

**My Programme 2022/23**

**Please insert award – BA/ MA etc…**

**Please insert the Programme Title**

# 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.

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. 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

## 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](https://my.napier.ac.uk/your-studies/regulations-conduct-and-safety/health-and-safety-information/fire-and-emergency-procedures) which can be found at My Napier. For the safety of yourself and others, please also read the [Safety Guide](https://my.napier.ac.uk/your-studies/regulations-conduct-and-safety/health-and-safety-information/fire-and-emergency-procedures) on the My Napier Health and Safety pages. 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).

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/fire-and-emergency-procedures).

It is important to have an effective work environment where you will undertake your studies, tips for improving your work environment include:

* Adjust your chair and display screen equipment (DSE), e.g., laptop, PC monitor, to find the most comfortable position for your work. As a broad guide, your arms should be approximately horizontal and your eyes at the same height as the top of your monitor or laptop screen.
* Make sure there is enough space underneath your desk to move your legs freely. Move any obstacles such as boxes or equipment.
* Avoid excess pressure on the backs of your legs and knees. A footrest, particularly for smaller users, may be helpful.
* Arrange your desk and screen so that bright lights are not reflected in the screen. You shouldn't be directly facing windows or bright lights. Adjust curtains and blinds to prevent unwanted light.

For the safety of yourself and others please also visit [Staying Safe Online](https://my.napier.ac.uk/it-support/staying-safe-online) in the IT Support section of My Napier.

If at any time you have any concerns, please do not hesitate to contact the programme team via either the Global Online Support Team or the Programme Leader.

# 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

<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, if applicable 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) Please amend to reflect your programme expectations.>

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

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 [AppsAnywhere](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.

You can find starter guides to these and many other packages on [My Napier](https://my.napier.ac.uk/wellbeing-support-and-inclusion/disability-inclusion/technology-support/assistive-technology-information).

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 by phone, on Teams and 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.>

## Academic Skills and Study Skills

As a university student, you want to get the most out of your studies and to develop as an effective learner. The Academic Skills Advisors can help you develop and enhance your academic skills to equip you for your studies. These skills include critical and reflective thinking and the ability to research and evaluation information; all of which are highly sought by employers. You will also be expected to demonstrate strong verbal and written competencies which are also key employability skills.

The team also offer a range of workshops and one-to-one advice to help you improve your academic skills - and your grades! Support is offered in a variety of ways to suit your individual needs.

To find out more about the support we offer email academicskills@napier.ac.uk or visit [Skills resources - Academic Skills (napier.ac.uk)](https://blogs.napier.ac.uk/academicskills/resources/).

## 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.>

Can I visit the Campus?

If you are in Edinburgh, then we would be delighted to meet you and show you around the campus and introduce you to the staff here.

\*(Due to adaptations resulting from COVID-19, please secure approval from the individual you hope to visit in advance of coming on campus).

Where and when will I receive my results?

Your programme and module results will be published on your [eStudent record](https://evision.napier.ac.uk/si/sits.urd/run/siw_lgn). Publication dates for results can be found on [myResults](https://my.napier.ac.uk/your-studies/exams/exam-results-and-decision-codes) in My Napier.

Will my degree have ‘Online’ in the award title?

No, ‘online’ refers to the mode of delivery and will not appear on your award certificate.

Can I graduate in Edinburgh?

Yes. You are welcome to attend our graduation ceremony in Edinburgh. We understand it may not be possible for you to attend, in which case you can graduate in absentia. If your unable to attend the ceremony, your degree certificate will be posted to you following the ceremony date. You will receive details on how to apply to graduate following the completion of your course.

Further information can be found in [My Napier.](https://my.napier.ac.uk/your-studies/graduations)

## How can I thrive in online learning?

Online learning is nothing if not challenging – it is taxing of your resilience and commitment, and a searching test of your ability for self-organisation. It is difficult not to feel a sense of panic when you are presented with your online learning materials and assignments, and you begin to wonder whether signing up for this programme was such a good idea after all. You are not on your own. The Programme Team is committed to doing all it can to provide you with advice and support during the programme, and to give you the very best chance of achieving a successful outcome.

Here’s some advice to help you get the best out of the programme and of yourself:

establish contacts with your fellow students. Networking can be very effective as a motivator and morale booster.

as far as possible, keep to the study schedule outlined for the module so that you are at the same stage as other students.

be an active participant in discussions to get the most out of these.

try to set aside a dedicated workspace that doesn’t have to be cleared away at the end of the study session and ensure that your study space has good heating, lighting and ventilation.

draw up a schedule of assessment dates for the programme and plan in other events that are going to make claims on your time. Keep it handy, above your desk perhaps, so that it can be amended as things change over the year.

plan a regular timetable and agree it with those who may have calls on your time. It is important that your friends and family understand that you need time and space in which to study. It is also important that you don’t get so immersed in studying that you neglect other people’s needs!

try to plan a little slack time by staying a couple of weeks ahead of your study calendar; you never know when you might need that leeway!

ensure that you get the right quality of time as well as the right amount of time. It is no good spending an hour staring at your books if you are constantly being distracted or are too tired to concentrate. You need to experiment to find the time and conditions that suit you best.

if you are going to be away from home, always ensure that you take some study materials with you, even if you do not think you are going to have time to study.

self-discipline is an attribute you’re going to need a lot over the coming months. The Programme requires active learning; just reading through the online programme texts is not enough.

We all have our own ideas about the most effective strategy for study, but here are a few additional pointers you might like to consider:

never just read a text – make notes as you go along. This will help you absorb what you have just read and will provide useful notes for your revision.

everyone has their own method of notetaking. You may prefer to use lists or mind maps instead of, or in addition to, writing directly on a printed set of your programme materials.

when making notes, always include a reference to the relevant section and unit so that, should you not be able to make sense of your notes at a later date, you can go straight back to the relevant part of the texts.

the online materials contain self-assessment questions (SAQ) that will allow you to assess your understanding as you work through. These may be quick reminder exercises or deeper questions that require you to make deductions or reasoned assumptions. Do try all of these questions and avoid the temptation to cheat by looking up the answers beforehand.

if you get stuck on a particular point, ask your tutor for advice. You should not, however, spend enormous amounts of time trying to understand every single word in the units. It may be better to press on and keep up with the timetable. Often study of subsequent units can help you grasp the earlier awkward bits and show you how they relate to the overall picture.

it is highly unlikely that you will have time to go through all the units again at the same level of detail when you come to revise. When you’re making notes and writing your own summaries, bear in mind that you’re going to need them for revision purposes later. They therefore need to be clear, concise and informative; you don’t want to spend half of your precious revision time wondering what on earth your notes mean and where the information they contain came from.

the programme material will introduce you to areas of study that you may be less familiar with, such as finance or marketing. We want you to be able to reflect on the programme material within a wider context. Be prepared to seek the advice of colleagues and fellow students who should be able to help you do this.

# 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 [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.>

As part of your programme, we will ask students to volunteer to take on the role of our programme representatives who will liaise with the programme team regarding your studies. More information on how to contact your student representative can be found on your programme Moodle page.

The Student Programme Representative role involves being a point of contact for your fellow cohort of students who may wish to raise ideas, queries, suggestions, or concerns in relation to the programme. The Student Representative, at certain points during the programme, will then report back the collective views of the student cohort to the Programme Leader.

There are great benefits from being a Student Programme Representative. Further information on the benefits and the general role can be found on the [ENSA](https://www.napierstudents.com/studentrepresentation/programmereps/) Programme Reps page.

## 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.

Normal communication with staff should be through Moodle or email. However, in some instances, a video call can also be arranged with Tutors if you require. As a matriculated student at the University, you will be allocated a university email address. This is the only recognised account for emailing your Programme Team, your administrative team or the University’s support services.

Please note that it is Edinburgh Napier policy not to respond to emails sent from your personal email account. Please communicate with us through your Edinburgh Napier email.

## 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.

<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).

* [IT Support](https://my.napier.ac.uk/it-support)
* [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.>

### 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 hours questions, please use our FAQ database [‘Ask Ben](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.>

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 matriculation 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://staff.napier.ac.uk/services/information-services/Student-Systems/Student-Systems/Pages/estudentrecords.aspx). 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 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 My Napier.

<Include as applicable>

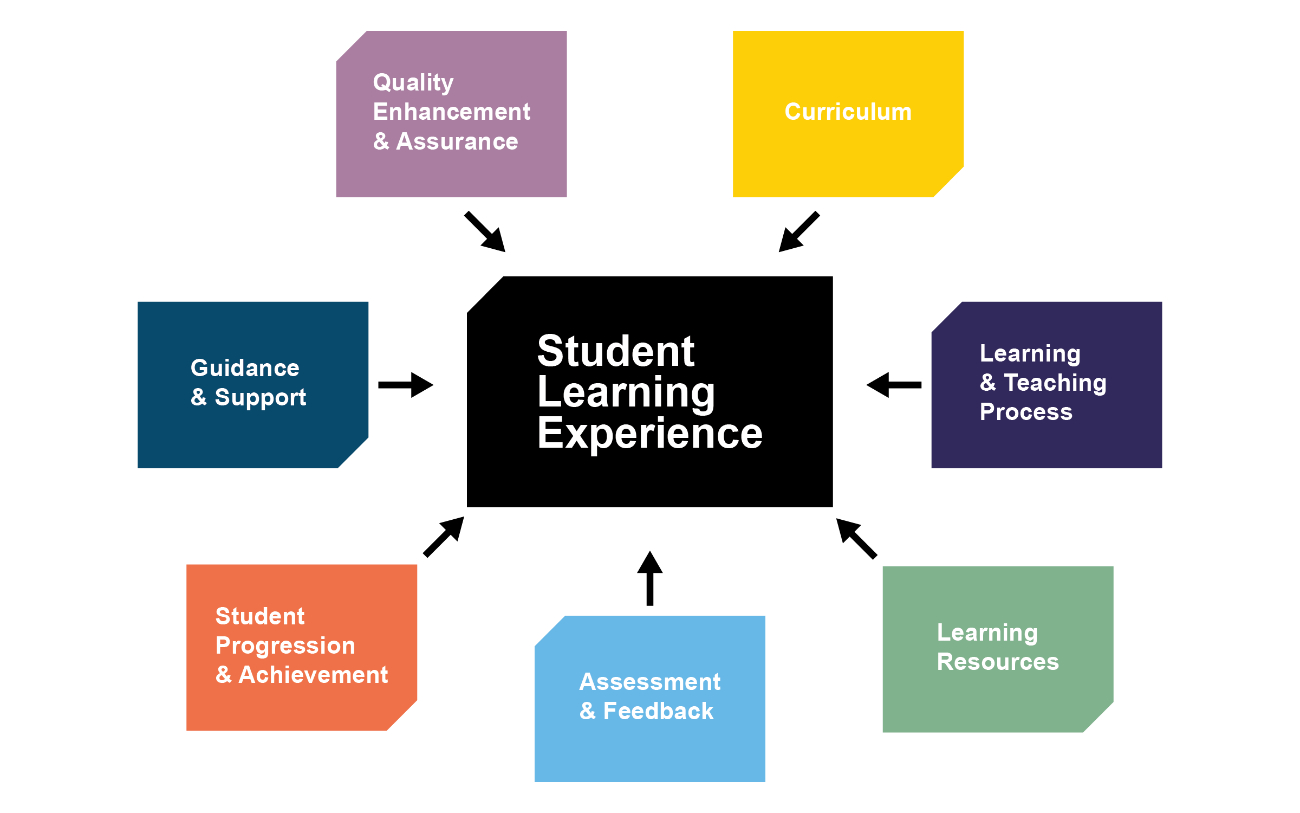
**Online meetings with staff** – Academic staff will also be available online at a designated time each week to discuss any issues or questions you may have. This is called a Live Academic Session. These sessions are very important and a key feature of this online programme. Your tutor looks forward to interacting with you regularly; please make every effort to engage in these sessions.

If you have any academic queries during your studies, please contact your Module Leader/Online Tutor or the programme leader. Academic staff will also be available online at a designated time to discuss any issues or questions you may have via the Live Academic Sessions.

If you have a general query, then contact [globalonlinesupport@napier.ac.uk](mailto:globalonlinesupport@napier.ac.uk).

## 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 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.>

## What approaches to teaching and learning are used on my programme?

<Guidance: please amend as applicable>

The Programme will support your learning by providing an intuitive, responsive, engaging and interactive learning environment within which to work. Our high quality flexible online materials have been designed to support you to study at a place and pace which suits your needs.

Your programme Learning, Teaching and Assessment (LTA) strategy is strongly influenced by the key principle of the University’s LTA. This ensures we develop you as a confident individual with high quality skills and attributes that are recognised and valued by students, employers, sectors and wider society. You will develop though formative and summative assessments; collaborative learning processes; employability skills awareness; placing learning and subject content within an international context; and making use of relevant learning technology. This programme develops you as an independent learner. The online materials have been constructed in a way which will facilitate a structured order to your learning process. As part of the online learning experience, you will be encouraged to participate in online discussions and activities using a variety of media which will provide a stimulating and engaging learning environment for you. The learning and teaching strategy of the programme ensures your development as a confident individual with high quality skills and attributes that are recognised and valued by you, employers and the wider community.

This is achieved through:

developing you as an independent learner.

utilising formative and summative assessments; formative feedback.

placing learning and subject content within an international context where appropriate; and

making use of relevant learning technologies.

Teaching and assessment approaches are employed which facilitates deep rather than surface learning, active engagement on the part of the student and the achievement of higher-level learning outcomes. Teaching and assessment approaches facilitate deep reflective learning. Several activities ensure the achievement of higher-level learning outcomes:

Programme expectations and learning outcomes will be made explicit via the programme handbook, programme Moodle page and the online induction which includes guidance on study skills, learning strategies and the importance of critical reflection, and engagement with your peers.

The approach used in modules facilitates critical thinking rather than rote learning.

There will be active student participation using tutor led discussions, guided reading and independent research of library and Internet resources.

The relevance of study will be demonstrated through real-world assignments and projects, topical case studies, and self-reflective exercises in all topics.

You will be required to develop your independent learning skills with significant emphasis on your own research and participation in online discussion rather than didactic approach.

The university operates a series of systems in place at university, faculty, school and programme management levels to offer academic, administrative, pastoral, and welfare advice and support. You will have access to a wide range of university IT facilities, including My Napier, the virtual learning environment (VLE) (Moodle), Edinburgh Napier library electronic services and personal university email accounts.

The online module presence is designed to provide a clear roadmap for you to work through the learning materials.

Module specific materials designed to support your learning include:

A module introduction/overview, including learning outcomes, and summary of key learning points.

Distinct but related units of learning.

Videos, podcasts and case studies, as appropriate.

Online discussions instigated and moderated by the module leader.

Self-Assessment and Reflective Questions.

End of Unit tests.

Links to core module academic materials; book chapters/journal articles/ case materials, etc.

Additional readings – links to journal articles, book chapters, etc.

Resources to aid in the assessments, including examples of assessments and outline solutions (where appropriate).

Guidance on assessment is contained in this Programme Handbook and module sites on the VLE. For non-module-specific support and advice, you will be able to contact the online programme administrator at

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

Matters relating to specific areas of study should be directed to the appropriate module leader or the Programme Leader. You will have access to weekly ‘Live Academic Sessions’ where module academics can be contacted in real time.

# 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>

<Guidance: please amend as applicable>

At the outset of studying each module you will receive an assessment brief(s). This will detail your module, who is responsible for setting the assessment(s), a description of the assessment, percentage weighting, and information on expected word counts. You should also be advised on when and how the assessment should be submitted. Coursework submission is done via Moodle.

It is your responsibility to plan and organise your workload and to exercise effective time management in order to avoid any problems created by uneven spacing of submission dates. Pay particular attention to when assignments are due for submission. Assignments that are submitted late can only achieve the minimum pass mark and you are therefore disadvantaging yourself by not getting full credit for work done.

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.

We are committed to ensuring that your experience of assessment and feedback is supportive of your learning and development throughout the duration of your programme. As part of your programme of study you will experience a variety of assessments. These help both you and your module leaders gauge how you are getting on with the modules in your programme. These assessments may take a wide range of forms. These may be essays or reports or case studies. These assignments may also be formative (to allow you to test your understanding and get feedback to support your further development and understanding of the subject matter) or may be summative (where the assessment will count towards to final mark for the module).

You will also be provided with formative feedback throughout the module through the use of self-assessment questions (SAQ). These will enable you to assess your progress and level of understanding. Appropriate feedback will be available automatically and immediately once the task is completed.

Each module entails both formative and summative assessment. Formative assessment is provided by Reflective Exercises (RE) within each unit, will also enable you to apply theory to practice – this is not assessed, but will support your personal and professional development. Formative assessment is also provided by End of Unit progress tests: online questions at the end of each unit, which test your knowledge and understanding of the key concepts within the unit and give immediate feedback.

Summative assessment is provided for each module by a practical skills assessment (coursework), normally with two elements, one submitted approximately halfway through the module, and the second towards the end. All assessments will be undertaken/submitted online.

Details of all the assessments that you are required to undertake on each module during the trimester. You will be provided with guidance on deadlines and how your work should be submitted for grading. Please ensure that you are aware when your assessments are due for submission. Assessments that are submitted late can only achieve the minimum pass mark and you are therefore disadvantaging yourself by not getting full credit for the work undertaken.

Most of us view the prospect of taking assessments with some trepidation. It may well be that some years have elapsed since you last completed a formal assessment, so it is essential that we do as much as we can to give you support and advice on coping with assessments. Accordingly, we have incorporated in the online induction a session on study skills.

There are certain key words used in assessments that you should be aware of:

Discuss: often used in conjunction with a statement or a quotation from a source. You will be expected to offer arguments in favour and in rebuttal of the statement, backed up by appropriate reference to the theory, making a clear and justified choice on which set of arguments you believe is the stronger.

Evaluate: Here the assessor is looking for an assessment of the relative worth of a statement, usually, but not always in qualitative terms.

Critique: You will be expected to offer a critical assessment on the utility or applicability of a theory or philosophy. Does it apply in some contexts and not others - if so, why? Has it been supplanted by more recent theories offering fresher insights? In what ways are these theories superior? Has society changed in ways that make the theory less relevant than it once was, if so how and why?

The following subsections discuss how to respond to an essay format, report format and numerical analysis.

**Essay Format**

A good essay has a logical structure; an introductory section that sets the scene, the main part where the issues are identified and discussed, and finally a summing up or conclusion.

It is important to make the distinction between opinion, conjecture and fact. Opinion has no real evidence to support it. Conjecture is evidence-based, although that evidence may not be conclusive or related directly to the issue, nevertheless certain conclusions can be reasonably inferred. Fact is just that - it is hard incontrovertible evidence, commonly agreed and not subject to debate. Offering opinion as fact in essays will lead to loss of marks.

**Report Format**

Reports differ from essays since they are divided into headed sections. A typical report will have a ‘problem solving’ format with headings such as:

The Problem: The significance of ‘the problem’ and why it is a problem to the organisation or to society.

Analysis: What has been done to understand the problem better - generation of potential alternative approaches to solving the problem

Evaluation: Evaluation of alternatives against defined performance criteria

Recommendations: Choice of preferred solution with justification for the selection made.

**Numerical Analysis**

Some assignments may require you to carry out some ‘number crunching’. Calculations have to be laid out in a particular format. Make sure that you adhere to it. While you don’t have to provide complete workings of how you arrived at a particular answer, you do have to show the module leader some evidence of the intermediate or specimen calculations.

You will get most of the marks even if the answer is wrong, provided the tutor can see you were on the right track.

## Referencing and Bibliography

You are encouraged to carry out additional reading for your assignments and to provide evidence of this reading at the end of the assignments in the form of references. Students are advised to use the APA system of referencing. Please note that some of you may be aware of the Harvard system that we have used previously and this is very similar. We have adopted APA 7 as it is a global standard and we recognise that many of our students use reference management software (e.g. Mendeley, Endnote) to ‘cite while you write’ and to organise your literature database. APA ensures that the output is the same and has advantages when extracting data from literature databases in such systems. Remember the ‘golden rule’ if you cite it, reference it! Guidance on referencing from texts, journals and electronic sources, and compiling a bibliography is available on the University website [Referencing Overview - Referencing in APA 7th Style - LibGuides at Edinburgh Napier University](https://libguides.napier.ac.uk/APA).

## Use of quotations

Quotations can be a useful way of illustrating key points or arguments but in general should only be used where the specific wording of the quotation adds value to the report. Care should be taken not to overuse quotations or to expect these to make key points of argument – these should be in your own words.

## How do I submit my Coursework/Assignments?

It is important that you read and understand the submission requirements for the modules that you are undertaking. Details of this will be included in the assessment brief. Module Leaders will require you to submit the assignment in an electronic format through Moodle or Turnitin.

## What happens if I submit my assignments late?

Coursework submitted after the agreed deadline will be marked at a maximum of 50%. Coursework submitted over five working days after the agreed deadline will be given 0% (although formative feedback will be offered where requested).

## What do I do if I am absent due to illness or other personal circumstances?

It is your responsibility to let your module leader know if you are going to be unable to participate in activities for a period of time. When you come back, you will need to ensure that you are aware of what happened in any missed activities and make sure you catch up.

## Plagiarism and what this means

Plagiarism at Edinburgh Napier is defined as the “unacknowledged incorporation in a student’s work either in an examination or assessment of material derived from the work (published or unpublished) of another.” This means that you may not use work from others and call it your own. Work in this context applies to any form of work (and not only written work). It, therefore, also applies to software, data, music, art, audio and drama.

Plagiarism is considered a breach of academic conduct regulations. It is considered a serious offence and is dealt with according to the University’s [Student Conduct Regulations](https://my.napier.ac.uk/your-studies/regulations-conduct-and-safety/student-conduct-and-discipline).

Good referencing practice is the best way to avoid unintentional plagiarism and you will find help and resources about this on the A[cademic Integrity section on My Napier.](https://my.napier.ac.uk/your-studies/improve-your-academic-and-study-skills/referencing-and-academic-integrity/academic-integrity)

Your School Academic Integrity Lead is responsible for investigating allegations of breach of Academic Conduct Regulations.

## Fit to Sit and Extenuating Circumstances

When you take part in an assessment, you are declaring as “Fit to Sit” and in doing so are confirming that you are able to undertake the assessment to the best of your abilities. As part of the submission, you will be asked to confirm that you are fit to sit as part of the declaration. You will not be able to submit your assessment until you tick a checkbox that includes that you are fit to sit.

However, occasionally things can go wrong with your health or personal life that can impact on your studies. The University calls these “Extenuating Circumstances” and has a process to support you. If you feel unable to submit your assessment, you can apply for an extension, deferral or extenuating circumstances. You should note that extenuating circumstances will not increase your individual marks. If you pass an assessment that you have submitted, an EC1 form for that mark will stand. You will find full details on our [My Napier](https://my.napier.ac.uk/your-studies/academic-issues/extenuating-circumstances) pages.

If you are experiencing such difficulties, you should speak to a member of staff at the University for support, advice and guidance. The most appropriate person is one of our Global Online Support Team - [globalonlinesupport@napier.ac.uk](mailto:globalonlinesupport@napier.ac.uk)

It is your responsibility to ensure that your Extenuating Circumstances form is submitted by the required deadline. Any coursework you will undertake will have an assessment brief. This is not the case 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.

Feedback you will receive will come in a variety of ways (formal and informal). You are encouraged to speak to your teaching staff to help understand how feedback will be given in each module and assessment.

The University currently undertakes to ensure that students will get feedback on their work within three working weeks of the assessment deadline. Details of the exact date and form of this feedback can be found by referring to the assessment brief on Moodle.

Very occasionally, there may be an issue associated with getting feedback back to students within the 3-week time limit e.g., due to staff illness. Should there be a delay, students will be informed by the Module Leader. Details of the revised feedback date will be given via email or Moodle – so please check for any changes. When you receive your feedback, you will also get a preliminary mark – until this mark is considered at the relevant Assessment Board, it is not agreed and final. Therefore, it is an unratified mark subject to change.

# 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). 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.

## 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 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. 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.

If you fail an assessment, you will need to take a reassessment in order to pass the relevant module. Reassessments are usually undertaken during the following trimester to when the assessment failure occurred. Please contact the [Global Online](mailto:globalonlinesupport@napier.ac.uk) [Support](mailto:globalonlinesupport@napier.ac.uk) Team if you have any queries in relation to this.

## 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.