

PROGRAMME HANDBOOK
SEPTEMBER 2019 ENTRY



**BA (HONS) BUSINESS ADMINISTRATION &
MANAGEMENT (TOP UP) DEGREE**

VALIDATED BY UNIVERSITY OF CHESTER



University Centre
St Helens



University of
Chester

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Welcome from the Vice Principal

On behalf of the Academic Staff team and myself, I would like to welcome you to University Centre St Helens.

At University Centre St Helens you have the opportunity to obtain a first class education in a warm, friendly learning environment. Our small, specialist provision allows our students to not only foster a sense of individuality but to reap the rewards of a highly focused teaching and learning experience.

Access to great lecturers at University Centre St Helens makes all the difference to student success and satisfaction. Our lecturers are academics, who are experienced in the world of work with extensive industry networks.

Our consistent results from National Student Survey speak for themselves. As one of the best in the Northwest last year, we ranked in the top 20 of universities and colleges nationally, taking the top spot in the region for student satisfaction with teaching, personal development and academic support.

We sincerely hope that you enjoy every aspect of your time at University Centre St Helens, from academic study to student life. Please do take all the opportunities which present themselves across the duration of your course. Maintain your focus on the end goal and immerse yourself in the expertise of your lecturers and the visits on offer. Your lecturers are fully committed to enabling you to achieve and ensuring that your time with us is a worthwhile and rewarding experience.

To support this, I would encourage you to regularly reflect on your experience and feed back to us on any areas for improvement, through your Course Representative, through the Student Liaison Officer, via the HE Student Forum, by participating in Staff/Student Liaison meetings, attendance at tutorials, or through end of module/ semester evaluations.

I am confident that you will find your degree at University Centre St Helens both interesting and fulfilling, and that with a positive, motivated attitude, you will achieve the aims of your degree and progress comfortably into your chosen career or to further study.

I wish you the best of luck with your studies and look forward to meeting you during your time with us.

Nick Gribben
Vice Principal

Welcome from the Programme team

Welcome to the University Centre St Helens and to the B.A. (Hons) Top up in Business Administration and Management (BAM).

The BA (Hons) BAM Programme provides an exciting development opportunity for both University Centre St Helens and The University of Chester, the associate institution that will be awarding your Degree.

The BA (Top Up) Business Administration and Management programme is offered as a one year full time or two years part time course. This degree aims to provide students with the knowledge, understanding and transferable skills essential for leading and managing in the future work environment.

The main aims of the programme are to:

- (i) Build on the prior knowledge and understanding gained in general business and management for students from varying backgrounds who are seeking graduate status.
- (ii) Develop students' understanding and critical awareness of general management and administration and the role of managers, leaders and administrators in all types of organisations.
- (iii) Encourage and foster the ability to apply knowledge in an innovative, creative and reflective manner.
- (iv) Adopt a strategic perspective in order to reflect the need for organisations to adapt strategies to dynamic and often short-term market conditions.
- (v) Provide a learning experience in those key areas of general management perceived to be relevant to the performance of organisations in the 21st century, for example:
 - a) Creativity and enterprise
 - b) The private, public and not for profit sectors
 - c) Leadership
 - d) Strategic and change management
 - e) Managing quality and service operations
- (vi) Provide a foundation for a career in business management and administration.
- (vii) Provide a foundation for life-long learning in both the business and wider context of study and learning activities.

The next year promises to be challenging and hopefully rewarding, and will involve a lot of hard, but fulfilling work. Your success on this programme will depend very much on how much

you engage with learning and your programme team lecturers. This is your programme and your opportunity to fulfil your potential and begin to achieve your ambitions. As a programme team we are here to support you to do this in any way we can, but you have to make the commitment to achieve your ambitions.

This Handbook is designed to help you to understand the programme, if you have any questions or are uncertain about anything either now or at any time during the programme, please ask. We hope that you have a happy and productive time here and we look forward to seeing you all at your graduation ceremony.

Alan Miller – Programme Leader and Module Leader

Rohit Warikoo - Lecturer and Module Leader

Ahmad Rana – Lecturer and Module Leader

Section 1: Introduction

HANDBOOK INTRODUCTION

Welcome to the Student Programme Handbook, this document is intended to be used as your guide throughout your time at University Centre St Helens and should be referred to throughout your programme.

Student Learning Environment (Portal)

You will be able to access web links and important programme documentation such as Module Handbooks, Assignments, Student Programme Handbook, HE Study Guidelines, Links to Galleries and Museums, etc through the University of Chester's website, portal.

Access Portal using the following link: <https://portal.chester.ac.uk>

To login, you will need your student number (sent to you after enrolment), your password is Che followed by your year, month and day of birth – for example Che19890522. You should change your password on your first login.

Portal is an essential component to your learning experience and allows you to download key documentation and support material that will support and enrich your learning. You will be introduced to portal during the induction process.

Through portal you can access definitive module descriptors and all the academic regulations, policies and procedures with which you should familiarise yourself. Important documents include the following:

a. Academic Programme and Policies and Procedures

Policy/Procedure	Originator (for further enquiries)	Route from IBIS Homepage
Academic integrity Procedure	AQSS	Support Departments > Academic Quality Support Services > Academic Integrity
Academic Appeals Procedure	AQSS	Support Departments > Academic Quality Support Services > Academic Appeals
Assignment Submissions	Registry	Support Departments > Registry Services > Information for Students > Assignment & submission
Bibliography Referencing	LIS	Support Departments > Learning & Information Services > Finding Information > Referencing

Results release dates	Registry	Support Departments > Registry Services > Information for Students > Results Publication
Regulations governing the Calculation of Degree Classification	Registry	Support Departments > Registry Services > Information for Students > Assessment Regulations
Regulations Governing Progression	Registry	Support Departments > Registry Services > Information for Students > Assessment Regulations
Evaluating and Monitoring Programmes of Study	AQSS	Support Departments > Academic Quality Support Services > Quality & Standard Manual Handbooks > Handbook D: Evaluation, Monitoring, and Review
Mitigating Circumstances	Registry	Support Departments > Registry Services > Information for Students > Mitigating Circumstances
Extensions and deferrals	Registry	Support Departments > Registry Services > Forms
National Framework for Higher Education Qualifications	AQSS	Support Departments > Academic Quality Support Services > Quality & Standard Manual Handbooks > Handbook A: Design of Approved Academic Provision and Structures
Student Feedback	AQSS	Support Departments > Academic Quality Support Services > Quality & Standard Manual Handbooks > Requirements Governing Assessment of Students
Excess Word Count Policy and Guidance	Registry	Support Departments > Academic Quality Support Services > Quality & Standard Manual Handbooks > Handbook F Section 5: Requirements for the Marking of Assessed Work > Appendix 5c: Excess Word Count : Notes of Guidance to Staff and Students
Students at partner institutions	Registry	Support Departments > Registry Services > Partnerships And Support Departments > Academic Quality Support Services > Partnerships and Collaborative Provision > Information for Students

b. Student Engagement; A Companion to the Quality & Standards Manual.

This is a repository of information, advice and guidance to help and support you with your study. It contains;

- Student Related Policies of which you should make yourself aware.
- Student Related Guidance _ alphabetical lists of guides, forms statements and supporting information about policies and procedures.
- Fact sheets for the use of staff when supporting students.

Staff and students should be able to access the above documents through the following;

Portal home>Support Departments>[Student Engagement](#)

[Induction, registration and Enrolment](#)

Prior to your first day at University Centre St Helens, you will be sent details of Induction and Registration Procedures commonly known as ‘Enrolment’.

Your Enrolment will take place during your Induction Period so that you have a student registration number to allow you to join the College Library, Student Union etc. All students will also attend a University of Chester induction at the beginning of the first semester. This will include enrolment & induction to University of Chester systems including library, resources, facilities and computers.

The first two weeks of your programme timetable is designated as an Induction Week and study skills for level 6 should cover any issues or queries that you may have. This will include the following:

Enrolment	Study skills
<ul style="list-style-type: none"> • Registration • Introduction to academic and support staff • A detailed introduction to the Programme • ‘Ice–breaking’ Sessions • Issue of Student Handbooks • Introduction to University of Chester Principles & Guidelines • Explanation of Credit System and Assessment Strategy • Campus tours and programme related resources • Library Induction and membership • Student Services Induction • Introduction to the Students Union and Membership. • Introduction to the College Careers Service • Informal social gathering of all staff and new students • Freshers Fayre • End of Induction group and individual tutorials • Induction Questionnaire 	<ul style="list-style-type: none"> • APA referencing and citations • Critical thinking and writing • Academic Integrity including plagiarism • The use of Portal and Turn It In • Assignment planning and writing • Academic reading • Time management • Research skills and sources • Note taking, reading and managing information • You will also have the opportunity to complete a short online course and submit a piece of work in order to view an originality report. <p><i>Where a student makes a late entry on to the programme and misses Induction, the programme Leader and/or personal tutor will take the student through the above.</i></p>

Personal Tutors and Student Support

If you need any help, either personally or in relation to your Programme there are several support mechanisms available to you as a student while you are enrolled at University Centre St Helens.

We can offer help and support for:

- *If you are struggling academically*
- *Careers Advice*
- *Finance/Welfare advice and support*
- *Coping with a disability or learning difficulties*
- *Overseas Student Support*
- *Specialist Counselling Service [or anything not covered above]*

If you are having any problems with the content of your programme, firstly try to speak with your Module Leader. Remember we are here to help and we could well have already noticed that you need help. Your Module Leader will probably be able to resolve any academic problems you may have. Academic problems across all your modules should be voiced to your Personal Tutor.

Sources of support

Personal Tutors.

During enrolment you will be allocated a personal tutor who will be responsible for all the students within your level of study. This will be a member of the current programme team who will also be teaching you for modules on the programme. In the first instance, always turn to this person if you are having difficulty with your studies.

Your Personal Tutor ensures that your learning experience, across all the modules you are studying, is a positive one. They will put time aside for meetings with students who have difficulties. If your Personal Tutor cannot help, they will refer you to either Student Services, the Student's Union.

Student Services.

Within the reception area of St Helens College, support is available for a whole range of issues, queries or concerns. If you're unsure of who to contact or which department is best to help your individual situation contact your Student Liaison Officer or personal tutor.

Student Finance.

The Finance and Welfare Officer can provide advice and guidance on a wide range of Finance and Welfare issues including providing information on locating student accommodation, signing contracts, paying bills. The Finance and Welfare Officer can offer tailored advice on applying for grants, student loans, hardship loans, grants, bursaries and assistance towards course fees.

Request an appointment through Student Services, the Student Liaison Officer or telephone on 01744 623238.

Careers Advice.

Free, impartial, individual careers guidance and information on employment and Higher Education opportunities is available for all students. Request an appointment through Student Services, Student Liaison or telephone on 01744 623219.

Equal Opportunities & Students with Additional Needs

Any students who feel that they require extra assistance should contact the Programme Leader or the Student Liaison Officer who will then arrange referral to the appropriate service i.e. Learner Support Unit. Where necessary, students will be referred to the appropriate specialist advisers.

Equal Opportunities Policy Statement.

University Centre St Helens strives to ensure that no student receives less favourable treatment on grounds of social background ability, age, disability, gender, sexuality, marital status, race, religion, colour, nationality or ethnic or national origin. No students should be disadvantaged by unjustifiable conditions or requirements. University Centre St Helens will examine any aspect of policy or service where reasonable evidence is presented that discrimination might exist. As proof of our commitment to this policy, action will be taken against unlawful and/or unacceptable behaviour. All University Centre St Helens staff have undertaken equal opportunities training.

It is the responsibility of all people to implement and support this policy.

This policy can be found at <http://sthelens.ac.uk/public-information>

Students with Disabilities or Learning Difficulties.

Students are required to identify any disabilities or learning difficulties including Dyslexia during the admissions process. This information is treated as strictly confidential but University Centre St Helens has to be informed, before learning support can be arranged for and any students requiring it. Following enrolment students should indicate any potential issues immediately with the programme leader, who in turn, with the permission of the student, will notify any appropriate staff involved.

It is important that every student must realise that by not declaring a disability, the student may lose out on practical help available and possible financial support, such as disabled students allowance or access to specialist support throughout University Centre St Helens. University Centre St Helens complies with The Disabilities Discrimination Act 1995 and the Special Educational Needs & Disability Act [SENDA] 2001.

This policy can be found at <http://sthelens.ac.uk/public-information>

Learner Support Services.

Any students who feel that they require extra assistance with their studies should contact the Programme Leader who will arrange referral to the appropriate service within the Learner Support Unit. This unit can offer support for the following:

Dyslexia

Specific Learning Difficulties

Deafness, deafened and hard of hearing

Blindness or Visual Impairment

Learning Difficulties in General

Physical Disabilities

Mental Health

Chaplaincy.

The chaplaincy offers a counselling service specialising in areas such as bereavement.

Student Voice (feedback)

Student Liaison.

HE students have access to a student liaison officer who provides a confidential and impartial service with regards to any issues you might be having at St. Helens College. For example; if you're unhappy with something on your course, are not settling into university life as hoped or simply don't know who to contact regarding a certain problem, Student Liaison will be able to help. Contact them via Rachel Heyes 01744 623 135

Have your say.

As a higher education student we value your feedback, suggestions, opinions, compliments and complaints.

The programme has a student representative elected onto the Student Council in order to represent the range of views of all the students studying on the programme. These democratically elected student representatives can then communicate all issues to either the programme team members on an informal basis, or through the more formal route of representation on the student panel. This information is then discussed at the Board of Study. The programme team will try to respond directly to problems, but where this is not possible and issues are of a more serious nature, the Board of Study will provide the forum for the Student Representative to report matters of concern. This meeting is minuted and will consist of a representative from University of Chester which is normally the programme Link Tutor.

As students, your suggestions and comments are not forgotten and the Board of Study will normally use an 'action plan' to record issues and any relevant developments.

Members of the programme team are expected to respond to any comments and these responses are filtered through to what is called the Annual Monitoring Review [AMR]. This document is written annually by the programme Leader and details all feedback about the programme made by Student Reps, External Examiners and members of the programme Team.

Another important method for the Programme Team to obtain feedback from the students is through the Semester Evaluation Questionnaires, which are completed at the end of semesters. These questionnaires allow you to comment anonymously on all aspects of the semester you have just completed. It is important that you complete all sections of the questionnaire as fully as possible, so as we can understand how you viewed the module and make any necessary adjustments to its delivery in the following year.

Without your feedback, we can't make improvements

Student Complaints Procedure

University Centre St Helens and University of Chester are committed to providing an environment that is conducive to study, and to aid this academic and support services are provided that will facilitate achievement of your target award. However, it is recognised that, from time to time, students may wish to raise concerns regarding the services provided.

Besides enabling students to voice their concerns, the complaints procedure is an important source of information to help University Centre St Helens improve the services it provides. All complaints are taken seriously and students are not penalised for making a genuine complaint. If you are not satisfied with the level of service provided, the issue should be raised verbally with the person responsible for that service in the first instance. If you feel that the complaint has not been addressed appropriately, you should raise the issue, normally within 21 days of the matter arising under the local college complaints procedure. A full copy of the University Centre St Helens Procedures can be found on request from the programme leader.

If you have a complaint you should discuss it with your Module Leader. If this is not helpful then go to your Programme Leader. If this does not resolve the issue you can talk to the Head of School. If none of these can help, you can get and complete a Complaint Form from the Student Services Reception desk or the Student Liaison officer.

If you have exhausted the full college procedure and still feel that the procedures have not been followed correctly or the decision is unreasonable, you may appeal to University of Chester.

This policy can be found at <http://sthelens.ac.uk/public-information>

Modules and assignments

Learning will take place in a range of different learning environments;

Teaching/Class room – formal lectures, group work etc.

Seminar and lecture rooms/lecture theatre – more formal learning environments, guest speakers.

HE Lounge – access to PC's, library resources

Employability skills – guest speakers, business related visits/trips, development of personal portfolio of evidence.

There are also independent study and quiet study areas housed in the clock tower building.

The learning on the course is broken down into five module over the academic year for full time students and 3 modules in year one and 2 modules in year 2 if you are following the part time route. Assessment feedback will be provided within a 20 working day time period in line with the university's policy.

Each module will have its own specific Module Handbook and will contain at least one assessable component, which normally takes the form of an 'assignment brief'. This documentation will be given to you and explained at the introduction to each module. Details of all assessable components or assignments are given on the following page with their specific weighting where applicable.

Module Handbooks.

Module Handbooks detail everything that you will do and learn within that module. It will give an accurate description of each module, confirms the purpose of the module (aims); what we expect you to know or be able to do by the time you have completed the module (learning outcomes); what we will teach you and how we will teach it (syllabus and teaching methods).

The handbook also includes what you are required to submit for assessment, the criteria used to assess the work and when your assessment deadlines are. In addition to this, the Module Handbook will contain a 'schedule of delivery' that is essentially a guide to what you will do on each timetabled teaching session. The handbook normally contains copies of any of the module assignment briefs.

Assignment Briefs

Each module will contain at least one assignment brief. This is where we specify exactly what practical or theoretical work we expect you to submit for assessment by the set deadline. As you progress through the programme, the nature of the assignments and consequently the contact time will change to include more independent self-directed study. To a certain extent, the assignment brief defines what teaching strategies we will use – depending on your assignment, these may include the following:

Lecture.

This is used to impart a specific body of knowledge to students. In most cases, ideas generated by lectures will be developed through supporting seminars or through practical work

including the use of multi-media presentations, video presentations and where appropriate guest speakers.

Teaching Workshop.

This is where a lecturer or visiting lecturer introduces and demonstrates practically based technology, working methods and skills, potential of materials, within a short period of intensive study.

Seminars.

This functions as a forum for the discussion and debate of ideas. The primary function is the exchange of opinion between staff and students, or students and students. A seminar may be initiated and led by staff or may be focused around a student presentation.

Group Critiques.

This is considered to be an essential learning experience for the student. Its functions are to reveal individual objectives, to encourage students to examine work in relation to their peers, to relate work produced to the objectives of the module, and to focus attention on a range of interpersonal communication skills and an appreciation of group dynamics. Individual one to one critiques are used in conjunction with group critiques, to allow for more personally focused discussion to be pursued in relation to the students work.

Self-Directed Learning.

The concept of independent study is also an integral part of the programme. It refers to the idea of student-centred learning, whereby the student takes responsibility for setting his or her own goals and creating his or her own pathway of study within the framework of the course. With this in mind, the programme team will act more as facilitators, enabling and encouraging learning by developing study skills, suggesting areas of investigation and research, and providing academic advice and counselling.

Written Work.

The course involves a range of written assignments. These can include essays, critical reviews, gallery reports, project proposals, evaluations, presentation notes, CV's, an abstract and a dissertation.

Oral Presentation.

Throughout the programme the student is required to use the spoken word to support their work in both formal and informal situations. This involves seminar debates, ideas tutorials, project presentations, group critiques and discussions.

Group Work.

Certain assignments may require students to work together or in pairs, to practice or demonstrate learning or to initiate practice led investigation on live project work such as a mural project and a gallery exhibition.

Visiting Lectures.

Students benefit from contact with subject/area specialists. These are based upon the teaching staff's network of contacts within the related industries. The schedule of Visiting Lectures is intended to introduce the students to a variety of different practitioners and working methods.

Tips for Preparing for your Assignments

Planning.

After reading the assignment tasks and learning outcomes detailed on the assignment sheet you should extract the key information from the brief. You should then identify skills needed to perform the task and produce an outline of the methods needed to meet the assignment requirements. Timetable necessary stages; remember to allow time for production of your preliminary work and studies. During the early stages of the development of your assignment you will be required to constructively participate in a group critiques or 'crits', where you will exchange and share your ideas with fellow students and staff.

Research.

Identify areas that you need to research and/or background knowledge you need to gather. List your methods of research. List source material and quote references (books, teaching staff, TV, magazines, journals, exhibitions, galleries etc.) that you use.

At any point along the process you should be prepared to re-evaluate the development of your project and take the appropriate measures to ensure you maximise the potential of your ideas and concepts.

[Links to the University of Chester](#)

The BA (Hons) Business Administration and Management Degree is validated by The University of Chester. The programme team works together with the University to ensure the standards of the programme are at the right level. To help with this, the University allocates the programme what is called a Link Tutor, who is normally a full-time member of academic staff based at The University of Chester.

The Link Tutor acts as a critical friend to the programme and is invited to attend all the programme meetings throughout the academic year. The Link Tutor for this programme is to be advised.

We also have an appointed External Examiner who oversees all academic matters including the moderation of assessment decisions. Your External Examiner varies for each module that you study.

NB. Under no circumstances are students permitted to independently contact an external examiner. If the student wishes to engage formally with the quality management process, there are appropriate mechanisms in place at the University of Chester, further guidance on which can be obtained from the AQSS section of Portal.

Resources

As a student of both St Helens College and the University of Chester, you are able to access the learning resources from both institutions. Library access for the university is accessed through Portal and you can also visit any of their libraries for hard copy books (you will need to collect your University of Chester student ID to do so).

Section 2: Programme Details

Modules

BU6401 Managerial Decision Making & Change (20 credits)

The module will focus on all aspects of decision making and their functions in meeting managerial and corporate objectives. Candidates will be required to gain a full awareness of the managerial decision making process and the impact of information technology, knowledge and change has on this process.

The module aims are:

1. To introduce students to the models of managerial decision making, choice and problem solving
2. To analyse the changes in management in the past and in the future.
3. To consider the impact of ethics and its implications on the decision making process
4. To identify and explore the factors that influence change in the organisation.

To explore change resistance within the organisation.

Assessment:-

Assignment 1: research-based report of 2000 words covering learning outcomes 1 and 2. (50%)

Assignment 2: research-based report of 2000 words covering learning outcomes 3 and 4. (50%)

Reassessment will take the same form as the original assessment or equivalent.

BU6402 Managing Quality & Performance (20 credits)

This module examines the roles and responsibilities of managers within business operations; exploring the corporate, strategic and operational approaches relating to quality and performance management. It has a particular focus on how quality and performance impacts on the employee at an operational level.

The module aims are:-

1. To introduce students to the complexities of the concepts of managing quality and performance within the organisation.
2. To discuss approaches to quality management.
3. To examine the role of people in respect to quality and performance in the workplace
4. To explore the concept of quality to enable continuing improvement and performance.

Assessment:-

Individual research questions: 2,000 words. Learning outcomes 1, 2 and 3 (50%)

Individual written report: 2,000 words based on a case study. Learning outcomes 3 and 4. (50%)

Reassessment will take the same form as the original assessment or equivalent.

BU6403 Strategic Management (20 credits)

This module examines the role of managers and administrators in organisations that have a strategic role. It will provide learners with an awareness of the key strategic management approaches to help them deliver both short term and long term aims/goals/objectives for the organisation and through the use of strategic models, guide the organisation in the correct strategic direction.

The module aims are:-

1. To provide a comprehensive understanding of the strategic management process for profit and not-for-profit organisations
2. To explore the business environment in relation competition and organisational resources that will support the strategic process
3. To provide the understanding of current strategic thinking and practice which identifies corporate success, excellence and strategic leadership
4. To explore innovative decision making at senior and corporate level

Assessment:-

1. **Individual synopsis/evaluation of a current topical strategic issue/subject** (50% weighting) 2,000 words covering learning outcomes 1 and 2
2. **Individual Report** (50% weighting) of 2,000 words covering learning outcomes 1, 2, 3, and 4

Reassessment will take the same form as the original assessment or equivalent.

BU6405 Leadership (20 credits)

The module is designed to provide students with an understanding of the challenges faced by those involved in leading and renewing organisations in today's increasingly complex and dynamic global operating environment. Students will be introduced to models, theories and research in areas of strategic leadership practice and decision-making. Techniques for analysing organisations, their structures and interrelationships will be introduced and developed over the course of the module.

The module aims are:-

1. To provide an understanding of the major contemporary issues in connection with leadership.
2. To integrate theory and practice by drawing on relevant theory and connecting it with leaders across a range of case study organisations.
3. To discuss the different types of leaders present within the organisation and review their traits, personalities and skills.
4. To examine the relationship between leaders and followers.
5. To explore leadership and its relationship to gender, culture and ethics within the workplace.

Assessment:-

Report: 2,000 word (50%). Learning outcomes 1, 2, 3.

Research-based Essay: 2,000 word essay (50%). Learning outcomes 2, 3, 4.

Reassessment will take the same form as the original assessment or equivalent.

BU6407 Extended Research Project (40 credits)

The module is designed to provide students with an opportunity to develop and extend their critical thinking within the domain of self-study, the module will focus on an aspect of business and students are required to undertake primary research on a business related topic. Students will attend lectures and individual tutorials. Lectures will be used to deliver key concepts, ideas, theories and examples. Tutorials will be used for formative assessment and feedback whereby students will have the opportunity to discuss their work with tutors. The assessments for the module will allow students the opportunity to explore key concepts and theories whilst developing a deep appreciation of a topic of their choice. The learning and teaching strategy for the module will allow students to develop both subject specific knowledge and key skills, in particular research and autonomous learning.

The module aims are:-

1. To enable the student to design and conduct appropriate in-depth research in an elected area of study.
2. To provide the student with the opportunity to acquire, consolidate and apply theoretical knowledge, methodologies, and research approaches in a 'real world' environment.
3. To enable the student to develop and utilise skills in critical investigation; analysis and synthesis of evidence; reflection and autonomous learning.

Assessment:-

A 1000 word research proposal combined with an 8000 word Extended Research Project, worth 100% of the overall module grade, assessing all Learning Outcomes.

Programme Management

To ensure that the BA(Hons) BAM Programme is properly managed and delivers the highest quality provision various mechanisms are employed to oversee and review the programme performance. These include student representatives, module evaluations, programme team meetings, student panels and annual evaluations.

The Programme Leader is responsible for the overall management of the programme ensuring the operational effectiveness, academic quality and development of the programme via liaison between students, programme team, senior staff and external examiner.

The Programme Team comprises all staff involved in delivering and assessing the programme, and meets at least once per semester or as often as is necessary for effective running of the programme. Team members will also be responsible for pastoral care and assist students in personal development planning (PDP).

The programme has elected Student Representative(s) who are invited to attend Programme Board of Study meetings.

Evaluative judgement of the programme is made annually, with a view to improvement and the dissemination of good practice. These judgements are transcribed into an Action Plan for The Programme and form part of the Programme AMR, setting clear targets for the following academic year.

Module Leaders are responsible for the distribution, completion and analysis of student evaluation questionnaires at the end of each module. Findings are used to inform the annual AMR.

Teaching by programme team members is formally observed and graded by a trained observer at least once in each academic year. Outcomes inform individual action plans and staff development needs. Programme team members are encouraged to operate a peer review scheme, the outcomes of which are used to encourage the sharing of good practice.

All assignment briefs are subject to the University of Chester's verification procedures, and a sample of all module assignments are second-line assessed.

In order to maintain the highest standards required for delivery at this level, it is vitally important to gather both the views and feedback of students currently enrolled on The Programme. The Programme provides regular opportunities for students to express their views about the content, structure and teaching on their programme. These opportunities may take the form of a meeting including a student representative from each level of the Programme and also through module evaluation questionnaires that are completed at the end of each module. In addition to this, each cohort of students will elect Student Representatives. These representatives will be part of the Programme Team and be invited to attend all meetings. All representatives can request meetings with the Assistant Principal, Head of Department, Programme Leaders or members of the Senior Leadership Team whenever the need may arise. Student representatives will act on behalf of the group of students who elected them and will give feedback to that group both formally and informally. Minutes will be taken at programme team meetings, circulated to representatives and passed on to the student group. It is anticipated that this process will make an important contribution to the development of the Programme particularly in the areas of curriculum development and student-centred learning.

Student representatives will be involved in programme planning, investigation and discussion of general complaints raised by students and in the organisation of events.

Student evaluation takes place twice a year for every level of the programme.

The annual AMR document is shared with students.

Student Access to Resources

In addition to painting studio accommodation, students have access to computer facilities, CD recorders, high-bandwidth internet and a range of network-server based systems and software for the preparation of material for presentations and assignments.

Lectures and workshops use a variety of delivery methods including video/audio recordings as well as text and computer based training materials.

The BAM programme is situated within the University Centre St Helens Building and comprises of:

Lecture theatre
Teaching classrooms
Small seminar Rooms
Computer Suites x 2

Specialist Learning and Teaching Resources.

The main stock of books, video tapes and periodicals is based in the SmithKline Beecham College Library. This has an on-line catalogue, video viewing facilities, PC and E-Mac work stations and quiet areas.

The number of books of direct relevance to the BA (Hons) BAM programme are:

Business	650
Economic	330
Management	658
Marketing	658.8
Politics	320
Sociology	301

Relevant Journals/Periodicals subscribed to are:

- Journal of Behavioural Decision Making - Wiley
- Judgment and Decision Making
- Journal of Organizational Change Management
- Journal of Management Studies.
- Strategic Management Journal - Wiley
- Journal of Strategy and Management Information – Emerald
- The British Journal of Sociology
- Economic and Labour Market Review
- Journal of Applied Social Psychology
- Harvard Business School Press

There is also a range of learning material available on the college Virtual Learning Environment – Moodle. This link to this is <https://vle.sthelens.ac.uk>

In addition to University Centre St Helens facilities you have access to the University of Chester Library and Learning Resources. Online resources are available through Portal.

Section 3: Assessment Regulations and Progression

10 Things you need to know about assessment

In order to help you fully understand the regulations under which you would be eligible to receive a University of Chester degree, this section provides a summary assessment regulations.

1. Assignments will be graded at standard HE classifications.
1st (70%+),
(60-69%),
(50-59%),
3rd (40-49%),
Fail (below 40%)
2. To pass a module a student must attain an overall module mark of at least 40% and at least 20% in all individual module components (most modules have at least 2 components).
3. Plagiarism includes the representation of the work, written or otherwise, of any other person, from any source whatsoever, as the candidate's own.
4. If you initially fail one or more modules, you have the right to be reassessed in these modules. Failure of a module applies where work submitted for assessment is marked below 40% or where no work has been submitted to deadline. [Without prior arrangement]
5. Make sure all your work is clearly labelled with your name, programme title, module title, module leader's name and assignment title.
6. You will be provided an email receipt of your submission through Turn It In.
7. Assessment extensions may be only be granted by the University of Chester with appropriate evidence. The forms can be found in Portal> Registry> Forms. Please note that retrospective extensions will not be granted, however you can apply to the university for Mitigating Circumstances to waive a late penalty (evidence will be required). For long-term issues, you may apply for a deferral. Speak to the programme leader for assistance if necessary.
8. The maximum mark for referrals upon re-submission is 40% - PASS Grade
9. There may be genuine occasions when circumstances of a personal and/or medical nature prevent you from attending lectures, completing assignments or may cause you to under-perform. If you are affected you should speak initially to your module leader, however all applications must be sent to the university.
10. Work submitted late will be penalised. The penalty is 5 marks for every 24 hour period (or part thereof) work is late.

Assessment and Classification

Honours Degree Classifications – Direct Entrants to Level 6

- All modules must be passed or compensated in order to complete the award
- The classification of the honours degree is based on Level 6 marks only; the marks from previous programmes of study (e.g. the Foundation Degree) are not included in the calculation of the average percentage mark.
- Where numerical marks are available for all 120 credits at Level 6, the marks of the lowest 20 credits will be discarded from the calculation of the average percentage mark upon which the classification is determined
- Module credit values are taken into account in the calculation of the average percentage mark; a 40 credit module has double the worth of a 20 credit module, for example.

The following criteria are applied: Average Mark

70%+	First class honours
60 – 69.99%	Upper second class
50 – 59.99%	honours (2.1)
40 – 49.99%	Lower second class
0 – 39.99%	honours (2.2)
	Third class honours
	Fail

However, where the average mark falls within 0.5% of the classification boundary, the classification will be raised:

69.5% is raised to 70% and a 1st is awarded
59.5% is raised to 60% and a 2.1 is awarded
49.5% is raised to 50% and a 2.2 is awarded

Average mark and profile

Where the student's average percentage mark is no more than 3% from the classification boundary (displayed in the table above), they will be awarded the higher class where half their Level 6 credits are at the required level:

67 – 69.49% may be considered for a 1st
57 - 59.49% may be considered for a 2.1
47 – 49.49% may be considered for a 2.2

The following examples are based on the University's standard 20 credit module size; hence there are 6 marks at Level 6 (a 40 credit module mark would appear twice in order to reflect its weighting). In each example, the lowest mark (highlighted in bold) is discarded from the calculation of the average percentage mark:

Example 1

1	2	3	4	5	6
65	63	60	58	53	40

In Example 1, the average is 59.8%. This would be raised to 60% and a 2.1 would be awarded.

Example 2

1	2	3	4	5	6
65	63	60	55	47	40

In Example 2, the average is 58%. As the average is within 3% of the 2.1 classification boundary and half the Level 6 credits are at the 2.1 level, a classification of 2.1 would be awarded

Example 3

1	2	3	4	5	6
65	63	59	56	47	40

In Example 3, the average is 58% (as in Example 2). However, on this occasion a 2.1 would not be awarded as half the Level 6 credits are not at the 2.1 level. The classification in Example 3 would be a 2.2

Example 4

1	2	3	4	5	6
65	63	60	44	42	40

In Example 4, although half the Level 6 credits are at the 2.1 level, a 2.1 would not be awarded as the average is only 54.8%, not within 3% of the classification boundary. The classification would be a 2.2

The Responsibilities of Students

Your ability to manage your time effectively will have an effect upon the level of your achievement. Much of the work you have to do is not timetabled. Once you know your session times you need to work out a timetable that allows you to give each module the required number of preparation/individual study time. ***Note when all your assignments are due and try to schedule equal time for each one.*** The assignments have been devised to be a part of the overall learning experience and you may find that assignments use linking knowledge even though they come from different modules. The assessment schedule does spread the assignments throughout the year, but inevitably there will be a sense of grouping towards the end and you need to be prepared for this level of demand.

Reading and researching beyond that given/suggested will help you to attain better marks and never under estimate the amount of time you will simply need to spend thinking! If you do struggle to manage your time help can be found in a number of ways. Asking for help will not be seen as incompetence – it is the sensible thing to do.

**An important message to all students beginning Higher Level study at University
Centre St Helens and University of Chester;**

Your university email is the definitive means of the university communicating to student's information relating to all academic matters.

It is acknowledged that all students are responsible for familiarising themselves with all the information which the University issues in electronic or paper form.

Principles

- In order to pass a module students must achieve an overall module mark of at least 40% **and** a mark of at least 20% in all components.
- Unless an academic integrity panel determines that reassessment is not permitted, students are entitled to one reassessment opportunity per module.
- Students who fail the initial reassessment will only be granted a third attempt if they submit all of the components at second attempt; students failing to submit any component at second attempt will have their studies terminated and will not be permitted to continue on the programme. The same outcome will apply to students failing a third attempt.
- Students must resubmit all failed components of failed modules; failed component marks in failed modules are not carried forward to the next assessment point.
- Students do not need to resubmit failed components of modules which have been awarded a pass grade on aggregate.
- The mark for a module passed following reassessment is capped at the pass mark (40%).

EXAMPLE 1

First attempt

Written assignment (component weighting 67%): 22%

Examination (component weighting 33%): 44%

Total for module: 29%

*Student **fails** the module but has passed one component (examination). Reassessment only required in the written assignment.*

Reassessment (second attempt)

Written assignment (67%): 39%

Examination (33%) (mark carried forward from first attempt): 44%

Total for module: 41%

*Student **passes** the module with a **capped** module mark of 40%.*

EXAMPLE 2

First attempt

Written assignment (67%): 60%

Examination (33%): 19%

Total for module: 46%

Student fails the module, with a mark of 39% recorded, as although they have achieved a pass mark on aggregate, one of the components has a mark below 20%. Reassessment is required in the failed component (Examination).

Reassessment (second attempt)

Written assignment (67%): (mark carried forward from first attempt): 60%

Examination (33%) 20%

Total for module: 47%

Student passes the module with a capped module mark of 40%.

EXAMPLE 3

First attempt

Written assignment (33%): 23%

Oral presentation (33%): 46%

Examination (34%): 18%

Total for module: 29%

Student fails the module but has one passed component (oral presentation), which does not need to be reassessed.

Reassessment (second attempt)

Written assignment (33%): 41%

Oral presentation (33%): (mark carried forward from first attempt): 46%

Examination (34%): 19%

Total for module: 35%

Student fails the module but now has two passed components (written assignment and oral presentation). Reassessment is only required in the examination.

Third assessment attempt

Written assignment (33%) (mark carried forward from reassessment): 41%

Oral presentation (33%): (mark carried forward from first attempt): 46%

Examination (34%): 37%

Total for module: 41%

Student **passes** the module with a **capped** module mark of 40%.

EXAMPLE 4

First attempt

Written assignment (33%): 23%

Oral presentation (33%): 46%

Examination (34%): 18%

Total for module: 29%

Student fails the module but has one passed component (oral presentation), which does not need to be reassessed.

Reassessment (second attempt)

Written assignment (33%): 39%

Oral presentation (33%) (mark carried forward from first attempt): 46%

Examination (34%): 19%

Total for module: 35%

Student fails the module. Reassessment required in both failed components (written assignment and examination).

Third assessment attempt

Written assignment (33%): 25%

Oral presentation (33%) (mark carried forward from first attempt): 46%

Exam (34%): 37%

Total for module: 36%

Student fails the module with a module mark is 36%. Note that the written assignment mark of 39% at second attempt is not carried forward and the lower mark of 25% stands at third attempt.

Programme Assessment Boards

The assessment process is managed by an Assessment Board who conduct assessment according to the assessment regulations. Dates of Assessment Boards are generally set before the end of the preceding academic year (usually in June) and normally at the end of each academic year, to consider referrals if appropriate.

The responsibilities of the Assessment Board are as follows:

At Module level;

- To administer assessment procedures for a module or group of modules. This involves consideration and approval of the form and content of all work counting towards the assessment of the module.
- To moderate your grades, where necessary taking into consideration Personal Mitigating Circumstances.
- To determine any requirements for deferred assessments and any referral requirements for any students failing a module, including possible compensatable failures.
- To discuss grades for any student who has failed a module(s) after referral and if appropriate, to recommend that they should no longer be allowed to continue with the programme.

At Programme level;

- To oversee assessment procedures and to maintain standards of assessment.
- To examine individual assessment profiles.
- To make decisions on module and level completion, deferral, referral and failure in light of overall performance.
- To review progress of students who have not yet attempted level completion.
- To make recommendations on award classifications

Regulations Governing Failure and Reassessment

COMPENSATION FOR FAILURE IN ASSESSMENT

Under certain circumstances (detailed below), failure in particular modules may be compensated. Students compensated in a module would not be required to resubmit work. The module would be treated as a pass, with a CM code appearing on the transcript of results. However, the original fail mark would still appear on the transcript and be included in the classification calculation where appropriate.

Compensation shall not be applied to a module that, for professional reasons, is stated in the formal programme documentation to be essential to the fulfilment of programme objectives. This means that compensation is not applied to many of the programmes in the Faculties of Health and Social Care and Education and Children's Services
Undergraduate students may be compensated in:

40 credits at Level 4
20 credits at Level 5
20 credits at Level 6

However, certain criteria apply:

1. The module mark may not fall below 30%
2. The mark for any component may not fall below 20%
3. The average percentage mark for the level must be at least 40%

Where the student has an overall module mark of 40%+ but has component marks of less than 20%, a mark of 39% will be recorded.

Levels 5 and 6

The student will only be compensated (in modules totalling no more than 20 credits) if they have successfully completed all other modules at that level and have an overall average for the level of at least 40%

Example 1

Module	Credits	Mark
EX5001	20	55
EX5002	20	61
EX5003	20	46
EX5004	20	48
EX5005	20	52
EX5006	20	32

On the assumption that no component mark for module EX5006 falls below 20%, the module would be compensated as all other modules have been passed and the overall average for the level is 49%

Example 2

Module	Credits	Mark
EX5001	20	40
EX5002	20	41
EX5003	20	40
EX5004	20	40
EX5005	20	40
EX5006	20	30

In Example 2, EX5006 would not be compensated as, although all other modules have been passed, the average for the level is 38.5%

Level 4

The student will only be compensated where no more than 40 credits have been failed. The Board will compensate both modules where the criteria outlined above have been met. Where only one of the failed modules falls within the compensatable band, this module will only be compensated where the criteria outlined above have been met.

Example 3

Module	Credits	Mark
EX4001	20	59
EX4002	20	43
EX4003	20	45
EX4004	20	50
EX4005	40	35

In Example 3, EX4005 would be compensated (assuming no component mark falls below 20%) as all other modules have been passed and the overall average for the level is 44.5%

Example 4

Module	Credits	Mark
EX4001	20	59
EX4002	20	67
EX4003	20	38
EX4004	20	28
EX4005	40	60

In Example 4, EX4003 would be compensated (assuming no component mark falls below 20%), as there are only 40 credits of failure and the average for the level is 52%. Reassessment would be required in module EX4004 as the module mark falls below 30% and may not therefore be compensated.

Example 5

Module	Credits	Mark
EX4001	20	38
EX4002	20	67
EX4003	20	38
EX4004	20	36
EX4005	40	60

In Example 5, although all failed modules have marks above 30%, and the overall average is 49.83%, no compensation would be applied as in excess of 40 credits have been failed.

For regulations please visit the University of Chester Portal

<https://portal.chester.ac.uk/Pages/Home.aspx>

The Consideration of Claims for Mitigating Circumstances, Extensions and Deferrals

ALL REQUESTS MUST BE SENT DIRECTLY TO DAVE HORROCKS AT THE UNIVERSITY OF CHESTER WITH EVIDENCE – YOUR TUTORS AT COLLEGE CAN NOT GRANT THESE REQUESTS

Categories of acceptable mitigating circumstances;

Those students with a specific need or disability. Guidelines for dealing with such students should be consulted and the procedures applied prior to the assessment period, subject to written medical evidence or an up-to-date psychologist's report.

Those students who have long term illness/medical conditions, for whom medical evidence has been submitted in advance of their assessment periods.

Those students who sit an examination or complete and submit a piece of work when they are ill or troubled in some way.

Those students whose preparation for assessment is affected by illness or other adverse circumstances.

Those students for whom mitigating circumstances have arisen during an assessment period which may have affected only a part of the assessment, for example in one subject area only.

Bereavement (family or otherwise).

Domestic problems (including divorce, separation, parental divorce).

Work commitments (part time students and those repeating modules on a part time basis only)

Other factors which may reasonably be deemed to have had an adverse impact comparable with those above.

Where a student submits a claim for mitigating circumstances due to illness or circumstances relating primarily to family or friends, evidence must be submitted demonstrating how the illness or circumstances have affected the student.

The following are unacceptable reasons for mitigation;

Misreading the timetable resulting in absence from an examination.

Computer failure/disk failure/printer failure.

Work commitments for full time students

Problems associated with travelling arrangements/holidays, traffic problems or stress caused by travel problems. It is the responsibility of the student to make appropriate arrangements to ensure that assignments are submitted on time and/or that they present themselves for an examination on time. This should be borne in mind when making any plans to return to University after a home visit or when making holiday/travel arrangements. In cases of extremis, travel issues may be taken into account for students with disabilities where the combination of unforeseen circumstances and disability related issues impinge on attendance.

University of Chester Guide to Mitigating Circumstances.

Extensions.

Applications for extensions usually apply to coursework and must be made in advance of the submission deadline. Requests for extensions will not be considered if the student applies after the deadline.

Extensions are usually for relatively short periods of time; for example, a student who has documentary evidence confirming illness for a period of two weeks may seek an extension of a similar length.

Students seeking an extension should complete form EX1 and send it to the Head of Department at the university.

Note to staff – where an extension is granted, the final mark must be available at the relevant Module Assessment Board; if a student requires additional time they must defer to the next assessment period.

Deferrals

Applications for deferral must be made in advance of the submission deadline or examination.

Unlike extensions, assessment subject to an approved deferral will be due for completion during the next assessment period. For example, an undergraduate examination deferred from the May-June examination period would be rescheduled during the August assessment period.

Students seeking a deferral should complete form DF1 and send it to the Head of Department at the university.

Applications to the Mitigating Circumstances Board

Where the student has missed the submission deadline/examination or where they feel their performance has been adversely affected, they should submit a claim to the Mitigating Circumstances Board using form MC1.

Should the Board accept the claim, the student would be granted the opportunity to submit for assessment as a first attempt (or continued second or third attempt where relevant) during the next assessment period

If the request for mitigating circumstances is approved, any mark the student attained will be forfeited. Should the student attain a lower mark upon their next submission, the lower mark will stand. Please note that if the result has already been confirmed by the Module Assessment Board, or if the published deadline for Mitigating Circumstances has passed, the student may decide they feel they have grounds to appeal; further guidance may be found on the Academic Quality Support Services (AQSS) pages on the Portal, but strict criteria apply. Evidence The University's scheme for the consideration of extensions, deferrals or mitigating circumstances is evidence based; only in exceptional circumstances should a claim be approved without independent evidence, usually a doctor's letter or other independent professional evidence. Further information relating to evidence and what the University deem to be acceptable

grounds for extension, deferral or mitigating circumstances may be found in Section 7 of Handbook F: The Assessment of Students at Levels Z, 4, 5, 6, 7 and Taught Provision at Level 8, available on the AQSS Portal pages.

For full details of Mitigating Circumstances please refer to the policy/ procedure link below;

Policy/Procedure	Originator (for further enquiries)	Route from IBIS Homepage
Mitigating Circumstances	Registry	Support Departments > Academic Quality Support Services > Quality & Standard Manual Handbooks > Requirements Governing Assessment of Students

Academic Integrity

FOR FULL DETAILS OF THE UNIVERSITY OF CHESTER'S ACADEMIC INTEGRITY POLICY VISIT
PORTAL>SUPPORT SERVICES>ACADEMIC QUALITY SUPPORT SERVICES> ACADEMIC INTEGRITY

Cheating – The submission of false claims of previously gained qualifications, research or experience in order to gain credit for prior learning. The submission of work for assessment that has already been submitted, as all or part of the assessment for any module, without the prior knowledge and consent of the Module Leader for subsequent assessments.

Specific practices which shall be deemed to constitute a breach of academic integrity are:

- a) Plagiarism, that is, where a student incorporates another person's work (including another student's as well as published sources) by unacknowledged quotation, paraphrase, imitation or other device, in a way which suggests that it is the student's original work. Work in this context is to be taken as any intellectual output being assessed for academic credit, and may include text, images, data, oral presentation, sound or performance.

Examples of plagiarism are:

- the verbatim copying of another's work without acknowledgement;
 - the close paraphrasing of another's work by simply changing a few words or altering the order of presentation, without acknowledgement;
 - unacknowledged quotation of phrases from another's work;
 - the deliberate presentation of another's idea as one's own;
 - copying or close paraphrasing with occasional acknowledgement of source may also be deemed to be plagiarism if the absence of quotation marks implies that the phraseology is the student's own;
 - copying of data.
- b) The conscious collaboration, without official approval, between two or more students in the preparation and production of work which is ultimately submitted by each in an identical or substantially similar form and/or is represented by each to be the product of his/her individual efforts. Collusion occurs where there is unauthorised co-operation between a student and another person in the preparation and production of work that is presented as the student's own.

No case for academic integrity shall be made on the basis of an anonymous accusation by one student against another.

In cases of plagiarism, where identical or very similar source material can be found in more than one location, an example source shall be regarded as evidence.

Where a formal accusation of academic integrity has been made, the University shall not normally permit suspension of studies until the matter is resolved.

Appeals by Students against a Recommendation of an Awards Assessment Board

This programme follows the 'Academic Appeals Procedure' as detailed in the University of Chester Academic Policies and Procedures.

The Academic Policies and Procedures provide an appeals procedure if you feel that the assessment of your submitted work was improperly conducted. You should discuss this in the first instance with the Programme Leader who will explain what is required from you to appeal against the grades awarded.

Disagreement with the academic judgement of an assessment board in assessing an individual piece of submitted work cannot in itself constitute grounds for an appeal.

Disagreement with an Assessment Board decision relating to a student's progression or on the final level of the award, based upon grades and other information relating to a student's performance cannot in itself constitute grounds for an appeal.

Academic appeals should only be submitted if you establish that there has been an administrative error, or that assessments have not been conducted in accordance with the current regulations found within the University of Chester Academic Policies and Procedures, or that some other material irregularity has occurred.

For more information concerning Academic Appeals see;

Policy/Procedure	Originator (for further enquiries)	Route from IBIS Homepage
Academic Appeals Procedure	AQSS	Support Departments > Academic Quality Support Services > Quality & Standard Manual Handbooks > Requirements Governing Assessment of Students

Module Assessment

For up to date regulations please visit the University of Chester Portal;

<https://portal.chester.ac.uk/Pages/Home.aspx>

The following percentage marking scale shall be adopted for all academic provision at Certificate, Diploma and Honours levels:

Classification for a Bachelor's degree

70%+ First class honours

60-69% Upper second class honours

50-59% Lower second class honours

40-49% Third class honours

0-39% Fail

The minimum aggregate pass mark for each module to which these regulations apply shall be 40%. Failure in one or more components of the assessment of a given module shall be compensated for by the results in one or more other component within that module, provided that the overall pass mark for the module of 40% is attained and (unless otherwise specified) a minimum of 20% is attained for each assessment component within the module.

For information concerning Progression and Requirements for Marking Assessed Work see;

Policy/Procedure	Originator (for further enquiries)	Route from IBIS Homepage
Regulations Governing Progression and Requirements for the Marking of Assessed Work	Registry	Support Departments > Academic Quality Support Services > Quality & Standard Manual Handbooks > Requirements Governing Assessment of Students

The Determination of the Final Degree Classification

Students who have fulfilled the credit requirements for the award of an Honours degree shall be awarded classifications on the basis of a weighted average mark from their study at Level 6 (Honours level).

Notwithstanding the omission of certain module marks for the purpose of calculating overall degree classification, all modules must be passed or compensated for in order for a student to obtain a degree.

For more information concerning the Calculation of Degree Classification see;

Policy/Procedure	Originator (for further enquiries)	Route from IBIS Homepage
Regulations governing the Calculation of Degree Classification	Registry	Support Departments > Academic Quality Support Services > Quality & Standard Manual Handbooks > Requirements Governing Assessment of Students

Assessment Criteria

Your work will normally be assessed based upon the criteria detailed and specified within the assignment brief. These are developed from Module Learning Outcomes and Programme Aims.

Grading

Grading of work occurs in relation to the cross referencing of submitted work to the following marking schemes. **NB. All grades are considered as Proposed Grades until ratified by the appropriate Assessment Board**

Module Marking Scheme for Written Coursework

The marking procedure will be percentage based:

Class 1	70 % plus
Class 2:1	60 – 69 %
Class 2.2	50 – 59 %
Class 3	40 – 49 %
Fail	0 – 39 %

70% + 1st

Work of exceptional merit in terms of coherence, clarity of presentation, comprehensive coverage and analysis. Excellent command of relevant material, clearly expressed with a high level of perception, extensively researched and referenced.

60% - 69% 2:1

Topic is covered in depth, detail is accurate throughout; independence of thought; logically structured, expressed clearly. Well researched and referenced, demonstrating good subject knowledge and critical analysis.

50% - 59% 2:2

Satisfactory in structure and expression; most relevant issues are covered with reasonable accuracy and has attained an acceptable level of understanding. Signs of ability to construct an argument and present supporting evidence.

40% - 49% 3

The work is descriptive and sometimes superficial. Little evidence of independent thought, certain issues are misunderstood and interpreted. Unclear in structure, repetitive and poorly written.

0% - 39% Fail

Levels of understanding and knowledge are often superficial and unacceptable. Detail is slight and not always relevant; badly structured and written.

Section 4: Attendance and Student Responsibilities

Attendance

As a Higher Education undergraduate, it is your responsibility to manage your attendance on your programme i.e. to know where you should be, at what time, what you need to do to prepare for a session, what your deadlines are, to balance the demands of all your modules and to fulfil any agreed responsibility.

Attendance to timetabled sessions is mandatory. These include lectures, seminar sessions, workshops, demonstrations, group critiques, group tutorials and Visiting Lecturer's sessions. Students are required to check their email accounts on a daily basis to ensure they are fully informed about what is happening with the programme.

Please note that your belongings are your responsibility. Please do not leave any valuables unattended.

ILLNESS AND ABSENCE

There may be times when you are unwell or have a problem which affects your ability to attend or to complete work by the given deadline. The first priority is to communicate this information to us. Any absence should be initially communicated with your Programme Leader.

If you are unwell and cannot attend, email the Programme Leader and your Module Tutor. Try to do this before the start of your class..

If you need to be absent because of a serious personal situation contact the Programme Leader or your Personal Tutor as soon as you can. Confidentiality will be respected.

If you cannot complete a piece of work by the deadline because of either of the above you must complete an extension request (EX1 form) as detailed on page 32.

These forms are required by the Module Assessment Board and the Programme Assessment Board as evidence.

Autonomous and Independent Learning

Students are expected to actively participate in and contribute to seminars and studio sessions through critiques, presentations, debates, analyses and constructive peer group comment upon colleagues work. Studio sessions and seminars help to encourage a rapport and good working relationship between students and tutors and are vital to the monitoring of student progress in the acquisition and development of practical and analytical skills.

Independent study activities should include working in the library, journal work, and preparation for seminars/tutorials.

Communications

Primary communication will be accepted as being via email system, it is therefore vitally important that any change to email addresses are notified as soon as possible. Other than that;

Student to Staff:

- Ensure that you know the names, room numbers and telephone numbers of your Programme Leader, Module Tutors, Personal Tutor and Year Tutor.
- Staff will either display the times of their availability on their office doors or operate an open door policy. Please remember to knock and ask when they are available.
- Feel free to approach staff at the end of a teaching session.

Staff to Student:

- You may be contacted via letter, telephone, email, or through Yammer. **It is your responsibility to ensure that your contact details are kept up-to-date, please make your programme leader aware of any changes.**

Written work is submitted electronically via the TurnItIn system. You will be introduced to this in the early days of your programme via induction sessions. If you do not meet course work deadlines (or submit a Personal Mitigating Circumstances form evidenced with appropriate medical certificates as appropriate) you are likely to jeopardize the achievement of module credits and satisfactory completion of the programme.

Health and Safety

If you have an accident whilst in College or on an authorized visit you must report it to either your class lecturer or the Programme Leader. An accident form will be completed by the tutor/Programme Leader.

For all accidents:

- Determine continuing danger and extent of injury
- Summon help from the nearest member of College staff who will
- Ensure that a FIRST AIDER is contacted
- Ensure that the injured are accompanied until help arrives

Other First Aid is available by:

- contacting Reception – dial 0 on an internal phone

If you hear the Fire Alarm:

- Leave the building by the quickest available route
Proceed to your assembly point. Do not re-enter building until told to do so by a fire officer.

Paid and part-time work

You may need to have to work whilst studying for the Degree and we understand this but deadlines cannot be moved to accommodate student's part time jobs. It is therefore your responsibility to organise and plan for this.

It is your responsibility to arrange work around your studies. At this important stage it is vital that you attend 100% of all sessions in order to maximise your potential.

The Tutorial Systems and other Support

The programme offers you two types of tutorial support, which are called 'Academic' and 'Pastoral'.

Academic Tutorials.

These tutorials are conducted between the Module Leader/Programme Leader and the student, i.e. it is an opportunity built into the module delivery for the staff to check that you are up to date with your work, understand what is expected of you and offer help and guidance when needed. These may take the form of both group and one to one tutorials depending upon the nature of the work within the module.

Pastoral Tutorials.

As mentioned earlier you will be allocated a Personal Tutor during Induction Week. Their role is to:

- Act as a first point of contact for you on all support issues
- Provide initial guidance and counselling - follow up to induction procedures
- Undertake group and personal tutorials with you a minimum of once per semester and more regularly by request
- Provide guidance with study skills where appropriate
- Maintain confidential records of all your one to one tutorials

Section 4: Additional Information

Student Benefits

Free Microsoft Office 365 Package

ALL of our students get 1TB of storage and full access to Office 365 including 5 licenses for Microsoft Office which allows you to be able to install on your computers or devices at home completely free of charge.

To login to Office365, go to the VLE, go to 'Useful Links' and click 'Student E-Mail'. If you are logged onto a college PC and open Internet Explorer, the VLE and Office 365 will automatically open in their own tabs, and you will be taken straight to your email inbox. If you are on a college Mac, mobile device or your own computer at home, following the link will present you with a login screen. You will use your college username and password for this, but be aware you must put your username in the following format:

itjsmith123@students.sthelens.ac.uk

You will find a comprehensive user guide with more detail on the VLE.

Student discounts and NUS Membership.

As a student at University Centre St Helens, you have access to a range of exclusive offers and discounts from retailers including Saints, Everton FC, Darkstar Laser, OD's Designer Clothing and more. You can also apply for an NUS Extra student discount card which costs from £12 and gives you access to nationwide discounts, promotions and competitions.

Time management

Your ability to manage your time effectively will have an effect upon the level of your achievement. Much of the work you have to do is not timetabled. Once you know your session times you need to work out a personal timetable that allows you to give each module the required number of preparation/individual study time. Note when all your assignments are due and try to schedule equal time for each one. The assignments have been devised to be a part of the overall learning experience and you may find that assignments use linking knowledge even though they come from different modules. The assessment schedule does attempt to spread the assignments throughout the semester, but inevitably there will be a sense of grouping towards the end and you need to be prepared for this level of demand. Reading and researching beyond that given or suggested material will help you to attain better marks. If you do struggle to manage your time, help can be found in a number of ways. Asking for help will not be seen as incompetence – it is the sensible thing to do.

Educational Trips & Visits

Throughout the programme the students are expected to attend a series of visits that will be pre-planned by the teaching staff. These visits are intended to enhance and extend their business, employment and career awareness. These visits will take the form of local and regional visits/exhibitions and may also include residential visits.

Internet Access & Conditions of Use

University Centre St Helens is pleased to offer you free access to Internet facilities. It is important, however, that you take responsibility for acceptable use of these facilities. What is regarded as 'acceptable' is outlined below. Failure to operate in an acceptable way may result in withdrawal of access privileges or in disciplinary action being taken. An outline of what is regarded as being 'unacceptable' use is also indicated below.

Acceptable Use of the Internet

You may use the internet to communicate with other User Organisations attached to the Internet, so long as it is legal and does not contravene the aims and policies of University Centre St Helens. This also includes the use of e-mail where available.

Unacceptable Use of the Internet

You may not use the Internet for illegal or anti-social activities which include the following:

- To create or send any offensive, obscene or indecent images, data or other material
- To view, create, download or print pornographic material (note: if you are unsure about the legitimacy of any material, please check with your tutor)
- To create or send material which is designed or likely to cause annoyance, inconvenience or needless anxiety
- To create or send defamatory material
- To send material such that this infringes the copyright of another person
- To send unsolicited commercial or advertising material either to other User Organisations, or to organisations connected to other networks
- To gain deliberate unauthorised access to facilities or services accessible through the network
- To indulge in deliberate activities with any of the following characteristics:
 - corrupting or destroying other users' data
 - violating the privacy of other users
 - disrupting the work of other users
 - incurring financial or other contractual liability
 - misuse of networked resources such as the introduction of 'viruses'
 - wasting staff effort or networked resources

University Centre St Helens Disciplinary Procedures

Within the text students are referred to as 'learners'. For University of Chester Principles and Regulations please visit <http://www.chester.ac.uk/about/aqss/academic-regulatory-information>

Informal Procedure.

University Centre St Helens is committed to establishing good working relationships between staff and learners and also is committed to giving support, advice and guidance to learners to improve their conduct and behaviour.

1. Minor breaches in discipline should be dealt with initially by the Lecturer by means of an informal interview. At the interview the allegations should be outlined and the learner given the opportunity to explain the reasons for their behaviour. If allegations are proven and there are no extenuating circumstances then an informal warning shall be given. Expected standards of behaviour should be clearly explained together with any possible action to be taken by the College and/or learner. Any action plans must be documented.
2. If there has been a more serious breach of discipline or the behaviour of a learner does not improve then action under the formal procedure may be instigated.

Formal Procedure.

1. In the event of any allegations which may result in disciplinary action an Investigative Officer shall be appointed. The person appointed shall reflect the seriousness of the allegations. If following the investigation it is considered likely that a verbal warning would be adequate, subject to allegation being proven then the Investigating Officer can conduct the disciplinary hearing. In all other cases the Investigating Officer shall present their conclusions to a Disciplinary Panel.

2. The levels of authority for penalties are as follows:

- Informal: Lecturer Formal: Programme Leader
- Written Warning: Curriculum and Resource Manager
- Final Warning Assistant Principal
- Dismissal: Chief Executive or Delegated Officer

3. At any stage of the formal procedure the student has the right to be accompanied by a person who would be able to represent them. This could be a friend or parent/guardian.

4. Before any disciplinary hearing is called a full investigation of the facts shall take place. A letter will be sent in reasonable time before the date of the hearing and will contain the following: the date, time and place of the hearing, an outline of the allegations and the right to be represented.

5. At the hearing the Chair of the Disciplinary Panel shall outline the procedure in accordance with the College's Guide to Disciplinary Hearings.

6. At the end of the hearing the student and representatives and/or witnesses shall withdraw. The panel shall then consider the facts that have been raised at the hearing and decide if

disciplinary action is to be taken. If it is agreed that the matter is one of a disciplinary nature then a level of penalty shall be awarded. The learner shall be called back into the meeting and verbally informed of the outcome. A letter confirming the outcome shall be sent to the learner as soon as it is reasonably practicable.

7. A copy of the warning letter, along with any documentary evidence relating to the hearing shall be forwarded to the Director (Student Discipline) who will be responsible for ensuring copies of warnings are forwarded to Student Services. Central records of all formal disciplinary action will be maintained by Student Services. Copies of all warnings will be held centrally for 2 years.

8. The stages of the formal procedures are:

Verbal Warning Issues in cases of minor disciplinary offences but warranting more than an informal warning or where an informal warning has failed to improve behavioral conduct.

Written Warning Issued in cases of a more serious infringement or where verbal warning has not proved effective.

Final Written Warning Issued in cases of a more serious breach of discipline or where written warning has not proved effective.

9 Exclusion: Where there has been a serious breach of discipline or previous warning have failed to correct conduct then a student will be excluded/ dismissed from college. In cases of proven gross misconduct then the student may also be excluded/dissmised.

10. Gross Misconduct/Suspension: Actions in cases where misconduct is of such a nature that the college can no longer tolerate the continued education/training of an individual who conducts such an offence.

Such alleged misconduct may normally result in the student being immediately suspended pending investigation on a formal disciplinary hearing.

If a student withdraws from a programme because of allegations which may have resulted in the student being excluded then details shall be forwarded to the Director (Student Discipline).