1. Introduction and general information.

This handbook aims to help module leaders by providing them with an overview of their key duties and giving them advice on where to get the resources and help necessary to fulfil them. It assumes that you have no experience of being a module leader at the RVC, so if you have done something like this before, it is possible that it may cover things you already know. This section aims to provide you with a brief summary of your key duties. These duties will then be explained further in later sections of this guide.

What is a Module Leader?

In very broad terms a Module Leader is responsible for the organisation, content and academic quality of their module and the setting and running of its assessments. Whilst this may seem daunting, in practice you have a lot of help available to you and are mainly responsible for ensuring that the things outlined in this guide actually happen.

Module Leaders serve for at least three years.

For a full list of the terms of reference for all Curriculum Managers including Module Leaders, you should refer to the Academic Quality Assurance & Enhancement Procedures (AQA & EP) on the college website.

In summary, a Module Leader’s responsibilities fall within the categories below:

Organisation

This includes, in discussion with relevant Course Director and Head(s) of Department, ensuring that the module is fully staffed and that space in the timetable and appropriate teaching accommodation are applied for by the appropriate deadline. It also includes ensuring that the lectures and other taught sessions have the resources they need; often this means asking IT in advance to ensure that the equipment is set-up and in working order and ensuring that any faults are reported. Module Leaders work closely with the relevant Course Director to oversee the particular portion of the course.

Assessments

This includes organising and setting examinations and assessments for the module, providing draft questions for summative and formative examinations and ensuring that students are aware at the beginning of the module of the assessment methods and criteria used in their examinations. Module Leaders may also be required to discuss their module and its assessment with External Examiners. A guide to good practice for Chairs of Boards of Examiners is available. Each course has an Examinations Officer responsible for the administration of the assessments and the Module Leader should work closely with them to ensure the various tasks are completed in an appropriate
time scale. This will allow the assessments process, for students, staff and External Examiners, to run smoothly and efficiently.

All of the above will be covered in more detail in the following sections. If you are still uncertain about what is required of you, you should contact one of the people mentioned in the section that you have a question about; they will be more than happy to help. Any comments on this Handbook should be forwarded to Ana Filipovic, Academic Quality Officer ‘Standards’, (afilipovic@rvc.ac.uk).

Programme Support Coordinator

The Postgraduate Course Support team is managed by Lisa Harber and is part of the wider Course Support Team in Registry which is led by Rebecca Wombwell). If you do not know the current contact for the programme please check the Registry intranet pages or contact Lisa.

<table>
<thead>
<tr>
<th>Programme Support Coordinators</th>
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<tbody>
<tr>
<td>MVetMed, PGDip in VCP and Postgraduate Course Support Manager</td>
<td>Lisa Harber</td>
<td>Ext. 6323</td>
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<tr>
<td>MSc Wild Animal Biology/Wild Animal Health</td>
<td>Marina Merryweather</td>
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<tr>
<td></td>
<td></td>
<td><a href="mailto:mmerryweather@rvc.ac.uk">mmerryweather@rvc.ac.uk</a></td>
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<tr>
<td>MSc Veterinary Epidemiology</td>
<td>Maria Johnson</td>
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<td></td>
<td></td>
<td><a href="mailto:mjohnson@rvc.ac.uk">mjohnson@rvc.ac.uk</a></td>
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<tr>
<td>MSc One Health</td>
<td>Maria Johnson</td>
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<td></td>
<td><a href="mailto:mjohnson@rvc.ac.uk">mjohnson@rvc.ac.uk</a></td>
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<tr>
<td>MSc Veterinary Education</td>
<td>Maureen Taylor</td>
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<td></td>
<td>Faye Davies</td>
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<td><a href="mailto:mtaylor@rvc.ac.uk">mtaylor@rvc.ac.uk</a></td>
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<td><a href="mailto:fdavies@rvc.ac.uk">fdavies@rvc.ac.uk</a></td>
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<tr>
<td>Certificate in Advanced Veterinary Practice</td>
<td>Jo Jarvis</td>
<td>Ext. 6201</td>
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<td></td>
<td><a href="mailto:jejarvis@rvc.ac.uk">jejarvis@rvc.ac.uk</a></td>
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<tr>
<td>Distance Learning MSc Livestock Health and Production/MSc Vet Epidemiology &amp; Public Health</td>
<td>Ruth Chandler</td>
<td>Ext. 6356</td>
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<td>Carol Worsfold</td>
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<td><a href="mailto:rchandler@rvc.ac.uk">rchandler@rvc.ac.uk</a></td>
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<td><a href="mailto:cworsfold@rvc.ac.uk">cworsfold@rvc.ac.uk</a></td>
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<tr>
<td>MSc Intensive Livestock Health and Production</td>
<td>Clare Hogg</td>
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<td></td>
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<td><a href="mailto:chogg@rvc.ac.uk">chogg@rvc.ac.uk</a></td>
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<tr>
<td>Professional Doctorates in Agriculture and Food (DAgriFood) and Veterinary Science (VetD)</td>
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<tr>
<td>Grad Dip in Equine Locomotion Research</td>
<td>Clare Hogg</td>
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<td><a href="mailto:chogg@rvc.ac.uk">chogg@rvc.ac.uk</a></td>
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Note: Info about MSci pathways can be found in the Undergraduate Module Leader Handbook

Each Programme Support Coordinator’s role is broadly:

- Compilation and editing of the course handbook and other guidance for students
- Administrative arrangements for module choice amongst students
- Organisation of headings within the VLE for the course and populating the VLE with lecture notes and other learning and self-testing materials provided by academic staff
- Timetabling of practical and other smaller-group activities
- Overall timetabling of the course in conjunction with College timetabling
- Provision of information to students in person and in other forms
- Making arrangements with guest lecturers
- Liaison with examinations section as required
- Support for the relevant Committees and quality assurance support as required
- Administrative arrangements for placements (where applicable)
- Administrative arrangements for projects and progressing their ethical approval
- Administration for the integration of study abroad students
- To ensure the deadlines for submission of projects and other in course work are clear to students

The Programme Support Coordinator can gather together and upload lecture notes for your module to Learn along with other resources. Resources can be put together in the form of a handbook which would need to be ready for the beginning of the course. In order to get the Handbook ready for the beginning of the module, the Programme Support Coordinator will need all the relevant information handed in a reasonable length of time before the module starts – please discuss deadlines with the Programme Support Coordinator. If some members of staff have not handed their information, you may need to help the Programme Support Coordinator chase them. The content of the handbook is listed in the Appendix 1. Please note that lecture handouts are not printed.

2. Organisation

A module leader’s organisational duties fall into three broad categories: staffing the module; getting the module timetabled; ensuring that appropriate equipment is available and working for the module. Help is available with each of these tasks. Changes you want to make to your module should be discussed in your module review (see the Academic Quality section for further details) and then presented to the relevant Course Director for approval. The Course Director will then use the module review to inform their Annual Quality Improvement Report (AQIR) which will then be received and approved by the Annual Quality Improvement Group, a subgroup of the Teaching Quality Committee. The Course Management Committee will receive the approved AQIR for information and Learning. Teaching and Assessment Committee (LTAC) will receive the AQIR Action Plan. If you wish to contact the Chair and Secretary of the Course Management Committee (CMC), their details can be found here.

Staffing your module

You’ll need to ensure that you have appropriate members of staff to teach on your module. This will be done in conjunction with the appropriate Course Director and Heads of Department who will help you identify the members of staff you will need. The relevant Head of Department will be able to tell you whether a member of staff is available to teach and may be able to suggest alternatives if your first choice isn’t available. Officially, the request for a member of staff to teach on a module comes from their Head of Department. However, the Head of Department may ask you to contact the person directly. Occasionally, you will need expertise that cannot be provided by existing members of staff (or they may be unavailable to teach) so an external lecturer may need to be invited. Again, the relevant Head of Department will be able to help you identify suitable external lecturers and the formal request to these lecturers comes from the Head of Department.

<table>
<thead>
<tr>
<th>Heads of Department</th>
<th>Professor</th>
<th>Ext.</th>
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<tbody>
<tr>
<td>CBS</td>
<td>Caroline Wheeler-Jones</td>
<td>5237</td>
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<tr>
<td>CSS</td>
<td>Holger Volk</td>
<td>6061</td>
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<tr>
<td>PPS</td>
<td>Ken Smith</td>
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### Course Directors

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<th>Course</th>
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<tr>
<td>MVetMed</td>
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<td><a href="mailto:jdrew@rvc.ac.uk">jdrew@rvc.ac.uk</a> <a href="mailto:Ellen.Fragaszy@lshtm.ac.uk">Ellen.Fragaszy@lshtm.ac.uk</a></td>
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<tr>
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<td><a href="mailto:echan@rvc.ac.uk">echan@rvc.ac.uk</a></td>
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<tr>
<td>Grad Dip in Equine Locomotion Research</td>
<td>Prof Renate Weller</td>
<td>6236</td>
<td><a href="mailto:rweller@rvc.ac.uk">rweller@rvc.ac.uk</a></td>
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### Timetabling your module

The timetabling department automatically roll-over the timetable for your module from the previous year. Currently, the roll-over takes place over the Easter period. You are required to notify timetabling of any proposed changes to your module (changes to teaching sessions, the timing of assessments etc.) in accordance with the Timetabling protocol (a link is provided at the end of this section) and preferably in writing or by email. The timetabling office will need certain information for them to be able to create the timetable including the names of any staff involved in the session, what type of session it is (lecture, seminar, etc.), the name of the module and course it is taught on, the title of the session, the type of room you require and the estimated size of the group. The timetabling staff will then produce various draft timetables in consultation with all module leaders to try and remove any clashes or other problems. It is worth noting at this stage that you can't make changes to the module without the approval of the course management committee. When all changes have been made and agreed with the timetabling staff, the module leader will be asked to formally sign-off the module. Changes shouldn't be made after this has taken place. Timetables can only be issued to students once all of the modules on all of the affected courses have been signed off. The module leader is responsible for distributing the relevant schedules to the staff involved in teaching their module and for confirming the lecturing staff for all sessions.
Equipment

As module leader, you need to ensure that the equipment you will need has been identified and can be provided. Some of this equipment will be easy to identify (data projectors for lectures, for example), though some of the equipment needed for practicals may be more esoteric. It should be possible to work out what is required by looking at the Learning Objectives for that particular class and by communicating with the staff who are scheduled to teach it. Standard equipment like data projectors are provided in teaching rooms; a list of such equipment is available on the IT AV web page [http://intranet.rvc.ac.uk/ASD/LISD/AVServices.cfm](http://intranet.rvc.ac.uk/ASD/LISD/AVServices.cfm). Non-standard equipment can be requested through the timetabling office, the request will be added to the booking for that session. If you are unsure or would like confirmation of equipment requested for each session, check it on the IT AV Calendar found under Information and Services on the intranet: [http://intranet.rvc.ac.uk/InformationAndServices/AVCalendar.cfm](http://intranet.rvc.ac.uk/InformationAndServices/AVCalendar.cfm). IT check and update computer programs over the summer break. If you need specific computer programs for your module, please check with the IT helpdesk that these are set up in the rooms you have been allocated. For cadaver material, contact Mr Andrew Crook (Camden) or Sharan Kane (Hawkshead) but note that at least three months’ notice will be required. Health and Safety risk assessments and equipment for practicals in the TARC teaching rooms will need to be checked and booked through practical classroom technicians before the room can be used – contact Katie Lovell or Anna Riddle in Hawkshead. If using the Clinical Skills Centres (CSC), the Clinical Skills Centre staff can give you a booking form. Please contact Nicki Coombes in the first instance directly to discuss a booking as these rooms cannot be booked through the usual room bookings procedure. They supply normal Personal Protective Equipment (PPE) and some consumables, but items not regularly stocked will need sourcing thorough your department Agresso user. Please note that the CSC does not have technical support staff so allow set-up time for your class. When undertaking any practical teaching, the member of staff who is taking the class should check that the equipment is there and operational before the teaching session. The IT department run a Helpdesk facility that can be contacted for advice or to report faulty equipment. The member of staff delivering the teaching should also inform you of any problems they encounter.

Useful information and links

The following list gives details of useful resources that will help you with the organisation of your module.
List of available AV equipment at each campus
Timetabling Protocol and Timetabling Calendar

3. Academic Quality (AQ)

The RVC takes the quality of its courses seriously, and must demonstrate this when reviewed by the Quality Assurance Agency, (QAA) or other external bodies such as the Royal College of Veterinary Surgeons (RCVS), American Veterinary Medical Association (AVMA), the European Association of Establishments for Veterinary Education (EAEVE), Royal Society of Biology etc. However, academic quality is about far more than simply providing information for reviews; if used properly it can help inform decisions taken about developments in the module and help ensure that you have communicated the content of the module to the students. Further information and guidance on quality monitoring and enhancement is available on the AQA & EP pages of the RVC website.

Module Outlines

Module Leaders are responsible for ensuring that the Module Outline is up-to-date. Further details about approving changes to Module Outlines and the approval of new or replacement modules can be found at the Module Development and Approval webpage here.

Learning Outcomes and Learning Objectives

Learning Outcomes form a framework across the entirety of the course that help students see what they should be learning in each part of the course and how this relates to the things they have already learned. Learning Objectives provide a more detailed description of the module. It is the responsibility of the module leader to ensure that this information is up-to-date and that the module meets its stated Learning Outcomes. The Learning Objectives should be updated in light of any changes to the module agreed on by the Course Management Committee. Once updated, the module leader should send these to the relevant Course Director and the Programme Support Coordinator (to be placed on the Intranet and/or Learn). This should be done by the beginning of August at the latest. The Learning objectives will be linked to electronic resources that will usually include slides, Echo360, handouts/lecture notes. Module leaders are also encouraged to communicate to staff that they can link further reading, useful websites or learning activities. To comply with copyright laws do not embed copyrighted material in notes, provide a link to the original source instead.

Module Learning Outcomes

These can be found in the Student Handbooks (available on LEARN).

Module leaders are responsible for disseminating information on assessments and feedback within their modules. The opportunities for feedback table in Learn must be filled out before the start of a module. Module leaders should also endeavour to meet with students face to face at the beginning of the module to outline the exact nature of the assessments and feedback opportunities available to them within the module, the turn-around times involved and the member of staff responsible in each case. Please refer to the RVC Feedback policy for further details.
Module Review

Once teaching is completed and the student module survey results have been received, the module leader is responsible for working with other module teaching staff to complete the module review document. The review should be sent to Sandra Ward, Academic Quality Administrator, who will send it to the Course Director so that they can include relevant recommendations in their Annual Quality Improvement Report. The Academic Quality Administrator publishes completed Module Reviews on the intranet here.

Essentially, the module review is where all organisational, academic quality feedback and examinations aspects of the module are considered. The module review allows those teaching on the module to:

- discuss whether the module operated according to the Learning Objectives and identify improvements (if any) that could be made to the module or if there is duplication of material on another module. For example – the removal or addition of teaching sessions, to help the module deliver its goals more effectively.
- respond to student module survey results (see below). In particular, a response must be provided to any low scoring questions.
- identify problems and steps taken to remedy them (staffing or shortages of space, for example).
- consider feedback from External Examiners and any changes made accordingly.

Module review templates are available from Sandra Ward, Academic Quality and Learning Development Administrator, Hawkshead (sward@rvc.ac.uk, ext. 6868).

Periodic Reviews of Courses

Module/Strand Leaders will be expected to participate in the periodic review of the course and any other review or accreditation visits, as requested by the Academic Quality Manager or Course Director.

Student Module Surveys

Each module is evaluated once during an academic year. Surveys are administered through the colleges’ online survey system at the end of teaching on the module/strand. Surveys usually remain open for 10 calendar days.

At 18:00 on the survey live date students receive an email containing a link to the survey pop-up message (Fig 1 below). Students can also access their surveys via a link on the RVC App and in the left hand menu of Learn.

Surveys contain 2 parts:

1. overall satisfaction question – provide overall evaluation as either ‘satisfied’ or ‘dissatisfied’
2. full survey – open and complete full survey
Module Leaders play an important role in:

- Supporting students to understand the important role their feedback plays in improving students learning experience
- ensuring students know when their survey goes ‘LIVE’ and encouraging them to take part
- reassuring students that all surveys are anonymous
- document changes that have been implemented in response to student feedback and forward this information to the Academic Quality Officer ‘Student Engagement’ for inclusion in the ‘You said..We did’. This is very important for closing the feedback loop and ensuring that students continue to be willing to provide feedback to the College.

Survey results are generally circulated to module leaders within one week of the survey closing and are published on the intranet (excluding open comments). Module Leaders are required to respond to the results of module surveys, including any low scoring questions, through their Module Review. In the case of any low scoring questions, their response will be considered by the Teaching Quality Committee.

A response rate of below 25% is considered low and consequently no analysis of the results will be conducted.

Low scores are defined as;

1. overall satisfaction - 79% or below ‘satisfied’ (as a % of number responded satisfied/dissatisfied)
2. full survey - question with a median of 2 or below.

For further details please see the Student, Graduate and Employer Evaluations procedures or contact Joshua Jeal, jjeal@rvc.ac.uk ext. 9212 (maternity cover for Maxine Bailey, Academic Quality Officer, mbailey@rvc.ac.uk, ext. 6870).
4. Assessments

A Module Leader has overall responsibility for the setting of all assessments on their module (written exams, assignments, etc.) However, as with the End of Year exams in practice, much of this work is undertaken by the Examinations Office working closely with the Module Leaders and Course Director. Broadly speaking there are two types of assessment at the RVC; formative and summative. In formative assessments, the goal should be to see how students are getting on and to be in a position to give feedback to students to help them improve. Formative assessments are also used to allow students to gain experience of a new format of assessment, such as an OSCE or PSQs, ahead of being assessed summatively. While formative assessments do not count towards a student's final mark, summative assessments do count. It is crucial that the Module Leader informs students which assessments are formative and which are summative. The link to the Assessment & Award Regulations for each course is below as all the relevant detail is provided there. Please ensure you liaise with the Examinations Office as early as possible in order to allow the necessary arrangements to be made in good time for each assessment.

A Module Leader will automatically be a member of the relevant Exam Board. The Examinations Office provides organisational support for the in-course and end of year summative examinations. Further information about examinations and the functions of an Exam Board are provided on the website – Examiners & Assessment. When you are setting examination papers, please pay particular attention to the following documents: Guidance for Design of Assessment in Modules and How Examinations are Marked. Please do not hesitate to contact the Examinations Office who will be happy to offer guidance on assessment process should you require it.

The Exam Board

The Course Director has overview of the summative examinations. Module Leaders may be asked to organise the provision of a number of questions for any summative in course assessments and end-of-year exams. They may also be asked to suggest names of suitable External Examiners from time to time. Once External Examiner reports are received, the Course Director may ask for assistance with providing a response to points raised by the report.

An Exam Board is comprised of other Module Leaders, a Chair, Deputy Chair and relevant Internal and External Examiners and Assessors. A list of the Chairs/Deputy Chairs of Exam Boards and External Examiners can be found here.

Formative Examinations

The Module Leader needs to ensure that the setting, staffing, creating, organising and marking of formative examinations on their module takes place. Fortunately, you are not expected to do all of this yourself and the staff on your module should help you. These examinations can take many different forms, from written responses, multiple choice question tests or practical exams, depending upon what you want to achieve with the assessment. Development of online formative MCQ are encouraged. For more information contact Sonya Powney and Alistair Spark. The goal and method of the assessment should be made clear to students at the beginning of the module. The results of the assessment should be gathered quickly and according to the RVC feedback policy and feedback given to students as to how they can improve (and praise for areas in which they did well). Reference to the Learning Objectives can help provide ideas for subjects on which students can be examined.
Summative Examinations

As mentioned above, the end of year summative examinations are set in conjunction with the Course Director. Some modules also have in-course summative assessments. As with formative examinations, it is the responsibility of the Module Leader to ensure that these are organised, set, staffed, run and marked (although this should be done with the approval of the Course Director acting on behalf of the Board). In practice, the Examinations Office will assist with administration, set-up and running of the examinations, so it is imperative that a Module Leader communicates with them at an early stage to ensure that the examinations go smoothly. The Exam Board Chairs should remain remote from the day to day organisation and running of the examinations but they are responsible for overseeing that the process is completed appropriately and within the regulations. Each course has a designated member of the Examinations Office who can be contacted on:

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<th>Name</th>
<th>Extension</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td><strong>Head of Examinations</strong></td>
<td>John Sanger</td>
<td>Ext. 6232</td>
<td><a href="mailto:jsanger@rvc.ac.uk">jsanger@rvc.ac.uk</a></td>
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<tr>
<td><strong>Senior Examinations Officer</strong></td>
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<tr>
<td><strong>Examination officers</strong></td>
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</tbody>
</table>

There is also a generic Exams Office email address of exams@rvc.ac.uk

Examinations must be set in accordance with the requirements of the relevant Assessment & Award Regulations.

Useful information and links

Advice and guidance on policy and procedures for assessment, appeals and extensions to deadlines can be found here.

Procedure for updating and approving Assessment & Award Regulations can be found here.
Appendix 1

Contents of Course Handbooks

What are course handbooks for?
Students see themselves as relating to their course. Their ‘map of RVC’ emanates initially from the course. So the handbook needs to show the ‘core’ – their course – and then signposts to the rest of RVC. Each course/year handbook needs to include the information, and needs to be kept up to date, therefore links to policies etc. are encouraged.

Course Specific
• Introduction from the course leader for the first year of each course or introduction from the year leader for other years
• Update the who’s who to reflect current staff
• Outline of the year of the course or for BVM3 onwards the graduating in ‘diagram’
• Details of optional choices and how choice will be operated where the course-year has this for BSc courses. Include the Rotation handbook for BVM3 onwards
• Details of each module/strand
• Learning objectives (include a separate page with them listed together)
• Project details – how they are chosen and how they work where the course-year has this. Projects and ethics, health and safety, travel and insurance
• Tutorial system in the course
• Formative feedback table

Standard to all courses these are going to change
• Harvard Referencing system (standard copy)
• Placement arrangements and ethics, health and safety, travel and insurance (cross reference to other book if needed, eg. EMS handbook/other placement handbook)
• Friendly standard information about Assessment and where to find information including a link to the exams timetable
• Programme specifications – add a link to external website
• Award and Assessment Regulations
• Common Grading Scheme
• General Assessment Regulations
• Rules about submission deadlines
• Plagiarism and Academic Misconduct
• RVC Charter (replaces Code of Professional Standards and values)
• Explanation about why we have a charter
• Student Administration – enrolment, fees, debt, records and data protection – some of this is found in the general regulations – use links
• Student engagement
• When things go wrong with you: Sickness, Academic Progress Committees
• When things go wrong around you: Complaints

• Student representation and the course management committee
• External examiner details with link to their reports
• The role of the external examiner from the student’s perspective
• Other College Committees and SUS (eg. use links to Academic Quality)
• Library and IT Services and links to their web info
• Advice Centre and links to their web info
• Learning Support and links to their web info
• SUS and links to their web info.
• RVC Learn and links

• Health and Safety as relevant to the course with links to Health and Safety web
• Rules about animals on campus
• Car Parking and Travel
• ID Cards and Security
• Where to find RVC information – A to Z with links