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**Award (BA/MSc)**

**myProgramme 2019/20**

**Programme Title**

The purpose of myProgramme is to:

* give you 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 the programme team (see section 4) will be happy to explain aspects in further detail as required. This handbook should be read alongside the [*myUniversity*](http://www.my.napier.ac.uk/myuniversity) resource, which contains more generic useful information about the university. You can access *myUniversity* at url <https://www.my.napier.ac.uk/myuniversity> or by clicking many of the [*myUniversity*](file:///C%3A/Users/40008893/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Content.Outlook/GJWQUPI0/myUniversity)links in this document.

myProgramme Contents

1. Programme Leader welcome 1
2. Health and safety 2
3. About myProgramme 3
4. myProgramme contacts 6
5. Communicating with myProgramme contacts 10
6. How I will learn 12
7. Assessment and feedback 13
8. Results, progression and development 14

9 Questions you may have on opportunities available on myProgramme 16

**Note to contributors – for deletion prior to online submission**

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

Programme Leader welcome

1

*<Guidance on completing this section:*

*As a minimum, please insert a picture of 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-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 that have been put in place by the Programme Team to support the students as they make the transition into studying at Edinburgh Napier. This may include details/links to Freshers’ week and week one activities, and details of induction events and activities organised by the Programme Team. Information should also be included for returning students to indicate their role in any Freshers’ activities and how they will start the next stage of their studies.>*

[programme leader name; room; phone number and email]

Health and safety

2

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

* **In the event of an emergency at an Edinburgh campus**

There are Security offices at all our main campuses. The main Control Room operates 24 hours and can be contacted on **0131 455 6119**. If for any reason you feel that your personal safety is threatened on campus, please phone the emergency line (0131 455 4444) and ask for an escort to the exit.

* **Health and safety**

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

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

* fire and emergency procedures.
* accident and emergency procedure.
* safety procedures of labs/equipment.
* health and safety policies and procedures.>

About myProgramme

3

*<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. 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 in, for example through the School Culture Document etc. >*

* **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 developing 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.>*

* **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 give details on what support students will be given around option choices within their programme. Where relevant please make the link and cross reference the timetabling information in* [*myUniversity*](http://www.my.napier.ac.uk/myuniversity) *handbook. For online programmes the structure must identify indicative delivery schedule.>*

* **Expectations for 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%22%20%5Co%20%22Click%20here%20to%20access%20the%20Student%20Charter)*

*Please note the mandatory text below to be included according to whether it is an on-campus or online programme.>*

*Mandatory inclusion for on-campus / TNE students:*  To get the most from your time on your programme, it is important that you attend all scheduled class activities. Coming along and participating in activities can help with successful progression and help keep you engaged and motivated through the programme.

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

The pace of studies is set by you. 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 please make sure you are up to speed.

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

It is important that you also participate with the multiple choice question (MCQ) end of unit tests. Not only do these contribute to your overall grade, they provide feedback on the knowledge gained in each unit.

* **Including every student**

*<Statement on commitment to inclusive practice and typical reasonable adjustments available to disabled students>*

* **Accreditation**

*< Guidance for Programme Leaders completing this section: Please detail any professional, statutory and regulatory body that accredit the programme. You should also outline if any specific combination of modules or module choices are 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 programme includes accreditation:* <If your programme includes accreditation requirements, some Professional, Statutory and Regulatory Bodies define the way your award is calculated that is different to 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, field trips, equipment, software etc will I be using on myProgramme?**

*<* *Guidance for Programme Leaders completing this section: Please describe any programme specific events and dates that students need to be made aware of, this might include, field trips, visits, periods on placement, overseas study and programme social events.>*

**Are there any particular processes and forms that I need to be aware of on myProgramme?**

*< Guidance for Programme Leaders completing this section: Please detail any specific processes and 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.>*

myProgramme contacts

4

*< Guidance for Programme Leaders completing this section:*

*Please insert photos of members of the programme team for example year tutors, and compulsory module leaders. Depending on the programme structure it may be possible to include pictures of optional module leaders too.*

*Please give information to help ensure that students on the programme can be clear about the contact details and roles of those colleagues they will interact with on their programme (includes PDT, programme administrator and administrative staff, placement coordinators, Academic Support Advisor, Pastoral Care Adviser / Dissertation Co-ordinator etc). Programme leaders are encouraged to ensure the email addresses for these colleagues are hyperlinked, and include (or hyperlink to) staff photographs. 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)*>*

* **myProgramme representatives** (Please also see the *Getting involved with the wider University section of* [*myUniversity*](http://www.my.napier.ac.uk/myuniversity))

*<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 then 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 on line please include a link to these here.>*

* **Programme team**

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

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

[name] [room] [phone number] [email]

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

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

[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 the person to whom you should go in the first instance for guidance on any academic or personal issues that may be affecting 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 of role of a PDT and how Personal Development Planning (PDP) is undertaken within the programme, how frequently the PDT will meet with students and whether this will be a one to one or in a group session. Will these sessions be timetabled? Etc.>*

*If possible list PDT(s):*

[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 name and contact details below: and describe their role in one or two sentences.>*

[name] [room] [phone number] [email]

* **School Disability Contact**

School Disability Contacts (SDCs) are members of academic staff who act as points of contact 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 and Inclusion Team. The role includes directing students who request support, sharing information with academic staff and collating copies of learning profiles.

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

* **Academic Conduct Officer**

One of the things you will learn about is the importance of academic integrity. Information on plagiarism and what it means is available in [*myUniversity*](http://www.my.napier.ac.uk/myuniversity). Each School has an Academic Conduct Officer (ACO) responsible for investigating allegations of breach of Academic Conduct Regulations.

*< Guidance for Programme Leaders completing this section: please insert the ACO name and contact details below>*

* **Information Services (this includes IT and Library Services)**

Information on the range of services offered by the Edinburgh Napier University Information Services is available to you in [*myUniversity*](http://www.my.napier.ac.uk/myuniversity)

*<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, removal of iPoint reference for online programmes or removal of global online support team for all non-global online provision. Programme Leaders of TNE provision should refer to the Collaborative Agreement for the details to include.>*

**The iPoint**

The iPoint will provide you with access to a range of services and support. They can help with enquiries relating to requests for student status letters, council tax exemption requests, and booking appointments for some student services. The iPoint can also help with student card queries. You will find the iPoints at the primary entrances to our main campus buildings at Sighthill, Merchiston, and Craiglockhart and they are open between 0845 and 1700 hours, Monday to Friday. Further information is available on [myNapier](http://my.napier.ac.uk/iPoint/Pages/iPoint.aspx)[.](http://my.napier.ac.uk/iPoint/Pages/iPoint.aspx)

**Global Online Support Team**

Sally Williamson globalonlinesupport@napier.ac.uk

Kath Anderson globalonlinesupport@napier.ac.uk

Kirsty Black globalonlinesupport@napier.ac.uk

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 Ben’** where you may find an answer to your query, or ask your fellow students online in the chat forum.

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

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

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

Communicating with myProgramme Team

5

*<Guidance for Programme Leaders completing this section: Please include all the ways that students can communicate with the programme team. Examples may include telephone or email, drop ins / meeting 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 notice boards are used by the programme team then please outline where students can find them and how they are used).>*

*For mandatory inclusion:* When communicating in any form please observe the [University values](http://staff.napier.ac.uk/services/hr/Pages/Va.aspx) and note the [Information Security Policy](http://my.napier.ac.uk/IT/StayingSafeOnline/Pages/Information-Security.aspx) and the [Computer Suites Accepted Use](http://my.napier.ac.uk/IT/ComputersEquipment/Documents/STU%20Computer%20Suites%20Acceptable%20Use%20Policy.pdf) policy.

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

* **What opportunities will there be on myProgramme to provide feedback to staff?**

We value student feedback greatly, and you will find during your programme that your module leaders will seek feedback from you informally during the trimester. Your module leader will be keen to hear what you and your classmates are enjoying, what is going well and any concerns or changes that you feel might be required. Programme teams welcome feedback at all times. Please take time to complete surveys and participate in discussions aimed at getting your feedback.

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 and the resources used to support the delivery of the module. The class representative system is another mechanism through which you can raise issues / matter for consideration.

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

* **Student Staff Liaison Committee**

The SSLC is one of a number of ways that Edinburgh Napier seek 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 a number of elements that together help make the student learning experience:



Whilst the SSLC meeting allows students to highlight areas of good practice and issues that may impinge on 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 to ensure that the student voice is informing programme development.

* **Board of Studies**

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

* **“You said, we did”**

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

How I learn

6

*< Guidance for Programme Leaders completing this section: For Edinburgh based students please refer to the timetable information on* [*myNapier*](http://my.napier.ac.uk/myTimetable/Pages/myTimetable.aspx) *and the Timetable section of* [*myUniversity*](https://www.my.napier.ac.uk/myuniversity)*). 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 the methods that will be 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

7

*< Guidance for Programme Leaders completing this section: Please give details to the students around the assessment and feedback philosophy and 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, its submission week and the weighting of assessment. For other modules on your programme you will find these assessment details here. 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. 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.

*<Insert relevant assessment matrix>*

Results, progression and development

8

* **How do I progress through my programme 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 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]

External examiners are experienced university teachers from other institutions who provide an overall independent judgement on general student performance and 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.

Assessment Boards are responsible for making decisions about your academic performance, including 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 in [the University academic regulations.](https://staff.napier.ac.uk/services/dlte/Regulations/Pages/Regulations.aspx%22%20%5Co%20%22Click%20here%20to%20link%20to%20the%20Academic%20Regulations%20page)

* **What is 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 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).

(Section B3 details the regulations used to calculate your undergraduate degree / Section C3 details the regulations used to calculate your taught master’s award of the University)

Masters programmes are assessed on a 16 point grading scale with three overall grades of performance, Distinction, Pass and Fail.

* **When will I get my results?**

You will normally get your mark / grade for each piece of work at the same time that you get your feedback on that assessment. Normally this will be with you within three working weeks. However, the marks at this stage are still preliminary and have to be confirmed by your Assessment Board. Your confirmed results will be available through your student account and the date of when this is available can be found on myNapier.

* **What if I have failed?**

Do not panic if you have failed a module. You can get help from a number of people. In the first instance you can contact your PDT, Module Leader or 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.

* **Reassessment**

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

Reassessment is when you need to re-sit an assessment due to having failed it. Reassessments are usually undertaken during trimester 3 and specific details can be found on the Moodle site for the module or if it is an exam can be found through the exam timetable.

* **Course prizes/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.>*

Questions you may have on opportunities available on myProgramme

9

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

* **In addition to the 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 is employability like on myProgramme?**

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