Queen Margaret
University

MODULE CO-ORDINATOR HANDBOOK

Collaborative Partners (Validated Programmes)

August 2024

Cn n

RA   R A

Who is this handbook for?

This handbook is for staff working at collaborative partner organisations, who are responsible for running a QMU module on a validated programme. 'Validated programmes' consist of modules that have been approved by QMU but which are not direct copies of modules delivered in Edinburgh. This means that the partner organisation is responsible for deciding how the module should be delivered.

What does the handbook cover?

The handbook covers the basic points you need to know to run a QMU module. More detailed information on procedures and regulations can be found on our website: https://www.qmu.ac.uk/about-the-university/quality/committees-regulations-policies-and-procedures/regulations-policies-and-procedures/

As module co-ordinator it is your responsibility to ensure that your module follows the correct procedures and regulations. Your Programme Leader has overall responsibility for the day-to-day management of the programme and should be consulted for advice if you are in doubt.

Key contacts and sources of help:

- Your Programme Leader is the key contact for course organisation at your own institution.
- Your programme administrator can help with student records and assessment arrangements.
- The Collaborative Academic Lead can help with any queries about QMU processes and regulations.
- The QMU module co-ordinator who is responsible for a similar module at QMU (your QMU module counterpart) can advise you on specific questions about your module.
- The Academic Administration team at QMU (also known as 'the School Office' or 'Collaborations') will deal with all queries relating to student records and marks. collaborations@qmu.ac.uk
- For IT problems or technology queries, contact helpdesk@qmu.ac.uk

(You may want to record the names and email addresses of key contacts here)

Role	Name	Contact email
Programme Leader		
Programme Administrator		
Collaborative Academic Lead		
Module Counterpart		

Y RR

What does a Module Co-ordinator do?

The Module Co-ordinator is responsible for making sure the module is delivered and assessed in the way it should be, as laid out in the module descriptor.

The Module Co-ordinator will normally do at least some of the teaching and assessment on the module. Sometimes he or she will need to co-ordinate the inputs of other people. The Co-ordinator makes sure that everyone teaching on the module knows what they are doing, where they are supposed to be and how their contribution fits in with other people's. The Module Co-ordinator is also responsible for reflecting on how well the module has gone and, if need be, proposing improvements for the next time it is delivered.

The duties of the Module Co-ordinator are as follows:

- to advise the Programme Leader on the staffing and other resources needed for the module;
- to ensure that the teaching and assessment of the module complies with the approved module descriptor and that all required sessions are timetabled;
- to maintain the currency of the curriculum content;
- in the first week, to provide students with the curriculum, reading lists and assessment schedules;
- to be responsible for the assessment of the module including the co-ordination of marking and moderation and the preparation of examination papers;
- to ensure that students are provided with feedback on their performance;
- to provide the Programme Leader, in accordance with published deadlines, withithi

What information will you receive from QMU?

For each module, we will supply:

- Module descriptor
- If the module is based on a similar module taught at QMU, we can provide a suggested outline of content to be taught

WORK WORD DECODER R

Module descriptors   what each section means

Title	The official title that will appear in exam board documentation and student transcripts. In day-to-day conversation with your colleagues modules may be known by a shortened name, or their initials, eg Culinary Concept Development and Production may be known as CCDP for short.
Code	This is the code used by the QMU management information system. Sometimes module codes are used as a shorthand instead of their full title.
Coordinator	The descriptor will list the name of the person who was responsible for the module when it was most recently approved.
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:

7   First year of   of

Most modules are 20 credits. Some postgraduate modules may be 15 credits. More credits will be awarded for bigger modules which cover more content or require students to undertake substantial pieces of work.

Period of delivery	This indicates when in the academic year the module is delivered. Most programmes are divided into semesters; some are delivered in quarters. Your programme leader should be able to provide you with an academic calendar for your programme.
Mode of study	This indicates how the module is delivered. It is important not to change this without approval – if students have signed up for a module on the basis that they can study fully online, for instance, they may not be in a position to come into classes.
Summary for students	This section describes what the module is about.
Previous study required	This section highlights what background knowledge students might need to succeed in the module. Sometimes there may be specific modules the student must pass before they can start this module

The word count (for written work), duration (for exams and presentations) or other parameters are specified to ensure that all students know what to expect. There are penalties for going over the word count and students should not be allowed to overshoot their allotted time for a presentation.

Assessment weightings tell you how the overall mark for the module will be calculated when two or more marks are put together. If there are two components of assessment, weighted at 70% and 30% respectively, the mark is calculated by adding 70% of the first mark to 30% of the second mark. The QMU computer system does all this automatically. All you need to do is to provide the percentage mark for each component and the computer will calculate the overall mark.

Pass mark and compensation	The standard undergraduate pass mark is 40%; postgraduate 50%. If a module has more than one assessment component, unless otherwise stated all undergraduate components must be passed with a minimum of 30%, all postgraduate components with a minimum of 40%. See Assessment Regulations.
	Occasionally a module descriptor specifies that students must pass individual components separately, ie there is no compensation. This is usually only for modules that relate to key skills for professional registration.
Anonymous marking	Normally, assessments will be identified by matriculation number only and will be marked anonymously.
	It is recognised that some assessments cannot be anonymous, eg presentations, OSCEs, performances. In some cases, the student will be identifiable as the marker has worked with them during the semester, eg Honours Projects.
Learning experiences	This section provides information about 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.

For blended learning or online modules, primary contact time includes synchronous online activities, ie sessions which students must log onto at a set time.

Opportunities for formative feedback	Some assessments are described as 'formative'. This means the students do them in order to receive feedback from you as to how well they are doing. The mark does NOT count towards the final mark for the module. Other assessments are described as 'summative'. They DO count towards the final mark for the module. Sometimes module co-ordinators are tempted to add additional formative assessments such as class tests. You should be careful about how many formative assessments you offer. If students have too much assessment they won't have time to absorb the material and think about it in any depth. Always discuss with your QMU module counterpart if in doubt.
Content	This section summarises the material you must cover in your classes. Any topic listed here must be covered. Sometimes there is flexibility built in, eg the descriptor may say that 'current trends' will be discussed, which allows you to choose specific trends to focus on that are relevant to your students. If more than one person is involved in delivering the module, it is your responsibility as coordinator to make sure that each person knows which part of the content they will teach.

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.

include scope for students to analyse and evaluate key communications theories as related to communications campaigns in practice.

- Make sure that the assessment relates to content that students will cover in class. (This may seem obvious but sometimes there is a miscommunication somewhere, especially if more than one tutor is involved in teaching. As module coordinator it is your responsibility to make sure all assessed topics are delivered

Sometimes a student will need to take a longer break from study. The regulations[2] allow this but it can pose practical problems. Students in this position should meet with the Programme Leader to discuss how long they need to take out and how they can complete their programme once they come back.

In all cases, the student must supply evidence to support their claim for extenuating circumstances. Full guidance is available on the Quality website.

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.

Note that assessments must be marked anonymously wherever possible. Students are asked to identify themselves only with their student number and never to put their name on their work. This helps to demonstrate that the assessment process is fair and unbiased. Some types of assessment can't be anonymously marked, such as oral presentations, performances or clinical exams.

For each piece of written work, you must write feedback for the student. The feedback should state what was good about the work and how the student could improve it to get a better mark. It is important that the comments match the mark that is given. Again, please refer to the QMU grade descriptors so that your feedback aligns with the grade band. In other words, if you say that several things about the work are 'very good', the student will expect a very good mark (Grade B). Make sure your comments are legible if they are handwritten.

You don't need to supply written feedback on exams. But it is helpful to people checking your marking if they can have some idea of why you have awarded marks, so make some annotations on the script. Providing the students with some feedback on their performance can be helpful following exams. Whole class feedback indicating general areas of strength and areas for improvement can be discussed with the students.

A sample of student work for each module must be 'moderated' by another academic. This person is the called the moderator. The moderator will look over the sample of marked scripts and compare it with the feedback provided. The moderator's role is to check that marking and feedback are consistent and align with the criteria set for the assignment. In most programmes, moderation will be conducted by QMU staff. For some longer-

Even if work is being sent to QMU for official moderation, it can be very helpful for new markers to have a colleague check a sample of their marking. Your Programme Leader will advise you on the moderation procedures used by your institution.

In most cases, work will be sent to QMU for our staff to look at. This enables the University to be sure that marking is fair and reliable and allows for detailed conversations with staff at the partner organisation about how to interpret QMU's marking requirements. This discussion will be reflected in the moderation form that QMU moderators use for each component they moderate. If the QMU markers think that you haven't marked the work in the way they recommend, they will ask you to look again at the marks. QMU moderation may be handled through Canvas (if your institution uses this) or through Sharepoint. Your programme leader will give you more information on this.

For written assignments marked through Canvas, the QMU moderators will select the sample themselves. You must also upload the moderation form and module report. For 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 Sht

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 all scripts have been first marked, moderated, and, where applicable, moderated by QMU. However, it must be made very clear that the mark isn't final until it has been ratified by the Board of Examiners.

To summarise, the steps of the marking process are:

1. Module co-ordinator marks scripts within the specified deadlines.
2. Any internal moderation is completed by another member of staff at your organisation (if applicable).
3. A member of QMU staff moderates a sample of scripts
4.

Quality assurance

QMU has a number of procedures that allow us and you to check that everything is running

If your password lapses you will need to reset it. Go to:
https://passwordreset.microsoftonline.com/

You will be asked security questions to confirm you are who you say you are. These are the security questions you were asked when you registered. (See above.)

If you can't remember your memorable information or can't reset your password for some other reason, contact assist@qmu.ac.uk. Once you have a new password, you need to check your security information so that this problem doesn't recur. Visit http://aka.ms/ssprsetup in your web browser and complete the sign-up process using your existing @qmu.ac.uk email address and current password.

Full information about password management is on our website:
https://www.qmu.ac.uk/study-here/learning-facilities/it-services/support/

You should now be set up to use QMU systems. Further information about the various different systems is below.

Canvas (if applicable to your programme)

There is a general introductory website with information for off-campus users here: https://libguides.qmu.ac.uk/online

Subject specific information for students on business, hospitality and tourism programmes: https://libguides.qmu.ac.uk/overseascollaborations

If students are unused to writing academic essays they may make the following common mistakes:

1. Cutting and pasting text from a source (a book or website). This is plagiarism and it is not acceptable, even if the student acknowledges where the text came from. Students must write essays in their own words and support their statements with references to the sources they have read.
2. Forgetting to acknowledge the source from which an idea comes from, even though they have used their own words. This is bad academic practice and students must be marked down for it.

For full information on preventing plagiarism, see Policies and Codes on the Quality website.

For full information on how to cite references within the text of an essay, see: http://libguides.qmu.ac.uk/referencing