Shape, background pattern

Description automatically generated

**Please insert award – BA/ MA etc…**

**Please insert the Programme Title**

**My Programme, Session XX**

# 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** 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 highlighted [My Napier](https://my.napier.ac.uk/) links in this document.

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.

Once you have filled out a section following the guidance notes, please ensure you change the text from red to black in order to make the text easier and more accessible for students to read. The only red text should be for links and headings, where appropriate.

# 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. You can find out more on the main [My Napier Health and Safety page](https://my.napier.ac.uk/your-studies/regulations-conduct-and-safety/health-and-safety-information). If you have previously had a personal emergency evacuation plan (PEEP) or think that you may need one now please [contact the Disability Inclusion Team](https://my.napier.ac.uk/wellbeing-support-and-inclusion/disability-inclusion).

<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: 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 the provision for your record on the University’s Curriculum Management Environment (CME) <https://napier.akarisoftware.com/curriculum/index.cfm> ). Where possible, please include a visual that outlines the programme year by year.>

## myDevelopment

As part of your programme, you will also be required to participate in my**Development** each year, as part of the Business School’s (TBS) aim to deliver and embed employability, empowerment, and enterprise. my**Development** aims to provide you with the relevant employability skills to assist with your future success in a constantly changing environment. There is a focus on your personal and professional development for your future career, including problem-solving, critical thinking, effective communications, and self-awareness. my**Development** is a compulsory part of the programme for all full-time and part-time, on-campus, undergraduate TBS students for each stage of study (level 7-10 inclusive). Whilst it is non-credit bearing, there is still a requirement to successfully engage and pass this initiative.

my**Development** is built around the 4 Cs - Communication, Collaboration, Critical Thinking and Curiosity. There is one Development Week in Week 7 of both Trimesters 1 and 2. There will be timetabled sessions in Trimester 1 Week 7; and the chance to participate in a Challenge and Enterprise week in Trimester 2 Week 7, plus a focus on Careers Development. There will be no module teaching during Week 7, making space for my**Development** related activities.

In Year 1, you will develop a sense of self-awareness through a series of activities to produce an individual reflective report. In Year 2, you will undertake a virtual internship through Forage and reflect on the experience in your submission. There is variation in Year 3 depending on the route you are following (engaging in Work Based Learning, Live Project, Study Abroad or more subject related tasks). Irrespective of the route, individual reflection will take place on how the 4 Cs have been developed and applied throughout the year.  The structure changes in Year 4 to enable a focus on the dissertation and preparation for employment. An individual reflective report will be submitted alongside the dissertation, looking back at the dissertation process and skills development.

By engaging with honest and critical self-reflection and analysis, you will be able to analyse, plan, evaluate, act, and learn from this initiative.

## 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 (Live Academic Sessions) 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. 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 activity and quality of each board will be drastically reduced.

<Include the following where applicable:>

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 & Disabled Students

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.

Equal access to university life is a vital part of every student experience, and our team of Disability Inclusion staff are here to make sure it happens for you.

We welcome people with disabilities, long term health conditions, and specific learning difficulties, and are committed to providing students with positive support in all aspects of University life.

Once you tell us you have a disability, you will be assigned a Disability Inclusion Advisor who will work with you throughout your studies to organise your support.

Meeting with your Advisor is important, even if you have included information on your application form or mentioned your difficulties to an academic member of staff. Please note that support, including exam adjustments, is only put in place once you have discussed and agreed it with your Advisor.

You might meet with your Advisor in person, online, or on the phone. You can keep in touch with them by email to discuss any support you need during your course.

If you had support at school, college, or another university we will normally match that support. If you have had a support plan in the past, it is helpful if you can bring that to your first meeting with your Advisor.

Your Disability Inclusion Advisor can:

* Create a personalised Learning Profile (support plan) to inform your tutors about the support you require.
* Arrange exam adjustments.
* Provide advice about resources to help with your studies, including technology.
* Help you to apply for additional funding, such as Disabled Students' Allowance (DSA) or the Eire Fund for Students with Disabilities
* Refer you to other agencies to support you with study skills, mental health etc
* Create a Personal Emergency Evacuation Plan (PEEP) to decide how to help you exit a building safely in an emergency.

We also offer a range of IT hardware and software available to all students to help you in your studies, including:

* Specialist keyboards and mice.
* Noise-cancelling headphones.
* Extra-large monitors.
* Coloured overlays.
* Screen readers.
* Proof-reading packages.
* Mind-mapping packages.
* Note-taking support packages.

You can find out more about the Disability Inclusion team on [My Napier](https://my.napier.ac.uk/wellbeing-support-and-inclusion/disability-inclusion/who-we-are), including details of the [technology support](file:///C:/Users/40012882/Documents/Book1.xlsx) on offer.

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 [Programme Leader Resources Moodle site](Programme%20Leader%20Resources%20Moodle%20site) maintained by DLTE.

## My Programme Representatives

(Please also see the [Student Voice](https://my.napier.ac.uk/your-studies/student-voice) section of My Napier)

<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](https://my.napier.ac.uk/your-studies/regulations-conduct-and-safety/student-conduct-and-discipline) 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 Lead (AIL) responsible for investigating allegations of breach of Academic Conduct Regulations.

<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:

* [IT Support](https://my.napier.ac.uk/it-support)
* [Computers on Campus](https://my.napier.ac.uk/life-on-campus/computers-on-campus)
* [Library](https://my.napier.ac.uk/library)

<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. 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 are available to be contacted by email if you experience any technical or administrative difficulties in relation to your programme. They offer support and advice, and also help ensure that your programme runs as smoothly as possible. Please allow two working days for a response.

For out of office questions, please use our FAQ database [‘Ask Global Online’](https://askben.napier.ac.uk/) where you may find an answer to your query or ask your fellow students online in the chat forum.

Global Online Support Team

[globalonlinesupport@napier.ac.uk](mailto:globalonlinesupport@napier.ac.uk)

# 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 expected behaviour as outlined in the [Student Charter](https://my.napier.ac.uk/your-studies/regulations-conduct-and-safety/student-charter) 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)

The University will use the email address it provides you with (e.g. [your student number]@live.napier.ac.uk) as the primary means of communication with you. It is your responsibility to regularly check this email address to ensure you do not miss important information. In certain circumstances e.g. University email account disabled for non-payment of fees (tuition, library, etc.), you are not responding to contact via the University email address provided, we will contact you using the current contact details you have recorded in your [eStudent Record](https://evision.napier.ac.uk/si/sits.urd/run/siw_lgn). Please keep your details up to date at all times, as these may also be used to confirm your identity.

## 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 that 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.

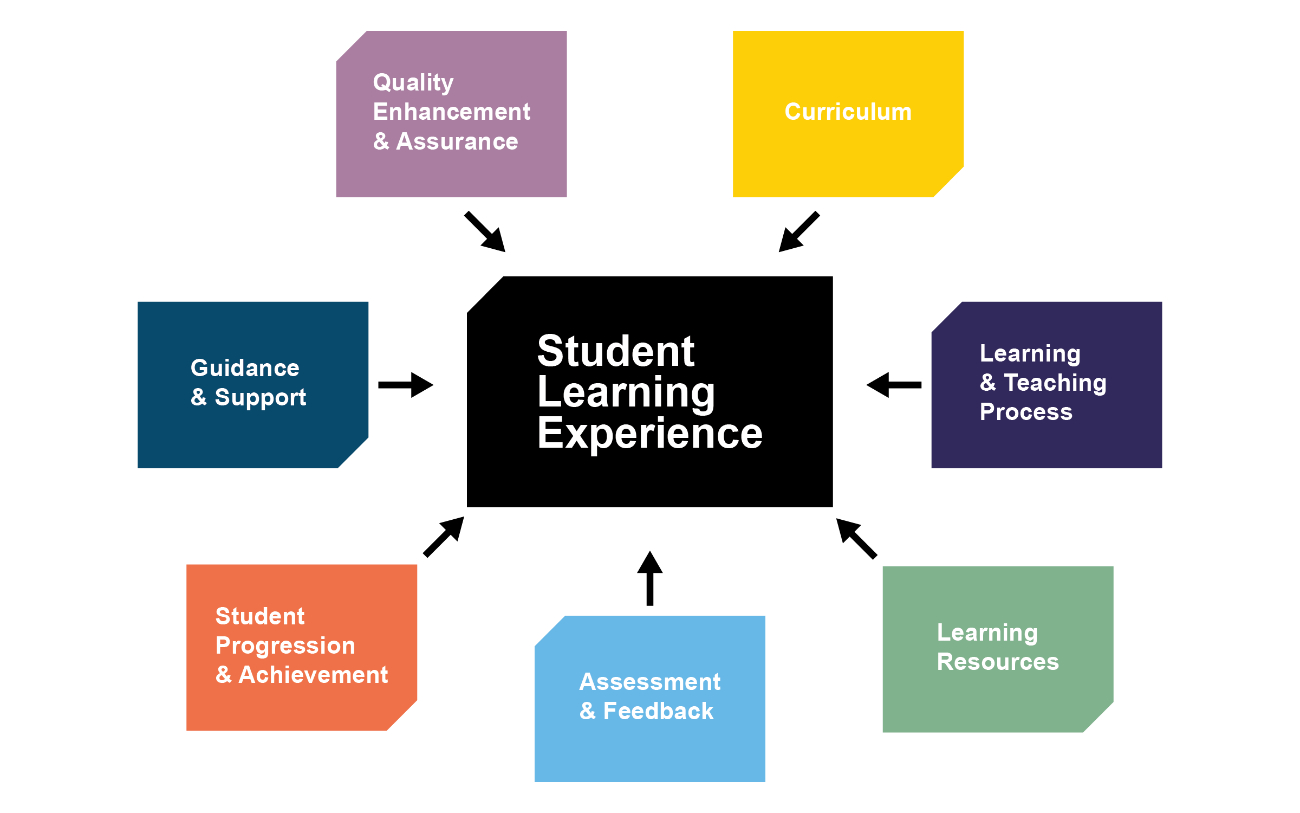
Depending on the level of study you are at and your location, you may also be asked to provide feedback through either the National Student Survey (on-campus UG) or Postgraduate Taught Experience Survey (PTES).

Additionally, your Programme Team will have surveys and discussions aimed at obtaining your programme-specific feedback throughout your studies, and you may be invited to contribute to a review of your programme through the University’s Institution-led Review (ILR) process, which takes place every 5-6 years.

There are also opportunities to get involved in university activities which can influence the quality of learning and teaching across Edinburgh Napier and improve students’ experiences. Further information is available from the [Student Voice](https://my.napier.ac.uk/your-studies/student-voice) section of MyNapier.

## 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 students’ voices are 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 TNE provision, please refer to the partner site.

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 information on feedback philosophy and assessment 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.

<For inclusion for TNE programmes:>

Occasionally things can go wrong with your health or personal life that can impact on your studies. The University has regulations that could help in these circumstances. For full details on our [Extenuating Circumstances pages](https://my.napier.ac.uk/your-studies/academic-issues/extenuating-circumstances) on My Napier. Please note that you should submit your **application** within 5 working days of the date of the assessment.

# 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 typically 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, and any responses from it, 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. 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 and can be accessed via [e-student records](https://evision.napier.ac.uk/si/sits.urd/run/siw_lgn). 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). It is important that you familiarise yourself with these dates and note to check your results – via [e-student records](https://evision.napier.ac.uk/si/sits.urd/run/siw_lgn) - ideally on the [publication date](https://my.napier.ac.uk/your-studies/exams/exam-results-and-decision-codes) itself but if this is not possible then within no more than 72 hours of the publication date. Please check the publication date link regularly as the dates are subject to change and any changes will be posted there.

< If you are a programme leader for TNE provision please remove the above paragraph and replacement it with the undernoted:

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. Please check with your programme team when your confirmed results will be available to you through your student account and accessed via [e-student records](https://evision.napier.ac.uk/si/sits.urd/run/siw_lgn). It is important that you check your results – via [e-student records](https://evision.napier.ac.uk/si/sits.urd/run/siw_lgn) - ideally on the [publication date](https://my.napier.ac.uk/your-studies/exams/exam-results-and-decision-codes) itself but if this is not possible then within no more than 72 hours of the publication date.>

## 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 Global Online and TNE provision to reflect the reassessment period arrangements.

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.