**MODULE HANDBOOK 2021-22**

Module Title:

Module Code:

Level:

Credits:

Co requisite or pre-requisite modules:

School:

Semester:

Location of Delivery:

Guidance for Module leaders: How to use this document (\*Please delete on completion\*)

This template provides the standard expectations of what module leaders should be providing to their students at the start of the module.

The document should be produced as a ‘coherent’ handbook and be uploaded into the Module Handbook folder on the QES SharePoint site here: [2021/22 Module Handbooks](https://staffsuniversity.sharepoint.com/%3Af%3A/s/QES/Eh8lFNATnMlImKEtEGS8D90BPXz_7TlNmgz2Rb6qnaV5Ig?e=dEVJ60) Collaborative Academic Partnerships should upload their Handbooks in the [Continuous Monitoring](https://staffsuniversity.sharepoint.com/sites/Continuous_Monitoring/Shared%20Documents/Forms/AllItems.aspx) SharePoint and store under ‘Partner Module Handbooks’.

Documents should be organised by department (or partner institution), year and level and named ‘module code, module title, module handbook’ e.g. GAME60193 Individual Games Technology Project Module Handbook. Please **upload a PDF version of this document to your Blackboard/VLE site for students to access**. Please note that the version stored in the QES SharePoint will remain the definitive copy. There should be no discrepancies between this and the student copy. The handbook does not have to be printed-off and given as hard copy.

You may wish to add more information as appropriate for example, booking of tutorials, group working arrangements, a confidentiality statement for health-related courses etc and use imagery (including on this front cover). Please note the font type and size has been chosen to comply with the University’s standards on inclusivity. Please refer to our Creating Accessible Documents guidance on Iris to ensure accessibility is maintained.

Text highlighted in yellow is for guidance purposes only and should be deleted prior to publication. Collaborative Academic Partnership courses: the terminology in this template should be amended as appropriate. Please update the Contents page when complete.

Contents

[Coronavirus Information 2](#_Toc68178624)

[Introduction 2](#_Toc68178625)

[Module Tutors and Communication 3](#_Toc68178626)

[Module Descriptor and Learning Outcomes 3](#_Toc68178627)

[How will I learn on this module? 3](#_Toc68178628)

[Work Experience 3](#_Toc68178629)

[Attendance and Absence 3](#_Toc68178630)

[Learning Resources 3](#_Toc68178631)

[How I will be assessed in this module? 3](#_Toc68178632)

[Summative Assessment Programme 4](#_Toc68178633)

[Submission and Feedback 4](#_Toc68178634)

[Academic Conduct 5](#_Toc68178635)

[How can I give my views on this module? 6](#_Toc68178636)

[Ethics 6](#_Toc68178637)

[Module External Examiner 6](#_Toc68178638)

[Appendix A: Weekly Teaching Plan 8](#_Toc68178639)

[Appendix B: Summative Assessment Programme: 9](#_Toc68178640)

# Coronavirus Information

This handbook covers our proposed mode of delivery for this academic year, however, there may be variations to this at times in response to government guidance. Building on our already innovative digital delivery, our approach provides staff and students with a flexible, supportive framework with a focus of on campus, face to face delivery to provide the best learning experience.

Students studying with International Collaborative Academic Partners will be subject to local in-country restrictions whilst maintaining the same Teaching & Learning principles in place for all Staffordshire University courses.

Please see more details of this approach in our [Student Charter](https://www.staffsunion.com/representingyou/studentcharter/), [visit the Coronavirus pages on our website](https://www.staffs.ac.uk/coronavirus) or use [Beacon -Your Digital Coach](https://www.staffs.ac.uk/students/digital-services/beacon) for further information, support and FAQs. For students studying with Collaborative Academic Partners, please consult your support services locally.

# Introduction

*Insert brief text giving an overview of what the module is about.*

# Module Tutors and Communication

*Starting with the module leader list the contact details including building / room number, email address, telephone number and availability details.*

*Please also clarify/highlight primary methods of communication during online learning.*

# Module Descriptor and Learning Outcomes

The current module descriptor for this module and associated Learning Outcomes can be found at: *(Insert link for current descriptor and/or list/copy and paste the module outcomes with reference to the University 8 learning outcomes)*

# How will I learn on this module?

*Provide an overview of learning and teaching on the module. Briefly explain the nature of learning in the different class types e.g. how your lectures will work, what learners will be typically expected to do in workshops.*

*Explain expectations for learning outside classrooms – independent work, using VLE, preparing for assessments.*

*Provide a weekly teaching plan for the semester(s) showing week beginning dates and indicating the nature and topics of the classes and who is delivering (e.g. lecture, workshop etc – see/complete plan in Appendix A)*

**See Weekly Teaching Plan in Appendix A.**

# Work Experience

*Provide details of any supervised work experience – if not relevant delete this section.*

# Attendance and Absence

Your attendance is required at all teaching sessions\* / scheduled distance learning sessions\* [*\*delete as appropriate*] for this module. Your attendance will be monitored and if you start missing classes this will be recorded and you will be contacted to discuss your absence.

# Learning Resources

*Provide a list of resources used by the module including how Blackboard is used; book lists (this could be a link to Blackboard); key journals; software to be used; and laboratories to be used, as appropriate.*

# How I will be assessed in this module?

Please see Assessment Briefs for this module here (*Provide a link/signpost to Briefs)*

*If the assessment criteria is separate from the Briefs please provide a link/signpost to the area on Blackboard here.*

The University’s generic assessment criteria can be found in the [Assessment Policy and Procedures](https://www.staffs.ac.uk/students/course-administration/academic-policies-and-regulations/assessment-policy-and-procedures), (Appendix B)

*Please detail any Award Specific Regulations here.*

For up to date information about your award including passing a module, progressing on to the next stage of your course and what happens when things don’t go to plan

please see our [Academic Regulations](https://www.staffs.ac.uk/students/course-administration/academic-policies-and-regulations/academic-regulations) and [Assessment Policy and Procedures](https://www.staffs.ac.uk/students/course-administration/academic-policies-and-regulations/assessment-policy-and-procedures).

Please note that if you are in your first semester of study at the University, you will be able to re-work your assessment task and re-attempt it as if for the first time. This applies to levels 3 and 4 only.

Please also find useful information at: [Examination Regulations](https://www.staffs.ac.uk/students/course-administration/academic-policies-and-regulations/examination-regulations), [Exceptional Circumstances Procedure](https://www.staffs.ac.uk/students/course-administration/academic-policies-and-regulations/exceptional-circumstances-procedure) and the [Complaints and Appeals Procedure.](https://www.staffs.ac.uk/students/course-administration/academic-policies-and-regulations/complaints-and-appeals-procedure)

Support and guidance relating to assessment is available through your course team as well as from University support services and the Students’ Union. For further contact details along with information on what to do if you can’t hand in work due to circumstances beyond your control please see your Course Handbook, the Beacon app or our website: <https://www.staffs.ac.uk/students>.

# Summative Assessment Programme

**See Summative Assessment Programme in Appendix B** *(Please complete the table in Appendix B)*

# Submission and Feedback

Please see the Assessment Programme in Appendix B for your assessment deadlines.

*Specify how the coursework is to be submitted (typically this should be via Blackboard for on-campus provision).*

Feedback on your performance is provided in a variety of ways – all the way through a module you will be receiving informal feedback on your performance, in your discussions with teaching staff in labs or tutorials for instance. Feedback should help you to self-assess your work as you progress through the module and help you to understand your subject better.

Feedback is not just the marks at the end of the module – it could be regular verbal advice about your work, perhaps as you develop a portfolio of work; comments made by tutors or fellow students in group discussions; or the written comments on your work.

You can expect to receive formal feedback on your assessed work no later than 20 working days (days when the University is open) after it has been submitted.

For this module, your feedback will be available in the following way:

*Insert details of how you will be providing feedback on all assessments for this module (both for assignments and examinations), and how your students will receive that feedback.*

# Academic Conduct

For full details of the University regulations explaining what good academic conduct is and how we will deal with allegations of academic misconduct please see the [University’s Academic Conduct Procedure](https://www.staffs.ac.uk/students/course-administration/academic-policies-and-regulations/academic-conduct-procedure).

This module requires that you demonstrate what you have learnt and that you have met the learning outcomes of the module. To do this you are required to complete the module assessment. The University expects this to be, for individual assessments, your own work and so must comply with the University’s regulations on academic conduct. Academic misconduct includes things like cheating in examinations, making up data and plagiarism.

[Plagiarism](https://libguides.staffs.ac.uk/refzone/plagiarism) happens when you present another person’s work, without acknowledgement of the source, as your own work.

This includes material from the Internet as well as library books and the work of other students. Plagiarism is an **assessment offence** and carries major penalties. Therefore, you must avoid the copying of another person's work without the use of quotation marks and/or acknowledgement of the source. Equally, summarising another person's work by simply changing a few words without acknowledgement also constitutes plagiarism.

Collusion happens if you submit a piece of work done in collaboration with another student as if the work was entirely your own.

Plagiarism and collusion are treated as seriously as cheating in an examination and the sanctions available are the same, including failure of the assessment, failure of the module and even failure of the course.

To avoid the above, you should follow some very simple guidelines:

* always write in your own words,
* always acknowledge the sources that you have used to obtain your information, data, code, maps and diagrams etc.,
* always give precise references within the text, using the Harvard system or some other appropriate method,
* never ‘cut and paste’ from any electronic documents into your own work, whether you have obtained them from the www or from friends,
* never lend your coursework to another student and always keep your work secure (screen lock your computer when you leave your workstation in the library or labs),
* although it can be extremely beneficial for you to share research and discuss ideas about assignment topics with other students taking your modules, you must make sure that the coursework that you submit for assessment has been written independently and does not consist of sections that have been cut and pasted from each other’s work.

Further important guidance is also available on the [Staffordshire University study skills website](https://libguides.staffs.ac.uk/refzone).

# How can I give my views on this module?

You are welcome to discuss your views on the module at any time – please speak to your module tutor. Views may also be expressed through your Student Academic Representative or via Course Committee meetings. You will have the opportunity to provide formal feedback on this module, by completing a module feedback survey. In addition, you will have a chance to comment on your overall experience by undertaking one of the student surveys this year; these are really important to us – they let us know how well we are doing, and we really appreciate your input.

These are some of the things that last year’s students liked about the module:

*(insert bulleted comments from module monitoring form)*

and this is what we have changed after last year’s feedback comments:

*(insert bulleted details from action plan form module monitoring form)*

# Ethics

All students and staff are expected to adhere to the University’s [Ethical Review Policy](http://www.staffs.ac.uk/research/opportunities-for-academics/research-governance/research-ethics). There may also be additional Professional Body ethical requirements. It is the responsibility of all students and staff to ensure that ethics are fully considered as appropriate, and codes of conduct followed. Any student wishing to seek further advice on ethical issues in relation to their work should contact their module tutor in the first instance.

# Module External Examiner

External examiners help the university to ensure that the standards of your course and modules are comparable to those provided by other universities or colleges in the UK. More information on the role performed by external examiners can be found in our [External Examiner Policy](https://www.staffs.ac.uk/about/corporate-information/quality/docs/pdf/external-examiner-policy-and-procedure.pdf).

The external examiner for this module is:

*(Provide the name, job title and home institution of the MODULE external examiner).*

It is not appropriate for you to make direct contact with your external examiner.

# Appendix A: Weekly Teaching Plan

Please complete the table below

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week/wb date** | **Class 1** | **Class 2** | **Student centred learning guidance***(provide clear detail of what students are expected to do in their own time for that week)* | **Formative****Assessment Schedule** |
| 1  |  |  |  |  |
| 2  |  |  |  |  |
| 3  |  |  |  |  |
| 4  |  |  |  |  |
| 5  |  |  |  |  |
| 6  |  |  |  |  |
| 7  |  |  |  |  |
| 8  |  |  |  |  |
| 9  |  |  |  |  |
| 10  |  |  |  |  |
| 11  |  |  |  |  |
| 12  |  |  |  |  |
| 13 |  |  |  |  |
| 14 |  |  |  |  |
| 15 |  |  |  |  |
| 16 |  |  |  |  |
| 17 |  |  |  |  |
| 18 |  |  |  |  |
| 19 |  |  |  |  |
| Etc… |  |  |  |  |

# Appendix B: Summative Assessment Programme:

Please complete the table below

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Element** | **Title** | **Mapped Learning Outcomes** | **Weighting (%)** | **Assessment Date and Time** | **Feedback Date \***must be within the 20 working- day deadline |
| 1 | *Presentation* |  *1 and 4* | *20* | *13th Nov 2021* *(before 5pm)* | *4th December* |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |