



Residential schools module director (formerly course director) – role description

Module directors are responsible for all academic aspects of a residential school and are responsible to the school director for the efficient running and overall success of the module in line with other modules running at the venue, general residential school administrative arrangements, and any particular local arrangements. In the case of OU business school and other short residential schools, the module director's role includes the duties of school director and the title of module director is used.

Role requirements

Module directors should impart a sense of energy and enthusiasm to students and staff, give the school a sense of purpose, motivate students to get all they can from the residential school experience, and help create an open and friendly environment where students feel free to admit any problems or worries and to seek help from staff or other students. The role requirements vary according to the needs of the school, but are likely to include

- contact the schools teaching staff (including academic and other assistants) before the school to discuss matters such as allocation to special sessions, timing of the module director's briefing, any problems with materials, travel plans, etc., when you will be available before the school, and any mentoring arrangements
- prepare the module director's welcome for teaching staff and students and for any other sessions to which you are contributing
- make contact with the school director and school administrator
- if yours is not the first school week at the venue, contact the school the week before your contract begins and arrange a handover with the outgoing module director
- contact any guest lecturers invited to speak at the school
- if you are new to the venue, make extra time to familiarise yourself with the site and meet school office staff
- check that handouts for students on arrival contain the appropriate materials and that everything is ready for the start of the school
- be aware of safety regulations relating to the use of facilities, materials, and equipment and ensure that working conditions and methods are safe and that possible hazards are promptly reported

- check arrangements for students with disabilities and/or additional requirements (liaise with the assistant to students with additional requirements if there is one) and familiarise yourself with local arrangements for dealing with accidents and illness, access to first aid and other medical or dental care, night duty cover, use of mobile phones, personal safety and security
- attend the school director's senior staff briefing and make sure you are clear about the role of other residential schools staff – what you can expect from them and what they can expect from you
- hold an introductory briefing session for the teaching staff to explain your role (particularly in relation to monitoring), their role, the school schedule, the aims and objectives of the school, and to answer any questions
- hold a welcome session for students to explain your role, the school schedule, the aims and objectives of the school, to introduce the teaching staff, and to answer any questions
- ensure safety precautions are observed throughout the school and brief staff and students at the beginning of the school on procedures and responsibilities; take action as needed and report issues to the school director
- make yourself available and accessible over the week to students and residential school staff and monitor the progress of students – particularly those with disabilities and/or additional requirements – making sure that their academic needs and expectations raised in the welcome session are met, that they are able to meet you to discuss any issues or concerns, and that the criteria for attendance are being met
- observe the performance of tutors, demonstrators, and academic or other assistants and provide support and guidance as needed
- seek advice as needed from the school director, regional director, module team, or Residential Schools Team in cases where there is an issue with students and staff and where help is needed to resolve the situation before the end of the school
- ensure that the school director and the school teaching staff are aware if you expect to be absent from the school and brief someone to provide cover
- record any comments or issues that may be of use or interest to future module directors, the module team, the regional centre responsible for the venue, or Residential Schools Team
- be ready to contribute to the teaching programme – at some schools this is required, at others it may be advantageous to your relationship with students and staff
- hold a debriefing session for the teaching staff at the end of the school and a closing session for students, making sure to pass on important reminders and trying to ensure that all students and staff leave the school on a positive note with appropriate thanks and farewells

- discuss with academic assistant (if there is one) how the school went and record any comments or issues that may be of use or interest to future schools
- at the end of the school, write a report as this will be needed by the director of the regional centre responsible for the venue and the Head of Residential Schools
- complete all paperwork as needed, including work returns, monitoring and assessment forms; and Control of Substances Hazardous to Health (COSHH) assessments (if needed)
- thank venue staff as appropriate and note any comments or issues
- if yours is not the last school week at the venue, attend a handover with the incoming module director

Person specification

Module directors should normally be full-time members of University teaching staff with two year's of experience working for the University and a contractual obligation to work at residential schools. Proposals to appoint anyone not in this category should be referred to the Head of Residential Schools for approval. Approval is needed only for an individual's first appointment as a paid module director provided they are an associate lecturer, teaching/research fellow, module manager, module coordinator, or a former member of full-time academic staff. Module directors appointed from these categories of staff are paid at the normal rate for that role subject to their having taken leave for the period of the school. In all other cases, approval must be gained from the Head of Residential Schools before any paid module director appointment is offered.

Residential schools module directors are expected to have a degree or a professional or vocational qualification in a subject area relevant to the module to which they are appointed. In addition to the role requirements described above, there are the following personal requirements:

- good communication, organisation, and interpersonal skills
- ability to work in a professional way with students, all levels of residential school staff, and venue staff
- ability to manage a team of residential school staff
- ability to monitor staff and give them support and constructive comment of their performance
- ability to think and act quickly, prioritise tasks, and handle conflict in a constructive way
- ability to work with students from diverse educational, cultural and work backgrounds
- an understanding of and commitment to equal opportunity policy and practices

- respect for others' feelings while working in close proximity in a residential environment