



Guidelines on the format and content of programme and module handbooks

This document provides general guidance on the format and content of programme and module handbooks. These guidelines reflect existing best practice within Edge Hill. The guidelines aim to ensure that the information students receive is sufficiently detailed. It is, however, important that programme and module handbooks should not provide so much information that students feel overwhelmed. With this in mind, it is important that programme and module handbooks should complement each other and avoid unnecessary duplication.

It is recognised that programmes and modules will have particular requirements reflecting the specific needs of the programme and module they refer to. Nevertheless, programmes and modules should - as far as possible - try to follow the guidelines provided here.

Programmes

Front Cover

- Edge Hill logo
- Faculty
- Department/Centre/Unit
- Title of programme
- Name it: 'Programme Handbook'
- Year (academic or calendar as appropriate)
- Programme Leader: name and contact details (e-mail, telephone no.)
- Programme or departmental administrator: name and contact details (e-mail, telephone no.)

Content

- Contents page.
- Introduction (which includes a welcome to the programme, department, etc. and other important information such as the rationale underpinning the programme and accreditation). The introduction should also refer to any other documents that the handbook should be read in conjunction with.
- The opportunity may be taken here to report any changes to the programme as a result of feedback from students.
- Aims of the programme.
- Learning outcomes of the programme.
- Details of the department, centre/unit from which the programme is run. This will include details of staff involved in the programme (or direction to the website where this can be found)

- Details of the personal tutoring system and how this operates.
- Equality and Diversity statement and details of where support can be obtained.
- Details of the structure of the programme. This should include a brief description of modules and when they will run. It should also include any opportunities for work-related/work-based learning and personal development planning.
- Details of the skills and attributes developed and assessed on the programme.
- Details of support services (e.g. Learning Services and Careers): where they are located and contact details.
- Information about how the programme is evaluated (e.g. programme boards, staff-student consultative fora and module evaluation).
- Details of assessment including methods of grading, policy on meeting deadlines, submission requirements, guidelines on format and referencing, generic assessment criteria and arrangements for feedback. Information should also be provided on what students need to achieve in order to progress/complete the programme.
- Statement about inclusive learning and how tutors can help (for example by providing handouts on coloured paper, using a larger font size, etc.).
- Information about what constitutes malpractice.
- Details of student programme/course representatives and contact details
- Attendance requirements.
- Additional sources of information which may be useful to students and details of where it can be obtained.
- Information on Student Course Representation (see below).
- Appendices. This might include information that is too detailed to be included in the main body of the programme handbook, e.g. generic assessment criteria. It could also include assignment front covers and forms which the students might find useful such as notification of exceptional circumstances, intercalation and AP(E)L. Alternatively students could be directed to a website where these forms can be downloaded.

N.B. The lead subject department/area should ensure that students are equipped with programme handbook/s representing all the information related to joint honours and major-minor combinations.

Course Representation System

Edge Hill University values the views and opinions of its students. We want to hear the student voice and act upon your feedback regarding the quality of your learning experience. In partnership with the Students' Union, the University has developed the Course Representative System, which allows thousands of students to have their say on matters affecting their course of study.

Every Year of every course at Edge Hill University has a Course Representative (or "Rep" for short). It is the Rep's job to listen to student opinions on how the course is running and feed that back to staff. Reps are elected by the students on their course every year and attend meetings with staff to have the opinions of students heard.

Firstly, think about becoming a Course Rep! You'll have lots of support (including training) from the Students' Union, you'll be making a genuine difference to your

course and it looks great on your CV. If interested, talk to your Programme Leader about it.

As a student it is your responsibility to know who your Course Rep is and to raise anything you want to say with them. If you do not know who your Course Rep is either email Coursereps@edgehill.ac.uk or speak to your Programme Leader.

The Course Representation System ensures that all the students on your course are able to effectively voice their views and opinions. Any student can put themselves forward to become a 'Course Representative' and act as the link between the student body and the University. Their role is to represent the views of students on their course and attend meetings called Student-Staff Consultative Forums (S.S.C.F), which take place 3 or 4 times throughout the year, to give constructive feedback to academic staff who are responsible for the delivery of your course.

Course Rep's are there to listen and talk to their fellow students in order to find out what issues are affecting them and what changes they would like to see. Throughout the year, the Students' Union offers support and guidance to all Course Reps to ensure the Course Representation System is as effective as possible. Training and networking events will take place, which allow Course Reps to meet new people and share their experiences and achievements.

Course Reps take an active lead in their studies and have the opportunity to be involved in wider student issues. The role allows you to help your fellow students resolve course related issues, but also enables you to leave Edge Hill with more than a degree - a great chance to learn and develop skills that are instantly recognisable by employers.

Every course at Edge Hill should have at least one Course Representative. The Programme/Course Leader will allow students to voice their interest in the role at the beginning of the course and arrange for their fellow students to agree on who will act as their Course Rep. Once students have chosen their Course Representative they will be offered the chance to attend an introductory training session with the Students' Union to explore the role in more detail.

Modules

Front Cover

- Edge Hill logo
- Faculty
- Department/Centre/Unit
- Programme title and if relevant level
- Module number and name
- Name it: 'Module Handbook'
- Month/Semester/Term (as appropriate) and Year
- Module Leader: name and contact details (e-mail, telephone no.)
- Programme or departmental administrator: name and contact details (e-mail, telephone no.)

Content

- Introduction. This should include a welcome to the module and the academic and vocational rationale underpinning the module. A statement should be included about what the module handbook should be read in conjunction with. For example, it is likely that it should be read in conjunction with the Programme Handbook. Details of where this can be obtained or downloaded should be included.
- The opportunity should be taken here to report any changes to the module as a result of feedback from previous students
- Aims of the module.
- Learning outcomes of the module.
- Outline of the module content.
- Teaching and learning strategies adopted on the module.
- Plan of sessions (i.e. lectures, seminars, workshops, online activities etc.). This should include (when possible) dates, times, rooms and reading/activities that students have to engage in prior to the sessions. It may also be useful to identify which skills are being developed.
- Details of assessment (weighting of different components, guidelines on wordage, length of presentations, etc., learning outcomes assessed, details of submission requirements, assessment criteria, skills developed and assessed).
- Details of learning resources to be used on the module: books (identifying essential reading); key journal articles, reports, etc.; and useful journals, databases/indexes and internet resources.
- Additional sources of information which may be useful to students and details of where they can be obtained.