MODULE CO-ORDINATOR HANDBOOK

Collaborative Partners (Validated Programmes)

February 2022

What information will you receive from QMU?

For each module, we will supply:

>Module descriptor
>Suggested outline of content to be taught each week

The module descriptor provides the contract with the students. All students studying the module and all staff teaching on the module should be given access to the module descriptor. The learning outcomes, content, delivery pattern and assessment as laid down in the descriptor must be followed exactly.  You are not allowed to make changes to what is set out in the descriptor. For example, you may not use a multiple-choice exam to grade the students, if the module descriptor says that the assessment is by essay or presentation.

If you do feel that you need to make changes, for example in response to student feedback, then those proposed changes must be discussed with the programme leader before implementation. If such proposed changes don't conflict with the current module descriptor, then they may be implemented after agreement with the programme leader. However, if any proposed changes imply a change to the module descriptor, then this can only be implemented after approval by the relevant School Academic Board. They can therefore usually only be implemented in the next delivery of the module.

For more information see the section on *Working with the module descriptor*

Module descriptors    what each section means

Code                          This is the code used by the QMU management information system

SHE Level / SCQF Level    The Scottish Credit and Qualifications Framework covers all
                          qualifications in Scotland and allows for comparison between
                          different types of award. The University levels are:

| SHE level | SCQF level | Description |
|-----------|-----------|-------------|
| 1 | 7 | First year of a standard undergraduate degree; HECert |
| 2 | 8 | Second year of a standard undergraduate degree; year 2 of an HEDip |
| 3 | 9 | Third year of a standard undergraduate degree (Ordinary degree level) |
| 4 | 10 | Final year of a standard undergraduate degree (Honours degree |

Co-requisites          Any modules which must be taken at the same time as this module.

Aims                   This tells you what the purpose of the module is. This section lets you know whether the module is intended to be introductory, intermediate or advanced.  It also summarises what the module is about.

Learning outcomes      This is a very important section. This tells you what the student should learn by the end of the module. When you are delivering the module you must include lessons and activities that will enable the student to learn these things.

                       Most or all learning outcomes will be assessed – this is indicated in the column 'Assessed in this module'. This means that assessments must be designed to measure whether or not the student has met the outcomes. The general principle behind assessment is that a student should pass if, and only if, they have met the learning outcomes of the module.

Learning experiences   This section provides a breakdown of the different types of activities the student should engage in during the module. This tells you how many hours of lectures, tutorials and practical classes you are expected to deliver. It is okay for you to add additional classes if you feel they are needed but you must provide the minimum amount set out here. You are not required to outline the teaching pattern in this section, for example, what learning experience will happen when. This allows for flexibility when delivering the module.

                       Note that QMU normally allows about 30 hours of contact time per 20 credit module. We provide less contact time the higher the SCQF Level. In other words, we expect students to become more autonomous in the course of their studies. We expect most learning to take place outside of the classroom through students' own reading and the work they do on their assessments.

                       Some definitions:

| Lectures | The traditional class where the tutor speaks; students listen and take notes. These days lectures can be very interactive, allowing students to ask questions, providing time for students to discuss ideas with each other and so on. It is good practice to alternate delivery of content with more active student participation every 20 minutes or so. |
|---|---|

| Tutorials | A smaller class (usually no more than 20 students) which provides an opportunity for discussion and feedback. The tutor will normally ask questions to check that students have understood the material and to encourage debate. Students may also be required to use this time to work in groups on set tasks and then feedback to the whole class. |
|---|---|
| Seminars | Similar to a tutorial. A smaller class (usually no more than 20 students) built around discussion and exploration of the module content. Sometimes students will be asked to prepare a short paper or presentation. |
| Laboratory work | Sessions in which students are guided to undertake practical experiments |
| Practicals and workshops | These are sessions in which students practise their practical / clinical skills |
| IT workshops | These take place in a classroom with computers and are dedicated to teaching students how to use the software they need. They may also be used to engage students with electronic resources that help them learn more about their subject, such as through simulations, online quizzes and so on. |
| Directed reading | This is where students are set tasks and asked to read material in between classes, in their own time. |
| Self-directed learning | This refers to time that students study either by themselves, in pairs or in groups. They will usually be set a task, but they must use their own initiative to give shape to the task, for example by selecting and assessing journal articles, or by profiling contemporary or topical issues in their field. |
| Problem-based learning | A method of teaching whereby students are set a problem and work in groups to research and solve it. |

| Work-based learning | Learning that is based wholly or mostly in a work setting, normally under the supervision of a work based mentor from the same organisation but supported by a lecturer. |
| --- | --- |

Assessment pattern

buy. If you become aware of any new texts that would be relevant, especially texts published in your own country which our staff might not know about, please inform your QMU module counterpart.

QMU regulations and procedures:

QMU Collaborations Manual   https://www.qmu.ac.uk/about-the-university/partnerships/qmu-collaborations-manual/
Quick Guides   https://www.qmu.ac.uk/about-the-

Preparation

Your QMU module co-ordinator counterpart can help you with information on what should

For exams, you will need a different question paper for the main exams and for resits. You will also need to change the questions every year. It is okay to recycle questions from a bank of previous questions. If you are unsure about the type of questions to use, it may be possible to get advice from QMU via the Collaborative Academic Lead.

For written assignments, you should provide details of what students will be asked to do and the guidance they will receive when the assignment task is given out. Where possible you are encouraged to set a topic that is relevant to your own country or relates to contemporary issues. For example, you might ask students to apply their theoretical knowledge to a recent story in the news. This will make the assignment more interesting,

Marking and moderation

You will normally be the first marker for the module you run. Mark each assignment according to the agreed marking criteria. You should provide a final mark in the form of a percentage.  You should always do this by referring to the Grade descriptors in the assessment regulations, as well as, of course, the module's learning outcomes.

For each piece of written work, you must write feedback for the student. The feedback should state what

other types of assessment (such as presentations and exams) a sample of exam scripts and videos will be uploaded to an external shared drive such as Sharepoint.

The information supplied for moderation should include:

> Sample of work for each component of assessment. If a module has three assessments – a presentation, an essay and an exam – there should be a sample of presentations, a sample of essays and a sample of exam scripts. The same students need not be in each sample. Please identify clearly which component is which.
> For each piece of written work, include a copy of the feedback written by the original marker for the student.  (Assessments marked online include the feedback automatically.)
> The size of the sample moderated must be at least the square root of the total number of students (rounded to the nearest whole number) plus all borderline fails. The sample should include a range of performance and the minimum size should be six pieces of assessed work.
> Complete list of marks, broken down by component. Each mark should be recorded as a percentage. For example, if a piece of work was marked as 30 out of 60 this should be recorded as 50%.
> Percentage weighting of each component of assessment. This must match the module descriptor.
> Copy of the assignment guidelines that were issued to students. This tells the moderator what exactly the students were asked to do. For an exam, supply the exam paper.
> Copy of the marking criteria used by the marker. This tells the moderator how marks were allocated.

For modules at SCQF Level 9 and above, QMU also appoints an External Examiner. This is an academic from another university who is an expert in the subject. He or she will also view the sample of work to confirm whether the standards expected of a UK degree have been met. External examiners are independent and provide an annual report on the quality of the programme.

Marks are not confirmed until the work has been checked by both the QMU markers and the external examiner and the official results have been ratified by the exam board. It is usually best to give students their feedback and provisional mark as soon as internal marking is complete, to avoid unnecessary anxiety. Internal marking is complete when allmarking is c Tm0 g(as)

3. A member of QMU staff moderates a sample of scripts
4. If the QMU moderator is content with the marking, provisional grades and feedback can be issued to students. If the QMU moderator is not content, the entire cohort may need to be re-marked first.
5. External examiner moderates a sample of scripts
6. Board of Examiners confirms marks
7. Final marks issued to students. Any students who have failed are informed of what they need to do to resit.

Pass mark

In order to pass a module, a student must achieve:

| | Undergraduate | Postgraduate |
| --- | --- | --- |

Exam boards. The exam board is a meeting of staff involved in assessment to confirm the marks and make sure all students have been treated equitably. Only the exam board can decide whether students can progress to the next level, can resit or have to withdraw. All module co-ordinators are expected to attend.

Library, IT and Hub

You and your students will have access to various electronic resources from QMU. The most important systems are:

The Hub. This is a virtual learning environment that allows you to post specific module content and guide students in online learning activities. The Hub can best be accessed directly through the QMU home page, rather than through the 'remote desktop'. (Not all partners use the Hub as many have their own virtual learning environment. Your Programme Leader will tell you whether the Hub is relevant to you.)

Library resources. These include a number of journals databases, electronic journals and e-books.

The 'QMU Remote Desktop' (also known as Horizon). This allows students to use all the standard software available to on-campus students, such as Microsoft Office, Mind Manager or SPSS (if needed). Students receive a QMU email account.

Access to all systems is controlled by a QMU username and password. To get an account, ask your programme leader to contact the Collaborative Academic Lead. We will need a copy of your CV (to approve your appointment) and a contact email address. New accounts take a few weeks to process so please ensure your form is submitted in good time.

You will then be sent your username and temporary password. This information will go to the personal email address you specified.

The next thing you have to do is register with our password management service. Visit http://aka.ms/ssprsetup in your web browser and complete the sign-up process using your @qmu.ac.uk email address and the temporary password you were given.

You will be asked to provide answers to three security questions. It is very important that you answer the security questions with information that is memorable to you. You will need this when you reset your password.

Security questions include:

A memorable date
Your favourite colour
The name of your first pet

Note that there are different ways of writing dates so you might want to take a note of the