

# Module Leaders' Operational Checklist

## Common Acronyms

<b>ADLT</b>	Associate Dean Learning & Teaching
<b>AIO</b>	Academic Integrity Officer
<b>CME</b>	Curriculum Management Environment
<b>DLTE</b>	Department of Learning & Teaching Enhancement
<b>DL</b>	Distance Learner
<b>EE</b>	External Examiner
<b>ENSA</b>	Edinburgh Napier Student Association
<b>ESEC</b>	Education & Student Experience Committee (formerly LTAC)
<b>GO</b>	Global Online
<b>HEA</b>	Higher Education Academy (now known as Advance HE)
<b>ML</b>	Module Leader
<b>NSS</b>	National Student Survey
<b>PDT</b>	Personal Development Tutor
<b>PL</b>	Programme Leader
<b>PSRB</b>	Professional Statutory and Regulatory Body
<b>QAA</b>	Quality Assurance Agency for HE
<b>RPL</b>	Recognised Prior Learning
<b>SACI</b>	School of Arts & Creative Industries
<b>SAS</b>	School of Applied Sciences
<b>SCEBE</b>	School of Computing, Engineering and the Built Environment
<b>SHSC</b>	School of Health and Social Care
<b>SITS</b>	Edinburgh Napier's Student Management Database
<b>SSS</b>	School Support Service (aka S3)
<b>TBS</b>	The Business School
<b>TNE</b>	Transnational Education
<b>W&amp;I</b>	Wellbeing & Inclusion (Including disability support for students)
<b>WP</b>	Widening Participation



## How to use the Module Leader Operational Checklist

This checklist reflects common tasks that the Module Leader would usually undertake at key points across the trimester. The specifics of the tasks may vary depending on the level of your module and whether it is TNE or global online. Use the blank boxes to add tasks to the checklist to suit your module's circumstances.

As you work your way through the tasks in the *Get to know your module* section, you are encouraged to identify opportunities to update and enhance your module and programme. Some changes may require a longer lead in time than is available for this academic year, but other ideas may be taken forward in the shorter term. Please speak to your School Academic Leads or a colleague in DLTE for further advice.

Get to know your module.

Meet programme administrator and school timetabler and discuss arrangements and roles.	1
Access and read the module specification in CME and update Module Handbook), via the template (click for link).	2
Review prerequisites for the module.	3
Liaise with Programme Leader about alignment of module delivery across related modules or programmes	4
Understand the module contribution toward progression routes through the programme.	5
Read Module Leader evaluative report, noting in particular the <i>Module Enhancement Plan</i> .	6
Engage with assessment matrix in the programme specification (CME) to understand the students' assessment and feedback journey.	7
Review the most recent external examiner report and introduce yourself to External Examiners for your module (Level 9 and upward).	8
Become familiar with the processes and regulations for Extenuating Circumstances, Academic Integrity and Academic Appeals.	9
For TNE programmes, contact the equivalent Module Leader at the partner institution and schedule regular updates, calls or online meetings.	10
For Global Online programmes, undertake the Moodle Community course Global Online Essentials.	13
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Prepare for the start of the Academic year

Review and update the module descriptor in the Curriculum Management Environment (CME)	16
Review and update assessments, module learning outcomes (in CME) and marking rubrics.	17
Confirm all assessment details and deadlines in line with the programme assessment matrix	18
Ensure module Moodle space is up to date and accessible to students (with reading lists, assessment briefs, marking criteria, etc.)	19
Contact subject librarian to ensure learning resources, reading list materials and information literacy skills teaching are in place.	20
Contact school technicians to arrange requirements for specialist teaching spaces/resources e.g. lab equipment.	21
Contact your School or subject area Academic Skills Adviser to review academic skills provision embedded in the module.	22
Review External Examiner comments relating to your module and note any required changes	23
Meet with teaching team (if applicable) to discuss delivery plan, marking standards, and consistency	24
Meet Postgraduate Research Students who will be teaching & marking on your module, to discuss mutual needs for successful module delivery	25
Liaise with the programme leader on the appointment of visiting lecturers and guest speakers.	26
Confirm Turnitin or other assessment set-ups in Moodle	27
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Induction & First weeks of module.

Engage with start of trimester week, induction, welcome students via Moodle and in person, and ensure they have relevant materials.	30
Respond to late arrivals and late matriculations.	31
Outline module learning outcomes, delivery structure, assessments, and expectations	32
Signpost academic support resources (Academic Skills, Subject Librarian, etc.)	33
Remind students of policies on academic integrity and assessment submission	34
Meet with School Disability Contact to discuss student learning profiles.	35
Meet with Student Wellbeing and Inclusion representative.	36
Check that ongoing information skills support and hyperlinks are in place for students.	37
Check that ongoing academic and study skills support and hyperlinks are in place for students.	38
Meet with Student Futures Leadership team to discuss employability support and employer activities relevant to your module	39
Discuss TouchPoint surveys with the programme leader.	40
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During Module Delivery

Monitor student engagement and follow up on non-attendance or non-submission	43
Provide formative feedback opportunities aligned with module design	44
Respond to student queries in a timely and inclusive manner	44
Maintain engagement with the PDT system where relevant	45
Support students with extenuating circumstances and liaise with School Disability Contact as required.	46
Monitor discussion boards on Moodle	47
Participate in programme/module team meetings like the Programme Board of Studies meeting to keep abreast of programme matters arising and student rep feedback.	48
Use various sources to gather and review feedback from students on the module.	49
Schedule an opportunity for module team reflection at the end of the trimester and a similar reflection with partners for TNE programmes	50

Other ongoing aspects of Module Leadership.

Learn how to use COGNOS to explore how the module is performing, and to review previous student attainment and achievement data.	60
Understand the Quality Framework from the perspective of a Module Leader.	61
Understand the Professional, Statutory and Regulatory Body requirements for accreditation of the programme and how your module contributes to these.	62
Work with Student Futures and their Placement Team to become familiar with practice on any work-based learning modules.	63
Undertake the Moodle course <i>Understanding and Applying the University Academic Regulations</i> .	64
Identify relevant networks across and beyond the University, e.g. ENU Learning & Teaching Network.	65
Engage in the student recruitment & admissions process as required.	66

Assessment & Feedback.

Confirm assessment submission instructions and deadlines with students	51
Discuss use of GenAI in assessments and feedback	52
Submit any exam papers to the programme administrator for formatting and submission to the student administration department.	53
Moderate marks internally or participate in moderation discussions with colleagues	54
Engage with external moderation if required	55
Provide clear, actionable feedback aligned to marking criteria	56
Reflect on student performance in the assessment for reporting	57
Mark and ensure moderation of assessments, and add these marks and feedback to the Moodle Gradebook & SITS within university turnaround timeframes (typically 15 working days)	58
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End of the academic year and trimester.

Liaise with programme administrator to prepare for Programme Assessment Board & Pre-PAB.E.g. info on Academic Integrity issues, Extenuating Circumstances	67
Engage with module leaders' evaluative reports, considering opportunities to share practice which fulfils ENhance curriculum enhancement thresholds.	68
Identify enhancements or changes for next iteration of the module	69
Engage with student module evaluation results and consider them for future improvements	70
Attend programme team reflection meeting to agree how to take forward enhancements in light of the evaluative report.	71
Update Programme Leader on module-level issues, risks, or good practice	72
Prepare for Programme Assessment Boards (as required)	73
Archive or update Moodle site in line with university guidance	74
Engage with ENhance case studies and sessions to consider institutional approaches to embedding ENhance themes.	75
For Global Online Programmes, meet with module teams and tutors to reflect on the student experience and identify enhancements.	76
Plan induction activities for the next programme intake	77
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