

**Department of
Academic Quality (DAQ)**

This guide is intended to support authors of programme and module handbook information by providing the minimum expectations for content, presentation and format.

**2022/23**

A guide to

Drafting programme and module handbook information

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# Introduction

This guidance is not intended to impose style or design; rather it advises on the minimum expectations for DMU handbooks, ensuring that core information that students require is not excluded. It also aims to encourage consistency of content and format, whilst recognising some discretion is necessary across different disciplines, and faculties will, to some extent, tailor content aimed at the specific needs of their student profile.

A template programme handbook and module handbook contents page are available on the DAQ web pages; these are optional tools to assist in the creation of handbooks for new programmes, and for faculties who wish to update their existing programme handbook. Handbook information should be embedded into the Virtual Learning Environment (VLE). For instructions on how to do this, please see **Appendix 1**.

Minimum guidance of what should be included in handbooks is necessary in order to:

* Guarantee a **shared minimum standard** of information provided for DMU students.
* Satisfy **Competition and Markets Authority (CMA) Guidance to the Higher Education[[1]](#footnote-1)** sector on consumer rights legislation to ensure information to students is accurate and easy to access and does not contravene CMA obligations. The accuracy of the programme content within the handbook is paramount and regular checks should be undertaken to prevent information becoming obsolete. Presenting handbook information directly on the VLE and directing students to e-versions/web links as the definitive source of information provides greater administrative efficiencies, ensures accuracy of information and ensures that handbooks can be updated in a timely, cost-effective manner. It is highly recommended that anyone involved in writing student handbooks, completes the online Consumer Rights training (Protecting Students’ Consumer Rights) via Blackboard.
* Satisfy **requirements for validation[[2]](#footnote-2)** and also **‘delivery approvals’** where collaborative partners also deliver the programme owned by DMU faculties.

A note on collaborative provision programme handbooks

* External students enrolled at a programme at a collaborative partner should largely receive handbooks that mirror those that internal DMU students receive but some element of contextualisation will be necessary. Ensure handbooks for collaborative partner students mirror DMU expectations but are appropriately contextualised for the partnership. **These handbooks should continue to be produced as a separate document.**
* For guidance on drafting collaborative partner handbooks, please see the separate guidance document [‘DAQ guidance for drafting collaborative provision programme handbooks’.](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.dmu.ac.uk%2Fdocuments%2Fabout-dmu-documents%2Fquality-management-and-policy%2Facademic-quality%2Fcollaborative-provision%2Fcp-programme-handbook-guidance-2021-22.docx&wdOrigin=BROWSELINK)
* For more details about the University’s collaborative provision: see the [DAQ Guide to Managing Collaborative Provision](http://www.dmu.ac.uk/documents/about-dmu-documents/quality-management-and-policy/academic-quality/collaborative-provision/collaborative-provision-guide.pdf).

# Guiding principles and presentation of handbooks

The guiding principles for handbooks are:

* To provide information that is **usable, practical, clear** and **easy to navigate.**
* To provide information that is **accurate, complete, unambiguous, succinct,** and easy to access in order to comply with UK Consumer Rights legislation.
* To provide **signposting** for support and other sources of information.
* To provide **links to both DMU academic and general student regulations** but not to reproduce these within the handbook itself.
* To ensure **consistency** for DMU students but not uniformity.
* To maintain a **faculty/subject specific emphasis and contextualised appropriately** to meet the needs of the students on a particular programme.
* To recognise that students prefer to access (and search) the content of handbooks **electronically**, and in ‘reference’ mode (i.e., on a need-to-know basis) rather than reading the handbook sequentially from start to finish, and that much of the content is now available in searchable electronic form.
* To be consistent with **Universal Design for Learning (UDL)[[3]](#footnote-3)** principles to enhance accessibility for all students irrespective of differences in learning styles. Also see: <http://www.dmu.ac.uk/dmu-students/udl/universal-design-for-learning.aspx>

**Presentation and format of handbook information:**

|  |  |
| --- | --- |
| The handbook should be **available electronically** e.g. content transferred onto the programme Virtual Learning Environment (VLE).**Printed copies should be fully inclusive.** Faculties can decide if hard copies will be provided to students. | * Uploading handbook information to the Virtual Learning Environment (VLE) is consistent with UDL principles. The template text and links have been formatted to be accessible. Ensure that any alternative formats are accessible.
* **To be fully inclusive,** printed, hard copy handbooks should use **pastel coloured paper** and should follow any guidance from the UDL principles.
 |
| **Use diagrams, symbols or pictures** | * Helps to break up text and make handbooks more visually engaging. Draws attention to certain topics and key points and/or to aid explanation of important structures/processes: e.g. when signposting students to electronic sources of further information, a symbol could be used e.g. 🖳
 |
| **Signpost to other useful sources of information** | * Where URLs are inserted, these must be checked by handbook author annually (at the very least), to ensure there are no broken links
 |
| **Apply** **cross-referencing** and **links to appropriate web content** | * Maximises accessibility of information and protects accuracy as website/online information will be more regularly updated than static information.
 |
| **Presented professionally** | * Represents the University and programme team well by having consistent structures, heading styles and making good use of line spacing.
 |
| **Correct use of ‘voice’** | * Most handbooks directly address the student e.g. “*you will have a choice to select from the following modules”*. Other handbooks use second-person narrative e.g. *“students will have a choice to select from the following modules”.* Whatever the preferred style, the context should be considered, and consistency in voice applied.
 |

# A note on archiving previous versions of the handbook

Previous versions of student handbook information should be made available to students on the VLE for the maximum period of registration applicable to the students studying on the course. For a full-time undergraduate course, for example, previous versions of the handbook should be kept on the VLE for 6 years (the maximum period of registered study for full time undergraduate students).

This ensures that students can see the information provided to them when they started their course, and ensures that University satisfies Competition and Markets Authority (CMA) Guidance. These documents should be saved on the VLE, for example in an ‘Archive’ folder or area.

The retention period for handbooks is 10 years; the Faculty should ensure that handbooks are kept on the Faculty shared drive (or equivalent) for this period of time.

# Block Delivery and Handbook information

Where colleagues are running two different delivery types concurrently (i.e. block delivery for Level 4, year-long delivery for Level 5 and Level 6), it is recommended that programme, and where appropriate, module, details are separated by year of enrolment/provided by cohort. For instance:

For Level 4 students (in 2022/23), your programme will be structured as follows:

*Insert Level 4 22/23 information*

*Insert Level 5 23/24 information*

*Insert Level 6 24/25 information*

For Level 5 students (in 2022/23), your programme will be structured as follows:

*Insert Level 5 22/23 information*

*Insert Level 6 23/24 information*

For Level 6 students (in 2022/23), your programme will be structured as follows:

*Insert Level 6 22/23 information*

The above information could also be presented in two parallel structures (block compared to year-long delivery).

# Section A: Guidance to accompany the module handbook template

The guidance in this section refers to the example template available to download from the DAQ web page. The aim of the template is to guide authors on the minimum level of content that should be included in module handbooks. The template does not have to be used but has been provided should it be helpful to the author of the handbook.

Important note: Module handbook information should be transferred to the VLE module shell in the Module Information area.

Consider module handbooks as a student-facing module specification. Module handbook information should provide a high-level overview of the key details which are in the module specification, and signpost students to the specific module information held on the VLE.

The full module specification may form part of the module handbook if it has not already been provided, or referenced from, within the relevant programme handbook.

Module handbooks should include:

* Module aims, characteristics and learning outcomes
* Module assessment description and weightings, including reference to anonymous marking. Some assignments may be formally exempt from anonymous marking – where this is the case, this should be explained.
* Marking system breakdowns (and how these breakdowns each link with the University’s generic marking descriptors)
* Module calendar, assignment submission dates and times
* Expected week/date when students will receive the feedback for each assessed component
* Module options should be clearly specified where a range of different pathways exist
* Details of any module pre-requisites should be clear
* Where relevant, specific work-based learning information.
* For modules containing a research element, students should be informed of the need for research ethics review. The conduct of research without such approval would be considered as Bad Academic Practice.

If the module information listed above, and in the template headings below, exists elsewhere on the module shell, it does not need to be duplicated in the module handbook; students should instead be signposted to where this information is held.

Overview of the module

* This is a short description of the module; this could mirror the module specification ‘module description’ excluding the outline content.
* This should include the module leader’s name and details together with details on other staff who teach on the module (or signposting to the relevant areas of the VLE).
* Include room numbers, office hours, email addresses and telephone numbers (where applicable), if this information is not already present on the VLE.

Learning Outcomes

* These should mirror those in the module specification.

Main Topic Areas

* Detail the main topic areas covered by the module; this could be those listed in the ‘outline content’ section of the module specification.

Timetabled Classes

* This should provide students with an overview of timetabled classes/expected methods of delivery (as a minimum this should outline the different types of timetabled classes and how many hours per week students will receive for each including any exceptions).

Provisional Teaching Plan (optional)

* This may be a list of topics covered each week if not listed elsewhere, or a more detailed breakdown of teaching.
* This could be separated by year of enrolment/provided by cohort, where applicable.

Using the VLE (optional)

* This may be an overview and information on any applicable tips on how to access and use module specific resources on the VLE.
* This could include a short video that provides a tour of the VLE shell and/or how to use learning materials etc.

Please note:

* Modules should confirm to the VLE policy: [Blackboard 2021-22 (sharepoint.com)](https://demontfortuniversity.sharepoint.com/sites/DMUHome/org/celt/Pages/Blackboard-2021-22.aspx) and the Digital Learning and Teaching programme development tool: [http://www.dmu.ac.uk/elt-prog-dev.doc](http://www.dmu.ac.uk/documents/about-dmu-documents/quality-management-and-policy/academic-quality/programme-approval-management/programme-approval-validation-revalidation/elt-prog-dev.doc)
* Students should be guided as to what information they need to access via the VLE and why this is important. This can be done as part of the module handbook information, or as part of the module VLE shell.

Reading Resource List

* This should provide students with details on where they can find their resources as applicable on the VLE e.g. on the ‘Resource list’ page. You may wish to provide a brief overview of the types of resources and/or how they will be used on the module.

Please note:

* It is essential that students receive module reading lists (both mandatory key texts and recommended reading).
* Typically the handbook itself should not contain a list of readings but instead signpost students to the relevant \*‘**DMU Resource list’** via a URL.

\* The ‘DMU Resource list’ refers to the University’s reading list software, which enables real- time information about library holdings at DMU and allows easy access to books, journal articles and other material.  It is a requirement that module leaders create their reading lists via ‘[DMU resource list](https://dmu.rl.talis.com/index.html)’ and that the full list be made available on the relevant module shell on BlackBoard.

* Any relevant databases, multimedia items or journal articles can also be recommended via the ‘DMU Resource list’. Reading lists should have already been identified at the outset from initial programme validation via the completion of the **‘Library and Learning Services Requirements for New Programme(s) form’**. This form triggers an auto-request through to the Library to estimate resource costs.

Assessment

* This should include an overview of how the module is assessed and should direct students to the assessment area on the VLE, as appropriate.
* Students should be able to access information on the assignment topic, weighting, submission dates and submission types (e.g. Turnitin submission, presentation, creative artefact) in the module handbook and/or on the VLE.
* Include a link to the University’s generic mark descriptors and include/link to any contextualised School/subject area mark descriptors, if applicable (links copied below, for ease).
	+ [Undergraduate mark descriptors](http://www.dmu.ac.uk/documents/about-dmu-documents/quality-management-and-policy/academic-quality/learning-teaching-assessment/ug-mark-descriptors.pdf)
	+ [Postgraduate mark descriptors](http://www.dmu.ac.uk/documents/about-dmu-documents/quality-management-and-policy/academic-quality/learning-teaching-assessment/pgt-mark-descriptors.pdf)

Please note:

* The module handbook should explain, as per the [DMU assessment policy](https://www.dmu.ac.uk/about-dmu/quality-management-and-policy/academic-quality/learning-teaching-assessment/assessment-feedback-policy.aspx), that there is a University requirement for written coursework, at all levels, to be checked for originality using Turnitin where this is appropriate to the learning outcomes and assessment design. This includes both dissertations and major projects.

Anonymous Marking

* Include details on whether module assessments are marked anonymously. Where assessments are exempt from anonymous marking, explain why this is the case.

Feedback

* This should include details as to how and when students will receive feedback on their assessments (this should also include structured formative assessment if applicable).
* This should include details on when students will be able to feedback on their experience of the module to date.

Please note:

* This could also include an overview of student feedback received from previous years, including how problems have been resolved.
* Students will feel more empowered to provide feedback if they know that action can be taken.
* Providing examples of how the programme team had responded to module feedback will encourage student participation in module evaluation, enabling continuous improvement of the module and therefore the programme.

Academic Offences and Bad Academic Practice

* Provide information on academic offences as explained in Chapter 4 of the General Regulations and Procedures Affecting Students: <https://www.dmu.ac.uk/current-students/student-support/exams-deferrals-regulations-policies/student-regulations-and-policies/index.aspx>
* The contact details of the Faculty’s Academic Practice Officer (APO) should also be stated.
* Sample text has been provided in the module handbook template.

Additional Module Information (optional)

* This should include (if applicable) any further information that is considered particularly relevant to the module (e.g. professional code of conduct, Professional, Statutory and Regulatory Body (PSRB) and work–based learning requirements, research ethics review requirements, tutorials, practice visits, information on equipment/software needed/provided, workshop/laboratory, contact details for the relevant Technical Demonstrator(s), etc.)

# Section B: Guidance to accompany the programme handbook template

The guidance in this section refers to the example template available to download from the DAQ web page. The headings within the word document show the section headings. Where headings have not been included in this guidance, sample text which programme leads should use has been included in the template.

The aim of the template is to guide authors on the minimum level of content that should be included in student handbooks. The template does not have to be used but has been provided should it be helpful to the author of the handbook.

Important note: Programme handbook information should be embedded into the VLE.

When constructing the handbooks, consider the structure of information so that there is a logical flow of information and that all information is as programme-specific as possible, and tailored to the students who will read it.

## Welcome to the programme handbook

This section includes links to relevant regulations and University webpages, including a link to DMU Base Camp.

If the programme specification contains any Programme Specific Regulations, or reassessment methods which differ from the standard university regulations, these must be clearly stated.

## Welcome and introduction to the programme

This is a welcome from the programme leader and an opportunity to explain a little about the programme, what it might involve, what the students might look forward to and how it connects with the rest of the faculty. This is a snapshot, just designed to make the page a little friendlier.

This should include:

* a welcome to the programme from the programme leader
* a short description of the programme. This doesn’t have to be in text, it could be offered as a short video link or embedded video.

For programmes delivered at the DMU campus, include details of where the Faculty Student Advice Centre (SAC) is based, contact information, opening times and the services it provides.

## Key Programme Information

This section should mirror information specified within the **programme specification**, in particular, the outcomes for each qualification need to be clearly stated, the **intended award** and the teaching and learning methodologies need to be articulated. Information on exit awards should be available to students, this can be achieved by directing students to the programme specification (uploaded to the VLE or equivalent) for relevant information, or this can be included here.

If this is a new programme, a [blank programme specification](http://www.dmu.ac.uk/documents/about-dmu-documents/quality-management-and-policy/academic-quality/programme-approval-management/programme-specification.doc) and [guidance](http://www.dmu.ac.uk/documents/about-dmu-documents/quality-management-and-policy/academic-quality/programme-approval-management/programme-specification-guidance-notes.docx) is available from the DAQ website.

Important note: any in-session updates to programme specifications must be applied to subsequent versions of the programme handbook information and updated on Blackboard.

Programme leads should:

* Explain the different routes possible through the programme of study, where a programme operates either different pathway and/or in different modes of study.
* Outline any Professional, Statutory and Regulatory Body (PSRB) and work–based learning requirements.
* If the programme specification contains any Programme Specific Regulations, or reassessment methods which differ from the standard university regulations, these must be clearly stated. These details can be copied and pasted from the programme specification document, if applicable.
* Provide information and support about options for progression and further study on completion of the programme, where applicable. Highlight the likely industries and careers that graduates will be prepared for by undertaking the programme. Include opportunities for further study, particularly any opportunities available within DMU.
* If the validation is for a foundation degree, the document must outline at least one suitable route for students to top-up to an honours degree at DMU.
* Include reference to how learning technology is utilised on the programme e.g. DMU Replay (if applicable).
* Include links to programme-specific reading lists (both mandatory key texts and recommended can be found in the [Resource List Guidelines](http://libguides.library.dmu.ac.uk/ResourceLists)).

Please note – reading lists:

* Reading lists should have already been identified at the outset from initial programme validation via the completion of the **‘Library and Learning Services Requirements for New Programme(s) form’**. This form prompts faculties to identify their \*‘DMU Resource list’ which then triggers an auto-request through to the Library to estimate resource costs. See <http://libguides.library.dmu.ac.uk/librarians> and <http://libguides.library.dmu.ac.uk/ResourceLists> for more information.

\* The ‘DMU Resource list’ refers to the University’s reading list software, which enables real-time information about library holdings at DMU and allows easy access to books, journal articles and other material.  It is a requirement that module leaders create their reading lists via ‘[DMU resource list](https://dmu.rl.talis.com/index.html)’ and that the full list be made available on the relevant module shell on Blackboard.

* Handbooks that are produced whilst the programme is undergoing validation may not have the full list of resources finalised at that stage. Post-validation the ‘Library and Learning Services Requirements for New Programme(s) form’ will need to be updated, the resource list finalised, and information in handbooks and programme shells updated.
* NB: ‘DMU Resource lists’ should also be created for all the modules related to the programme and reference to the module shells provided in module handbook information.

### Programme structure

This can be copied directly from the programme specification, or set out as a list, calendar chart or diagram. The structure must contain all modules, with detail on credit value and whether they are core or optional.

You could include here:

* a visual map of the programme structure
* the written programme specification or a link to the programme specification

**Undergraduate example:**

|  |
| --- |
| **Level 4 (Study Year 1)** |
| **Module Code** | **Module Title** | **Credit value** | **Core/Optional** |
| ABCD1235 | Introduction to University | 15 | Core |

**Postgraduate example:**

|  |  |
| --- | --- |
| **Stage** | **Modules** |
| 1 Sept-Jan | **ABCD7001**Module title(number of credits) | Choose ONE from the following:(Optional module info)  |
| ABCD7002 |
| ABCD7003 |
| 2 Jan-May | ABCD7004 | Choose ONE from the following:(Optional module info) |
| ABCD7005 |
| ABCD7006 |
| 3 Jun-Sept | ABCD7007ABCD7008 |  |

Where colleagues are running two different delivery types concurrently (i.e. block delivery for Level 4, year-long delivery for Level 5 and Level 6), it is recommended that programme, and where appropriate, module, details are separated by year of enrolment/provided by cohort.

For instance:

For Level 4 students (in 2022/23), your programme will be structured as follows:

*Insert Level 4 22/23 information*

*Insert Level 5 23/24 information*

*Insert Level 6 24/25 information*

For Level 5 students (in 2022/23), your programme will be structured as follows:

*Insert Level 5 22/23 information*

*Insert Level 6 23/24 information*

For Level 6 students (in 2022/23), your programme will be structured as follows:

*Insert Level 6 22/23 information*

## Settling into your programme

Ensure students are aware of the support available to them as they transition into university, and progress through their levels of study. Outline all support activities you provide, such as preparation days, social events or reading lists. Include contact details for the Transitions Team; they are also available to assist in completing this section of the handbook.

Useful resource for consideration of transitions: <https://www.studenttransitionmap.uk>

Sample text has been included as part of the template.

## Module information

Include **information about the modules**: students must have access to module specifications (module templates) for all modules. This may be achieved by including module specifications on this Blackboard page or within module Blackboard shells. ( [See module specification guidance](https://www.dmu.ac.uk/documents/about-dmu-documents/quality-management-and-policy/academic-quality/programme-approval-management/module-specification-guidance-notes.docx) ). This information can be presented as a list and can be separated by year of enrolment/provided by cohort, where applicable.

* Include in this section as a minimum the module codes and their titles for students. This could be separated by year of enrolment/provided by cohort if running two (or more) different delivery types concurrently.
* If the above information already exists elsewhere, this does not need to be duplicated here; students can be directed to their module shell/handbook for further details.
* For any additional information, students should be directed to their module shell/handbook for this.

Information must be included about the use of DMUReplay or MS Teams and sample text has been included as part of the template.

## Placements and DMU works update/remove where relevant

Include any links to webpages with information on:

* relevant initiatives that your programme runs to support placements
* what years of study placements can take place
* any special events the team offer in conjunction with DMU works
* any programme specific information about placements.

Provide contact details for the Placements Office/designated contact. Contact your Faculty Placements office for specific links.

## Useful contacts and information

* Provide students with contact details for key members of staff such as the programme leader, Head of School and Faculty Engagement Officer, with a brief description of the role of programme leader (as required).
* Include email address, room number, office hours and telephone numbers (if applicable) and/or direct students to where they can find this information on the VLE.
* Direct students to their SAC for the below contacts: Subject Leader, Subject Librarian, Academic Practice Officer, School programme support staff, Timetabling.
* Template text has been provided in the template.

## Communicating with Staff

* Briefly explain how you will contact students, and your programme/faculty preference for ways to contact and communicate with staff. Aim for a welcoming tone to ensure new students are not dissuaded from contacting staff for any reason.
* Inform students of their communication requirements/obligations, e.g. registering a change of address or getting in touch due to illness or other absences (the DMU [General Regulations and Procedures Affecting Students](https://www.dmu.ac.uk/current-students/student-support/exams-deferrals-regulations-policies/student-regulations-and-policies/index.aspx) provides information on the university’s expectations for absence due to [sickness](http://www.dmu.ac.uk/documents/dmu-students/academic-support-office/student-regulations/chapter-1-17.18.pdf), plus information about attendance monitoring).
* Sample text has been provided in the template.

## Management of the Programme

### Programme Management Boards/Subject Academic Committees and Progression and Award Boards

* Outline the **purpose and composition** of both programme assessment and management boards.
* An overview of assessment boards can be found in the University [academic regulations](https://www.dmu.ac.uk/about-dmu/quality-management-and-policy/academic-quality/academic-regulations-assessment-boards/academic-regs-assessment-board-homepage.aspx) for UG and PG awards.
* An overview of the Programme Management Board (and other academic quality committees can be found in the [Department of Academic Quality](https://www.dmu.ac.uk/about-dmu/quality-management-and-policy/academic-quality/managing-academic-quality/academic-quality-committees/committees-hp.aspx) web pages.
* Outline **individual roles** associated with management of the programme **(e.g. programme leader, module leader)** and groups of roles **(e.g. the programme management team)**: refer to the University academic regulations for UG and PGT awards.
* Sample text has been provided in the template.

### External Examiner

* Outline [the role of the External Examiner](https://www.dmu.ac.uk/about-dmu/quality-management-and-policy/academic-quality/external-examining/external-examining-homepage.aspx).
* Inform students where they can find the most recent **external examiner report** (typically this should be made available via the Programme shell on the VLE/Blackboard).
* Provide the **name** of each external examiner, and their **position** and **place of work**. A note, such as that provided in the template, should accompany this information.

## Assessment information

* The University’s [Assessment Policy](http://www.dmu.ac.uk/about-dmu/quality-management-and-policy/academic-quality/learning-teaching-assessment/assessment-feedback-policy.aspx) requires that all students are presented with a schedule of their assessments at the start of the academic year. This should be in the form of a calendar of the academic year, with the standard assessments on and proposed weeks (or specific time periods) when the assessments are planned to take place. If an assessment schedule exists elsewhere, please direct students to where this information is held.
* This should be a programme-level overview of all modules and their assessments, separated by year of enrolment/provided by cohort, where applicable. This could refer to University week numbers or specific time periods (e.g. beginning, middle or end) within a particular term/semester.
* Best practice would be to include an indication of the type of assessment and the weighting of that assessment component for the associated module.
* The schedule may also include details of formative assessment that does not accrue marks.
* Provide any additional faculty-specific deadlines, if applicable.

# Appendix 1: How to transfer content from a Word template to the VLE

## Step One: Update the template

**Please find a link to the programme handbook information template** [**her**](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.dmu.ac.uk%2Fdocuments%2Fabout-dmu-documents%2Fquality-management-and-policy%2Facademic-quality%2Fprogramme-approval-management%2Fprogramme-approval-validation-revalidation%2Fprogramme-handbook-template-22-23.docx&wdOrigin=BROWSELINK)**e.**

**Please find a link to the module handbook information template** [**here**](https://www.dmu.ac.uk/documents/about-dmu-documents/quality-management-and-policy/academic-quality/programme-approval-management/programme-approval-validation-revalidation/module-handbook-template-22-23.docx)**.**

Please download a copy for editing.

Update the template with your programme specific information. Use the guidance in the orange text boxes to assist you and delete these before you finalise the document.

The orange text identifies areas which need to be updated.  Please update this text and then turn it to blue before saving and uploading to the VLE.

## Step Two: Transfer the content to Blackboard

You can present the information in whichever way works for your programme (e.g. in folders within Blackboard), provided that the information given to students covers all areas specified in the template.

**For instructions on how to add the handbook to Blackboard please click** [**here**](https://celt.our.dmu.ac.uk/adding-a-handbook-to-blackboard/)**.**

Colleagues can also convert the programme handbook content to Sway and embed the Sway on a Blackboard page. **For instructions on how to do this, please click** [**here**](https://celt.our.dmu.ac.uk/converting-a-0365-word-document-to-a-simple-webpage-using-sway/).

For further guidance on transferring your handbook content from the Word template to Blackboard, please contact the Digital Learning and Teaching team (details at the bottom of the above webpages).

Please send feedback to Victoria.pooley@dmu.ac.uk, Quality Officer, Department of Academic Quality.

1. Consumer Rights legislation aims to protect students from receiving incorrect or misleading information about their programme. [↑](#footnote-ref-1)
2. Student handbook information is considered to be a key source of information at validation and delivery approval events, taken together with the approval document, it forms the basis on which the approval panel reaches a judgement about the nature and quality of the programme/student experience. [↑](#footnote-ref-2)
3. UDL aims to provide an equal learning experience for every DMU student. [↑](#footnote-ref-3)