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**Please insert award – BA/ MA etc…**

**Please insert the Programme Title**

**My Programme 2021/22**

# The Purpose of My Programme is to:

* Provide you with a source of information about your programme (which will be updated annually) and;
* Make you aware of some of the more important regulations under which your Programme operates.

This document concentrates on Programme specific information. Members of your Programme Team (see section 4) will be happy to explain aspects in further detail as required. My Programme should be read alongside the [My Napier](https://my.napier.ac.uk/) resource, which contains useful information about the University as a whole. You can access *My Napier* at <https://my.napier.ac.uk/> or by clicking any of the [My Napier](https://my.napier.ac.uk/) links in this document.

The content of this My Programme is correct at the point of production however, due to the Covid-19 pandemic, some information may change. Please regularly check [My Napier](https://my.napier.ac.uk/), student newsletters and university emails for important updates. For TNE provision there is a distinct My University handbook written for you and it replaces the My Napier references in this handbook.

Note to Contributors – for Deletion Prior to Online Submission

My Programme is designed to be delivered to students electronically. The majority of this My Programme template comprises guidance notes (denoted through red text) to be observed by the Programme Leaders/ Teams drafting My Programme. Following the guidance notes will help ensure that all the necessary programme information is provided regardless of the mode of delivery, level, and study location. Inclusion of the non-programme specific information (denoted through black text) is mandatory.

# Programme Leader Welcome

<Guidance on completing this section:

At a minimum, please insert a picture of the Programme Leader. Additional photos of those associated with the Team can be included here or in Section 4.

Please welcome new students to the Programme on behalf of the Programme Team and welcome back all returning students.

Programme Teams should complete this section to reflect the various types of students who may be on their Programme. Please detail the arrangements put in place by the Programme Team to support students as they transition into studying at Edinburgh Napier University. This should include details/links to induction and development activities organised by the Programme Team in the Welcome Week of trimesters one and two. Please make sure to also include information for returning students that indicates their role in these activities and how they will start the next stage of their studies.>

|  |  |  |  |
| --- | --- | --- | --- |
| [Name] | [room] | [phone number] | [email] |

# Health and Safety

<Guidance: This section is mandatory. For transnational education (TNE) and global online provision, please edit the emergency information as necessary.>

## In the Event of an Emergency at an Edinburgh Campus

There are Security Offices at all of our main campuses. The main Control Room operates 24 hours a day and can be contacted at **0131 455 6119**. If for any reason you feel that your personal safety is threatened on campus, please phone Police Scotland on 999 and if safe to do so Security Control on 0131 455 4444 and make your way to the campus Security office.

## Health and Safety

Adherence to the University's safety practices is required. As a student, you must read and familiarise yourself with the University Fire and Emergency Procedures which can be found at [M](http://my.napier.ac.uk/Campus-Services/health-and-safety/Pages/Fire-and-Emergency.aspx)y Napier. For the safety of yourself and others, please also read the [Safety Guide](https://my.napier.ac.uk/Campus-Services/health-and-safety/Documents/student-safety-guide-2018.pdf).

<Guidance on completing this section: Please provide details or links to anything specific to your Programme and/or School with respect to:

• fire and emergency procedures,

• accident and emergency procedures,

• safety procedures of labs/equipment, or

• health and safety policies and procedures.>

# About My Programme

<Guidance for Programme Leaders completing this section: The approved Programme Specification will be a useful reference point in completing much of Section 3. Please outline some of the history and development of the programme. I.e. How did the programme come about? What has been its evolution and development? How does it support the needs of the profession? etc. This section should include reference to the [University Values](http://staff.napier.ac.uk/services/hr/Pages/Va.aspx) and the community that the programme sits within. The School Culture Document is likely to be a useful resource here. >

## Programme Philosophy

<Guidance for Programme Leaders completing this section: Programme Leaders are expected to detail their programme philosophy, for example:

"The philosophy of this programme is to use a vocational approach with a great degree of practical application to create a high-employability focus. At all stages, you will be encouraged to take an independent self-learning approach to develop a deep-knowledge of the subject area.">

## Programme Aims and Learning Outcomes

<Guidance for Programme Leaders completing this section: Please insert the high-level aims/objectives and Learning Outcomes of your Programme here (you will find this information in your approved programme specification). Where possible, please include a visual that outlines the programme year by year.>

## Programme Structure

To enhance your experience, the academic year changed in 2020/21. One benefit of this change was that it allowed a greater focus at programme-level. This change means that during the Welcome Week of trimesters one and two, you will undertake induction, development, and consolidation activities. In trimester two, your programme structure includes a 'Student Opportunities'' week focused on internal or external events such as study trips, a focus on employability, and student challenges. These activities will be in addition to any teaching.

***For mandatory inclusion in TBS undergraduate on-campus programmes (full and part-time provision):*** Employability skills are defined as “a set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace – to the benefit of themselves, their employer and the wider economy” (Confederation of British Industry, 2007, p.6).

The programme is designed to advance your employability skills that are pivotal to the success of graduates of the 21st century in a constantly changing environment. This will lay the groundwork for understanding the challenging environment within which you will operate. The aim of the programme is to for you to develop and apply your communication, collaboration, critical thinking and curiosity (4 Cs) skills within key areas to enhance your attributes for future employability in the workplace. You will develop a strong sense of self-awareness through a series of activities running across two trimesters, enabling you to identify your own strengths and weaknesses. You will attend workshops that will allow you to build the crucial graduate skills set. You will identify your skill set, taking into consideration the practical application of the 4 Cs. You will consider the skills necessary to lead and influence others at work such as mentoring, delegation, facilitating and coordinating discussions. Finally, your assessment will take place through a business problem-solving case where you will demonstrate your 4 Cs to enhance your skills for the workplace. By engaging with critical self-reflection and analysis, you will be able to analyse, plan, evaluate, act and learn from this programme.

<Guidance for Programme Leaders completing this section: Please insert the programme structure as provided in the approved Programme Specification. Alongside this, please add some narrative (if needed) to help ensure that students can engage with, and understand, these structures. Please also give details on what support students will be given around option choices within their Programme. Where relevant, please link to, and cross-reference, the timetabling information in [My Napier](https://my.napier.ac.uk/) handbook. For online programmes, the structure must identify an indicative delivery schedule.

Finally, please include some commentary on the Welcome Week activities of trimester one and the 'Student Opportunities' week of trimester two.>

## Expectations of Engagement

<Guidance on completing this section: In this section, Programme Leaders are asked to qualify any programme-specific attendance expectations (e.g. as defined by professional and statutory bodies). Please also consider linking to the [Student Charter.](http://my.napier.ac.uk/Student-Administration/Student-Charter/Pages/Student-Charter.aspx" \o "Click here to access the Student Charter)

Please note that the text below is mandatory for both online and on-campus programmes.>

Mandatory inclusion for on-campus / TNE students:To get the most out of your time on your programme, it is important that you attend all scheduled class activities. Attending and participating in programme activities will help you successfully progress through your coursework, stay engaged, and keep motivated throughout the duration of your studies.

Mandatory inclusion for online students: To get the most out of your time on your programme, it is critical that you engage in each of the module activities. Firstly, the regular online meetings provide you with an opportunity to ask questions and receive feedback from your tutor. Secondly, because sessions are also attended by your peers, you will have a wonderful opportunity to network and share your experiences. These sessions are recorded, and any good discussions or useful information that should be shared will be posted on Moodle.

You will set the pace of your own studies. However, you are expected to log into Moodle and access your email on a regular basis. Your classmates and tutors will be participating regularly on Moodle alongside you.

You are also expected to contribute to discussion boards. This includes providing responses and commenting upon other classmates posts. At least two discussion boards will be led by your tutor. If you post continuously, you will create interest and engagement amongst others. If you choose to be a passive member of these discussion boards, the quality and activeness of each board will be drastically minimised.

It is important that you also participate with the multiple choice question (MCQ) end of unit tests. These contribute to your overall grade and provide feedback on the knowledge gained in each unit.

## Our Commitment to Student Inclusion

The University is committed to helping all its students succeed and has a dedicated Disability Inclusion team to support students with disabilities, certain learning difficulties, and long-term medical conditions.

Forms of support for students may include: the provision of lecture notes in advance, the opportunity to record classes, and/or the incorporation of 25% extra time to complete class tests.

The University also has a wide-range of assistive software available on [Apps Anywhere](https://apps.napier.ac.uk/), including:

* **Claro Read**: a screen-reader that helps you listen to your research reading, including web pages, Word documents, and PDFs.
* **MindView**: a mind-mapping package that can convert your mind-maps into Word documents or PowerPoint slides.
* **Grammarly**: a programme that checks your spelling, grammar, and writing style.

If you have had additional support at school or college, for instance, in exams, the Disability Inclusion Team would be keen to hear from you so they can put equivalent support in place and liaise with your lecturers on your behalf.

If you feel like you would benefit from additional support because of a disability or suspected learning difficulty, please get in touch with the Disability Inclusion Team. Our advisors hold appointments each day across all three campuses.

You can reach the Disability Inclusion team by emailing [disabilityandinclusion@napier.ac.uk](mailto:disabilityandinclusion@napier.ac.uk).

<Statement on the commitment to inclusive practice and typically reasonable adjustments available to disabled students>

## Accreditation

<Guidance for Programme Leaders completing this section: Please detail any professional, statutory, and/or regulatory body accrediting the Programme. You should also outline if any specific combination of modules or module choices is required to be made by students in order to meet the specific requirements of these bodies (e.g. additional modules in a key subject area).>

**For inclusion, if the programme includes accreditation:** <If your Programme includes accreditation requirements, some Professional, Statutory, and Regulatory Bodies define the way your award is calculated, differing from the standard university regulations. Therefore, your Programme may have bespoke regulations or an exemption to the regulations that can be found within the [University Regulations](https://staff.napier.ac.uk/services/dlte/Regulations/Pages/Regulations.aspx) page.>

## Questions You May Have:

### - What facilities, equipment, software, etc. will I be using on My Programme?

<Guidance for Programme Leaders completing this section: Please describe any programme-specific facilities, equipment, software, etc., students will be using throughout the duration of the programme. Also, please outline any events or important dates that students need to be made aware of. These might include field trips, visits, periods on placement, overseas study, or programme social events.>

### - Are there any particular processes and/or forms that I need to be aware of on My Programme?

<Guidance for Programme Leaders completing this section: Please detail any specific processes and/or forms that students may need to follow or complete in relation to their programme.>

### - In addition to placements, are there any other employer links associated with My Programme?

<Guidance for Programme Leaders completing this section: Please provide details or other information about employer links, such as guest lecturers, symposiums, careers fairs, etc. which are available to support students on your programme.>

# My Programme Contacts

<Guidance for Programme Leaders completing this section:

Please insert photos of the Programme Team members (e.g. year tutors and compulsory module leaders) here. Depending on the programme structure, it may be possible to include pictures of optional module leaders too.

Please also provide students with relevant programme contact details and highlight the roles of any colleagues they will interact with on their programme (I.e. PDT, Programme Administrator and administrative staff, placement coordinators, Academic Support Advisor, Pastoral Care Adviser / Dissertation Co-ordinator, etc.). Please also ensure that the email addresses for these colleagues are hyperlinked, and that staff photographs are included (or hyperlinked to). The details below outline some of these roles. Programme Leaders are encouraged to customise and add to this listing, as required, to best support and represent their Programme. For the Programme Director / Leader section, please refer to the DLTE generic Programme Leader Guide available at

[*http://staff.napier.ac.uk/services/dlte/resources/Pages/Programme-Leader.aspx*](http://staff.napier.ac.uk/services/dlte/resources/Pages/Programme-Leader.aspx)*.*>

## My Programme Representatives

(Please also see the Getting involved with the wider University section of [My Napier](https://my.napier.ac.uk/))

<Guidance for Programme Leaders completing this section: please list the school and programme reps where these are known. If the reps are not elected yet, you should reference when the elections are and explain that their names will be available on the programme Moodle page after elections. Where information on the programme SSLC is available online, please include a link to it here.>

## Programme Team

Your programme has a team to manage its day-to-day running. If you have a question or problem, you should contact one of that team members. If they are unable to help, you can contact our School Academic Lead Student Experience **(insert name here)**, or the Head of Learning and Teaching **(insert name here),** who will assist you.

## Programme Director/Leader (*delete as necessary*)

|  |  |  |  |
| --- | --- | --- | --- |
| [Name] | [room] | [phone number] | [email] |
| [Name] | [room] | [phone number] | [email] |

The role of your Programme Director / Leader is varied. It includes a remit to manage and co-ordinate your Programme's operation in liaison with your Dean of School and the rest of the University and liaise with any professional bodies of relevance to your Programme.

## Deputy Programme Leader (*delete as necessary*)

|  |  |  |  |
| --- | --- | --- | --- |
| [Name] | [room] | [phone number] | [email] |
| [Name] | [room] | [phone number] | [email] |

<Guidance for Programme Leaders completing this section: if Deputy PL is applicable to your programme, please provide their contact information above and include some information for students about the deputy programme leader role.>

## PDTs, Year Tutors, Lecturers, Etc.

Your Personal Development Tutor (PDT) is your first point of contact for guidance on any academic or personal issues that may affect your academic work. You can find out who your PDT is by logging into [eStudent Records](https://evision.napier.ac.uk/si/sits.urd/run/siw_lgn).

<Guidance for Programme Leaders completing this section: Please provide details on the role of a PDT, how Personal Development Planning (PDP) is undertaken within the programme, how frequently the PDT will meet with students, what style the session will be conducted in (i.e. one on one or group), if the sessions will be timetabled, etc. Please highlight to students that they can gain additional information on the PDT through My Napier

If possible, list PDT(s):

|  |  |  |  |
| --- | --- | --- | --- |
| [Name] | [room] | [phone number] | [email] |
| [Name] | [room] | [phone number] | [email] |
| [Name] | [room] | [phone number] | [email] |
| [Name] | [room] | [phone number] | [email] |

## Academic Support Advisor

<Guidance for Programme Leaders completing this section: If available in your School, please insert the Academic Support Advisor's name and contact details below, and describe their role in one or two sentences.>

|  |  |  |  |
| --- | --- | --- | --- |
| [Name] | [room] | [phone number] | [email] |
| [Name] | [room] | [phone number] | [email] |

## School Disability Contact

School Disability Contacts (SDCs) are academic staff members who act as contact points for students who require additional support due to a disability, medical condition, or specific learning difficulty such as dyslexia. Each School may have one or more SDCs who liaise closely with the Disability Inclusion Team. SDCs are in charge of helping direct students who request support, sharing information with academic staff, and ensuring colleagues refer to their students' learning profiles.

<Guidance for Programme Leaders completing this section: please insert the SDC's name and contact details below.>

## Student Wellbeing & Inclusion

This team is here to help you feel content, healthy and supported. Please talk to them if you are experiencing difficulties. Support is available from their Student Funding, Counselling & Mental Wellbeing, Disability Inclusion, Keep On Track andChaplaincy staff. You can find out more information about their services, along with their online resources on [My Napier](https://my.napier.ac.uk/wellbeing-support-and-inclusion).

## Academic Integrity

One of the things you will learn about is the importance of academic integrity. Additional information is available in [My Napier](https://my.napier.ac.uk/your-studies/regulations-conduct-and-safety) on your responsibilities as a university student and as an academic about upholding the Academic Integrity, which is the moral code and ethical policy of academia.

Our university [‘Student Conduct Regulations’](http://staff.napier.ac.uk/services/sas/Regulations/Pages/Regulations.aspx) are designed to maintain the integrity of your work and your award. Any breach of these regulations intentionally or accidentally is investigated by the School. Each School has an Academic Integrity Leads (AIL) responsible for investigating allegations of breach of Academic Conduct Regulations. Every module uses the ENGUS resource for Global Online Academic Misconduct available at <https://moodlecommunity.napier.ac.uk/course/view.php?id=361#section-0>

<Guidance for Programme Leaders completing this section: please insert the AIL’s name and contact details below.>

## Information Services (including IT and Library Services)

Information on the range of services offered by the Edinburgh Napier University Information Services is available to you through [My Napier](https://my.napier.ac.uk/it-support).

<Guidance for Programme Leaders completing this section: please list who the School Librarian is and provide his/her email.>

## Student Administrative Support

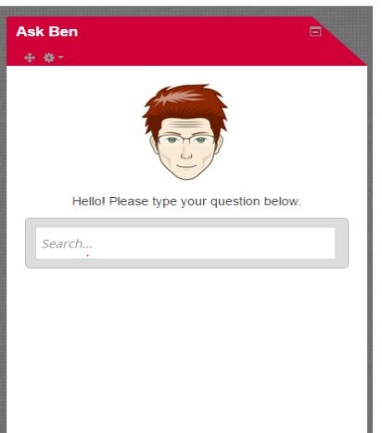
<Guidance for Programme Leaders completing this section: please delete the Student Administrative Support sections below which are not appropriate to your programme and retain that which reflects the support available. For example, remove the iPoint and Reception reference for online programmes or remove the Global Online Support Team for all non-global online provision. Programme Leaders of TNE provision should refer to the Collaborative Agreement for the relevant details to include.>

### The iPoint and Reception

The iPoint and Reception will provide you with access to a range of services and support. They can help with enquiries relating to student status-letter requests, council tax exemption requests, and appointment bookings for some student services. The iPoint and Reception can also assist with student card queries. You will find the iPoint and Reception at the primary entrances to our main campus buildings at Sighthill, Merchiston, and Craiglockhart. They are open between 08:45 and 17:00 hours, Monday to Friday. Further information regarding the iPoint and Reception is available on [My Napier](https://my.napier.ac.uk/life-on-campus/ipoint-and-reception).

### Global Online Support Team

The Global Online Support Team will help you with any non-academic queries or difficulties which you may encounter at any stage of your studies from matriculation to graduation. They will monitor your progress and provide additional support and advice to help ensure that your programme runs as smoothly as possible.

The Team is available to be contacted by email at: [globalonlinesupport@napier.ac.uk](mailto:globalonlinesupport@napier.ac.uk) (always use your Napier email address). They are available between 08:45 and 17:00 hours, Monday to Friday. Please allow two working days for a response.

For out of office questions, please use our FAQ database **‘Ask Ben’** where you may find an answer to your query, or ask your fellow students online in the chat forum.

Your Module Leaders and Online Tutors will provide academic support for the study packs. Your tutor sets, marks and provides feedback on the assignments for your module. You should also contact your tutor if you are having difficulty with the module material.

Don't feel you are imposing on a tutor by doing this. Providing this service is an integral part of the support system we offer to distance learning students.

If you have any questions or problems, please contact your Online Tutor via Moodle.

# Communicating with My Programme Team

<Guidance for Programme Leaders completing this section: Please include all the ways students can communicate with the Programme Team. Examples may include telephone or email, drop-ins/meetings, or through notice board announcements. Please hyperlink to the programme Moodle site here. If the programme makes use of social media site(s), please qualify how. If the programme team uses notice boards, then please outline where students can find them and how they are used.>

For mandatory inclusion: When communicating in any form, please observe the [University values](https://staff.napier.ac.uk/services/principal/University%20Strategy/Pages/Values.aspx) and note the [Information Security Policies](https://my.napier.ac.uk/it-support/staying-safe-online/information-security-policies) and the [Computer Suites Acceptable Use policy.](https://my.napier.ac.uk/life-on-campus/computers-on-campus/acceptable-use-policy)

To help ensure compliance with data protection legislation, the University email address is the only account that the University will use to communicate with you. Please make sure you check this email address regularly to ensure you get relevant information from the University.

## Opportunities to Provide Feedback

The University greatly values student feedback and endeavours to provide you with numerous opportunities to make your voice heard.

During the trimester, you will find that your Module Leaders will seek feedback from you informally. You are empowered to share your thoughts about how things are going, what you enjoy about a module, what you might change about a module and any concerns you may have. Your module leader will be keen to hear what you and your classmates have to say so they may better facilitate learning.

Towards the end of each module, there will be the opportunity to complete a module evaluation questionnaire. Here you can give your views on key aspects of the module, including the teaching, learning, assessment, and feedback you have experienced to date, as well as the resources used to support the delivery of the module.

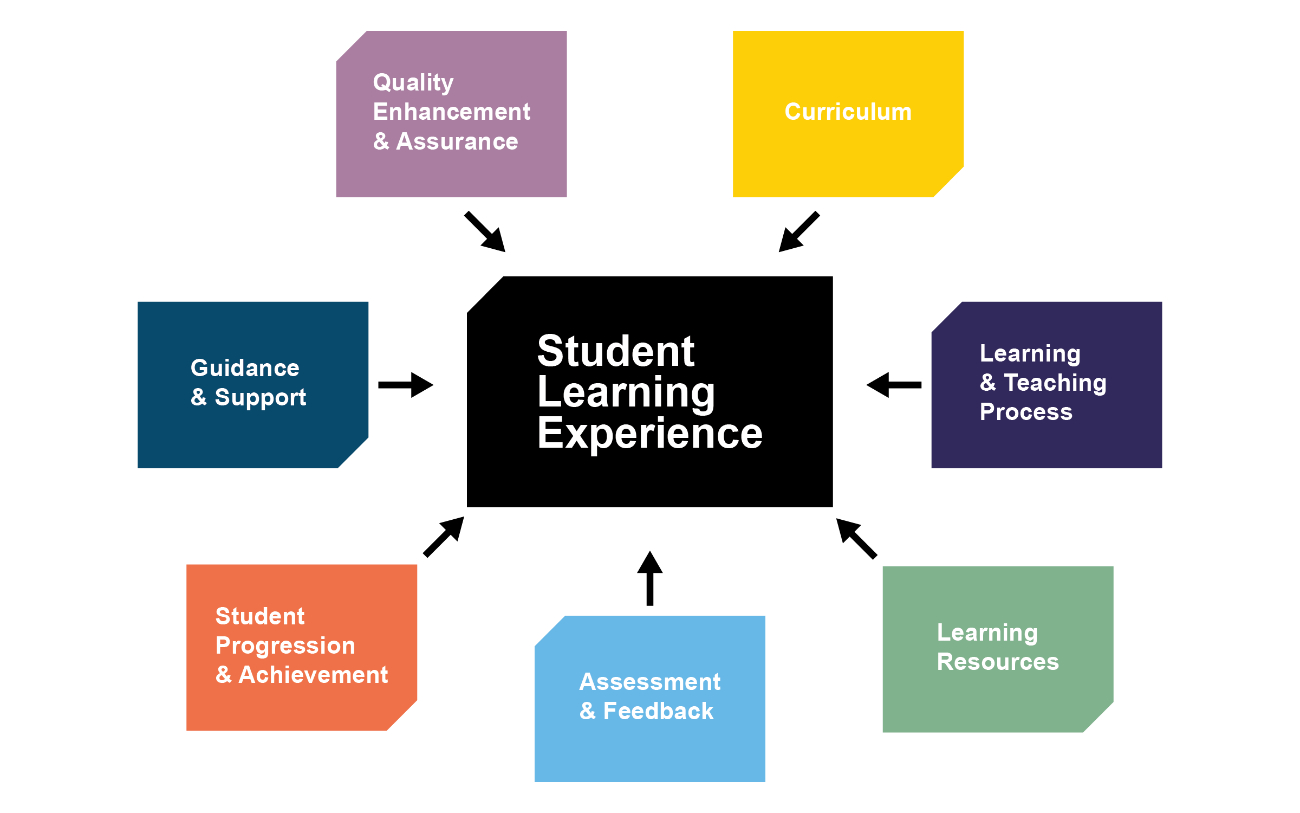
The class representative system is another mechanism through which you can raise issues/matter for consideration.

Depending on the level of study you are at, you may also be asked to provide feedback through either the National Student Survey (UG) or Postgraduate Taught Experience Survey (PTES).

Additionally, your Programme Team will have surveys and discussions aimed at obtaining your programme-specific feedback throughout your studies.

## Student Staff Liaison Committee

The Student Staff Liaison Committee (SSLC) is one of many ways Edinburgh Napier University seeks to engage with you in the continual enhancement of your programme experience. The SSLC provides a forum where student representatives and programme staff can engage in effective discussions relating to several elements that together form the student learning experience:



While the SSLC meeting allows students to highlight areas of good practice and issues that may influence the learning experience, staff may also use this meeting to share any proposed module or programme changes. This will allow representatives to gather student feedback on any proposed changes and present it to the Programme Team at the Board of Studies meeting to ensure that the student's voice is informing programme development.

## Board of Studies

<Guidance for Programme Leaders completing this section: please provide details of the Board of Studies.>

## Your Feedback in Action

<Guidance for Programme Leaders completing this section: Include details of any changes made following student feedback.>

# Teaching and Learning Methodologies

<Guidance for Programme Leaders completing this section: For Edinburgh based students, please refer to the timetable information on [My Napier](http://my.napier.ac.uk/myTimetable/Pages/myTimetable.aspx) and the Timetable section of [My Napier](https://my.napier.ac.uk/your-studies/my-timetable)). For global online provision, please outline the delivery schedule.

For all provision, please describe the approach adopted in terms of teaching and learning within the programme. This will include the main teaching approaches, activities, and methods used as students progress through their programme of study. This outline should demonstrate how students will, through these approaches, build their subject knowledge and expertise, develop and enhance transferable skills, etc.>

# Assessment and Feedback

<Guidance for Programme Leaders completing this section: Please provide an assessment matrix that details the students' assessment and feedback philosophy as well as the strategy from a programme perspective.>

Details of all the assessments that you are required to undertake for each compulsory module during the trimester are in the assessment matrix located below. The matrix tells you the type of assessment, the submission week, and the weighting of the assessment. Other information, like how you will be expected to submit your work and the method that will be used to give you feedback, will be detailed in the assessment brief.

Any coursework you will undertake will have an assessment brief (except for examinations). Where provided, the assessment brief contains information about the assessment, including the marking criteria. Assessment briefs are held on Moodle. It is vital that you read all assessment briefs relating to your chosen modules.

You will receive feedback in a variety of ways (formal and informal). You are encouraged to speak to your teaching team about how feedback will be given in each module and for each assessment.

<Please create and insert an assessment matrix>

# Results, Progression, and Development

## How Do I Progress and Develop Subject Expertise?

<Guidance for Programme Leaders completing this section: In this section, UG Programme Leaders are asked to provide a narrative of how students will progress through each year of the programme, outlining how their subject knowledge will be developed as they progress through each year, and between years, of the programme.>

## Programme and Module External Examiners

|  |  |  |
| --- | --- | --- |
| [Name] | [position] | [place of work] |
| [Name] | [position] | [place of work] |
| [Name] | [position] | [place of work] |
| [Name] | [position] | [place of work] |

External examiners are experienced university teachers from other institutions who provide an overall independent judgement on general student performance as well as the quality and standard of your programme of study. They do not mark your work. You should also note that it is not part of their remit to communicate with individual students. External Examiners provide an annual report to the University and this may be shared and discussed at SSLCs.  Any student can request to see the external examiner report for your programme by contacting your programme leader.

## Assessment Boards

Assessment Boards are responsible for making decisions about your academic performance, such as determining whether you have passed or failed a module, whether you can continue on a programme of study, and what your final award will be.

Further information about the role of Assessment Boards is available in [the University Academic Regulations.](https://staff.napier.ac.uk/services/dlte/Regulations/Pages/Regulations.aspx" \o "Click here to link to the Academic Regulations page)

## What Are the Assessment Criteria?

<Guidance for Programme Leaders completing this section: please select the relevant section below for your programme and **remove the text that does not relate to your programme**.>

There are different pass marks/grades depending on the level of study that you are undertaking. To pass an undergraduate module, you must get 40% overall. To pass a postgraduate module, you must get P1 overall. Each module may be made up of one or two components; and each component of assessment may contain a number of elements, e.g. the assessment component may be a portfolio of work that contains a PowerPoint Presentation, a report, and a series of class tests. These would be known as the elements which make up the component. The weighting of components and elements is available in the [Module Catalogue](http://www.modules.napier.ac.uk/).

You can find out how your overall degree classification/taught master’s award is calculated, including the rules for distinction, within the[University Regulations](https://staff.napier.ac.uk/services/dlte/Regulations/Pages/Regulations.aspx).

(Note: Section B3 details the regulations used to calculate your undergraduate degree, while Section C3 details the regulations used to calculate your taught master’s award of the University).

## When Will I Receive My Results?

You will usually receive your grade/mark for an assessment, as well as any relevant feedback, within three working weeks. However, the marks/grades at this stage are still preliminary, as your Assessment Board must confirm them. Your confirmed results will be available to you through your student account. To find out when these results are scheduled to be posted to your account, you can go to [My Napier](https://my.napier.ac.uk/your-studies/exams/exam-results-and-decision-codes).

## What If I Fail?

Do not panic if you have failed a module; you can get help from several people. In the first instance, you can contact your PDT, Module Leader, or your Programme Leader to talk through what will happen regarding reassessment. You can also ask for additional support from your Module Leader as you prepare for any reassessment(s).

## Reassessment

Please revise this section as appropriate for online and TNE provision to reflect, for example, that for global online provision, the reassessment is taken at the next available opportunity.

If you fail an assessment, you will need to take a reassessment in order to pass the relevant module. Reassessments are usually undertaken during trimester three. You can find more details regarding reassessments on your module’s Moodle site or, if it is an exam, on the exam timetable. You are also encouraged to refer to the [University Regulations](https://staff.napier.ac.uk/services/dlte/Regulations/Pages/Regulations.aspx) that govern deferred assessments and reassessment regulations.

## Course Prizes and Medals

<Guidance for Programme Leaders completing this section: Please provide a summary of any prizes or programme medals that are offered to students on the programme.>

# My Programme Frequently Asked Questions

As part of this introduction, Programme Leaders should include a case study or talking head from student(s) on the programme (or recent graduates), highlighting how they found the programme/ how the programme has prepared them for the world of work or PG study.

## Frequently Asked Questions:

### - In addition to developing my subject knowledge and expertise, what other opportunities are available on my programme? How are my employability and transferrable skills developed *over* the duration of my programme?

Guidance for Programme Leaders completing this section: please include case studies/ talking heads.

### - Can I undertake a period of work experience within my programme?

Guidance for Programme Leaders completing this section: please include case studies/ talking heads.

### - Are there any opportunities to study abroad within my programme?

Guidance for Programme Leaders completing this section: please include case studies/ talking heads.

### - Will I get the opportunity to be involved in research?

Guidance for Programme Leaders completing this section: please include case studies/ talking heads.

### - What are the employability prospects for students who graduate from my programme?

Guidance for Programme Leaders completing this section: please include case studies/ talking heads.