MOFS Database Training

Newcastle University
Learning and Teaching Development Service
Contents

Introduction to the Module Outline Form Database .................................................. i
Read Me First ........................................................................................................... 1
Hints, Tips, Notes and Cautions! .............................................................................. 3
Login to the MOFS Database ................................................................................... 7
Create a Module ....................................................................................................... 9
Core Information Tab ............................................................................................... 13
Requisites Tab ........................................................................................................... 19
Content Summary Tab ............................................................................................... 24
Learning Outcomes Tab ............................................................................................. 27
Teaching Methods Tab ............................................................................................... 30
References Tab .......................................................................................................... 33
Assessment Tab .......................................................................................................... 36
HESA Tab ................................................................................................................... 48
Additional Information Tab ....................................................................................... 51
Copy Tab ..................................................................................................................... 53
Your Notes .................................................................................................................. 56
INTRODUCTION
Introduction to the Module Outline Form Database

Welcome to the MOFS Database!

The MOFS database is a web-based system which was set up to support the University’s module approval process and help improve the accessibility and consistency of definitive module data across the University. All modules are created and maintained in the database and the approval process is integrated within the system to provide a secure environment.

All staff have read-only access as long as they log on to a Common Desktop PC, while nominated members of staff have edit-access to certain modules and fields via their Campus login. If you wish to have edit access to MOFS and you do not already have access rights please contact your school/institute office to check your school policy on access to MOFS and to be added as an editor. Registered students are advised to look for module information in the Module Catalogue as this has a more student-friendly interface.

The data contained in this database is accessed by a number of other University systems such as Student Lifecycle Management, Module Catalogue and Newcastle Electronic Submission System (NeSS). This information is used for teaching, statutory returns, admissions, timetabling and assessments.

This guide aims to give you the basics you will need to start finding your way around the MOFS Database. It explains the possible options that you could use to complete the task.

You are now ready to get started!
READ ME FIRST
Read Me First

This document has been created as a basic guide and explains how to:

- Access the MOFS Database
- Create a Module Outline Form
- Search for an existing Module Outline Form
- Edit a Module Outline Form
- Copy a Module Outline Form
- Get help!

It is as an accompaniment to the MOFS Database Training Workshops as well as Self-help guides for quick reference.

MOFS Database Links

The link to the MOFS Database can be found on the University website, Staff Homepage as a shortcut, alternatively use [https://apps.ncl.ac.uk/mofs/](https://apps.ncl.ac.uk/mofs/)

A test site is available for Users to trial areas before amending current data in the live system [https://adudeviis75.campus.ncl.ac.uk:998/](https://adudeviis75.campus.ncl.ac.uk:998/)

The previous version of MOFS is currently available for reference purposes until such time the University are unable to provide a service to this [https://mofsold.ncl.ac.uk](https://mofsold.ncl.ac.uk).

Forms and Reports

The MOF Form and Module Status Report are available in the current database via the Reports tab. All other reporting is available via Business Warehouse which can be accessed via the University website, Staff Homepage as a short cut, alternatively use [https://myworkplace.ncl.ac.uk/irj/portal](https://myworkplace.ncl.ac.uk/irj/portal)

Terms Used in this guidance document

To navigate through this training guide the following terms have been used to help you find your way:

- *Italics* is used to provide emphasis on certain words
- **Bold** text to indicate keywords and to alert you to their definitions
- All website links are hyperlinked
There has been use of small icons to alert you to special information. The key to these are as follows:

- **Example** – this is provided in green and signifies a hypothetical illustration to help your understanding
- **Tip** – these are provided in yellow and highlight important information you may want to keep in mind to help your use of the system
- **Caution** – these are provided in pink and highlight potential pitfalls and danger spots
- **Remember** – a message as a reminder
- **Notes** – these are provided in blue and give additional information

**Support and Advice**

This is available via your Faculty Quality Team or through web based materials such as the MOFS Database Training document, individual guides or video tutorials. Specific enquiries about MOFS and the module approval process should be routed as follows:

- Academic staff should address queries to their School Office staff
- Schools/Institutes should address queries they can't resolve themselves to their Faculty Quality Team

**Roles and Responsibility**

There are four levels of access to the MOFS Database:

1. **All Staff** within the University have read only rights
2. **General Users** will have access to the modules where permission has been granted via their School Manager(s)/Administrator(s): this could be on a module or School basis. This will include the lock facility which allows data entry for Phase 1 and 2 of the Module Approval process. These locking fields will also remain open to the
School Manager(s)/Administrator(s) (or nominee by arrangement) whilst being closed to all other staff. The following tabs are available for this level:

- Home
- Create
- Search/Edit
- Copy
- User (read only)
- Academic Year (read only)
- Reports

3. **Super Users** this access is for the School Manager(s)/Administrator(s) who will have access to all modules within in their designated area, including providing allocation rights to others. The following tabs are available for this level:

- Home
- Create
- Search/Edit
- Copy
- Module Status
- Module Upload
- User
- Academic Year (read only)
- Reports

4. **Super Users +** this is the top level access for the Faculty Learning and Teaching Teams (including LTDS) who will provide access to the School Manager(s)/Administrator(s) in the first instance and to others on an ad hoc basis. All tabs are available for this level:

- Home
- Create
- Search/Edit
- Copy
- Delete
- Module Roll-Forward
- Module Status
- Module Upload
- User
- Academic Year
- Reports
- Reports

All staff with edit rights have a responsibility to ensure that all MOFS have been entered accurately and have followed the University Modules Approval process. All modules are created and maintained in the MOFS Database and the approval process is integrated within the system. All new or revised modules must be approved by the Board of Studies (BoS) or another relevant School Committee and where appropriate submitted to the Faculty Teaching and Learning Student Experience Committee (FTLSEC) for approval. It’s important to remember that this data is accessed by other University management information systems.
HINTS, TIPS, NOTES AND CAUTIONS!
Hints, Tips, Notes and Cautions!

The following table provides hints, tips, notes and cautions which in some cases will be reiterated as you work through the MOFS Database Training document.

This information has been organised in alphabetical order by the “Keyword”

<table>
<thead>
<tr>
<th>No.</th>
<th>Keyword</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Assessment</td>
<td>A module that is assessed by “Coursework” and “Examination” may be reassessed by exam only. The Assessment Rationale and Relationship text box is a good place to record this.</td>
</tr>
<tr>
<td>2.</td>
<td>Assessment</td>
<td>All Assessments will be allocated a “count” number such as Written Examination 1, 2 and 3. This “count” will be unique to that assessment type. It will indicate the number of assessments that have been allocated in anyone time to an assessment type within a module. The “count” is also year specific. The “count” will reset to consecutive numbering if changes have been made during the current academic year that has altered this “count” pattern. This meaning that if there are “three counts” for an assessment type and assessment type 2 is deleted this will show in the current year as assessment type 1, assessment type 3. When the annual roll forward is implemented for the next academic year these assessment types would reset and become assessment type 1 and 2. This information would also be reflected in Newcastle Electronic Submission System (NeSS).</td>
</tr>
<tr>
<td>3.</td>
<td>Assessment</td>
<td>As the data in the “Other Assessments” in the “Comments” field is used in NeSS it is important that this information is generic, any finer detail can be recorded in NeSS. Keeping the information generic will mean that information can be interpreted in an appropriate manner to suit the delivery of the module.</td>
</tr>
<tr>
<td>4.</td>
<td>Assessment</td>
<td>Assessment information is downloaded to NeSS and creates the structure to inform data entry for components and elements. This information is also extracted to inform the Higher Education Achievement Report (HEAR) to produce student transcripts.</td>
</tr>
<tr>
<td>5.</td>
<td>Assessment</td>
<td>Care needs to be taken when using the “Copy Exams to Resit Grid button”, if you are editing as opposed to creating a module all data that originally existed will be overwritten – there will be no opportunity of undoing this if clicked in error. All of the Assessment Count numbers will change.</td>
</tr>
<tr>
<td>6.</td>
<td>Assessment</td>
<td>“Exam Pairings” are used for security purposes ie to ensure that assessments are scheduled at the same time if there is shared content</td>
</tr>
<tr>
<td>7.</td>
<td>Assessment</td>
<td>“Formative Assessment” is described as assessing the development of the student and is often implemented to allow students to respond and ask questions as well as interacting with others during activities</td>
</tr>
<tr>
<td>8.</td>
<td>Assessment</td>
<td>The Examination numbering is required to be able to cross identify with the assessment in the NeSS system</td>
</tr>
<tr>
<td>No.</td>
<td>Keyword</td>
<td>Description</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9.</td>
<td>Assessment</td>
<td>The Examinations Office needs information about the number and length of examinations, in which Semester they are to be set and the percentage of the module assessed by formal examination</td>
</tr>
<tr>
<td>10.</td>
<td>Assessment</td>
<td>When using the “Copy Exams to Resit Grid” button consider whether it’s it quicker to copy the data and then amend it or enter the data in manually</td>
</tr>
<tr>
<td>11.</td>
<td>Audit</td>
<td>Clicks on the Save button are included in the audit report on the MOFS Database. Any changes made to the system and saved will be recorded in the audit trail. To access the audit for each module click on the “document” icon on the Module Tab. You will be transferred to a new screen and any changes made to the module will be listed.</td>
</tr>
<tr>
<td>12.</td>
<td>Contributor</td>
<td>If the person you need to add as a Contributor does not appear on the list as you refine your search, this could be due to there being no HR contract. If this is the case you will need to check with your School Administrator.</td>
</tr>
<tr>
<td>13.</td>
<td>Contributors / External</td>
<td>The MOFS Database will provide you with a text flag in red if the combined total of the Contributors and External Organisations grids exceed 100%</td>
</tr>
<tr>
<td></td>
<td>Organisation</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Started / External</td>
<td>If the organisation you require does not appear in the dropdown list you will need to make a request to have this added via your Faculty Quality Team.</td>
</tr>
<tr>
<td></td>
<td>organisation</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Contributors / External</td>
<td>When adding or editing data the Search Term or Name (Non Staff), Role and % Contribution must be populated or you cannot save</td>
</tr>
<tr>
<td></td>
<td>Organisation</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Data Entry</td>
<td>When entering text into text boxes the use of a “space” or a symbol such as “/” counts as a character</td>
</tr>
<tr>
<td>17.</td>
<td>Definitions</td>
<td>There is an “About” for each tabbed section within the guidance documentation. This will provide definitions of the fields.</td>
</tr>
<tr>
<td>18.</td>
<td>Dropdown Lists</td>
<td>To make a selection from a dropdown list either use your mouse or use your arrow keys on the right of your keyboard. Ensure your selection is highlighted.</td>
</tr>
<tr>
<td>19.</td>
<td>ECTS</td>
<td>Once the MOF has been uploaded to Student Lifecycle Management you will not be able to increase or decrease the number of credits. However, you will be able to alter the number of credits across semesters if the module is saved as a 10 credit module it would be possible to split the credits across semesters if needed ie 5 credits in semester 1 and 5 credits in semester 2. This is also the case for modules that are “0” credits.</td>
</tr>
<tr>
<td>20.</td>
<td>FHEQ</td>
<td>A module can only be taught at one FHEQ level. However, it can be taught on more than one stage of a programme.</td>
</tr>
<tr>
<td>21.</td>
<td>FHEQ</td>
<td>FHEQ Levels are represented by use of 3, 4, 5, 6, 7 and 8 and equate to the appropriate level of study.</td>
</tr>
<tr>
<td>22.</td>
<td>HESA</td>
<td>Please be aware that this information feeds into the University Statutory Returns such as HESA and HEFCE. If incorrect data is entered this could have financial implications for your School and the University.</td>
</tr>
<tr>
<td>No.</td>
<td>Keyword</td>
<td>Description</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>23.</td>
<td>Intended Knowledge Outcomes</td>
<td>When entering data into large text fields such as Intended Knowledge Outcomes this could be presented as a numbered list</td>
</tr>
<tr>
<td>24.</td>
<td>Marking Scale</td>
<td>Care needs to be taken to select the correct scale as this can have an impact on students' marks</td>
</tr>
<tr>
<td>25.</td>
<td>Messages</td>
<td>Hover the mouse/cursor over any of the fields and you will receive a prompt/tip about the field</td>
</tr>
<tr>
<td>26.</td>
<td>Mouse</td>
<td>When adding data it is only necessary to use single mouse clicks</td>
</tr>
<tr>
<td>27.</td>
<td>References</td>
<td>Remember to forward any Reference amendments as and when they are updated this can be on an ad hoc basis to the Liaison Librarian(s)</td>
</tr>
<tr>
<td>28.</td>
<td>References</td>
<td>This is important information that the Library requires and enables them to ensure that they have sufficient resource requirements available. If no References have been submitted a message will be displayed asking the reader to contact the Library/Module Leader.</td>
</tr>
<tr>
<td>29.</td>
<td>Requisite</td>
<td>Equivalent, Pre-Requisite and Co-Requisite fields do not reflect specific programme regulations which stipulate whether modules are compulsory and provide specific admissions/progression guidance, for individual programmes</td>
</tr>
<tr>
<td>30.</td>
<td>Requisite</td>
<td>Equivalent, Pre-Requisites and Co-Requisites are year specific. If copying or rolling forward an individual module, the MOFS system will look at the modules within each of these sections and work out that module's year relationship to the &quot;parent&quot; or &quot;owning module's academic year&quot;. It will then try to replicate that relationship in the copy process. If it can't find a matching module in the relevant year, then the module relationship will be lost. So when copying or rolling forward an individual module it is important to check the accuracy of module relationships in the revised module.</td>
</tr>
<tr>
<td>31.</td>
<td>Save</td>
<td>Clicking on the &quot;Save&quot; button in pop-up boxes will save any changes made</td>
</tr>
<tr>
<td>32.</td>
<td>Search</td>
<td>Further refining your search may be as simple as including a space after the text added to the search</td>
</tr>
<tr>
<td>33.</td>
<td>Search</td>
<td>When selecting to refine searches this can be done by use of the mouse and highlighting the record and clicking on it or alternatively by use of the arrows on the keyboard and then pressing the enter key. This is determined by the Users preferred way of working</td>
</tr>
<tr>
<td>34.</td>
<td>Study Abroad</td>
<td>If a &quot;Study Abroad&quot; module is only available in alternate years it would not be suitable for students attending during a year that the module is not taught</td>
</tr>
<tr>
<td>35.</td>
<td>Tabs</td>
<td>Depending on your preferred working practice you can close the tabbed section you have completed before progressing to other tabs. Alternatively you can expand each tab as you work through your data entry leaving as many open as you wish.</td>
</tr>
<tr>
<td>36.</td>
<td>Temporary Modules</td>
<td>If temporary modules are required these should be coded with the first number being a &quot;9&quot;. For example ACE9XXX</td>
</tr>
</tbody>
</table>
Login to the MOFS Database

Note:
- If you have not already been given access to the MOFS Database you will need to contact your School Administrator. If they are not available contact your Faculty Quality and Standards Team. You will need to provide your name and your Campus Login ID.

About the Login Screen(s):
- The Login link provides you with the fields to enable you to enter your User ID and Password
- The MOFS – Module Search allows you to find the module(s) you wish to work on via various search methods

How to enter data:
1. Either: Go to https://apps.ncl.ac.uk/mofs or alternatively from the Newcastle University Staff Homepage (https://my.ncl.ac.uk/staff/) scroll to the bottom of the page and then click the link “MOFS” in the Academic Resource Section
2. You will be taken to the MOFS Homepage. Click on the Login button in the top right hand corner
3. Once you have logged in you are transferred to a new screen. This screen has various tabbed sections along the top. The number of these tabs depends on the level of access you have been given.
4. Select the appropriate tab. Descriptions of each tab can be found via your Faculty website.
CREATE A MODULE
Create a Module

About the Create Tab:

Note:
- If temporary modules are required these should be coded with the first number being a “9”. For example ACE9XXX

To create a new module:
- To create a new module select the Create Tab.
- Select the correct academic year by clicking on the dropdown list on the box next to Year.
- Enter the prefix of the module required in the Code grid eg ACE. A message appears advising that this code is not valid. This message remains until the four numbers have also been added.

- Define your search further for the next module code by entering the number of the new module, if already identified.
- Alternatively check the grid on the right of the screen where you will see what modules have already been created.
- As you enter more characters into the code box, the information in the grid becomes more refined.

- To accept the new module code enter into the Code field the next available code eg ACE1037.
- The grid on the right of the screen identifies that this code is unique to the new module being created.
• Enter the new module Title
• Select the Ownining School who will manage the module from the dropdown list
• Click the [Continue] button

Once you have pressed the [Continue] button the new module code and title will be saved

You will be directed to a new tab/screen “Module Edit”

A status message will appear advising that the data created has been successfully saved

Check that the Module Code, Academic Year and Title are correct

About the Module information:

• The Short Title defaults to “TBC” this text needs to be replaced with the shortened title which can be up to 40 characters long. It is important for each School to be consistent in the use of abbreviations eg ”Management” could be shortened to “Mgmt”.

• The SAP Object ID will be automatically created once the module is uploaded to the Student Lifecycle Management System. This is a unique number that will be allocated to this module.

• The Max Capacity defaults to “999” and is used to cap the number of students that are allowed to register onto a module.

• The Is Offered field is a dropdown list of “Yes” or “No” and identifies whether the module is “Active” or “Inactive”.  

• The New field defaults to “Yes”. This field identifies that the module has been newly created. When a module is rolled forward to the next academic year the new flag status will change to “No”. There may be occasions where the module has been created a year in advance and the status of the module needs to be flagged as new for the following academic year. This would need to be amended manually.

• The Dummy Module field is used for those areas where module information does not need to be uploaded to the Student Lifecycle Management system. This is to accommodate areas of University business that are outside the norm or not included in any statutory returns. An example of this would be for those students who need to continue to be registered with the University whilst out on placement/intercalating year. This method is also used for pre-registration.

• The Lock Mode determines what level of access a user needs in order to edit certain module fields. It supports the Module Approval process.

• The Approvals Grid shows what approval stage a module has reached. The columns such as Offered, Board of Studies (BoS) Approved, Faculty Teaching and Learning Student Experience Committee (FTLSEC) Approved, SAP Uploaded default to “X’s”. This status is amended at each point that the module is approved or uploaded until all become “✓’s”.

MOFS Database Training – Create a Module
You can use the save button (at the top and bottom of the screen) to save your changes to the module periodically or once your work on the module is complete.

If for any reason you decide to exit the MOFS Database without pressing the save button you will receive a “Warning: Unsaved Changes message”.

Please select “Proceed” to continue which will mean you lose any changes made or “Cancel” to then select the save button.

This completes the information relating to the Module Screen.

How to enter data:

- The module text needs to be entered into each of the sections tabbed on the left of the screen. Clicking on the tab will expand the screen showing all the fields for that section.
- The next tab following the Module Screen is the Core Info tab.
- Individual guidance for each of the concertina tabbed sections can be found on your Faculty website.
CORE INFORMATION TAB
Core Information Tab

About the Core Information Tab:

- The Semester 1 field indicates that a module is being offered/run in Semester 1
- The Semester 2 field indicates that a module is being offered/run in Semester 2
- The Semester 3 field indicates that a module is being offered/run in Semester 3
- The Semester 1 Credits field identifies the credit value for Semester 1 and needs to have a value added even if it is “0”
- The Semester 2 Credits field identifies the credit value for Semester 2 and needs to have a value added even if it is “0”
- The Semester 3 Credits field identifies the credit value for Semester 3 and needs to have a value added even if it is “0”
- The Owning School is the School who will manage the module
- **European Credit Transfer Scheme (ECTS) Credits** is a mechanism for transferring credits between European institutions

  ECTS Field Example:
  - These credits work on the basis that a nine-month academic year is worth 60 ECTS credits. A 10 credit Newcastle module is equivalent to 5 ECTS credits.

- The ECTS credit value is calculated automatically when the Semester Credits are entered
- The **Framework for Higher Education Qualifications (FHEQ) Level** field indicates the level at which the module will be delivered within the framework

  Note:
  - A module can only be taught at one FHEQ level. However, it can be taught on more than one stage of a programme.
  - FHEQ Levels are represented by use of 3, 4, 5, 6, 7 and 8 and equate to the appropriate level of study. For further details on the FHEQ can be found at [http://www.ncl.ac.uk/LTDS/modules/qcf.htm](http://www.ncl.ac.uk/LTDS/modules/qcf.htm).

- The Marking Scale field is used to apply the correct Marking Scale and links to Student Lifecycle Management
- The Mode of delivery field identifies whether the module is delivered in either Linear or Block mode. Linear meaning that a module would be delivered throughout the normal Semester(s) dates and Block that it would be delivered for a specific period of time such as three weeks.
- The Standalone Availability field is defaulted to “Not Available”
- The Standalone Availability field is to be used to identify those modules that are available in more than one mode or where modules are only available under the CATS framework
- The Delivery field is defaulted to “Standard”
- The Delivery field is for those modules used in Distance and eLearning activity
- The Contributors is used to identify the individuals contributing to the delivery of the module. It also shows the contribution of each member of staff listed as a percentage of the total teaching time for the module.

Contributors Grid Example:
- If the module has 20 lectures and an individual provides 5 of those it would be 25%

- The **External Organisations** grid is used when there is a contribution to the programme from an external organisation
- You can use the **Save** button (at the top and bottom of the screen) to save your changes to the module periodically or once your work on the module is complete
- If for any reason you decide to exit the MOFS Database without pressing the **Save** button you will receive a "Warning: Unsaved Changes message"
- Please select "Proceed" to continue which will mean you lose any changes made or "Cancel" to then select the **Save** button

**How to enter data:**

- Select a **Semester** (or Semesters if the module has cross semester delivery)
- Enter the number of **Semester Credits** against each semester
- You will see that the **ECTS** field is automatically populated with the correct value

**Note:**
- **ECTS** - Once the MOF has been uploaded to Student Lifecycle Management you will not be able to increase or decrease the number of credits. However, you will be able to alter the number of credits across semesters eg if the module is saved as a 10 credit module it would be possible to split the credits across semesters if needed ie 5 credits in semester 1 and 5 credits in semester 2. This is also the case for modules that are "0" credits.
- The **Owning School** has been populated at the create module stage
- Click on the dropdown list and select the appropriate **FHEQ Level** for the module
- The **Marking Scale** defaults to "Honours Linear Scale" and can be changed using the dropdown list if necessary
Caution:

- **Marking Scale** - Care needs to be taken to select the correct scale as this can have an impact on students’ marks

- The **Mode** field defaults to “Linear”. You need to amend this if the module is to be delivered in block mode
- The **Standalone Availability** field defaults to “Not Available”. Select the appropriate option for the module using the dropdown menu
- The **Delivery** field defaults to “Standard”. Select the appropriate delivery method from the dropdown menu
- To add staff in the **Contributors** grid select the **Add** button
- An “Add Contributor” form will appear

- All fields must be completed. Any blank fields will create an error message and will not allow you to progress.
- Enter the surname into the Search Term field
- As you type in each letter the search will become more refined and the list of names that appear will become more specific
- Once you have the full surname added you can also add the School abbreviation code for the School where the member of staff teaches eg D-CIVG, D-AFRD
- This will refine your search further
- Once you can see the name of the person required please select this from the list showing

Note:

- Search Term or Name (Non Staff), Role and % Contribution must be populated or you cannot save
- If adding a contributor who isn’t on the HR Database and/or is from outside the University, type their name into the “Name (Non-Staff)” field
- Once the Contributors name has been added, their “Role” must be identified by selecting from the dropdown list
• The Contribution % cannot exceed 100%. The total % is calculated between the **Contributors** and **External Organisations** grids.

• Once the **Save** button has been selected the information from the form will populate the Contributors grid

• Repeat this process until you have added each Contributor required

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**Note:**
- If the organisation you require does not appear in the dropdown list you will need to make a request via your Faculty Quality Team to have this added.
- Further details on Contributors and External Organisations can be found on your Faculty website

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**Caution:**
- Please be aware that this information feeds into the University Statutory Returns such as HESA and HEFCE. If incorrect data is entered this could have financial implications for your School and the University.

• The **External Organisations** grid is connected to the Contributors grid

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The following is an example of a completed External Organisations screen:

![Example of a completed External Organisations screen](image-url)
MOFS Database Training – Core Information Tab

Note:
- The Comment box for External Organisations allows text up to 100 characters

How to edit:

- To edit any of the data that has been entered in either the **Contributors** or **External Organisations** grids then select the **Edit** button next to the person/organisation you need to change
- A “Edit Contributor” box will appear as in the previous instruction above for “Add Contributor” when you clicked Add
- To change the Contributor, highlight the text in the Search Text field and start a new search by entering the Surname and School abbreviated code. If it is a change to the % then you can go directly to this field to amend.
- Make any changes required
- When finished editing click the **Save** button

This completes the data entry for the **Core Info** tab

How to delete:

- To delete any of the data that has been entered in either the **Contributors** or **External Organisations** grids then select the **Delete** button
- A “Delete Record” box will appear, asking you to confirm that this is the record to be deleted
- Click on the **Delete** button to remove the data or to keep the record select **Cancel**

Next stage:

- The next tab following the **Core Info** tab is the **Requisites** tab
- Individual guidance for each of the concertina tabbed sections can be found on your Faculty website
Requisites Tab

About the Requisites Tab:

- The Equivalent Modules grid contains modules with the same content that are taught in a different Semester(s)
- If there are no Equivalent Modules then no data entry is required
- The Pre-Requisite Modules grid contains modules that must be successfully completed as a prior condition to taking this module
- If there are no Pre-Requisites then no data entry is required
- The Pre-Requisites Comments text box is used to provide additional information where there is a specific ruling eg an either/or choice of module. The text box allows up to 2000 characters.
- The Co-Requisites grid contains modules that must be taken at the same time as each other
- The Co-Requisite Comments text box allows you to provide additional information relating to the Co-Requisite modules in up to 2000 characters

**Note:**
- Equivalent, Pre-Requisite and Co-Requisite fields do not reflect specific programme regulations which stipulate whether modules are compulsory and provide specific admissions/progression guidance, for individual programmes

- You can use the button (at the top and bottom of the screen) to save your changes to the module periodically or once your work on the module is complete
- If for any reason you decide to exit the MOFS Database without pressing the button you will receive a “Warning: Unsaved Changes message”
- Please select “Proceed” to continue which will mean you lose any changes made or “Cancel” to then select the button
- There are links to take you “Back”, “Bottom” or to the “Top” of the page

How to enter data:

**Caution:**
- Equivalent, Pre-Requisites and Co-Requisites are year specific. If copying or rolling forward an individual module, the MOFS system will look at the modules within each of these sections and work out that module’s year relationship to the “parent” or “owning module’s academic year”. It will then try to replicate that relationship in the copy process. If it can’t find a matching module in the relevant year, then the module relationship will be lost. So when copying or rolling forward an individual module it is important to check the accuracy of module relationships in the revised module.
Pre-Requisite and Co-Requisite Example(s):

Scenario:
- AAA1111 from academic year 2010 to 2011 and the module has a Co-Requisite of BBB2222 in academic year 2010 and a Pre-Requisite CCC3333 in 2009
- Copying will result in AAA111 in academic year 2011 having a Co-Requisite BBB2222 in 2011 (if the module exists in 2011) and a Pre-Requisite CCC3333 in 2010 if it exists in 2010
- If a Pre-requisite module runs in the same academic year but an earlier semester, simply ensure that the correct year is selected. This relationship will remain after copying.

- To add data to the **Equivalent Modules** grid click on the **Add** button
- An "Add Equivalent Module" form will appear

- Select the **Academic Year** required from the dropdown list
- Enter in the **Search Term** the prefix of the module code required eg ACE followed by the number of the module. Your search will be refined as you enter this data
- Select from the list the required module either by using the mouse or the arrows on the keyboard
- When you have made the your selections in the "Add Equivalent Module" form the module information in the lower part of the form will be populated automatically
- Once the **Save** button has been selected the information from the form will populate the **Equivalent Modules** grid
- Continue with this process until all Equivalent Modules have been added

<table>
<thead>
<tr>
<th>Delete</th>
<th>Code</th>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ACE1034</td>
<td>2011/12</td>
<td>Principles of Food Manufacturing</td>
</tr>
</tbody>
</table>

- To add data to the **Pre-Requisite Modules** grid click on the **Add** button
• An “Add Pre-Requisite Module” form will appear
• Enter the required data as described in how to add an Equivalent Module
• Once the button has been selected the information from the form will populate the Pre-Requisite grid
• Enter any additional ruling that relates to any Pre-Requisite module(s) in the Pre-Requisite Comments field

Pre-Requisite Comments Box Example(s):
- Enter the module code “ABCXXXX” that reflects Pre-Requisite
- Or
- A Level Mathematics (or equivalent)
- Or
- MAS1001 or MAS2001 acceptable in place of MAS1041 + MAS1042
- Or
- MAS2301, MAS1301 if MAS2301 not taken

• The Pre-Requisite Comments content defaults to “Not Applicable” (N/A). Delete this before entering any text.
• To add data to the Co-Requisite Modules grid click on the button
• An “Add Co-Requisite Module” form will appear
• Select the Academic Year required from the dropdown list
• Enter in the Search Term the prefix of the module code required eg ACE followed by the number of the module. Your search will be refined as you enter this data
• Select from the list the required module either by using the mouse or the arrows on the keyboard
Once the button has been selected the information from the form will populate the Co-Requisite grid

Enter any additional ruling that relates to any Co-Requisite module(s) in the Co-Requisite Comments field

Examples of data entry can be found in the data entry for Pre-Requisites

How to edit data:

- The data within the Equivalent, Pre-Requisite and Co-Requisite grids cannot be edited. Modules can either be added or deleted
- To add or delete a record see the guidance on “How to delete data” below

This completes the data entry for the Requisites tab

How to delete data:

- To delete a module entry from either the Equivalent, Pre-Requisite or Co-Requisite grids select the Delete button
- A “Delete Record” box will appear, asking you to confirm that this is the record to be deleted
- Select the appropriate action eg “Delete” or “Cancel” to confirm your action
- If “Delete” is selected the record will then be removed from the grid

Next stage:

- The tab following the Requisites tab is Content Summary
- Individual guidance for each of the concertina tabbed sections can be found on your Faculty website
Content Summary Tab

About the Core Information Tab:

- The **Programme Relationships** (read-only) grid indicates the programme(s) of study to which this module is tied either as a compulsory module, a core module or a specified optional module. This data is maintained at programme level in Student Lifecycle Management by faculty staff and the data fed through to MOFS for reference.
- The **Availability** dropdown box selects the frequency at which the module is available.
- The **Aims** text box is used to describe the overall aims of the module in up to 4000 characters.
- The **Outline Syllabus** text box allows you to provide details of the syllabus in up to 4000 characters.
- The **Study Abroad** drop down box allows you to indicate whether the module is available to study abroad students.

**Note:**
- If a **Study Abroad** module is only available in alternate years it would not be suitable for students attending during a year that the module is not taught.

How to enter data:

- It is not possible to edit the data grid for the **Programme Relationships** (read-only).
- The **Programme Relationships** data is populated automatically via a data feed from Student Lifecycle Management.
- To add data to the **Availability** box select the down arrow for the dropdown list to appear.

- The **Availability** field defaults to “Every Year.”
- The **Aims** text box requires a description of the overall aims/purpose of the module.
- The **Outline of Syllabus** text box usually contains a list of themes of lectures delivered or a detailed lecture schedule.
• The **Study Abroad** dropdown list indicates whether the module is available to Study Abroad Students

This completes the data entry for the **Content Summary** tab

**Next stage:**

• The tab following the **Content Summary** tab is the **Learning Outcomes** tab

• Individual guidance for each of the concertina tabbed sections can be found on your Faculty website
LEARNING OUTCOMES TAB
Learning Outcomes Tab

About the Learning Outcomes Tab:

- **Intended Knowledge Outcomes** text box is used to outline specific knowledge which a student is required to demonstrate in order to complete the module successfully
- **Intended Knowledge Outcomes** text box allows up to 4000 characters
- **Intended Skill Outcomes** text box is used for outlining specific skills a student requires to demonstrate in order to complete the module successfully
- **Intended Skill Outcomes** text box allows to 4000 characters
- The **Graduate Skills Framework** is an electronic matrix which outlines the personal skills, attributes and qualities that can be learnt from taking this module
- The **Graduate Skills Framework** is broken down into four sections: Cognitive/Intellectual Skills, Self Management, Interaction, Application

How to enter data:

- To add data to the **Intended Knowledge Outcomes** text box, use your mouse and click within the text box and enter the required data
- To add data to the **Intended Skill Outcomes** text box, use your mouse and click within the text box and enter the required data
- The **Graduate Skills Framework** section defaults to “Yes” in the “Graduate Skills applicable” box
If the **Graduate Skills Framework** is applicable you only need to complete those fields that are relevant. It is not necessary to complete every section.

- All fields have a default of “N/A”
- For each section applicable within the **Graduate Skills Framework** you will need to select either:
  - “P” (Practised) = An opportunity is provided for students to use the skill or
  - “A” (Assessed) = The skill is assessed informally (through feedback from tutors or peers) and / or formally (through the marking scheme)

This completes the data entry for the **Learning Outcomes** tab

**How to edit data:**

- The **Learning Outcomes** tab does not contain any edit buttons. Any amendments required are made directly in the fields.

**How to delete data:**

- The **Learning Outcomes** tab does not contain any delete buttons. Any deletions required are made by amending the fields.

**Next stage:**

- The tab following the **Learning Outcomes** tab is **Teaching Methods**
- Individual guidance for each of the concertina tabbed sections can be found on your Faculty website
TEACHING METHODS TAB
Teaching Methods Tab

About the Teaching Methods Tab:

- The information provided on the Teaching Methods Tab feeds into the Key Information Set (KIS) which will be published on the HEFCE website from 2012/13
- The Teaching Methods Tab consists of three areas eg Teaching Activities, Jointly Taught with and Rationale of Teaching Methods and Relationship to Learning Outcomes
- The Teaching Activities grid consists of: Category, Activity, Number, Length, Student Hours, Academic Staff Contact Hours and Comment
- The Category consists of three areas eg Scheduled Learning and Teaching Activities, Guided Independent Study and Placement/Study Abroad
- The Activity consists of eight areas eg Lecture, Practical, Small Group Teaching, Workshops, Fieldwork, Drop-in/Surgery, Dissertation/Project Related Supervision and Scheduled On-line Discussion
- The Number indicates the number of teaching sessions provided
- The Length indicates the duration of each session and is shown in “HHHH:00” format
- Student Hours are the total number of contact hours for the Teaching Method
- Academic Staff Contact Hours indicates the total number of teaching hours for the Teaching Method and is shown in “HHHH:00” format
- The Comment field is for information relevant to the teaching element and allows up to 100 characters
- Jointly Taught With identifies where a module has shared teaching but has a different code eg where UG and PG modules may be taught together
- The Rationale of Teaching Methods and Relationship to Learning Outcomes provides a brief rationale for the Teaching and Learning Methods used. This includes a description of how they are appropriate for and support the achievement of the Aims and Intended Learning Outcomes.
- The Rationale of Teaching Methods and Relationship to Learning Outcomes text box allows up to 4000 characters

How to enter data:

- Select the Add button to enter data for the Teaching Activities grid
- An “Add Teaching Record” form will appear
- Complete the form by selecting from the dropdown menus and adding information into the fields
- All fields must be completed
- Select the Save button to confirm your additions or “Cancel”
This completes the data entry for the Teaching Methods tab

How to edit:

- To edit the Teaching Activities or the Jointly Taught With grid select the Edit button and change the data accordingly
- Confirm your changes by selecting the button, alternatively “Cancel”
- To edit the Rationale of Teaching Methods and Relationship to Learning Outcomes click in the text box with your mouse. Amend the text as required.

How to delete:

- To delete a Teaching Activities or the Jointly Taught With record select the Delete button
- You will be asked to confirm your deletion, alternatively select “Cancel”

Next stage:

- The next tab following the Teaching Methods tab is the References tab. The Reference tab is linked directly to the “Reading List Online” (RLO) Database (owned by the Library) and does not require any data entry via the MOFS Database.
- Individual guidance for each of the concertina tabbed sections can be found on your Faculty website
REFERENCES TAB

Created July 2011
Quality in Learning and Teaching (LTDS)
References Tab

About the References Tab:

- The References section links directly to the Reading List Online (RLO) database which is maintained by the Library
- There is a link provided which will transfer Users to the RLO and is automatically linked to the corresponding module

How to enter data:

- This is important information that the Library requires and enables them to ensure that they have sufficient resource requirements available
- If no References have been submitted a message will be displayed asking the reader to contact the Library/Module Leader
- For further details about the RLO please contact your Liaison Librarian(s)
- This information will also link to the Module Catalogue

How to view the References:

- To view the reading list click on the link provided “here” on the References section. This will automatically direct the reader to the corresponding module in the RLO and will display the References that have been submitted directly to the Library.

- References cannot be entered directly via MOFS. All References are to be forwarded to your Faculty/School Liaison Librarian(s).
- Further guidance on the RLO can be provided by the Library
- Faculty/School Liaison Librarian(s) contact details can be found at http://www.ncl.ac.uk/library/contact/library_contacts/liaison.php
To return to the MOFS Database close the web browser for the RLO

This completes the information available for the **References** tab

**How to edit data:**

- **References** cannot be edited directly via MOFS. **All References** are to be updated via your Faculty/School Liaison Librarian(s).

**Reminder:**

- Please remember to forward any **Reference** amendments as and when they are updated this can be on an adhoc basis to the Liaison Librarian(s)

**How to delete data:**

- **References** cannot be deleted directly via MOFS. **All References** are to be updated via your Faculty/School Liaison Librarian(s).

**Next Stage:**

- The tab following the **References** tab is the **Assessment** tab
- Please select the appropriate tab you need to work on
- Individual guidance for each of the concertina tabbed sections can be found on your Faculty website
ASSESSMENT TAB
Assessment Tab

About the Assessment Tab:

Note:
- The Examinations Office needs information about the number and length of examinations, in which Semester they are to be set and the percentage of the module assessed by formal examination.
- Assessment information is downloaded to the Newcastle Electronic Submission system (NeSS) and creates the structure to inform data entry for components and elements. This information is also extracted to inform the Higher Education Achievement Report (HEAR) to produce student transcripts.

- The Exams grid is broken down into sections: Component, Length, Semester, When Set, %age and Comments.
- The Component identifies the type of examination.
- The term Component can be described as the top level assessment and can include “elements”. These are recorded in the “Comments” field within the various assessment grids.
- The Length indicates in minutes the duration of the examination.
- The Semester indicates when the assessment is set.
- The Available Off Campus field allows additional information to be included.
- The %age is the percentage of the module to be assessed by examination.
- The Available Off Campus this is for a formal scheduled written examination which takes place somewhere other than on one of the University campuses. This does not include one-off arrangements to sit written examinations abroad.
- The Exam Resits grid is broken down into sections: Component, Length, When Set, %age, Available Off Campus and Comments.
- The definitions of the sections within the Exam Resits grid are explained above as those under Exams.
- The Exam Resits information can differ from that held in the original Exams grid.
- The Exam Pairings grid is broken down into sections: Code, Year, Title, Semester and Comment.
- If there are no Exam Pairings then the grid remains blank.
- The Exam Pairings grid will list any modules (by code) that must be examined at the same time as the module being added/edited.

Exam Pairings Example:
- This could be where the same module content is taught at Undergraduate and Postgraduate level, but with different module codes.

Note:
- Exam Pairings are used for security purposes ie to ensure that assessments are scheduled at the same time if there is shared content.

- The Exam Pairings Resits grid is broken down into sections: Code, Year, Title and Comment.
• The Exam Pairings Resits may differ from that specified in the original Exams Pairings grid
• The Exam Pairings Resits will list any modules (by code) that must be examined at the same time as another module
• The Other Assessments grid is broken down into sections: Component, Semester, When Set, Percentage and Comment
• The Other Assessments Resits grid is broken down into sections: Component, When Set, Percentage and Comment
• The Other Assessments Resits may differ from that specified in the original Other Assessments grid
• The Zero Weighted Pass/Fail Assessments grid is broken down into sections: Component, When Set and Comment
• Zero Weighted Pass/Fail Assessments is not normal University practice. You will need to contact your Faculty Quality Team to seek further guidance on this.
• The Formative Assessments grid is broken down into Component, Semester, When Set and Comment

Note:
• Formative Assessment is described as assessing the development of the student and is often implemented to allow students to respond and ask questions as well as interacting with others during activities

Note:
• The Assessment Rationale and Relationship is a text box and contains up to 4000 characters
• The Assessment Rationale and Relationship text box should provide a brief rationale for the assessment methods used including a description of how they are appropriate for and support the achievement of the intended aims and learning outcomes

• A module that is assessed by “Coursework” and “Examination” may be reassessed by exam only. The Assessment Rationale and Relationship text box is a good place to record this.

• The Exempt From Assessment Tariff dropdown box identifies those modules that have approval to not follow the University assessment tariff
• The Date Exempt field shows when the exemption was granted
• The Exemption from Assessment Tariff Comment is a text box and contains up to 1000 characters
• The Exemption from Assessment Tariff Comment text box should hold information on how the tariff for this module differs

How to enter data:
• To include an assessment in the Exams grid click the Add button
• The following “Add Exam” form will appear:

You will see that the data entered into the “Add Exam” form will appear in the Exams grid
You will need to repeat this process for each Exam required:
Note:
- All Assessments will be allocated a “count” number such as Written Examination 1, 2 and 3. This “count” will be unique to that assessment type. It will indicate the number of assessments that have been allocated in anyone time to an assessment type within a module. The “count” is also year specific. The “count” will reset to consecutive numbering if changes have been made during the current academic year that has altered this “count” pattern. This meaning that if there are “three counts” for an assessment type and assessment type 2 is deleted this will show in the current year as assessment type 1, assessment type 3. When the annual roll forward is implemented for the next academic year these assessment types would reset and become assessment type 1 and 2. This information would also be reflected in the Newcastle Electronic Submission System (NeSS).

Caution:
- Care needs to be taken when using the Copy Exams to Resit Grid button as if you are editing as opposed to creating a module all data that originally existed will be overwritten – there will be no opportunity of undoing this if clicked in error. All of the component numbers will change.

The following shows the Resit Exams grid completed when pressing the Copy Exams to Resit Grid

To edit an Exam in either the Exams grid or the Resit Exams grid you will need to click the Edit button:
Once the **Save** button has been pressed the data updates into the Exams grid:

- **Edit** the Exam Resits you will receive the same effect on the numbering of assessments
- There is the option to use the **Copy Exams to Resit Grid**

If you use the **Delete** button in the Exams grid or the Exam Resits grid you will be asked to confirm that you want to complete the deletion
If there was a further change and you needed to add a Written Examination you would click the

The “Add Exam” form would appear and you would need to complete this as indicated earlier in this document and
If we now use the **Copy Exams to Resit Grid** as opposed to **Edit**, **Delete** or **Add** you will be asked to confirm that this is the action you wish to take:

Once you have confirmed the “Copy” action the Exam Resits grid will be updated and all the component numbers will change.

The Examination numbering has been updated.
Note:

- The Examination numbering is required to be able to cross identify with the assessment(s) in the Newcastle Electronic Submission System (NeSS)

- The **Exam Pairings** grid works in the same way as the **Exams** and **Exam Resits** grid the only difference is that **Exam Pairings** need to be selected by academic year

- In the Search Term field start to type in the prefix of the module code such as "ACE" or "CIV" and so on
- Once you start to enter the module number you will see that the list that appears becomes more refined
- Select the appropriate code by either using the mouse and selecting from the list by clicking on the module
- Alternatively use the arrow keys on your keyboard and then press enter
Once you have made the required selections the bottom half of the **Add Exam Pairing Record** will automatically be completed when you click the **Save** button.

As in previous grids you can use the **Copy Exams Pairings to Resit Grid** or alternatively enter the data manually.

- Complete the “**Other Assessments**” fields if required.
- Click on the **Add** button.
- This will present you with an “Add Other Assessment” form Click on the Component dropdown list
- The Module Offered line indicates the semester in which the module is being delivered
- By using the mouse select the appropriate semester for the Other Assessment to be delivered
- Using the mouse select from the “When Set” dropdown when the Other Assessment should be available
- Enter the percentage of the Other Assessment taking into consideration the total assessment percentage value from the previous grids to ensure this has not exceeded 100%
- In the Comments field enter the details of elements of assessment
Caution:
- As the data in the Other Assessments in the Comments field is used in NeSS it is important that this information is generic any finer detail can be recorded in NeSS. Keeping the information generic will mean that information can be interpreted in an appropriate manner to suit the delivery of the module.
- Again as previously mentioned you can click on the Edit button to add further Other Assessments if required.
- Alternatively you can click on the Delete button to remove an Other Assessment if needed.
- As in previous grids you can use the copy function to populate the Resits Grid or enter the data manually.
- Again if you are using the Copy Other Assessment Grid you will receive a notification asking you to verify that you do want to copy so that you don’t overwrite data.
- The same process is required to complete the Zero Weighted Pass/Fail Assessments grid.
- Complete the Formative Assessment grid if required using the method outlined above.
- The next stage is enter information into the Assessment Rationale and Relationship text field.
• The **Exempt From Assessment Tariff** is defaults to “No”. Select the dropdown and amend to “Yes” if there is an exemption from the assessment tariff.

• If the **Exempt From Assessment Tariff** has been set to “Yes” then enter the date exempt by selecting the calendar at the right-hand side of the grid and choose the date that this was approved or type the date manually in the form of “dd/mm/yyyy”.

This completes the data entry for the **Assessment** tab

**How to edit data:**

• To edit any of the **Assessment** grids select the **Edit** button and change the data accordingly.

• If not editing directly into the **Resit Grid** check to see if the amendments being made also need to be updated in the **Resit Grid**.

• To edit the **Assessment Rationale and Relationship** or the **Exemption from Assessment Tariff** text boxes, position the mouse cursor where needed in the field and click the mouse. Edit data as appropriate.

**How to delete data:**

• To delete any data contained in the **Assessment** grids select the **Delete** button. You will be asked to confirm this deletion or to cancel.

• To delete data from the **Assessment Rationale and Relationship** or the **Exemption from Assessment Tariff** text boxes, position the mouse cursor where needed in the field and click the mouse. Delete data as appropriate.

**Next Stage:**

• The next tab following the **Assessment** tab is the **HESA** tab

• Individual guidance for each of the concertina tabbed sections can be found on your Faculty website.
HESA Tab

About the HESA Tab:

- The Higher Education Statistics Agency (HESA) data is important information that is collated by the University and is needed for the completion of the University’s two major Statutory Returns to the Higher Education Funding Council (HEFCE) and HESA.
- The first Statutory Return is for the Higher Education Students Early Statistics Survey (HESES) in November of each year which is the basis of the HEFCE teaching grant for the following year.
- The second Statutory Return in July covers all activity over the whole academic year.
- The HESA Data grid consists of School Code, School Name, Cost Centre Code, Cost Centre Description, JACS Code, JACS Description and % split.
- The School Code determines the School(s) that owns or contributes to the module and is a five digit code.
- The School Name provides the full name of the School or Contributing School.
- The Cost Centre Code is the basis on which HEFCE calculates the University’s teaching grant. It determines the price group and the funding level for the module. This will match the Cost Centre Description.
- The Cost Centre Description provides the full description and is linked to the Cost Centre Code.
- The JACS Code identifies the main academic subject(s) for the module using the HESA subject classification.
- The JACS Code is four characters long and reflects the subject area of the module.
- The JACS Code should be managed by Schools to ensure consistency across related modules and programmes.
- The JACS Description provides the full description of the JACS Code.
- The % Split identifies the division between the “Owning School” and the “Contributing School(s)” including the JACS Codes and the Cost Centres allocated to the module. It must add up to 100%.

Note:
- More detailed information relating to the operation of the HESA process alongside the MOFS and Student Lifecycle Management systems can be found on your Faculty website.

How to enter HESA Data:

- To add data to the HESA Data grid click on the Add button.
- An “Add HESA Record” form will appear and all fields must be completed.
- Enter in the School Search field the five digit School Code if known eg D-AFRD or a keyword.
- Select from the list the required School.
- To add a Cost Centre enter the two-digit code in the search field if known or use a keyword to help refine the search criteria. A full list of Cost Centre Codes can be
found at [http://www.ncl.ac.uk/internal/planning/funding/hefce_cost_centre_table-v2.0.pdf](http://www.ncl.ac.uk/internal/planning/funding/hefce_cost_centre_table-v2.0.pdf)

- Enter the four character **JACS Code** in the search field. If the code is unknown use a keyword to help refine the search criteria eg G400 = Computer Science.
- Select the **Save** button
- The data will be updated into the **HESA Data** grid

### How to edit data:

- To edit the **HESA Data** grid select the **Edit** button
- An “**Edit HESA Data**” Form will appear
- Amend the appropriate fields in the same way outlined in “**How to enter HESA Data**”
- Select the **Save** button or Cancel.

### How to delete data:

- To delete HESA Data select the **Delete** button
- You will be asked to confirm your deletion

### Next Stage:

- The tab following the HESA tab is the **General Notes** tab
- Individual guidance for each of the concertina tabbed sections can be found on your Faculty website
MOFS Database Training – Additional Information Tab

Additional Information Tab

About the Additional Information Tab:

- The **General Notes** text box is used for any additional relevant data for the module such as text that is related to the Handbook or General Notes
- The **General Notes** field allows characters up to 4000 characters
- The **Immunisation / allergy screening** section is to be completed for modules being taken by non-clinical students

To create Additional Information:

- The **General Notes** text field is defaulted with “N/A”
- To enter data remove “N/A” by clicking in the text box with your mouse and deleting. Continue by entering the appropriate text.
- The **Immunisation / allergy screening** fields are defaulted to “No”. Select the dropdown list for each section to amend to “Yes”
- Select the **Save** button at the top or bottom of the screen, this ensures all data entered will not be lost

How to enter data:

- Data entry for **General Notes** mirrors that outlined in “create Additional Information”

How to edit data:

- To edit the **General Notes** field follow the create section above
- To edit the **Immunisation / allergy screening** select the appropriate dropdown menu and amend accordingly

How to delete data:

- To delete the text in the **General Notes** field click with your mouse to the appropriate position within the field and delete

Next Stage:

- This completes all the sections required for a MOF
- Individual guidance for each of the concertina tabbed sections can be found on your Faculty website
COPY TAB
Copy Tab

About the Copy Tab:

- The **Copy Tab** is used to create a module from an existing module that has similar or identical content to a new module code. This will reduce the amount of data entry, allowing you to change only the areas required.
- The **Copy Tab** is split into two sections: **Copy From Module** and **Copy To Module**
- The **Copy From Module** consists of: **Year** and **Code** fields along with an information table
- The **Copy To Module** consists of: **Year** and **Code** fields along with an information table
- The **Year** contained in the **Copy From Module** is the source year of the module to be copied
- The **Code** contained in the **Copy From Module** is the code of the module the data is to be copied from
- The **Year** contained in the **Copy To Module** is the target year the module needs to be copied
- The **Code** contained in the **Copy To Module** is the 7 character reference code for the target module
- The information table indicates whether a module code is already in existence to avoid duplication. This is for reference purposes.

**Note:**
- The **Copy Module** function is not to be confused with the Module Roll-Forward function.

How to enter data:

- In the **Copy From Module** select the academic **Year** version of the module you wish to copy from the dropdown menu
- In the **Copy From Module** insert the module code you wish to copy
- The details relating to the module selected in the **Copy From Module** will appear in the information table as a reference. From this check you have the correct module.
- In the **Copy To Module** select the academic **Year** you wish to create the new module
- Enter the 7 character module code in the **Code** field
- The information table will indicate if the module is already in existence. The system will not allow you to overwrite any modules with the same code, this includes modules that
have been marked as “not offered”

This completes the data entry for the **Copy Module** tab

**How to edit data:**

- Following the creation of your module via the Copy Module function you will be able to access the new module via Search/Edit Tab. You will need to use this step to enable any editing required.
- Once you have located your module, select the appropriate tab(s) within the actual MOF that requires updating. Individual guidance for each of the concertina tabbed sections can be found on your Faculty website.

**How to delete data:**

- There is no delete function within the Copy Module Tab. Any deletions required would be via the Delete Module Tab which is available via your Faculty Quality Team.

**Next stage:**

- There is no next stage to this process
NOTES PAGE