**Module Leadership**

Module leaders play a pivotal role in the provision of innovative and applied curricula, a distinctive experience through the Hallam Model and the achievement of outstanding outcomes for our students. As members of course leadership teams they contribute to the consistency and coherence of courses. They are critical to the effective design, organisation and delivery of modules and support our quality assurance processes and the maintenance of the academic standard of our awards.

# ****Role title:****

**Module Leader (Undergraduate or Postgraduate)**

This is a high-level outline of the key responsibilities of a module leader. The context and precise activities may differ according to type, size, and complexity of the module. This document should therefore be read in conjunction with more detailed guidance available on the ‘Module Leaders Essentials’ site.

# ****Role purpose:****

# To provide the academic leadership and management of a designated module, ensuring the design, delivery, and development of the module, contributing to the maintenance of its academic quality and standards and ensuring the module provides a positive student experience.

# ****Role Responsibilities:****

**The Module Leader, working collaboratively with the course leadership team and supported by the module team, is responsible for ensuring:**

## Academic Leadership:

# The module’s teaching, learning, and assessment strategy is aligned with that of the course(s) and other constituent modules.

# The module adheres to the relevant sector academic standards, meets the requirements of Professional, Statutory and Regulatory Bodies (PSRBs) and other relevant external organisations/partnerships, and engages in collaborations with external partners / employers, as appropriate.

# The design and use of appropriate inclusive and accessible teaching, learning, and assessment practices.

# The appropriate use of digital resources, apps, and tools to support and shape teaching and assessment practice.

## Academic Management:

* A teaching schedule is developed and agreed, and the module team have and are conversant with all relevant module information, teaching and learning materials and assessments.
* The module is delivered and assessed in accordance with the University’s policies and procedures.
* The module is effectively timetabled, the technical support requirements are properly organised, any risk assessments and health and safety inductions are conducted, and the module’s Blackboard site meets the ‘Threshold Standards ‘.
* The relevant requirements of students’ learning contracts are implemented.
* Student engagement with the module is monitored, to include attendance where appropriate, and any potential breaches of the Student Code of Conduct are addressed.
* Academic support or pastoral care issues emerging during the delivery of the module and concerns about individual student’s engagement and subsequent performance are raised with relevant tutors/services.
* A marking and feedback schedule and protocols are developed and agreed, including standardisation/calibration exercise(s), to ensure consistency in standards and practice.

## Academic Quality, Review and Enhancement:

* Liaison with the External Examiner(s), as appropriate.
* Student and stakeholder feedback, performance and engagement data are collected and used to review the module, at designated points, and any enhancements identified are implemented.
* An accurate record of student achievement is provided to, and the module is represented at the Course and Module Review (CMR) meeting in advance of Departmental Assessment Board (DAB).
* Engagement with and preparation of documentation for modification, review and approval processes, and the design and development of new provision.