



Programme Handbook

BA (Hons) Uniformed and Public Services

University Centre Weston

in partnership with

University of the West of England

UCAS code: UNPS

This handbook is published for students studying at University Centre Weston on the above programme and is available in a range of alternative formats on request.

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1. Introduction

Welcome

Welcome to the Uniformed Public Services Bachelor's Degree. This course is offered in partnership between the University of the West of England: Bristol (UWE) and University Centre Weston (UCW). You are a registered student at UWE and at 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 Uniformed and Public Services 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.

2. Course content

Course Distinctiveness

The BA (Hons) in Uniformed and Public Services allows you to study at degree level, and also benefits from a mix of academic and vocational approaches to learning. The BA (Hons) Uniformed and Public Services 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.

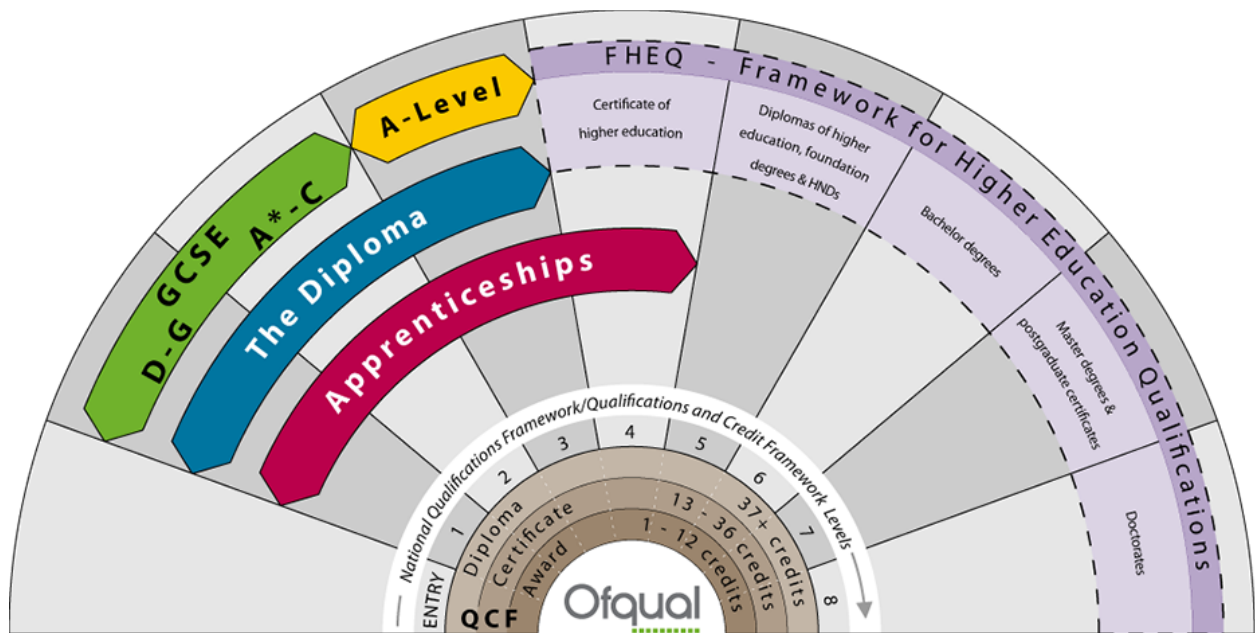


Figure 1: Framework for Higher Education Qualifications

This course has been designed with employability in mind and has been written to enable students to engage with the issues and developments affecting the Uniformed and Public Services. Its vocational focus allows students to spend a significant amount of time within the workplace in order to gain experience, manage a variety of small projects and develop a range of skills. 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 the Uniformed Public Services.

Programme Team

The people below are staff who have specific responsibilities for your programme:

Programme Coordinator

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

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 for 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 *insert course title* course have a designated module leader who has responsibility for the effective delivery of the module. Module Leaders are indicated on each module descriptor at the end of this handbook.

Link Tutor

Each programme has an identified link tutor from its validating partner University whose role it is to support the Weston team. The link tutor for your programme is Adam Sheppard, who can be contacted via: adam.sheppard@uwe.ac.uk

Course structure

Year One

Full Time:

Level	Title	Credits	Code
1	People and Organisations	15	UBGML4-15-1
1	Personal Resilience and Wellbeing	15	UBGLW6-15-1
1	Understanding Society, Conflict and Cohesion	30	UBGMUK-30-1
1	Introduction to Research	30	UBGL11-30-1
1	Planning and Leading Adventurous Outdoor Activities (optional)	30	UBGL31-30-1
1	Introduction to Financial Interpretation (optional)	30	UMADKS-30-1

Year Two

Full Time:

Level	Title	Credits	Code
2	Crime and Society	30	UBGL51-30-2
2	Policy and Organisation within the Community	30	UBGL91 -30-2
2	Stress Management	30	UBGL41-15-2
2	Work Based Learning	30	UBGL61-30-2
2	Emergency Planning and Incident Response (optional)	15	UBGL71-15-2
2	Financial Management (optional)	15	UMADKY-15-2

Year Three

Full Time:

Level	Title	Credits	Code
3	Contemporary Issues	30	UBGMJJ-30-3
3	Dissertation	30	UBGL81 -30-3
3	International Relations	30	UBGMK4-30-3
3	Leadership and Management	30	UBGMY3-30-3

All HE programmes at University Centre Weston are delivered as a collection of modules, which build on each other to form a complete programme 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.

3. Course Aims

The BA (Hons) Uniformed and Public Services seeks to provide an introduction to theories and concepts of various elements of the Uniformed and Public Services whilst at the same time allowing students to apply them to real life workplace scenarios.

The design of the BA (Hons) Uniformed and Public Services balances intellectual and practical skills with experiential learning within the workplace. Work-based learning can be achieved in a variety of forms including part-time work, real work environments and work in the voluntary sector. Students have the opportunity to focus on a variety of theoretical and work-related aspects through the modules at level 1 and level 2.

The programme aims to allow students to:

1. Study Public Service organizations, their management and the changing external environments in which they operate.
2. Confidently identify and analyse Public Service issues, evaluate alternative solutions and undertake research in a constantly changing context.
3. Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in their field of study and in a work context.
4. Study modules covering the wide range of perspectives, principles, practices and contemporary issues that are contained in the real world of the Uniformed Public Services.
5. Prepare for a career in the Uniformed Public Services through the development of existing skills and acquisition of new competences that will enable them to assume responsibility within organisations.
6. Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques effectively in a Uniformed Public Services context
7. Produce a personal development plan through experiential learning, reflection and work based learning

8. Understand the role and implications of being a part of a global community.

The programme places emphasis on the development of knowledge and skills to meet the growing demands and needs of the Public Services. It aims to ensure that the student has the skills, knowledge and critical understanding of the principles used in the sector. The development of academic skills to allow for further and future development of the student is also seen as a key principle behind the FdA Uniformed and Public Services.

The programme aims to provide access to Higher Education to students from a wide range of backgrounds in line with the University's policy of widening participation. The accessibility and flexibility of the BA are its distinguishing strengths and allow students to 'earn whilst they learn', an increasingly attractive proposition for both students and employers and a vital component of the University's strategy for the future.

Course Learning Outcomes

This course provides a unique experience of both theoretical and experiential business education. It equips students with the knowledge, skills and experience for a successful career in a globalised business environment. It offers the broadest range of modules, ensuring a breadth of knowledge to support students in their future career aspirations. Successful completion of the programme requires students to be independent, analytical, critical and reflective. It requires them to work effectively within diverse teams and demonstrate strong information literacy, a spirit of enquiry and to be reflective in practice. It will also require a broad theoretical and practical knowledge of a range of business functions and the broader international business environment.

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 programme, 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 programmes. 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 two full working days (48 hours) before your coursework deadline**. Applications need to be made to HEART via email (mycourse@ucw.ac.uk), or in person (HEART office Winter Gardens).

For a full list of circumstances and guidance on how to apply please contact HE Student Services.

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 Support Co-ordinator, 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 the HE Academic Registry Team, 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. This can be found via 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 our for details.
<https://www1.uwe.ac.uk/students/academicadvice/assessments/personalcircumstances/missedassessmentprocess.aspx>
- 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 Student Support Adviser. To arrange an appointment:

Telephone: +44 (0) 117 32 85678

E-mail: infopoint@uwe.ac.uk

HEART at UCW can 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 centred at the bottom of the page.

Referencing: Harvard system

All submitted work should conform 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 Office 365.

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:

- Written coursework is to be submitted by 1400 hours on the Thursday of the week it is due:
- In digital format via Microsoft Teams to TurnitinUK (click on the 'Assignments' button).
- Presentations (or similar assessments) are due on the day you would normally be taught the module, unless otherwise specified by your module leader.
- PowerPoint files, as well as supporting materials for your presentation are to be submitted by 0900 hours on the day of the presentation (or similar) assessment:
- In digital format via Microsoft Teams to TurnitinUK (click on the 'Assignments' button).
- It is your responsibility to ensure that both versions are anonymous throughout and only show your University Centre Weston and UWE student numbers.
- Please note that the electronic version of your text will be compared with millions of other essays and published works throughout the UK university system and an 'originality score' will be calculated automatically to help us check for any academic unfair practice.

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 Office 365 HE LibraryPlus page.

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 ($\geq 70\%$)
- 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 programme

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. When undertaking a work placement you will be issued with a work placement handbook. The handbook will clearly outline the roles and responsibilities of the student, the work placement host and the University. The handbook will also contain guidance on how to make the most of your work placement opportunity.

As a student, you are responsible for organising a work placement. The module leaders from Work Based Learning 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.

6. Support Services

HE Student Support

HE Academic Registry (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 main 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 programmes. 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 Quality is Assured

Quality Monitoring and Evaluation

The programme you are studying was approved by UWE. As part of the approval process it was assured that

- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements; and
- the proposal 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 done through a process of programme approval which involves consulting academic experts including subject specialists from other institutions and industry.

How we monitor the quality of this programme

The quality of this programme 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 programme teams undertake an annual monitoring process, in accordance with the University's quality policy.

Once every six years an in-depth review of the subject area is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

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 programme and plays a critical role in the University's quality assurance procedures.

External Examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme; and
- To ensure fairness and equity.

The external examiner(s) for your programme:

Name	Role in institution	Name of institution
Bronwen Williams MA, PGCE, LLB (Hons) SFHEA	Law Portfolio Programme Director Admissions/Marketing/Employability Coordinator for Public Services	University of Wales, Trinity Saint David's.

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 programme overall. The report will highlight areas of good practice and identify areas for development, as well as provide assurance that your programme is of an equitable 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 the Virtual Learning Environment.

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 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 programme. 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 programme which will underpin your effective career development.

You will discuss aspects of careers and employability throughout your programme. 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.

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

We 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. 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.

10. 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 Office 365. 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 leaders 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.

11. Module Specifications

Module specifications are published within the module pages of your Office 365 account.

12. Appendices

Appendix 1- Marking Criteria

Marks will be allocated using the following qualitative guidelines:

Grade	Mark Range	Criterion
A	80-100	An outstanding first Work of outstandingly high quality and originality.
	77 -79	An excellent first Work, which fulfils all the criteria of the A, grade, but at an exceptional standard for the level concerned. Substantial originality and insight, very few minor limitations.
	74 - 76	A good first Work of distinguished quality, which is based on extensive research and/or strong technical and creative competence. Clear and logical organisation; consistent scheme of references, used entirely appropriately. An authoritative grasp of concepts, methodology and content appropriate to the subject/discipline and to the assessment task will be demonstrated. There is clear evidence of originality and insight and an ability to sustain an argument and/or solve discipline related problems, based on critical analysis and/or evaluation. The ability to synthesise material effectively and the potential for skilled innovation in thinking and practice will be evident.
	70 - 73	A first The qualities of an A grade but with more limitations. Work of very good quality which displays most, but not all, of the A grade characteristics for the level concerned.
B	67 - 69	A high upper second Work, which clearly fulfils all the criteria of the B grade for the level concerned, but shows greater insight and/or originality.

	64 - 66	A good upper second Work of good quality, which is based on a wide range of properly referenced sources and/or creative input, demonstrating a sound and above average level of understanding of concepts, methodology and content appropriate to the subject/discipline and to the assessment task. There is clear evidence of critical judgement in selecting, ordering and analysing content to construct a sound argument based on responses which reveal occasional insight and/or originality. Ability to solve discipline related problems will be effectively and consistently demonstrated. Draws on an appropriate range of properly referenced sources.
	60 - 63	An upper second Work of good quality, which contains most, but not all, of the B grade characteristics for the level concerned.
C	57 - 59	A high lower second Work, which clearly fulfils all the criteria of the C grade for the level concerned, but shows a greater degree of critical analysis and/or insight.
	54 - 56	A good lower second Work of sound quality which is based on satisfactorily referenced sources and/or creative input and which demonstrates a grasp of relevant material and key concepts, together with ability to structure and organise arguments or materials effectively. The work may be rather standard, but will be mostly accurate, clearly communicated and provide some evidence of ability to engage in critical analysis and/or evaluation. There will be no serious omissions or irrelevancies. In dealing with solutions to technical problems, appropriate methods will be chosen. Coherent organisation in general with effective use of references and acknowledgement of sources.
	50 - 53	A lower second Work of sound quality, which contains most, but not all, of the C grade characteristics for the level concerned.
D	47 - 49	A high third Work of a satisfactory standard demonstrating a reasonable level of understanding, and competent organisation, but lacking sufficient analysis and independence to warrant a C grade at the level concerned.
	44 - 46	A good third Work of satisfactory quality, which covers the basic subject matter adequately and is appropriately organised and presented, but which is primarily descriptive or derivative rather than analytical or creative. Study may be

		limited and narrowly focussed. There may be some misunderstanding of key concepts and limitations in the ability to select relevant material or techniques, and/or in communication or other relevant key skills, so that the work may be flawed by some errors, omissions or irrelevancies. There will be some evidence of appropriate research and ability to construct an argument, but it may be narrowly focused. In dealing with solutions to technical problems, established and appropriate methods will generally be chosen, but these may be applied uncritically.
	40 – 43	A third Work of bare pass standard demonstrating some familiarity with relevant subject matter and application of relevant academic capabilities, but only just meeting threshold standards in research, analysis, organisation, focus or other skills essential to the assessment task, and/or with significant errors or omissions.
F	30 – 39	A fail Work which indicates some evidence of engagement with the subject material and learning process, but which is essentially misinterpreted, misdirected, misunderstood or poorly organised and sketchy or otherwise just failing to meet threshold standards at the level concerned.
	20-29	A clear fail Work which indicates little engagement with the subject material and learning process; which contains substantial errors or irrelevancies; which shows minimal evidence of planning and hardly any use of references and acknowledgement of sources; which clearly fails to meet threshold standards at the level concerned.
	10-19	A bad fail Work of poor quality, which is based on only minimal effort and/or contains little of relevance. It will offer hardly any evidence of familiarity with subject materials or skills appropriate to the discipline or task at the level concerned.
	1-9	A very poor fail Some work submitted, but containing virtually nothing of any relevance, depth or merit.
	0	Nothing submitted, and extension not agreed before due date; or work containing nothing of any relevance or merit.

L	0	Late submission; extension granted before due date.
UP	0	Work failed due to unfair practice.

Appendix 2 – Policies and Procedures

Policies relating to HE Students can be found on HE Student Zone of Microsoft Teams.