Programme Handbook

BA (Hons) Business Management and Sustainability

University Centre Weston

in partnership with

University of the West of England

UCAS code: BMS1

Programme Coordinator: Jason Hillyerd

This handbook is published for students studying at UCW on the above course and is available in a range of alternative formats on request.

Contents

1. Introduction

Welcome

Welcome to BA (Hons) Business Management and Sustainability . This course is offered in partnership between the University of the West of England (UWE) and University Centre Weston (UCW). You are a registered student at UWE and UCW, and you have access to services on both sites.

We hope you have an enjoyable and successful time.

Purpose of the Handbook

This handbook gives you essential background information that will be of help in your studies on the BA (Hons) Business Management and Sustainability programme. It provides links to the definitive data sources wherever possible. The handbook can be accessed via your Microsoft Teams account.

Please note that the electronic version will be kept up to date and you will be notified of any significant changes. If you have taken a hard copy of any information, please remember to refer back to the electronic version to ensure that you are working with the most up to date information.

For module information please see the respective Module Handbook via Microsoft Teams.

2. Course content

Course Distinctiveness

The BA (Hons) Business Management and Sustainability programme allows you to study at degree level, and also benefits from a mix of academic and vocational approaches to learning. The BA (Hons) Business Management and Sustainability will provide you with a range of opportunities in order to expand your horizons, learn new skills and enhance your knowledge of the sector.

The course has been designed in conjunction with employer representatives and by the end of your studies, you will have gained a great deal of practical work-based experience, some of it assessed. You will have a vocational advantage over graduates who have studied courses based on academic knowledge and who may have had very little contact with the sector.
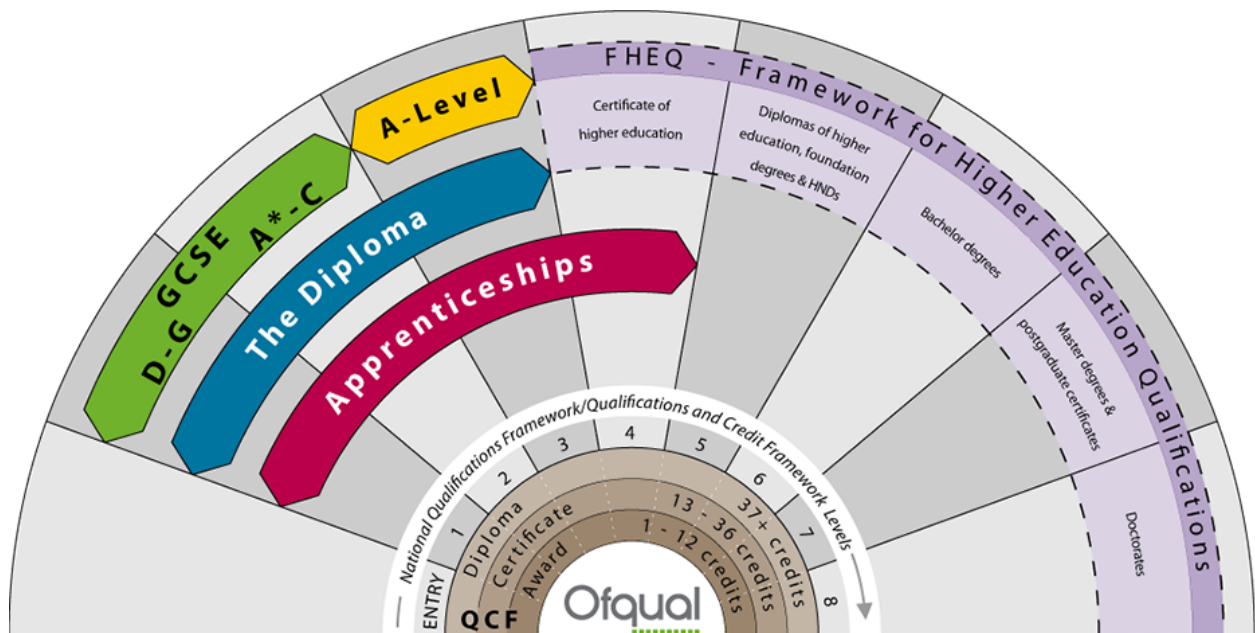

Figure 1: Framework for Higher Education Qualifications

This course has been designed with employability in mind and has been written to enable students to engage with the issues and developments affecting Business and Sustainability. A vocational approach is underpinned by academic theory and recognised standards which allow students to assess situations, make comparative judgments and suggest a range of alternative approaches. The modules have been designed to deliver a balance of theory and practical experience of key aspects of Business and Sustainability.

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Course Structure

Year One

Level	Module title	Credits	Module code
4	People and Organisations	15	UMPDTN-15-1
4	Operations Management	15	UMMDTP-15-1
4	Introduction to the Business Environment	15	UMEDTQ-15-1
4	Introduction to Marketing	15	UMKDTR-15-1
4	Introduction to Financial Interpretation	15	UMADTS-15-1
4	Sustainable Venture Creation	15	UMCDTT-15-1
4	Introduction to Research Methods	30	UMCDTU-30-1

Year Two

Level	Module title	Credits	Module code
5	Human Resource Management	30	UMPDTV-15-2
5	Innovation and Managing Change	15	UMODTW-15-2
5	Sustainable Business Case Development	30	UMCDTX-30-2
5	Entrepreneurship and Intrapreneurship	15	UMSDTY-15-2
5	Work based Learning (Optional)	30	UMODU3-30-2
5	Digital Communications (Optional)	30	UMKDU4-30-2

Year Three

Level	Module title	Credits	Module code

6	Global Strategic Management	30	UMSDU5-30-3
6	Contemporary Issues in Business	30	UMCDU6-30-3
6	Managing Projects	15	UMSDU7-15-3
6	Managing Sustainability	15	UMCDU8-15-3
6	Business Plan (Optional)	30	UMSDU9-30-3
6	Dissertation (Optional)	30	UMCDUA-30-3

All Higher Education courses at UCW are delivered as a collection of modules, which build on each other to form a complete course of study. Each module carries a credit rating, defining how much study time it takes to complete. Notionally, 1 credit equates to 10 hours study time (so 10 credits = 100 study hours). "Study hours" includes lectures, seminars, tutorials, group work, independent study and research – in fact, any time that contributes to your learning on the module.

Programme Team
The people below are staff who have specific responsibilities for your course.

Programme Coordinator: Jason Hillyerd
The Programme Coordinator is responsible for the effective day to day delivery of the course. They have overall responsibility for the assessment of modules and the implementation of teaching and assessment procedures within the course. Please contact your Programme Coordinator if you have any questions regarding the delivery of the course.

Personal Tutor: Jason Hillyerd
At the start of the course you will be allocated a Personal Tutor. Your Personal Tutor's overall role is to ensure that you receive adequate guidance. They act as a first point of contact and responsible person from whom you can obtain general academic and pastoral support. You should contact your tutor if you are ill or unable attend a session. If you need to make an appointment to see your personal tutor you can do this by approaching them personally, e-mailing, phoning or leaving a message on their voicemail.

Module Leader

Taught modules on the BA (Hons) Business Management and Sustainability course have a designated module leader who has responsibility for the effective delivery of the module. Module Leaders are indicated in Module Handbooks which can be accessed via your Microsoft Teams page.

Link Tutor
Each course has an identified link tutor from its validating partner University whose role it is to support the UCW team and students. The link tutor for your course is:

Name	Email	Tel
Akin Ojolo	Akin.ojolo@uwe.ac.uk	*01173287713*

3. Course Aims

The BA (Hons) Business Management and Sustainability programme will develop your business skills and critical understanding of the implications of sustainability in business. You will acquire detailed knowledge, and the ability to analyse current business, management, social and sustainability concepts.

As part of the course you will develop the cognitive skills of critical thinking, analysis and synthesis, in both quantitative and qualitative contexts, while using a range of methods of communication. You will also display effective time-management and personal responsibility, as well as showing effective performance within a team environment.

You will learn a combination of traditional business and management theories whilst recognising and developing strategies to respond to the ever-changing business environment in the context of sustainable business practice. The programme places a strong emphasis on developing personal professional aspirations. As a result, you will emerge with well developed academic and practical skills.

Course Learning Outcomes

PO1	Develop an understanding of the subject of business management and sustainability from a multidisciplinary and interdisciplinary perspective.
PO2	Evaluate the role of governance, strategic level management and leadership within a sustainable business environment.
PO3	Explore the relationship between society and lifestyle factors and their impacts on the business on local, regional, national and global scales.
PO4	Apply, adapt and critique relevant professional skills and attributes relevant to a range of contexts and future careers within the business environment.
PO5	Show critical evaluation in assessing the various sociological, political and economic factors when developing a sustainable business enterprise case.
PO6	Confidently identify and analyse business problems, evaluate alternative solutions and undertake research in a constantly changing business context.

4. Assessment

Assessment scheme

Each module has an agreed and clear assessment scheme which will be explained to you at the beginning of the module. This will tell you what kinds of assessment you can expect, when it is scheduled and how much it will contribute to the assessment of your learning in the module overall.

Depending on the type of learning content being assessed, you can expect either continuous assessment (coursework) only or a combination of continuous assessment and a written examination. You will enjoy helpful and succinct informal and formal feedback on your progress from tutors. We are able to offer instant, verbal feedback as you propose or report on a project or a practical you have been set, whilst at other times after the submission of coursework, you will receive written feedback on your work as well as a grade which contributes to the formal assessment but importantly enables you to measure your progress.

The written feedback we prepare for you indicates where you did well and where you need to improve as each assessment item has a set of published assessment criteria. All feedback is then mapped against these criteria.

Formative and Summative Assessment

Formative assessment focuses on current learning and performance in relation to the assessment requirements, and on approaches to future learning. Its purpose is to develop students to learn more effectively. There is no formal grading at this stage.

Summative assessment deals directly with the allocation of marks, grades and (where applicable) classification based on the extent to which the students have been successful in meeting the learning outcomes. Summative assessment may include a formative element that will enable students to understand their strengths and areas for improvement.

Feedback is critical to informing the student learning experience. It can also place assessment in context to the overall aims of the course, leading to greater engagement, understanding and improved learning.

Marking criteria

A set of standard marking criteria is set out in the appendix. More specific marking criteria is supplied with each assessment.

Feedback

Feedback is an essential part of education and training courses. It helps learners to maximise their potential at the different stages of the learning cycle, it helps to raise awareness of the strengths and areas for improvement. It also helps to identify actions to be taken to improve performance.

Feedback can be seen as:

Informal - (for example in day-to-day encounters between teachers and students or trainees, between peers or between colleagues) or

Formal (for example written) - On the course you will receive many different types of feedback, these can range from verbal to formally written which you will receive with your assignments.

You will normally receive feedback within 20 working days of your submission.

Anonymity in Assessment

UCW accepts the principle that anonymous marking of coursework should be adopted wherever possible. It must be noted that it is not possible to maintain anonymity in all cases. Thus, a breach of anonymity cannot in itself be grounds for a complaint or appeal.

Examinations are marked anonymously.

Extensions to deadlines

Staff are not able to extend deadlines for individuals - deadlines are non-negotiable.

The exception to this is where it has been previously agreed that you may have an extension as part of your technical needs assessment.

On occasion there could be a whole group deadline extension as a consequence of a factor beyond the tutor's control. For example, when UCW is shut due to extreme weather.

UWE Five Working Day Extension

If you experience a major circumstance that has the potential to affect your ability to submit a piece of coursework, you may be eligible to apply for a **five working day extension.** If an individual piece of coursework is impacted upon you can apply for this extension no later **than 14:00 <u>two full working days</u> (48 hours) before your coursework deadline.** Applications need to be made to the HE Academic Registry Team (HEART) via email (<u>mycourse@ucw.ac.uk</u>), or in person (HEART office - Winter Gardens).

For a full list of circumstances and guidance on how to apply please contact HEART.

Examinations and Assessment Periods including results publication

A full list of examination dates (including resit dates), times and rooms is published at least 6 weeks before the examinations take place.

Arrangements cannot normally be made for students to take examinations at times other than those specified.

It is the responsibility of students to inform the HE Specialist Support Manager, via their tutor, should they require any special arrangement regarding examinations. This needs to occur at least 10 academic working days before the date of the examination, or when they are in receipt of their Disabled Students Allowance (DSA). Academic working days exclude holidays as detailed in the UCW Academic calendar.

Resit Assessment Period

All students will be offered a mandatory exit tutorial during the first two weeks of June and will be expected to attend. All grades will be provisional until ratified by the UWE Award Board, however this tutorial may highlight any resits which students need to do in advance of confirmation of the award board. The resit assessment dates have been set to follow in line with the university's reassessment timeframe and dates of submission are non-negotiable. However, you can submit any assessed resit coursework early or arrange seminar slots earlier than the date below with the module leader. Students who wish to submit coursework assessments before the University

deadline may do so, these will need to be handed in to HEART where a receipt will be provided.

Personal Circumstances

Personal circumstances is the method through which any student can formally tell the University that you are experiencing problems outside of your control that are affecting your studies.

When can I use Personal Circumstances?

You will be able to use the Personal Circumstances process if something major happens to you that:

- Is unforeseeable, significantly disruptive and beyond your control.
- Relates to a specific piece of assessment or examination.
- Adversely affects your performance (including non-submission).

How can Personal Circumstances help?

The Personal Circumstances process can help to make the impact of non-attendance of an examination or non-submission of assessment less severe.

Depending on the course you are on, the process can support you in the following ways:

- Allow you to re-sit a module where the regulations would not normally permit it.
- Permit you an exceptional retake of a module (module fee will apply).
- Permit the mark from a resit or exceptional retake to be uncapped (unless previously capped).

How to apply

To apply for Extenuating Circumstances, you will need to complete the missed assessment process which can be accessed on the following link: https://www1.uwe.ac.uk/students/academicadvice/assessments/personalcircumstances/missedassessmentprocess.aspx

On the form you should:

- Describe the difficulty you have had, including the dates of relevant events.
- Describe the impact on your studies.

- Provide supporting evidence of the problem you are describing, such as a medical certificate. See this link for details: [Assessment support options - Academic information | UWE Bristol](#)
- In exceptional circumstances students may use self-certification if they cannot provide any other form of evidence. Students are only allowed to do this once for one assessment during each academic year.
- Make sure you have entered the correct module code, name and element of assessment.

Support with your application

You can get advice about completing your form, or alternative evidence, from a UWE Student Support Adviser by clicking this link: [Student Support Advisers - Study support | UWE Bristol](#). Or use these contact details to arrange an appointment:

Telephone: +44 (0) 117 32 85678
E-mail: infopoint@uwe.ac.uk

HEART at UCW can also assist you with this process. Please contact us for guidance at mycourse@ucw.ac.uk.

The House Style for all written assignments

The instructions below set out the house style for written assignments. Other types of assessment may require different formats or styles, for which Module Leaders will provide guidance. Unless you are specifically required to do otherwise, failure to follow these straightforward guidelines will render your work liable to penalty. Please note that there may be different requirements that reflect the conventions and demands of other disciplines.

There are three components to the House Style: Presentation, Referencing and Submission.

Presentation: Arial, 12pt, 1.5 line spacing

Your work must be formatted so that all text is presented in Arial font.

Your work must appear in a font size of 12.

All text (including quotations) must be printed with a line spacing of 1.5 and justified to the left of the page

Your essays should be printed on one side of A4 paper only and should contain page numbers centered at the bottom of the page.

Referencing: Harvard system

All submitted work should conform to the appropriate Harvard reference system for your course and your partner university. You will find the current guidelines for Harvard Referencing on the HE.LP pages of Microsoft Teams.

Check whether your assignment requires a bibliography or a reference list. There is a difference. A reference list includes only those sources cited directly in the text whereas a bibliography may include additional sources consulted or used as background reading that are not cited in the work.

Submission:

Module Leaders are responsible for informing students of the due dates for each assignment; these are identified in the module handbooks/assignment briefs.

The final submission time is 2.00pm on the due date. If you fail to submit coursework by the specified deadline, it will be marked as a non-submission. All written assignments must be submitted via Turnitin; text is automatically checked for plagiarism. Where the means of assessment make a Turnitin submission impractical, students must refer to the module handbook/assignment brief for specific details.

Assignments will normally be returned to students within 20 academic working days from submission.

If, on the due date for the assignment, Turnitin is unavailable for any reason, then students must submit the electronic version of their work as soon as notified by UCW of the new deadline.

Coursework submitted via Turnitin must comprise a single file of no more than 10MB. Turnitin will only accept files in the following formats: Word, Text, Postscript, PDF, HTML, and RTF.

Submission of work by fax or email is not permitted.

Tutors may make copies of any work submitted by students for assessment for purposes including external examination, external moderation and/or external review. No personal data will be made available to any third party outside of the assessment process.

Unless otherwise informed, please ensure:

- That any written work is submitted in a clear plastic sleeve with an opening at the top only (please do not use clip folders or zip pockets)
- That the pages are not stapled or pinned together. Submit your work loose-leaf. Make sure you include page numbers on each page.
- Make sure to also retain at least one digital and complete paper copy of each coursework submission for your reference. Ensure that both are identical before submitting them.
- When you submit work you retain your receipt.

Word Count Policy

The purpose of a word limit is to give students, across the University, a clear indication of the maximum length of a piece of assessed work, the amount of work expected and therefore how much detail they should go into and how they should allocate time to one piece of assessed work in relation to others. It is an academic skill to be able to write within set word limits and word limits are set appropriate to the assessment outcomes.

Word counts for all written work will be specified in module handbooks/assignment briefs and are clearly communicated to the student by the module leader. If an abstract or summary is required a separate word count will be indicated.

The purpose of this word count is to provide students with guidance for each piece of written work as to the amount of time and detail required in response to the demands of the assessment.

It is important to develop the academic skills of writing within set word limits and students will be expected to observe the word count set within a module handbook/assignment brief. A maximum tolerance of 10% above and below the word count is allowed. Once the upper limit of the word count has been reached, no further work will be taken into account when awarding marks. Work falling below the required word count risks being self-penalising as it is unlikely that students will cover sufficient material to meet the intended learning outcomes.

The word count includes everything in the main body of the text including: headings/titles, citations, quotations, in-text references, lists. Appendices, foot notes, tables and the list of references are not included in the word count. Students must clearly indicate the precise word count on the title page of each assignment.

Use of Appendices

Please note that appendices are not counted as part of the word count. Their sole purpose is to provide supplementary supporting evidence for the assessment. They should be referred to in your assessment but will not form any part of your overall mark.

Assessment Offences and Plagiarism

Good academic practices and standards are seen as critical to the maintenance of trust and integrity within the learning environment. Students are expected to apply these standards when producing their own academic work and in particular when referencing/crediting the work of others.

Unacceptable academic practice, particularly in response to assessment, is known as unfair practice.

Unfair practice may take a variety of forms including the following and will be considered as assessment offences:

- Plagiarism
- Collusion
- Direct cheating: examinations/experiments/field reports/contract cheating
- Falsification
- Fabrication

Assessment offences including plagiarism, collusion and cheating, are an offence under University regulations and where suspected will be investigated under official procedures.

Even though a large number of assignments are marked every year, all assignments are checked for evidence of plagiarism and/or collusion and action is taken if an assessment offence appears to have been committed. Every year a substantial number of students are identified as submitting coursework as their own when they have copied from other students or the internet. Penalties vary depending on the severity of the offence but can be very severe including expulsion from the University.

Appropriate citation or acknowledgement of source documents is essential when presenting written work. It is very important that you quote the books, journals, newspapers, etc., that you used whilst researching your coursework, project or dissertation.

Information and downloadable handouts about referencing at UCW and UWE are available on the Microsoft Teams HE LibraryPlus pages.

Please remember that unfamiliarity with referencing standards and/or assessment offence rules will not be considered as an extenuating circumstance if an assessment offence allegation is brought against you. DON'T RISK IT!

You must therefore **NOT**:

- Use source material (e.g. websites, books, periodicals) without acknowledging the fact in a bibliography OR referencing the text (please see, above, the Library's guidelines on how to reference).
- Present other people's work as if it were your own (this includes reproducing lecture notes).
- Collaborate to produce assessed work unless specifically authorised to do so (e.g. a group assignment). You may work together in collecting information and discussing sources, but the final submission must be clearly independent.
- Forget that when producing group assignments you are jointly responsible for that work and any assessment offence penalties may therefore apply to all group members.

For more information please refer to:
http://www1.uwe.ac.uk/students/academicadvice/assessments/regulationsandprocedures

Appeals (Applications for Review)

You are not permitted to appeal against academic judgment properly exercised, but under certain circumstances students can appeal against the decisions of Examining Boards. Please note that you have 10 working days from the publication of your results (on the notice board - not the day you receive them by post) to lodge an appeal. Requests submitted out of time will not be considered.

Detailed information about the grounds for appeal and the procedures to be followed can be found online at:
http://www1.uwe.ac.uk/students/academicadvice/academicappeals.aspx

Your degree classification

Undergraduate degrees are classified depending on their final percentage:

- First Class: 69.50% and above (≥70%)

- Upper Second Class: 59.5 to 69.49% (60-70%)
- Lower Second Class: 49.50 to 59.49% (50-60%)
- Third Class: 39.50 to 49.49% (40-50%)
- Fail: 39.49% and below (<40%)

For more detail on how classifications are calculated, please refer to the latest publication of the UWE Academic Regulations for Undergraduate courses at the following web address:

https://www1.uwe.ac.uk/about/departmentsandservices/professionalservices/studentandacademicservices/regulationspoliciesquality/regulationsandprocedures.aspx

5.   Learning Environment

Learning and Teaching Methods

UCW has a Learning and Teaching Strategy for Higher Education, which underpins our approach.

We intend that the learning programme should be both stimulating and demanding, and should lead you through progressive stages of development, towards increasingly complex and open-ended tasks, increasingly sophisticated application of intellectual/conceptual and personal (transferable) skills, and increasingly independent study.

A variety of learning methods will be used, which might include:

- Lectures
- Seminars
- Experiential learning
- Reflective learning
- Skills practice
- Group work and group discussions
- Workshops
- Case studies
- Student presentations
- Information and communications technology (ICT) based activities
- Visiting speakers/expert practitioners will be used during the course

UCW actively encourages the development of technology enhanced learning and you will find staff utilising new teaching methods to enhance your learning experience

Work-based Learning

The course has been designed with work placement opportunities in mind. As a student, you are responsible for organising a work placement. The module leaders will support you and provide additional advice and guidance, however it is your responsibility to find a suitable work placement. On placement, you must follow the UCW work placement code of practice and conform to the UWE Work Based and Placement Learning Policy.

Library resources

HE LibraryPlus at UCW is based in Winter Gardens providing physical resources, and electronic resources which are available for students to access remotely. All of our electronic resources are available externally 24/7.

HE students may have access to some of the electronic resources in the collections of their Higher Education Institutions (HEIs). This gives students access to a wider range of electronic journals, e-books and databases in addition to the e-resources and print resources we provide at UCW via the online Library catalogue and *SearchPlus* on Microsoft Teams. Lecturers request resources throughout the academic year and students are encouraged to suggest new additions. Our HE Reading Strategy ensures that staff request key resources for each module and that student expectations are managed on the resources available. Each HE programme area has a unique reading list code to enable a search which lists all items available for that course. Students are automatically enrolled in Library Plus when enrolled on their course, ensuring that access to resources is immediate.

6.   Support Services

HE Student Support

The HE Academic Registry Team (HEART) is a dedicated team and you should consider this as first port of call for any issues, particularly those

relating to student support. We have an open-door policy, so please feel free to go along and visit HEART at any time.

We can offer help and advice with a variety of issues, including:

- Pastoral matters
- Mental Health specialist support
- Student finance
- Student accommodation
- Disabled Student Allowance (DSA)
- Careers
- Extenuating circumstances
- Proof of study and council tax exemption letters

We are available at our Winter Gardens, feel free to pop in for any advice or even just a chat. You can contact us by email at heart@ucw.ac.uk.

HE Learning Support Services

If you think you have a specific learning difficulty (SPLD), a long term medical condition, mobility issue or mental health issue such as anxiety and depression, and there is professional evidence of this (for example doctor or psychologists report) you may be eligible for additional support in your degree. This support might be mentoring, study skills support, technological equipment or extra time in exams. It can be invaluable and may help you toward successful completion of your degree.

If you are eligible, you are advised to apply for a Disabled Students' Allowance (DSA). This support is free and does not need to be re-paid after you complete your course. If you want to investigate this, please contact HE Learning Support. We are friendly and approachable; we will listen and do what we can.

There are a variety of ways to contact us:
- In person – Winter Gardens Room 014 (inside the HEART Office)
- By phone 01934 411558
- By text 0789 1618 057
- By email support@ucw.ac.uk

More information can be found on our website:
https://www.ucw.ac.uk/students/learning-support/

HE LibraryPlus

HE LibraryPlus at UCW is supported across three sites. The UCW Winter Gardens campus accommodates the main LibraryPlus for all HE students, additionally Loxton Campus supports creative arts and South West Skills Campus supports engineering. These sites provide a wealth of physical resources, and electronic resources which are available for students to access remotely. Students on some HE courses also benefit from access to resources at partner HEIs.

LibraryPlus at UCW is responsible for providing core resources for HE courses. A digital-first approach is encouraged to enable wider access via eBooks and online academic sources. The Head of Learning Centres, Learning Centre Coordinators and Learning Advisors process resource requests, prepare online module reading lists and support students in finding, accessing and using appropriate academic sources.

A range of technology is available to borrow from LibraryPlus to support teaching, learning and assessment, including laptops and MacBooks; DSLR, GoPro, bridge and video cameras; audio and digital notetaking equipment; and presentation tools.

Academic Development and the HE.LP Programme

HE.LP is the well-established HE LibraryPlus academic skills development programme, planned and delivered by the HE Academic Development team in collaboration with programme teams to ensure a discipline-bespoke, embedded approach. Content is planned using Learning Outcomes from assignment briefs and is designed to increase levels of information literacy, digital capability and transferrable skills. Participation in the HE.LP programme is mandatory and involves 'Active Blended Learning' (using a mix of face-to-face and online workshops). Independent study is also expected and is supported through online resources and activities as Active Distanced Learning.

7.   How is Quality Assured?

Quality monitoring and evaluation

The course you are studying was approved by UWE and as part of the approval process it was assured that

- The content of the course met national benchmark requirements;

- The course met any professional/statutory body requirements; and
- The course met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This was achieved through a process of course approval which involved consulting academic experts including subject specialists from other institutions and industry.

How we monitor the quality of this course

The quality of this course is monitored each year through evaluating:

- External examiner reports (considering quality and standards);
- Statistical information (considering issues such as the pass rate); and
- Student feedback including the National Student Survey (NSS).

Drawing on this and other information, course teams undertake an annual monitoring process, in accordance with the University's Quality Policy.

The role of the Programme Committee

This course has a Programme Committee comprising all relevant teaching staff, student representatives and others who make a contribution towards its effective operation (e.g. library/technician staff). The Programme Committee has responsibilities for the quality of the course and plays a critical role in the University's quality assurance procedures.

External examiners

The standard of this course is monitored by at least one external examiner. External examiners have two primary responsibilities, which are to ensure the standard of the course and ensure fairness and equity.

The external examiner for your course is:

Name	Role in institution	Name of institution
Kucani, Aurel	Lecturer	Exeter University
Dr Arun Kumar		
Dr Nektarios Tzempelikos	Lecturer	University of York
Dr Scott Lawley	Lecturer	Anglia University
Ms Sinead McCotter		

	Lecturer	Nottingham Trent University
	Lecturer	University of York

As part of their role, external examiners complete an annual report for the University commenting on the learning, teaching and assessment standards of the modules and the course overall. The report will highlight areas of good practice and identify areas for development, as well as provide assurance that your course is of an equable standard to similar HE provision nationally.

External examiner reports, and the University's response, are shared with students. They are normally discussed at Staff/Student Liaison Committees and made available online, via Office 365.

Student Engagement

We are committed to providing you with a quality learning experience and we undertake regular reviews to ensure the quality of the course. Our quality checks follow well-established principles and practices, including regular Staff-Student meetings and student and staff module evaluations.

The following methods for gaining student feedback are used on this course:

- Module evaluations;
- Student representation on the staff/student liaison committee.
- Annual student analysis ('SWOT') where student views on strengths and weaknesses of the course are fed into the Department's annual report;
- Comments sent to the Course Leader and/or Module Leader and/or your Personal Tutor;
- The National Student Survey.

Students are notified of the action taken through:

- In-class reports and discussion
- Posting of information via Office 365 and/or by other appropriate means.
- Responses at the staff/student liaison committee.

Module evaluation questionnaires

Forms are circulated towards the end of each module. These are completely anonymous. Tick-box grading covers aspects of delivery, support and assessment allowing suggestions and comments to be entered also. Student

opinions have been a great help to us in refining the course to meet your needs and to remedy problems.

Staff Student Liaison Committee (SSLC)

Your Programme Coordinator will arrange a meeting three times a year for you to air your views either in person or through class representatives, depending on the size of your class. Items and issues are fed back to your teaching team and to our validating University, and action will be taken as appropriate. Your feedback and suggestions are valuable in assisting the development of the course.

Student Representative Committee

HE-wide Student Representative Committees are organised by HEART and held once per term; their role is to provide discussion on the HE student experience at UCW, examine any issues and concerns and share good practice. The forum also provides discussion of resources and facilities and allows students to make suggestions as appropriate.

Personal tutors

You will be allocated to a Personal Tutor who will monitor your progress and meet up for regular chats. This way we can make sure any personal needs are met as far as possible. Regular meetings provide an opportunity to discuss views and opinions with a member of staff.

External references

The following methods are used for gaining the views of other interested parties:

- Feedback from former students
- Employers

8. Career Opportunities

Careers Service

Take an early opportunity to find the UWE Careers Service. The Careers Officers can arrange to talk to you about any aspect of your future plans even if you are unsure or undecided. You can simply turn up and have a browse. Do not think that a career is something to consider only in your final year. You will discuss aspects of

careers and employability throughout your course. In our experience, students who have some idea of what they are going to do at the end of their studies have greater motivation and perform better than those who do not. Information can be found via the following link:
http://www1.uwe.ac.uk/students/careersandemployability

Career support

All students benefit from tutorials focused on Careers Information, Advice and Guidance (CIAG). This will complement your personal development planning (PDP), which may be completed as a formal part of your course. This system has been designed to allow you to record a series of transferable achievements such as health and safety training etc., alongside reflection on relevant work experiences. These achievements will complement the portfolio of Work-based Learning (WBL) embedded in the design of your course which will underpin your effective career development.

You will discuss aspects of careers and employability throughout your course. In our experience, students who have some idea of what they are going to do at the end of their studies, whether to establish or advance careers, have greater motivation and perform better than those who do not.

Throughout your time with us you will be encouraged to build your portfolio of skills. As you progress with us, the tutorial system incorporates careers advice and progression sessions.

Careers Coaching

UCW also have a dedicated careers service for degree students. The service provides resources to help you explore your career options, group workshops, and one-to-one careers coaching through drop-in sessions and bookable appointments. For more information, email careers@ucw.ac.uk

We have also developed a themed 'Employability Week' to help you take steps towards your career goals. During this week, there will be additional 1:1 information, advice and guidance sessions, along with mock interviews with employers and a range of workshops covering topics related to CVs, covering letters and job searching. We will also post tips on our social media throughout the week.

As a student of UWE you are able to access the careers advice provided by them. Details can be found here:

http://www1.uwe.ac.uk/students/careersandemployability/careersservices

9. General Course Information

Methods of Communication

The majority of the material and information you need will be available via the relevant Virtual Learning Environment (VLE) for your course. You will be introduced to the use of the VLE during the early stages of your study.

As part of enrolment on your course personal student email accounts will be generated automatically for both UCW and UWE. You should check these addresses regularly as although some students prefer to use their own personal accounts, UCW and UWE will communicate with you via your formal accounts, so it is important that you make use of them and check them regularly. Emails sent to your student email accounts are equivalent to letters, memoranda and other forms of communication. For example, information regarding exams, timetables and assessments will sent via these formal email channels.

Please check your UCW email inbox regularly (at least daily) for new messages or you may miss essential information relating to your studies. Likewise, you should use your UCW student email for communicating with staff.

As part of your course you may be asked to use social media sites, such as Facebook, Twitter or Pinterest, in a context that reflects current industry practice. As such your engagement with such sites should be of a professional standard at all times.

You should keep UCW informed of any change in your postal addresses (home and/or term time). Please inform HEART of any changes.

10. Complaints

The UCW Complaints Policy and Procedure is broad and covers any aspect of the student experience. Students should seek advice from HEART (heart@ucw.ac.uk) with regard to if and how you should proceed with a complaint and which procedure is appropriate.

11. Reading Strategy

Degree level learners are expected to engage in and explore subjects beyond taught lectures. Reading lists compiled by programme leaders identify the **core** reading material which is essential, and any recommend **further** reading required for assignments. Journal titles and websites may also be given. Reading lists are reviewed and updated annually to ensure currency, relevancy and to reflect research developments.

LibraryPlus will aim to provide a copy of every text on a reading list. Where eBooks are available, these will be purchased in the first instance to enable multiple, remote access at all times. Databases for eJournals and reports are provided. Guidance on accessing eResources is given to all first year learners through the HE.LP programme. Further support is available within LibraryPlus and on the LibraryPlus Portal on Microsoft Teams. Printed copies of books, journals and DVDs are available for loan or reference in the LibraryPlus facilities and can be located through the Library catalogue. Learners are expected to independently use, explore and familiarise themselves with electronic and printed formats. Programme Coordinators and lecturers will inform learners of any essential resources or texts that they are expected to purchase themselves.

Learners and staff enrolled on university validated courses are entitled to library membership at their partner facilities, however, access to eResources may be restricted by licencing agreements, and individuals must be responsible for finding, collecting and returning physical resources themselves. Guidance on the services, resources and facilities available is given on partner library websites.

12. Module Specifications

Module specifications are published within the module pages of your Microsoft Teams account.

13. Appendices

Appendix 1 - Marking Criteria (to be reviewed)

Marks will be allocated using the following qualitative guidelines:

Undergraduate – Level 3		Indicative Qualities
100 - 90%	**Exceptional**	*Exceptional scholarship for the subject. Creative and original insight into theoretical issues. Exemplary.*
89 - 80%	**Outstanding**	*Outstanding knowledge and sustained argument and critical evaluation. Mature analysis. Clear evidence of independent thought; Convincing synthesis of a range of appropriate sources. Excellent referencing. Evidence of use of new sources and approaches.*
79 - 70%	**Excellent**	*Knowledge and understanding is comprehensive in both breadth and depth. Strong ability to critically appreciate concepts. Evidence of independent thought. Presentation is fluent and focussed; use of a wide range of evidence; Clear and well presented discussion. Excellent referencing.*
69 - 60%	**Very Good**	*Comprehensive in content and well organised argument but evaluation and analysis of ideas could be further developed. Clear evidence of appropriate reading with evidence of having drawn on reading from beyond the course material. Good accurate referencing. Ability to relate theory and concepts to discussion. Content always relevant and well focussed.*
59 - 50%	**Good**	*Sound comprehension of knowledge base. Reasoning and argument generally relevant but could be further developed. Critical evaluation is apparent but ability to conceptualise and/or apply theory could be*

		strengthened with greater focus and more in-depth analysis. Good evidence of reading. Appropriately referenced.
49 - 40%	**Pass**	Meets the relevant learning outcomes but mostly descriptive. Some basic evaluation but analysis is not very well developed and could be strengthened. Some misunderstanding of key principles and concepts. Evidence of appropriate structure but not always well sequenced. Evidence of some reading but limited. Presentation and focus may need improving.
39 - 35%	**Marginal Fail**	Little evidence of understanding and overall not reaching the minimum pass standard due to some key omissions in presentation, argument or structure. Argument needs further development. Content not always relevant. Limited evidence of reading.
34 - 30%	**A Limited Piece of Work**	Some evidence of effort but missing some essential aspects. For example, may be lacking in evidence of understanding, focus and structure. Likely to have limited discussion with some lack of relevance. Presentation may need to be improved. Likely to show insufficient evidence of reading.
29 - 20%	**A Limited Piece of Work**	Some material presented but generally unsatisfactory with some irrelevant or incorrect material. Lack of discussion. Likely to show insufficient evidence of reading; Likely to be incomplete.
19 - 10%	**A Very Limited Piece of Work**	Significant deficiencies; Likely to have insufficient, irelevant or incorrect material. Likely to have very poor structure and no discussion.
9 - 0%	**Exceptionally Limited Work**	Insufficient material presented. No evidence of sufficient preparation. Zero is reserved for failure to attempt an answer

Appendix 2 – Policies and Procedures

Policies relating to HE Students can be found on UCW Student Zone.