School of Psychology
Teaching responsibilities

University of Sussex

Module convenor(s)

Before the module	• Review the current course handbook and Examination and Assessment Regulations
	• Review design and delivery of module, taking into account preceding year's feedback and any discussions with Year Tutors and the Director of Teaching and Learning • Submit any revisions of module description, learning outcomes, assessment modes, and teaching methods to the Teaching and Learning Committee (use major or minor module change templates, usually two terms in advance of the module)

	• Confirm information about teaching methods, lecturers and seminar/practical tutors, assessments, and timetable with the School Office
	• Meet lecturers to confirm teaching and marking arrangements
	    o Confirm lecture topics and timetable
	    o Request and collate readings and exam/quiz/essay questions
	    o Confirm any marking and/or calibration/moderation responsibilities
	• Prepare the module handbook and submit it to the School Office for checking
	• Submit reading list to the library using the online system

	• Prepare the module's Study Direct site and make it available to students
	Minimum requirements:
	    o module handbook
	    o Q&A forum for students
	    o a clear structure for uploading resources for each topic/week (e.g., lecture recordings)
	• Check student support documentation for students registered on the module (flagged as green or orange on Sussex Direct) and ensure all reasonable adjustments and special arrangements are accommodated
	
	• *Meet with Doctoral Tutors (DT) to clarify and discuss:*
	    o *the learning outcomes, structure, and topics of the module*
	    o *details of, and expectations for, teaching sessions*
	    o *opportunities for DTs to contribute to the design of teaching sessions*
	    o *any specific requirements for student support (e.g., for students with disabilities)*
	    o *the mechanism for receiving, adapting, and sharing seminar/practical teaching materials*
	    o *expectations for feedback clinics*
	    o *expectations for contributing and responding to Study Direct Q&A forum posts*
	    o *marking requirements and timescale, including marking guidelines and assessment criteria, and calibration/moderation arrangements*
	    Best practice includes a written account of all the above, given to all DTs

During the module	• Upload exam, resit exam, and sample exam papers – with marking guidelines – onto Huddle
	• Ensure all teaching sessions are being delivered as planned and on time
	• Monitor and maintain the Study Direct site, ensuring that:
	    o module resources are up-to-date and easy to find
	    o Q&A forum is being used appropriately and constructively by both students and teaching staff (including direct module convenor involvement where appropriate)
	• Ensure marking and calibration/moderation are being conducted appropriately, fairly, and on time
	• Check and finalise assessment marks and confirm with School Office that they can be released on the agreed feedback release day
	• Undertake an informal mid-term module evaluation questionnaire
	• Maintain a positive and supportive approach to helping students

	• *Maintain regular contact with Doctoral Tutors to ensure that:*
	    ○ *they are receiving the necessary teaching resources in a timely fashion (e.g., slides for practicals at least 2-3 weeks in advance)*
	    ○ *they are getting necessary guidance on structuring seminars/practicals, along with (where appropriate) flexibility for DTs to develop independent teaching strategies*
	    ○ *the Study Direct Q&A forum is being used effectively and appropriately, in accordance with the agreed procedures*
	    ○ *they are working effectively together and sharing good practices and useful resources (e.g., using the DT Study Direct site)*
	    ○ *feedback clinics are being held as agreed*
	    ○ *any problems encountered are identified and resolved*
	    ○ *positive feedback is provided for DT contributions*

After the	• Use Sussex Direct to 'conflate marks' and 'send to exams' when requested by the School Office
	• Meet with lecturers to discuss the teaching experience, reflect on feedback received, and make plans for the future
	
	• *Meet with Doctoral Tutors to discuss and reflect on:*
	    ○ *the experience of teaching on the module*
	    ○ *feedback from students, including Module Evaluation Questionnaire results where available*
	    ○ *problems encountered and possible resolutions for the future*
	    ○ *particularly successful activities that can be built upon in the future*
	    ○ *personal/career development goals and opportunities*
	• *Complete the 'AT Quality Review' form on Study Direct to share good practice and/or identify concerns*

Lecturer	
Before the module	• Confirm lecture topics and timetable with module convenor • Provide readings, seminar/practical activities, and exam/quiz/essay questions as requested by module convenor • Confirm any marking and/or calibration/moderation responsibilities with the module convenor • Review the relevant **course** and **module** handbooks • Check student support documentation for students registered on the module (flagged as green or orange on Sussex Direct) and be aware of all reasonable adjustments and special arrangements
During the module	• Deliver lectures at the agreed times (finishing at ten minutes to the hour), consistently using lecture recording facilities where available • Post lecture slides to Study Direct at least 24 hours in advance of the lecture • Post lecture recordings to Study Direct within 2 working days of the lecture • Monitor Study Direct Q&A forum and provide responses to relevant questions within 2 working days • Contribute to marking and calibration/moderation activities as previously agreed with module convenor • Maintain a positive and supportive approach to helping students
After the module	• Meet with the module convenor to discuss the teaching experience, reflect on feedback received, and make plans for the future

Doctoral Tutor	

Before the module	• Confirm teaching group, marking (including approximate volume), and timetable information with the School Office
	• Review the relevant **course** and **module** handbooks
	• Check student support documentation for students registered on the module (flagged as green or orange on Sussex Direct) and be aware of all reasonable adjustments and special arrangements
	
	• *Attend relevant training (e.g., on teaching, marking, e-submission) Meet with*
	• *Module Convenor to clarify and discuss:*
	    o *the learning outcomes, structure, and topics of the module*
	    o *details of, and expectations for, teaching sessions*
	    o *opportunities to contribute to the design of teaching sessions*
	    o *any specific requirements for student support (e.g., for students with disabilities)*
	    o *the mechanism for receiving, adapting, and sharing seminar/practical teaching materials*
	    o *expectations for use of feedback clinics*
	    o *expectations for contributing and responding to Study Direct Q&A forum posts*
	    o *marking requirements and timescale, including marking guidelines and assessment criteria, and calibration/moderation arrangements*

During the module	• Deliver teaching sessions at the agreed times (finishing at ten minutes to the hour)
	• Maintain an accurate attendance record on Sussex Direct, updated within 2 working days of the relevant teaching session
	• Carry out marking duties in a fair and timely fashion, adhering to all marking guidelines provided and following agreed procedures for calibration
	• Monitor Study Direct Q&A forum and provide responses to relevant questions within 2 working days
	• Publicise module evaluation questionnaires when these are available to students
	• Maintain a positive and supportive approach to helping students
	
	• *Maintain regular contact with Module Convenor and other ATs to ensure that:*
	    o *the necessary teaching resources are being received in a timely fashion (e.g., slides for practicals at least 2-3 weeks in advance)*
	    o *necessary guidance is being provided for structuring seminars/practicals, along with (where appropriate) flexibility to develop independent teaching strategies*
	    o *the Study Direct Q&A forum is being used effectively and appropriately, in accordance with the agreed procedures*
	    o *ATs are working effectively together and sharing good practices and useful resources (e.g., using the AT Study Direct site)*
	    o *feedback clinics are being held as agreed*
	    o *any problems encountered are identified and resolved*
	• *Complete the 'Teaching and Learning feedback form' on Study Direct (anonymously, if preferred) to share good practice and/or identify concerns*

After the module	• *Meet with Module Convenor to discuss and reflect on:*
	    o *the experience of teaching on the module*
	    o *feedback from students*
	    o *problems encountered and possible resolutions for the future*
	    o *particularly successful activities that can be built upon in the future*
	    o *personal/career development goals and opportunities*

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