in question;
- Providing generic cohort-level exam feedback for students on 1st and 2nd year modules; and ensuring that this is communicated to students effectively.

Role and responsibilities of convenor relating to part-time tutors (e.g. on Associate Tutor Contracts)

Briefing associate tutors:

Module Organisers are the main source of advice for part-time tutors, particularly but not exclusively for first-time tutors on a module. Module Organisers therefore have an important role to play in ensuring that less experienced colleagues or those new to a module are properly inducted into the specific demands and requirements of the module, and for ensuring that they understand their duties and responsibilities. In some cases it may be helpful for the Module Organiser to ensure that Associate Tutors are aware of the correct contract(s) for their employment by drawing their attention to relevant guidance in Human Resources webpages: <https://www.uea.ac.uk/hr/employee-information/forms/associate-tutors>

Module Organisers should:

- Ensure that the use of part-time tutors is approved by their Course Director (or Faculty Manager, or Head of School where this is the norm) prior to making any arrangements for them to teach on a module;
- Where possible, make appropriate arrangements prior to the start of the module to meet with part-time colleagues to discuss the module and their role and responsibilities;
- Ensure that part-time tutors are kept up-to-date on relevant University policies. (e.g. the [Policy on Plagiarism & Collusion](#) will be relevant to part-time tutors with marking responsibilities, and they should also be aware of the [Policy on Attendance, Engagement and Progress](#));
- Discuss with part-time tutors the best methods for covering material in class, and ensuring (where possible) that the value of class (contact) time is maximised for students – this will normally involve inclusion of active learning, or a ‘dialogic’ approach.
- In technical subjects, provide part-time colleagues with solution notes for problems etc. where this is likely to aid them, or where this would be a reasonable expectation;
- Convene (where practicable) meetings with part-time tutors to discuss how their teaching is progressing, how students are responding in class, and to exchange ideas on teaching methods etc;
- Ensure that part-time tutors are fully briefed on the School policy relating to attendance monitoring and understand the importance of taking registers and updating e-Vision attendance data accordingly.
- Make sure that part-time tutors have access to appropriate lecture notes.

Marking:

New tutors or those less familiar with university-level teaching often find judging standards and providing feedback quite difficult, so it is important to provide guidance to ensure that marking practices are as consistent as possible.

Module Organisers should:

- Make appropriate arrangements for coursework marking to be allocated to part-time tutors, whilst ensuring that they are aware of the relevant [Senate Marking Scales](#) and the University’s [Guidance Notes](#) on their application;
- Discuss the marking criteria and provide clarification as to how they should be applied in order to ensure standards and consistency of marking across markers;
- Provide outline solutions for assessed work with suggestions for marking schema;
- Provide clear deadlines for marked work (formative or summative) to be returned in line with University’s policy;
- Ensure that markers provide good quality feedback to students. In cases where feedback is deemed by the Module Organiser to be insufficient, part-time tutors should be invited to attend a follow-up training session on providing effective feedback;
- Assist the Course Director in ‘flagging’ appropriate training opportunities provided by the University’s [Centre for Staff and Educational Development](#) (CSED) and postgraduate or postdoctoral researcher development programmes as appropriate;
- Monitor the marking of and provide support for new part-time tutors. This may include moderating a very small sample early on (with each tutor) in the marking process to oversee standards and quality of feedback. It is easier to ‘correct’ problems at this stage, rather than at the end of the marking process;

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- If a decision is taken during moderation to adjust marks, this should be discussed with the part-time tutor involved in marking so that they understand why the marks are to be changed and how they might adjust their marking practices in future;
- Ensure that markers are aware of regulations relating to plagiarism and provide any necessary advice/support if markers detect plagiarism or collusion;
- Ensure that penalties for excessive disregard of word length limits are uniformly applied;
- Ensure that all moderation of work marked by part-time tutors is carried out in accordance with the University's Policy on Moderation and Double-Marking (see: [Moderation Policy](#)).

Feedback to part-time teachers

- Student feedback on teaching should be closely monitored by the Module Organiser. Any relevant feedback from students (either formal through evaluation forms or informal) should be passed on to part-time tutors where the Module Organiser believes that this is in the best interests of the part-time tutor and/or in the interests of enhancing standards.

Key external reference documents/benchmarks

Module Organisers should ensure that they are aware of and consult the following documents when designing modules:

- [The relevant QAA subject benchmarks](#)
- [The Framework for High Education Qualifications \(FHEQ\)](#)
- [The UK Quality Code](#)
- [Education for Sustainable Development – Guidance for Higher Education Providers](#)