

# **Course Preparation and Building: Staff Responsibilities**

Staff Responsibilities

## Introduction

This document is intended to facilitate the effective implementation of the Learning Edge. The first few pages detail the roles and responsibilities of both faculty and central support staff with regard to course preparation and building. [Note: You may also find it helpful to refer to guide LTD001 *Tutor and Administrator Roles: role descriptions and levels of permission*. This describes Blackboard's system and course roles]

Subsequent pages are 'Checklists' for faculty staff in various roles and which are intended to support programme teams in their preparation for the new academic year.

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## **Faculty and Central Support Staff Roles and Responsibilities**

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The following information outlines the key activities by role needed to ensure relevant and timely course availability, student and staff access.

### **1. Learning Technology Development Division (LTD)**

- 1.1. Enrol Administration staff as Blackboard System Course Administrators (CAs) ie. providing access to the System Admin Tab - This will enable CAs to enrol initial course contacts (ie. Prog/Year/Module Leads) into the required course 'shells'. \*See cascading enrolment rights below
- 1.2. Provide advice and support to Administration and Academic colleagues; supporting areas such as: course structure design, course merge & enrolment, course design and development, housekeeping & backup guidance.
- 1.3. Support Administrative and Academic colleagues with VLE 'troubleshooting'.
- 1.4. Provide scheduled staff development sessions and bespoke team / individual support as appropriate.
- 1.5. Provide support materials to guide administrative and academic staff in the effective use of the VLE.

### **2. Administrators**

- 2.1. Work with academic colleagues (and LTD if required) to determine required course 'shell' structure for the Programme; creating additional 'shells' with the course merge tool if the automatically SID snapshot created 'shells' are not appropriate.

NOTE 1: Programme leads must initiate this process.

NOTE 2: Advice on SID course and module codes may need to be sought from Academic Registry.

- 2.2. To enrol the initial course contacts (ie. Prog/Year/Module Leads) into the required course 'shells'. \*See cascading enrolment rights below

- 2.3. To troubleshoot student enrolment issues - escalating to Academic Registry and LTD colleagues as required.
- 2.4. Attend staff development, use support materials and follow agreed Faculty processes as appropriate.

### **3. Programme Leaders**

- 3.1. Work with course team and Faculty Course Administrator (and LTD if required) to determine the required VLE course structure. i.e How many course 'shells' are required? Answering questions such as, do we intend using a Programme area? a Year area? and/or individual Module areas? and specifying requirements for additional 'shells' (not automatically created by SID snapshot) to be created by the Course Administrator.
- 3.2. Communicate decisions made regarding the VLE course structure as well as enrolment and development responsibilities to the wider course team.
- 3.3. To enrol Year/Module Leads into the required course 'shells'. \*See cascading enrolment rights below
- 3.4. Work with the course team (and LTD if required) to determine and work within the baseline course design (to include agreed: course menu, content presentation structure, file management).
- 3.5. To discuss student enrolment concerns with Course Administrators (and Academic Registry / LTD colleagues if required).
- 3.6. Attend staff development, use support materials and follow agreed Faculty processes as appropriate.
- 3.7. Support and encourage course team members to attend staff development, use support materials and follow agreed Faculty processes as appropriate.
- 3.8. Make course 'shell/s' available to students when populated and communicate this to teaching team (as required).

### **4. Year Leaders**

- 4.1. Work with course team (and LTD if required) to determine and work within the baseline course design (to include agreed: course menu, content presentation structure, file management).

- 4.2. Communicate decisions made regarding the VLE course structure as well as enrolment and development responsibilities to the wider course team.
- 4.3. To enrol Module Leads into the required course 'shells'. \*See cascading enrolment rights below
- 4.4. To discuss student enrolment concerns with Course Administrators (and Academic Registry / LTD colleagues if required).
- 4.5. Attend staff development, use support materials and follow agreed Faculty processes as appropriate.
- 4.6. Support and encourage course team members to attend staff development, use support materials and follow agreed Faculty processes as appropriate.
- 4.7. Make course 'shell/s' available to students when populated and communicate this to teaching team (as required).

## **5. Module Leaders**

- 5.1. Work with course team (and LTD if required) to determine and work within the baseline course design (to include agreed: course menu, content presentation structure, file management).
- 5.2. Communicate decisions made regarding the VLE course structure as well as enrolment and development responsibilities to the wider course team.
- 5.3. To enrol Tutors into the required course 'shells'. \*See cascading enrolment rights below
- 5.4. To discuss student enrolment concerns with Course Administrators (and Academic Registry / LTD colleagues if required).
- 5.5. Attend staff development, use support materials and follow agreed Faculty processes as appropriate.
- 5.6. Support and encourage course team members to attend staff development, use support materials and follow agreed Faculty processes as appropriate.
- 5.7. Make course 'shell/s' available to students when populated and communicate this to teaching team (as required).

## 6. Tutors

- 6.1. Work within the agreed baseline course design (course menu, content presentation structure, file management).
- 6.2. To enrol additional Tutors into the required course 'shells' as required.
- 6.3. To escalate student enrolment concerns to Programme/Year/Module Leaders as required.
- 6.4. Attend staff development, use support materials and follow agreed Faculty processes as appropriate.

### **\*Cascading Enrolment Rights**

Staff enrolment into Blackboard areas will be managed through a process of cascading rights and will be determined based on the agreed VLE course 'shell' structure. Course Administrators will initiate the Faculty enrolment process by enrolling the staff member responsible for the course area (ie. Programme/Year/Module), thus being responsible for a single enrolment per course 'shell'.

Three possible enrolment models are illustrated here:

#### Programme Area

*Course Administrators > Programme Leaders > Year Leaders > Module Leaders > Tutors*

#### Year Group Area

*Course Administrators > Year Leaders > Module Leaders > Tutors*

#### Modular Area

*Course Administrators > Module Leaders > Tutors*

## Blackboard Set-up Checklist for Course Administrators

Programme:

Course Start Date:

Have you ... ?	If not ...	Done
Have you got Blackboard System Admin Access?	Ask lead Administrator to organise this for you.	<input type="checkbox"/>
Have you worked with the Programme Leader (and LTD if required) to set up the required course 'shell' structure for the Programme area you support?	You might like to contact the Programme leads to prompt them to initiate this process.	<input type="checkbox"/>
Have you enrolled the initial course contacts (ie. Prog/Year/Module Leads) into the required course 'shells'?	Enrol the Programme leader OR ask the Programme leader who needs to be enrolled.	<input type="checkbox"/>
Do you know how to troubleshoot basic student enrolment issues? Do you know who to escalate issues to?	Seek advice from Faculty colleagues and liaise with Academic Registry and LTD as required.	<input type="checkbox"/>
Have you attended the relevant staff development sessions? Do you know where to access the support materials?	Make enquiries about additional staff development sessions & support materials via LTD	<input type="checkbox"/>

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## Blackboard Set-up Checklist for Programme Leaders

Programme:

Course start date:

Have you ... ?	If not ...	Done
Have you worked with your course team and Faculty Course Administrator (and LTD if required) to set up the required VLE course structure?	Contact your Course Administrator ASAP.	<input type="checkbox"/>
Have you communicated decisions regarding the VLE course structure as well as enrolment and development responsibilities to the wider course team?	Make sure all team members are aware of their responsibilities and how the VLE will be used on this programme.	<input type="checkbox"/>
Have you enrolled the required staff members (Year/Module Leaders) into your course 'shells'? (Following the cascading enrolment model).	Make sure your staff are all able to access the course.	<input type="checkbox"/>
Have you worked with course team (and LTD if required) to determine the baseline course design?	Finalise your decisions to enable course development work to occur.	<input type="checkbox"/>
Have you attended the relevant staff development sessions? Do you know where to access the support materials?	Make sure you are able to make the most of the VLE - thus ensuring a consistent and effective student experience.  Make enquiries about additional staff development sessions & support materials via LTD	<input type="checkbox"/>
Have you supported and encouraged your course team members to attend staff development, use support materials and follow agreed Faculty processes as appropriate?	Make sure your team are all able to make the most of the VLE - thus ensuring a consistent and effective student experience.	<input type="checkbox"/>
Have you and your team populated the course 'shell'? (Refer to the course area checklist)	Make sure you have agreed dates & deadlines scheduled for this activity.	<input type="checkbox"/>
Have you made the populated course 'shell/s' available to students and communicated this to the teaching team?	Make sure you have an agreed date scheduled for this activity.	<input type="checkbox"/>

## Blackboard Set-up Checklist for Year Leaders



<b>Have you ... ?</b>	<b>If not ...</b>	<b>Done</b>
Have you worked with your course team and Faculty Course Administrator (and LTD if required) to set up the required VLE course structure?	Contact your Programme Leader and/or Course Administrator ASAP.	<input type="checkbox"/>
Have you communicated decisions regarding the VLE course structure as well as enrolment and development responsibilities to the wider course team?	Make sure all team members are aware of their responsibilities and how the VLE will be used on this programme.	<input type="checkbox"/>
Have you enrolled the required staff members (Module Leaders) into your course 'shells'? (Following the cascading enrolment model).	Make sure your staff are all able to access the course.	<input type="checkbox"/>
Have you worked with the Programme Leader and wider course team (and LTD if required) to determine the baseline course design?	Liaise with the Programme Lead to finalise decisions and enable course development work to occur.	<input type="checkbox"/>
Have you attended the relevant staff development sessions? Do you know where to access the support materials?	Make sure you are able to make the most of the VLE - thus ensuring a consistent and effective student experience.  Make enquiries about additional staff development sessions & support materials via LTD	<input type="checkbox"/>
Have you supported and encouraged your course team members to attend staff development, use support materials and follow agreed Faculty processes as appropriate?	Make sure your team are all able to make the most of the VLE - thus ensuring a consistent and effective student experience.	<input type="checkbox"/>
Have you and your team populated the course 'shell'? (Refer to the course area checklist)	Make sure you have agreed dates & deadlines scheduled for this activity.	<input type="checkbox"/>
Have you made the populated course 'shell/s' available to students and communicated this to the teaching team?	Make sure you have an agreed date scheduled for this activity.	<input type="checkbox"/>

## Blackboard Activity Set-up Checklist for Module Leaders

Module title:

Start date:

Have you ... ?	If not ...	Done
Have you worked with your course team and Faculty Course Administrator (and LTD if required) to set up the required VLE course structure?	Contact your Programme/Year Leader and/or Course Administrator ASAP.	<input type="checkbox"/>
Have you communicated decisions regarding the VLE course structure as well as enrolment and development responsibilities to the wider course team?	Make sure all team members are aware of their responsibilities and how the VLE will be used on this programme.	<input type="checkbox"/>
Have you enrolled the required staff members (Tutors) into your course 'shells'? (Following the cascading enrolment model).	Make sure your staff are all able to access the course.	<input type="checkbox"/>
Have you worked with the Programme/Year Leader and wider course team (and LTD if required) to determine the baseline course design?	Liaise with the Programme/Year Lead to finalise decisions and enable course development work to occur.	<input type="checkbox"/>
Have you attended the relevant staff development sessions? Do you know where to access the support materials?	Make sure you are able to make the most of the VLE - thus ensuring a consistent and effective student experience.  Make enquiries about additional staff development sessions & support materials via LTD	<input type="checkbox"/>
Have you supported and encouraged your module team members to attend staff development, use support materials and follow agreed Faculty processes as appropriate?	Make sure your team are all able to make the most of the VLE - thus ensuring a consistent and effective student experience.	<input type="checkbox"/>
Have you and your team populated the course 'shell'? (Refer to the course area checklist)	Make sure you have agreed dates & deadlines scheduled for this activity.	<input type="checkbox"/>
Have you made the populated course 'shell/s' available to students and communicated this to the teaching team?	Make sure you have an agreed date scheduled for this activity.	<input type="checkbox"/>

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## Blackboard Set-up Checklist for Tutors

Module title:

Start date:

Have you ... ?	If not ...	Done
Have you been made aware of the agreed baseline course design (course menu, content presentation structure, file management)?	Contact your Programme/Year/Module Leader to discuss how you should work within the VLE.	<input type="checkbox"/>
Have you enrolled additional tutors as required into the course 'shells'? (Following the cascading enrolment model).	You may not be required to enrol staff - please check with your Programme/Year/Module Leader if you are unsure.	<input type="checkbox"/>
Have you attended the relevant staff development sessions? Do you know where to access the support materials?	Make sure you are able to make the most of the VLE - thus ensuring a consistent and effective student experience.  Make enquiries about additional staff development sessions & support materials via LTD	<input type="checkbox"/>

## Blackboard Course Area Checklist for Sign-off

Programme/Year/Module Leaders responsible for Blackboard course areas complete use or adapt this checklist as confirmation that their course environments are ready for the new term:

### Course Structure & Enrolment

Blackboard Course Name (as it appears on the students' course list):  
SID Course/Module Details

### Course Availability

1.  Course team members have been enrolled.
2.  Students have been enrolled.
3.  The course has been made available to students.

### Course Copy/Updates

4.  Content has been built, copied, or imported to course shell.
5.  Old discussion posts have been deleted.
6.  Old announcements have been removed or made unavailable if they will be reused.
7.  Links (internal and external) have been validated.
8.  Dates have been updated (including due dates for assignments, etc.).

### Content Development

9.  Course content and design meets agreed Programme Baseline
10.  Content availability settings are correct (open and close dates/times) (Adaptive Release).
11.  Settings for assignments/assessments have been applied (availability, due dates, timers, etc.).

### Course Information

12.  Instructor information is available & up-to-date.
13.  Course introduction is available & up-to-date.
14.  Handbook is available & up-to-date.
15.  A link to the electronic Module Reading list/s is available & up-to-date.
16.  A link to the Faculty Resource pages is available.
17.  A link to the Learning Services support pages is available.
18.  Help and Support materials are signposted. (eg. Blackboard 'Help' & student tutorials in the Blackboard upgrade centre.)

### Suggested First Day

19.  A welcome announcement is posted and tells students where to start.
20.  An enrolment verification and/or icebreaker activity is included (maybe posting on the discussion board, or completing a short quiz or task).

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## Other Sources of Help and support for Staff

### **The 'Help' link within the Course Control Panel**

Click the 'Help > Blackboard Help' link within the Course Control Panel at the bottom left of your course to access 'Blackboard Help for Instructors'.

#### - **Learning Services Wiki**

Visit the Learning Services wiki within the GO Portal to access a range of information including, policies, guides and resources.

**Wiki:** [Learning Technology Development Wiki](#)

#### - **Learning Technology Development**

Contact Learning Technology Development if you need further assistance or have any further queries.

**Email:** [ltsupport@edgehill.ac.uk](mailto:ltsupport@edgehill.ac.uk)

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