SWANSEA METROPOLITAN UNIVERSITY
PRIFYSGOL FETROPOLITAN ABERTAWE

Faculty of Business and Management

Level 4
Undergraduate Student Handbook
2010/2011

BUSINESS PORTFOLIO:

BA (Hons) Accounting
BA (Hons) Business & Finance
BA (Hons) Business
BA (Hons) Human Resource Management
BA (Hons) Management and Leadership
BA (Hons) Marketing Management
BA (Hons) International Business

HND Business
HND Business and Finance
HNC Business

LEISURE, EVENTS, TOURISM & SPORT PORTFOLIO:

BA (Hons) Sports Management
BA (Hons) Events Management
BA (Hons) Tourism Management
BA (Hons) International Travel & Tourism Management

HND Sport Management
HND Tourism Management
HNC Tourism Management

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Introduction

Your details

Use the spaces below to record your student details. These are needed whenever you need to contact the University, for assessment and feedback, and to borrow books from the library.

Name:_____

Course:_____

Year of entry (year you started your course): _____

Student number (on your ID card, begins with a P):_____

Student Email Address: _____

Library Number:_____

Library Pin:_____

Your timetable

Timetables will be issued during induction week. Fill in your timetable for this academic year below.

	9am	10am	11am	12noon	1pm	2pm	3pm	4pm	5pm	6pm	7pm	8pm
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												

Welcome and introduction from the Programme Directors

Welcome to Swansea Metropolitan University and the Undergraduate Business Portfolio of awards, which includes BAs (Honours, Ordinary and with Placement Year) in a wide range of Business, Leisure, Events, Tourism and Sport subjects, HNDs (Higher National Diplomas) in Business, Business and Finance, Sports Management and Tourism Management; and HNCs (Higher National Certificates) in Business and Tourism Management.

This handbook has been produced to help you settle into your new environment. For many of you this will be your first period away from home, and for others, it will be a return to study after years in work, but for everyone the first weeks will be a period of adjustment to your new way of life. Please keep this handbook as a source of reference for your time at the University.

The aim of the Programme Team is to make your time here as interesting as possible, whilst also ensuring that you learn and develop the competencies needed for a successful and fulfilling career in your chosen occupation. However, we do recognise that there may be questions, comments or concerns that you have during the programme. If this is the case, **in the first instance, you should approach the individual Module Tutor**. If your questions have not been answered or your concerns not alleviated you should then approach **the appropriate Level (Year) Tutor.** If your questions are still unanswered or your concerns still not alleviated you should **then see your Programme Director.**

The responsibility for your progress on the programme ultimately rests with you. As the programme seeks to prepare you for employment or self-employment, please conduct yourself as if you were in paid employment in your approach to the programme. This includes attendance at classes and activities organised for you, arriving on time, complying with guidance laid down elsewhere in this Handbook, producing work which meets the standards expected and treating others (students, staff, visitors and the public) with courtesy and respect. Remember that you and the University will be judged by the performance and attitudes of students and staff alike.

You should always bear in mind that you have a responsibility to play your part in obtaining your degree - we are not here to do it for you. We can only help you to achieve. You will only get out of the course what you are prepared to put into it.

For those of you starting on a HND, we offer the opportunity to progress to a BA in a subject appropriate to your HND, if you achieve the required portfolio of results and meet the required standard.

We hope that your time here will be one which you remember as a rewarding experience.

Mr. Vic Saunders
Programme Director
Undergraduate Business Portfolio

Mr. Andrew Campbell
Programme Director
Undergraduate Leisure, Events, Tourism and Sport Portfolio

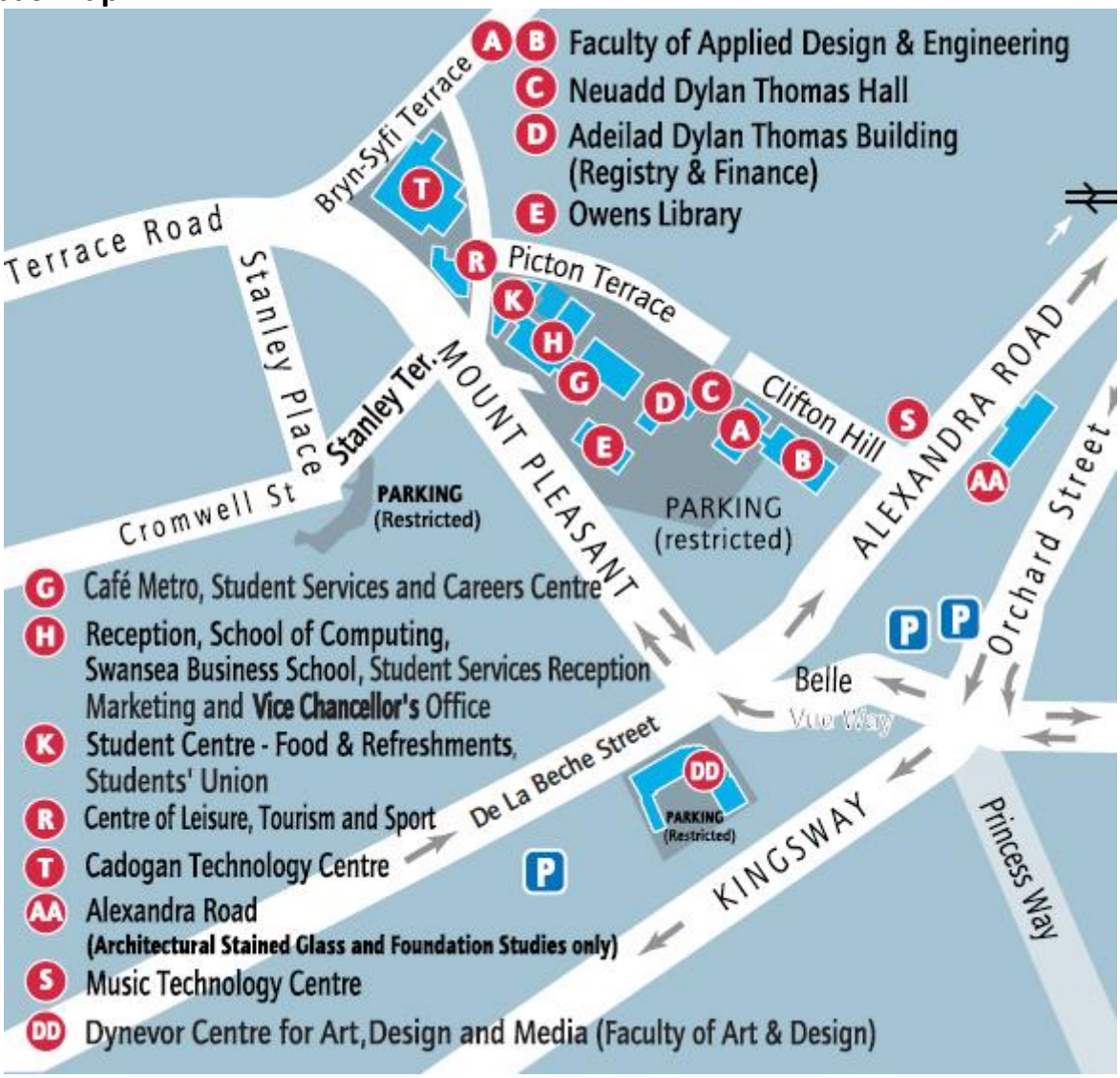
Studying in the Faculty of Business and Management

About the Faculty

Your programme belongs within the Faculty of Business and Management, one of four faculties within Swansea Metropolitan University. The faculty is home to the Business School and the School of Public Services Leadership, each of which manage and operate a portfolio of courses. The Dean is Leigh Jenkins, who manages the overall running of the faculty, and who is supported by the academic staff within each School. For more information on the staff who manage your programme see the 'About Your Programme' section of this handbook.

Finding your way around

Campus Map



Rooms

Most of your teaching will take place in the main buildings on the Mount Pleasant campus, although for those of you studying Sports and leisure programmes you may be taught off-campus (at the LC2 facility, for example). Your timetable and your tutors will advise you whenever this is the case.

Your timetable will include a room number for each session. Room numbers with the prefix **MH** are located in the Main Business Block at Mount Pleasant. The first number indicated the floor on which the room is to be found. For example, MH408 is on the fourth floor of the main Business School block.

LR: Means Lecture Room (of which there are four) located above the Students' Union Recreation Area. The LR is followed by a letter to indicate each of the lecture rooms (e.g. **LRA**, **LRB** and so on).

MR before the room number indicates that the room is located in the Red Brick Building.

The faculty office is located on the second floor of the Business block in room MH217.

Please keep your timetable in case of clashes which have escaped our proof reading and let your tutors know as soon as possible if you do spot an issue.

Off Campus Facilities

The LC Sports & Leisure Venue
The LC opened in March 2008 as a fully refurbished (£36 million approximately) premier sport and leisure complex. From 2010 Swansea Metropolitan University and Bay Leisure Ltd will aim to work in partnership to ensure that students have access to quality sporting facilities whilst also providing an excellent learning environment for students on leisure, events, tourism and sport programmes. This facility offers excellent proximity to the Mount Pleasant Campus and can be reached within a 10 minute walk. The specialist facilities to be used by degree programmes, include;

- Double Sports Hall – suitable for practical lectures/ conferences/events/fairs/Sports Teams
- Two fitness studios – Suitable for practical lectures/seminars
- Fitness Gym – Suitable for practical lectures / Student/ staff gym membership
- Tutorial rooms – Suitable for seminars
- Pool – Suitable for practical lectures
- Large Climbing Wall – Suitable for practical lectures

MAP & DIRECTIONS TO THE LC

Swansea High Street Train station is approximately 10 mins by foot from the LC. From station turn left and continue down High Street to Castle Gardens. From Castle Gardens continue along Princess Way until reached destination.

Swansea's main bus terminus (Quadrant) is approximately 5 minutes walk from LC. Follow signs for Maritime Quarter and National Waterfront Museum.

Car Parking
Car parking is situated on the west side of the LC. If you purchase an LC activity they will return 50% of your car parking costs.

Car parking costs are as follows:
£2 - for up to 2 hours stay (minimum stay)
£3 - for up to 3 hours stay
£4 - for up to 4 hours stay (maximum stay)

Simply retrieve you ticket from any Pay & Display within the car park, place one ticket in your vehicle and present the duplicate ticket to an LC receptionist at the time of purchasing your activity, and you will receive 50% of your car parking costs back.
Disabled parking and coach/bus parking bays are available.

Adapting to University study

You will find that the way you are expected to study at University is different to your previous experience of study at School or College in several ways. We will do our best to help you adapt to these changes by providing you with study support and advice, however, as an adult learner you are expected to take more responsibility for your own learning. This ability to self-manage is one of the key skills you will learn at University and something highly valued by employers.

At University you may find that you have fewer hours in class with your tutors than at School or College, but that you are expected to put in more hours of private study. This private study may include tasks such as

- Reading over lecture notes
- Reading up-to-date academic papers, journals and text books
- Working through examples and case studies
- Doing other additional reading
- Starting to prepare for your assignments.

This requires discipline and knowledge of how you, as an individual, learn best. Think about what times of the day you work best and try to plan your study time so that you work when you are most alert and best able to take in information. Get organised, and work out a way of filing your notes and keeping track of your deadlines. Find out about the resources available to help you (see the sections on study support and learning resources in this handbook for more information), and contact student support services or your tutors if you are finding it difficult to adapt.

You will need to learn new skills such as referencing and how to write in an academic style, but your tutors will help you with this, and if you are studying the first year module Applied Personal and Professional Development, you will be taught these skills in a dedicated class.

You will find that we use different terms for the elements of your study at University. Below is a brief guide to some of these terms, but if you are unsure of any of the terms used by your tutors or other staff, please just ask.

Award: This is the name of the qualification you will receive when you graduate (e.g. BA(Hons) Business Studies).

Blackboard: Blackboard is the name of the Virtual Learning Environment (VLE) used by the University. This is an online resource which can be accessed from both inside and outside the University, and is the place to find key information about your course, learning materials etc. See the section in this guide on Blackboard for further details.

Lecture: Lectures are usually large classes where your lecturer or tutor presents key information for you to learn or consider. Some lectures may be interactive, but others may require you to listen carefully for up to an hour. You should be prepared to take notes during a lecture. Most lectures will have a set topic which is related to the learning outcomes for that module, and will be followed up by a tutorial (see below) which will help you apply the knowledge you have gained in the lecture.

Module: Your programme is broken down into individual sections called modules. Each module carries a number of credits (usually 20 credits for undergraduate modules). You need to pass modules worth 360 credits to gain an undergraduate honours degree, so you will normally complete 120 credits per year of full time academic study.

Programme: This is the name of the course you are studying (e.g. BA(Hons) Business Studies).

Tutorial: In addition to your lectures you will normally have a tutorial each week for each of your modules. You will be divided into smaller groups for these sessions which are more interactive and for which you will be expected to prepare each week. Tutorial tasks might include group discussions, case studies, presentations, or practical work.

Attendance and behaviour

You are expected to attend ALL your timetabled classes – the better your attendance, the better the chance you will have to achieve good grades. Attendance is closely monitored by academic staff and any student missing three consecutive classes without providing an explanation may be deemed to have withdrawn from their course and will be written to and required to attend an interview with their year tutor. You are attending a business school and should treat your study commitments in the same way you would be expected to treat a business meeting. If, for any reason you are unable to attend you should let your module tutor and year tutor know by email, explaining the reasons for your absence.

The University also expects certain standards of behaviour from its students. Please see your University Welcome Guide for full details of University policies on attendance, behaviour and misconduct.

Please also read and follow the guidance on health and safety in the '**Important Information'** section of this handbook.

Communicating with faculty staff

The Faculty prides itself on making sure students are able to contact their tutors on a 1-2-1 basis when they need to. We have a number of ways in which this is facilitated:

Email: You should register your student email during the first week of term (you will be shown how to do this during the session on using 'Blackboard' in induction week). It is University policy that tutors only contact students using their University email address. You must therefore use your University email for all email contact with your tutors or you will not receive a response. Do not use your personal email account. IT support will be able to help you set up your University email so that it forwards to your hotmail account or Smartphone.

Meetings/office hours: The Faculty has an 'open door' policy on student contact with tutors and we try to speak with students individually if they have a problem whenever possible. However, please be aware that your tutors are likely to be teaching for a large proportion of the week so may not always be available. Please also respect the fact that your tutors may be busy if you drop in without pre-arranging a meeting. If you visit a tutor in their office and they are busy you may be asked to return at a mutually convenient time. If possible, it's always best to arrange a time to meet your tutor, either by email or at the end of a class.

Telephone: You may also speak with your tutors by telephone. You will find a list of telephone contacts at the back of this handbook. Please do not, however, expect your tutors to provide you with a mobile telephone contact number.

Instant messaging/online communications: Some tutors may offer times when they are available to answer queries or hold discussions using the 'chat' facility within Blackboard. Individual tutors will advise you of this. Please do not contact your tutors using social networking sites unless this has been agreed by your tutor or introduced as part of your studies.

Learning resources

The University provides students with a wide range of resources to ensure you get the best possible learning experience; these include both physical resources such as books and journals, and online resources such as the e-books, databases and the Virtual Learning Environment 'Blackboard'. You will receive an introduction to both the library and Blackboard system during induction week. These sessions are crucial as they are tailored to provide you with the information you need to access the resources related to your course. The Faculty's resources are located in the Owen Library on the Mount Pleasant Campus where you will find copies of the textbooks for your programme. Your module tutor will provide you with a list of recommended learning resources for each module you are studying and you will find these in the library or via the library web site. The University subscribes to a wide range of quality academic journals and databases at considerable cost and it is vital that you familiarise yourself with the key resources related to your subject area to ensure you are able to complete your coursework. Additional resources such as lecture notes, case studies and links to videos or online resources may also be uploaded to the module pages on Blackboard. There follows a brief introduction to some of the key learning resources to which you will have access during your programme.

Library

The library will become an important part of your life at Swansea Metropolitan University. You will discover the information that you need to support your studies amongst the stock of around 140,000 books, covering the range of subjects taught. Daily newspapers are available and the library subscribes to some 1,000 current journals and periodicals – all intended to keep you up-to-date with your subject area.

Location

The Faculty Library is based at the Owen library, the largest library in the Institute, which is located on the Mount Pleasant campus. Although each library caters primarily for the study requirements of the faculties in its immediate area, all facilities of each of the three libraries are available to every student in the Institute, regardless of their particular study programme.

Library Opening Hours*
Owen Library (tel. 01792 48 1141)

	Mon-Thursday	Friday	Saturday	Sunday
Term	08.45-21.00	08.45-16.30	10.00-16.00	11.00-15.00
Vacation	08.45-17.00	08.45-16.30	Closed	Closed

*Please note that these times are subject to change. Always check the Library web site before travelling.

Joining

Following your enrolment you will be issued with an identification card, this is also your library card. Please inform the library staff immediately if your identification card is lost or stolen. A charge will be made for a replacement. Also, if you change your address, please keep the library informed. You will receive an introduction to the library during induction week. It is vital that you attend as this will provide you with important information about how to access the resources you will need to be successful in your studies.

Borrowing

When registered in the library, students may borrow up to 12 items including books, audio-visual items or computer software from any Institute library. If a book is not available, but in the library stock, it can be reserved at the issue desk. Books must be returned when recalled by the librarian.

Loan Periods

Ordinary loan	3 weeks
Limited loan	1 week short loan
Overnight loan	to be returned the next working day

Reference cannot be removed from the library

Fines
Fines are charged for overdue items at a rate displayed in the library. If an item is required for longer than the loan period please return for renewal to avoid paying fines. Course Tutors are informed of all students who do not return library books and any unpaid fines. You can renew books in person, by telephone or via the library web pages.

Inter-library Loans
If a book, journal or thesis is needed which is not in the library stock, it can be obtained through the British Library by completing an inter-library loan request form. This service is very expensive and a charge will be made at the time of requesting.

The Catalogue
To locate an item the catalogue should be consulted. The On-Line Public Access Catalogue (OPAC) terminals are situated in the library. You can also access it via the Internet both on- and off-campus. Help is available from the library staff if required – just ask at the main desk.

Reference Material
The library has a range of reference books, abstracts, indexes and bibliographies. These can provide specific information such as addresses, telephone numbers, train times, etc. or details of business and management books and journal articles. There is also access to electronic information sources. These include CD-Rom and Internet facilities.

Other Services
Students have access through faculties to audio-visual equipment and film and television viewing rooms. Students may also borrow video cameras and other equipment for use in their project work at the University.

Card operated photocopiers are available in each library. Cards may be purchased from dispensers located in the Owen library. Please note that copying is subject to the provisions of the 1988 Copyright Act. Study areas are available so that you may work away from the distractions of home with the references you need on hand.

IT Facilities

The Faculty has two computer rooms located on the second floor (MH211 and MH218) which may be used by students when they are not being used for teaching purposes. In addition, there are computer rooms on the ground floor opposite the Metro café and in the basement of the Owen Library. You are free to use these machines under the terms of the University's Acceptable Use Policy (see your **University Welcome Guide** for full details of this policy).

Social Learning Spaces

The University is developing a range of 'Social Learning Spaces' at various locations across the Campus. Further information about these spaces, designed to facilitate self-managed learning by groups of students and individuals, will be provided as they become available, but we anticipate that several Social Learning Spaces will be available at Mount Pleasant by the start of the 2010 academic year.

Blackboard Virtual Learning Environment (VLE)

'Blackboard' is the University's Virtual Learning Environment (VLE). This is a web-based portal that allows students and tutors to communicate and share information. Amongst its many functions, Blackboard enables your tutors to post useful information about your course, send you messages and announcements, and post additional learning resources. Each of your modules will have a Blackboard site which you can access via your individual page. You should check your Blackboard page every day for important announcements. You will be

shown how to access Blackboard during induction week, but there is also a brief guide to accessing Blackboard and details of who to contact if you need help in Appendix C of this Handbook.

How you will be assessed

In this section you will find brief details of the assessment processes and procedures, information on how to hand in your assessments and the procedures for examinations, feedback and your results in the Faculty of Business and Management. Appendix D gives full details of the University's official assessment processes and regulations. You must read this appendix carefully to ensure you have understood what is expected of you and what you can expect from the University. You will be required to sign for this handbook to declare that you have received a copy of these regulations.

You are likely to experience a number of different types of assessment during your studies with us – including coursework of varying types, and examinations. Each module you study will have one or more assessments, and your module tutor will explain the schedule of assessments and details of what is expected of you for each assessment.

Coursework

Schedule of Assignments

The published assessment schedule and assignment specification will include details of the final date for submission, and the procedure for submitting the work is detailed below.

Submitting coursework

The Procedure for the submission of Assignments is as follows:

Students are responsible for ensuring that they submit their work, in the required format, to the deadline specified.

You should follow the instructions in the assignment specification and any additional instructions given by your tutor carefully. You assignment submission must include your name and student number and the signed declaration regarding authenticity of the work (please see the sections in this handbook on unfair practice and referencing). You should also bring a printed copy of the assignment receipt which will be stamped and which you should retain as proof of submission.

Assignments from full-time students should be handed in to the Business Faculty Office on the second floor of the business block, at the following times **only**:

Full time students

Thursday	12–1 pm
Friday	9.30–1 pm *and* 2–3 pm

Part time students

Tuesday	5pm – 6.30pm

Assignments **cannot** be handed-in in advance of the due date. On days where there are a large number of assignments due for submission, administrative staff may set up an assignment hand-in area in an alternative room – this will be clearly signposted on the second floor corridor.

Late Submission

See the University regulations on late submissions (Appendix D Point 11). If a coursework assessment is submitted up to seven days after the deadline, a maximum mark of 40% is awarded. For work submitted seven days or more after the scheduled date for that assessment, a mark of zero will be allocated.

Extensions and mitigating circumstances

If there are any mitigating circumstances, such as illness or bereavement of a close relative, the student must report these to their Year Tutor or Programme Director only, who may grant an extension of the deadline for submission of the assignment. Please see Appendix A for details of circumstances under which extensions may or may not be granted. No penalty mark will be awarded if an extension is granted and the assignment is submitted by the revised deadline.

No late work may be accepted from a student after an Examination Board has taken a decision on the work of the student, unless by direction, following a successful request for a review of the Examination Board decision.

Examinations

Examinations usually take place during the last week in May and first week in June and re-sits usually take place during the first and second weeks of September but full details of Examination Periods will be published as soon as they are available.

Your examinations may be located on one of the University's other campuses so you should check the location and schedule carefully. It is your responsibility to make sure you arrive at the examination on time. Please read the full examination regulations in Appendix D for further details.

Any student with special needs in regard to examinations, must see the University's Counsellor, Ms Jill Nicholls, by December of their first year of study. This ensures their needs are recorded. This also applies if you progress to another course e.g. HND to degree.

Completed examination scripts and course work submitted for assessment will be held securely by your School for a limited time in accordance with the University's Records Retention Policy and destroyed confidentially. Your School may retain a sample of completed examination scripts and assessed work for a longer period to meet the review requirements for professional bodies. For further information please contact your course tutor or the University's Data Protection Officer.

General Marking Criteria for Degree Students

Below are the Faculty's general marking schemes for undergraduate degree and HND submissions.

Generic Grading Criteria (Degree)	
0-35	**A mark in this range is indicative that the work is below the standard required at the current level of your Degree programme.** Work falls short of the threshold standards in relation to one or more of knowledge, intellectual, subject based or key skills. Work is based on only minimal understanding, application or effort. It will offer only very limited evidence of familiarity with knowledge or skills appropriate to the field of study or task and/or demonstrate inadequate capability in key skills essential to the task concerned. It may address the assessment task to some extent, or include evidence of successful engagement with some of the subject matter, but such satisfactory characteristics will be clearly outweighed by major deficiencies across remaining areas. Other reasons for failing the coursework may include excessive absenteeism; academic dishonesty (cheating), plagiarism or failure to participate in teamwork.
35-39	**A mark in this range is indicative that the work is below, but at the upper end is approaching the standard required at the current level of your Degree programme.** Whilst some points are correctly presented there are serious errors and/or omissions and/or irrelevant material. It indicates work of an insufficient standard. It will show very limited knowledge or understanding of the relevant subject area, and display weak writing and analytical skills and/or poor application of technique. Writing will exhibit weak grammar, very inadequate or absent references and/or bibliography and may contain major factual errors. Quantitative work will contain significant errors and incorrect conclusions.
40-49	**A mark in this range is indicative that the work is of an acceptable standard at the current the level of your Degree programme.** Work demonstrates some familiarity with and grasp of a factual/conceptual knowledge base for the field of study and/or ability to employ specialist skills, but only just meeting threshold standards. Work may be characterised by some significant errors, omissions or problems, but there will be sufficient evidence of development and competence. Writing may be poorly presented without properly laid out referencing/bibliography, or in the case of quantitative work, it may not be possible to follow the logic and reasoning leading to the results obtained and the conclusions reached.
50-59	**The work is of a satisfactory to very satisfactory standard at the current level of your Degree programme.** Work demonstrates ability to evaluate new information, concepts and evidence from a range of sources and generate ideas through the analysis of concepts at an abstract level. Arguments and issues will be discussed and referenced, but these may not be fully documented or detailed. The work will be mostly accurate and provide some evidence of the ability to analyse, synthesise, evaluate and apply required methods/techniques. There will be no serious omissions or inaccuracies. There will be good evidence of ability to take responsibility for own learning including the selection and use of relevant techniques and applying creative skills. With quantitative work it should be possible to follow the logical steps leading to the answer obtained and the conclusions reached.
60-69	**A mark in this range is indicative of that the work is of a very good standard for the current level of your Degree programme.** Work of commendable quality commanding wide ranging specialised technical, creative and/or conceptual skills. There will be consistent evidence of capability in all relevant subject-based skills, including the ability to self-evaluate and work autonomously and to use effectively specified techniques in appropriate contexts. Writing work will make excellent use of appropriate, fully referenced, detailed examples and there will be clear evidence of analysis, synthesis and evaluation. Any quantitative work will be clearly presented, the results should be correct and any conclusions clearly and accurately expressed.
70-84	**A mark in this range is indicative that the work is of an excellent standard for the current level of your Degree programme.** Work is based on a rigorous and broad knowledge base, demonstrating ability to analyse, synthesise, evaluate concepts and/or interpret and describe the creative expression and the associated workflow process including both the design and development/production considerations. The work will go beyond that provided on reading lists and include independent work. There will be strong evidence of competence across a range of specialised skills and the capability to operate autonomously. The work will exhibit excellent levels of knowledge and understanding, with elements of originality and flair.
85-100	**A mark in this range is indicative of outstanding work.** Marks in this range will be awarded for work that exhibits excellent levels of knowledge and understanding throughout with substantial elements of originality and flair. The work will demonstrate a broad range of critical reading that goes well beyond that provided on reading lists. Marks at the upper end of the range will indicate that the work is of publishable, or near publishable academic standard.

General Marking Criteria for HNC/D Students

Generic Grading Criteria (HNC/D)	
Referred / Fail	**The work is far below the standard required at the current level of your Higher HNC/D programme.** Whilst some points are correctly presented there are serious errors and/or omissions and/or irrelevant material. It indicates work of an insufficient standard. It will show very limited knowledge or understanding of the relevant subject area, and display weak writing and analytical skills and/or poor application of technique. Writing will exhibit inadequate or absent references and/or bibliography and may contain major factual errors. It may address the assessment task to some extent, or include evidence of successful engagement with some of the subject matter, but such satisfactory characteristics will be clearly outweighed by major deficiencies across remaining areas. Quantitative work will contain significant errors and incorrect conclusions. Other reasons for failing the coursework may include academic dishonesty (cheating), plagiarism or failure to participate in teamwork.
Pass	**The work is of an acceptable standard at the current level of your HNC/D programme.** The work will be mostly accurate and provide some evidence of the ability to analyse, synthesise, evaluate and/or apply standard methods/techniques. There will be no serious omissions or inaccuracies. Writing may be poorly presented without properly laid out referencing/bibliography, or in the case of quantitative work, it may be difficult to follow the logic and reasoning leading to the results obtained and the conclusions reached. Work may be characterised by some errors, omissions or problems, but there will be sufficient evidence of development and competence.
Merit	**The work is of a good to very good standard for the current level of your HNC/D programme.** Work of commendable quality based on a strong factual/conceptual knowledge base for the field of study and/or effective application of skills and techniques relevant to the assessment task. There will be clear evidence of analysis, synthesis, evaluation and application. Writing will make use of appropriate, fully referenced, detailed examples. Any quantitative work will be clearly presented, the results should be correct and any conclusions clearly and accurately expressed.
Distinction	**The work is of an excellent standard for the current level of your HNC/D programme.** Work is based on a broad knowledge base, demonstrating sustained ability to analyse, synthesise, evaluate and interpret concepts, principles and/or data within the field of study and/or creative and original application of relevant skills and techniques. The work will go beyond that provided on reading lists and include independent argument/application.

Feedback and results

You will receive feedback on your submitted coursework within 20 working days of submission although your results are not considered final until grades have been agreed by the appropriate examination board for your programme. Examination boards usually take place at the end of each semester and re-sit boards take place in September. Please see the regulations in Appendix D for full details of the examination board process.

If you fail an assessment or a module you may be offered the opportunity to undertake re-sit assessments during the summer period. If you have the opportunity to re-sit you will be informed of the procedure by letter after the examination board has taken place.

Your results will be available for you to view online after they have been confirmed by the examination board. You will be informed of the date when they will be available and provided with details of how to access them by following the instructions at: http://studentresults.smu.ac.uk/

Unfair Practice (Cheating, plagiarism and collusion)

One of the key principles of academic study and research is being honest and truthful in submitting work that is your own and in acknowledging the work of others when you refer to it. The University does not tolerate cheating (attempting to gain an unfair advantage), collusion (working with other students on coursework that is assessed on an individual basis), or plagiarism (copying or passing off the work of others as your own). See Appendix D for the University's full definition of Unfair Practice.

Plagiarism

Plagiarism is the copying the work of others or attempting to pass it off as your own. Every time you use an idea, model or quotation originally published by another author you MUST reference it appropriately (see the section on academic referencing below). If you do not, you are liable to have your work investigated for plagiarism and may suffer serious consequences under the University's regulations on unfair practice. See appendix D for the University's definition of Unfair Practice. Full details of the University's Unfair Practice regulations and procedures are available online at: http://www.smu.ac.uk/index.php/student-application/regulations/473-unfair-practice-procedure

Swansea Metropolitan University had adopted the use of Turnitin software for the detection of possible plagiarism in any work submitted for assessment by a student.

By searching a database of reference material gathered from different sources, Turnitin enables tutors to identify the original source of material which has been included in the work submitted.

Turnitin highlights sections of text which have been found in other sources, it does not decide if that text is incorrectly cited or plagiarised. Your tutor will receive an "originality report" on the submitted work and on the basis of that report will form an opinion of the level of citation or possible plagiarism.

The University considers that the proper citation and authenticity of work submitted by students is essential for the maintenance of academic standards, and that the use of Turnitin will help students to achieve this objective.

All first year coursework will be submitted to Turnitin so you are strongly advised to follow the guidance given by your tutors on avoiding plagiarism. If you are studying the level 4 module 'Applied Personal and Professional Development' you will study this as part of your programme, and you can access additional advice and support from Student Services.

Academic Referencing

You are encouraged to read widely during your studies with us and your tutors will provide you with reading lists containing useful (and credible) sources of information related to your subject. One of the key skills you will learn during your time with us is the ability to read and synthesise useful information which relates to the assignments you have been given. We actively encourage you to refer to the work of other authors as this demonstrates that you have attempted to gain an in-depth knowledge of a topic and have sought a range of points of view before making your own judgements.

You must, therefore, also learn the skill of referencing accurately and thoroughly any work by other authors that you include in your assessed work.

This is one of the key differences between the work you may have done at school or college and the work you will be expected to submit at University level and it is a habit that it is important to get into early in your studies.

If you are studying the level 4 module Applied Personal and Professional Development, academic referencing skills will be built into the early stages of your programme, however the key principles are as follows:

Academic referencing is about acknowledging the work of others and enabling those who read your work to easily find the sources you have used to verify them or to read further. A reference is required whether you are acknowledging a direct quotation, a theory, a model, or simply an 'idea' that was first created and/or published by someone else.

Referencing is done in two places within your written work:

1. **In the text**

This is when you acknowledge the work of another author in the body of your work. For example if you included the following quotation you need to show the author, the date of the publication and the page from which the quotation was taken. This is placed next to the quotation:

"Perception is concerned with how individuals see and make sense of their environment" (Fill, 2009:136)

The information in the brackets tells the reader the surname of the author, the date of the publication and the page from which the quotation has been taken. There are different formats for different types of 'in text' acknowledgment and you will be provided with a detailed guide to the different formats during your studies.

Although the information in the brackets provides you with some basic details about the reference, it does not necessarily give you all the information you would need to easily find the source. This is why we need the second type of reference, the references list.

2. **In your references list**

Every piece of coursework you submit should include a list of references which provides the reader with full details of the sources you have used and referenced in your work.

The references list is placed at the end of your assignment (but before any appendices). It should not be confused with a bibliography (which is a list of general reading on the topic designed to guide the reader to further information). You should therefore title this section 'References'. Each reference should then be listed in alphabetical order by the surname of the author (or the first author stated in the publication where there are multiple authors).

The example below shows the full reference for the publication quoted above:

Fill, C. (2009) Marketing Communications: interactivity, Communities and Content, 5th Edition, Harlow: FT Prentice Hall.

This gives enough detail to ensure that the reader can find the source easily. There are many different 'styles' or formats for referencing, and different approaches that you need to take when referencing different document types (e.g. books, academic journals, web pages, reports). The Faculty of Business and Management requires that you use the Harvard or APA (American Psychological Association) referencing style in your written work. This is sometimes referred to as an 'Author, date' system because it is based on using the author and date of publication as the primary means of identifying individual references. Microsoft Word supports the APA referencing style and again, you will be taught how to reference accurately during the Applied Personal and Professional Development module. There are also numerous guides to the Harvard and APA referencing systems that are easily accessible online.

If you are having problems with referencing, support is available from Student Services, and your tutors.

Transferring to another programme

We know that many students start University with very little experience of the subject they will be studying, so you may find that you wish to transfer to a course that suits you better. You must speak to your Level tutor as soon as possible if you wish to transfer to another degree programme and it is preferable that you do this during the first few weeks of term. However, as many of our programmes have a common set of modules in the first year, it may be possible for you to transfer to another programme at the end of your first year. Again, please contact your Level tutor as soon as possible if you wish to discuss transfer.

Transfer forms are available at: http://www.smu.ac.uk/index.php/current-students/registry/suspensions-withdrawals-a-transfers

Withdrawing from your programme or suspending your studies

If you are considering leaving the programme for any reason, please contact your level tutor as soon as possible. They will be able to advise you on your options and the process for withdrawal should you decide to leave the course.

Withdrawal and suspension forms are available online at: http://www.smu.ac.uk/index.php/current-students/registry/suspensions-withdrawals-a-transfers

Appeals and complaints

Most issues and concerns can be dealt with by the Programme Director, and we recommend that you contact them first if you have a problem. If, however, you wish to make a formal complaint or appeal against an academic decision, the University has formal processes in place to enable you to do this. For full details of the University's appeals and complaints procedures please visit: http://www.smu.ac.uk/index.php/current-students/registry/regulations

About your programme

Business School Programmes

The Business School has recently updated its entire Undergraduate Business Portfolio so that the courses we offer meet the demands of both students and employers. The portfolio consists of a range of related courses, some (such as the BA (Hons) Business) designed to give you a broad-based business education, and others (like the BA (Hons) Accounting) which provide the in-depth knowledge and skills required for a specific professional career.

All programmes in the portfolio share a common first year, however, ensuring that all our students gain a thorough grounding in the core aspects of business. This also means that, should you decide you wish to transfer to another programme within portfolio, it may be possible to do so before you progress to the second year of your course. If you do wish to transfer to another programme within the portfolio, please contact your year tutor as soon as possible.

The following pages will explain how the programmes are managed and give you more detail about the structures of the various courses, plus information about what you will be studying in your first year with us.

How the programme is managed

Programmes within the Faculty of Business and Management are managed by academic staff from the school.

Roles and Responsibilities of members of the Programme Management Team

Head of Undergraduate Programmes:
The Head of Undergraduate Programmes overseas all undergraduate programmes within the School. It is her responsibility to ensure all programmes run smoothly and are of a high standard. It is unlikely that you will need to liaise with the Head of Undergraduate Programmes unless you have a very serious issue whilst studying with us.

Programme Director (PD):

The Programme Director is responsible for the overall management of their portfolio of programmes. This involves (amongst other things) time-tabling, co-ordinating examinations with the appropriate examinations officer, co-ordination of assignment processes, meeting students individually if required, liaising with the line management, arrangement of committees and meetings, and co-ordinating pathway progression with year tutors. You may need to see the Programme Director if you experience serious problems during your studies or to discuss your progression to the next level.

Levels 4, 5 and 6 Level/Year Tutors:

Year tutors are your 'first port-of-call' for issues with your programme of study, attendance, or if you are experiencing difficulties. Your year tutor will monitor your attendance and levels of achievement carefully and is responsible for making decisions on extensions on assessment hand-in dates. You should always contact your year tutor as soon as possible if you have a problem – they will be able to guide you towards the appropriate source of help. 'Level 4' is the first year of a degree programme, 'level 5' the second year and 'level 6' the final year.

Dissertation Co-ordinator:
The Dissertation Co-ordinator administers and manages the dissertation module and processes, arranging appropriate meetings and liaising with the Programme Director on the progress of students and allocating dissertation tutors.

Dissertation Tutors:
Dissertation tutors are responsible for supervising individual students on their dissertations. This will involve arranging tutorial sessions and agreeing outcomes of each session. Every session is minuted and signed and agreed by the student and the tutor. A copy is to be kept by the student and the tutor. Where students fail to comply with the process, the tutor will inform the Programme Director.

Admissions Tutor:
The Admissions tutor is responsible for outreach and liaison with prospective students and acceptance of students onto the course, including the arrangement of open days and processing UCAS applications and other related issues.

Placement Tutor:
The Placement tutor is responsible for arranging placement tutorials, co-ordinating employer development and recruitment, distributing and arranging placement visits, organising and managing the assessment procedures for the Applied Professional Placement, and liaising with Programme Director.

Student Representatives:
There will be two student representatives elected by the 'student body' of the programme from each level of the course. These students will liaise with the Programme Director and input to the running of the programme, informally and formally, via the programme management committee and any other relevant Programme and Institute meetings. Student Representatives seek feedback from their fellow students on the programme and raise any issues or concerns with the Programme Director or at the Programme Management Committee.

Student representatives play an important role in providing student feedback to this committee and this is excellent experience to include on your CV. Student representative elections are coordinated by the Students' Union and details of how to get involved are published by them early in the new term.

External Examiners:
Each programme has an appointed External Examiner. This is an academic from another University or Institution, and their role is to ensure the quality of the programme from an external perspective. External Examiners provide an evaluation of assessments and examinations and comment on the Faculty's examination board procedures and results.

Management procedures

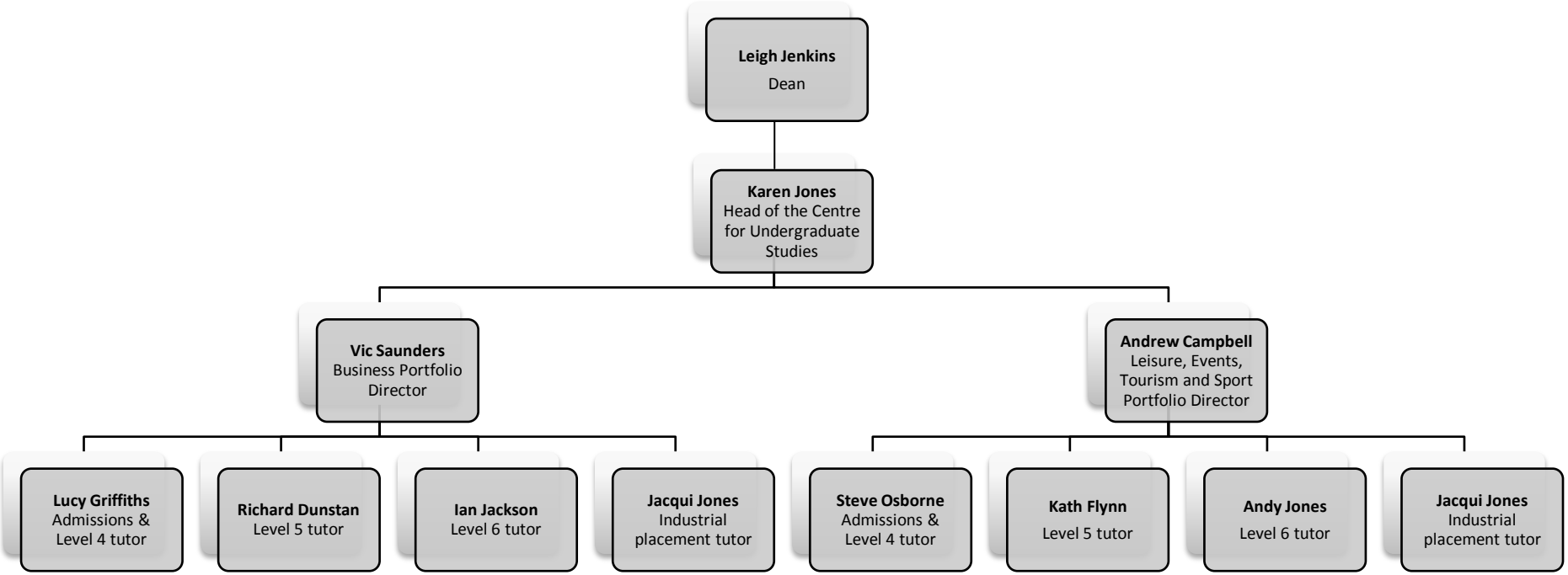
Programme Management Committee:
Each portfolio of programmes has a Programme Management Committee (PMC) as specified in the University's Quality Handbook. This committee is made up of all members of the Programme lecturing staff and student representatives. It meets at least once every semester and is chaired by the Programme Director. This is the formal mechanism for communicating, informing and developing the programme. Every committee will be minuted and the minutes of the previous meetings checked and agreed as accurate.

Examination Boards:
Examination Boards are meetings held in accordance with the University's Assessment Regulations to agree each student's marks and to decide whether each student has reached the required standard for their respective levels of the Programme. The Examination Board consists of members of the Programme Team, the External Examiners and the Dean of the Faculty. The results of your assessments are not final until they have been reviewed by the examination board at the end of each semester.

Student Questionnaires:
At the end of each academic year, an evaluative programme feedback process will be completed by students and co-ordinated by the year tutors in conjunction with the Programme Director. This is another opportunity for you to provide feedback on your programme. The results are evaluated and used to guide the development of the Programme.

Business School Undergraduate Programme Management Team

The digram below shows the names and roles of the 2010/2011 Business School Undergraduate Programme Management team. Contact details are listed att he end of this handbook. Please note that these roles are subject to change during the academic year – you will be informed of any changes that take place.



Programme details and structures

In this section you will find brief details of each of the undergraduate programmes offered within the school. This will give you an overview of the modules you will be studying at each level of your course. Optional modules are not listed, however, as availability of these may vary from year to year. Although there are no optional modules in your first year, when you reach levels five and six your tutors will provide you with a list of options from which choose.

BA (Hons) Accounting

UCAS Course Code: N400 **UCAS Course Title:** BA/Ac

Duration: 3 years (full time) or 4 years (sandwich)

About the Programme
This full-time undergraduate degree is designed to prepare you for a career in accountancy, providing you with the key professional skills required to make an immediate and effective contribution to an organisation upon taking up employment. You will learn about the core areas of financial, cost and management accounting; financial management; taxation and auditing; applying your knowledge to both the public and private sectors. This extremely popular programme has been developed in close consultation with the professional chartered accountancy bodies ACA, ACCA, CIMA and CIPFA, to enable students to gain considerable exemptions from future professional examinations. You will also be taught how to use the key, industry standard accounting software packages, helping make you an attractive prospect for potential employers.

Programme Structure
In the first year of your programme you study a broad programme covering the key business functions, then in your second and final years your programme becomes more specialised and focuses on building an in-depth knowledge of accounting theory and practice.

Level 4 (first year)	Level 5 (second year)	Level 6 (final year)
Applied Personal & Professional Development	Financial Reporting in Practice	Strategic Management & Sustainability
Accounting Fundamentals	Cost Control and Performance Management	Financial Management
Business Environment	Small, Medium Sized Enterprises in an International Environment	Contemporary Issues in Management Accounting
Marketing Essentials	Public Sector Accounting	Advanced Corporate Reporting
Management and Organisational Behaviour	IT Skills for Finance Professionals	Auditing & Corporate Governance
Business Information Systems	Personal & Business Taxation	Public Sector Finance & Control

All modules carry 20 ‘credits’.

Career prospects
Many of our graduates pursue a professional career in accounting, progressing to complete their professional training whilst in employment. However, others pursue more general management roles, or use the skills they have gained to set up their own businesses.

BA (Hons)/HND Business and Finance

UCAS Code: N290 (degree), 422N (HND) **UCAS Course Title:** BA/BF (degree), HND/BF (HND).

Duration: Degree, 3 years (full time) or 4 years (sandwich); HND, 2 years (full time) or 3 years (part time).

About the Programme
The business and finance programme has been designed for those students who have an interest in the financial aspects of business and who would like the flexibility of a programme that allows you to select a number of elective modules in their second and final years. You benefit from a broader range of modules and options than the BA Accounting programme whilst completing a degree that also gives you a solid basis for a career in business finance. Students who are not able to, or do not wish to commit to a full degree programme are able to obtain an HND in Business and Finance by successfully completing 240 credits (levels 4 & 5) of the programme.

Programme Structure
You study a broad range of modules covering the core business functions in your first year and then in your second and final years there is a greater focus on financial topics whilst still allowing you the flexibility to select modules in areas of interest to you.

Level 4 (first year)	**Level 5 (second year)**	**Level 6 (final year)**
Applied Personal & Professional Development	Financial Reporting in Practice	Strategic Management & Sustainability
Accounting Fundamentals	Cost Control and Performance Management	Financial Management
Business Environment	Small, Medium Sized Enterprises in an International Environment	Contemporary Issues in Management Accounting
Marketing Essentials	Entrepreneurship	Strategic Information Systems and the e-Business
Management and Organisational Behaviour	Marketing in Practice	**Option(s)** Select Dissertation (40 credits) or two 20-credit level 6 option modules
Business Information Systems	**Option** Select one 20-credit option module from level 5 of the Portfolio	

All modules carry 20 credits, apart from the dissertation which is worth 40 credits.

Career prospects
Graduates of the Business and Finance programme are ideally placed for careers in financial or general management, banking, or may wish to become entrepreneurs.

BA (Hons)/HND Business

UCAS Code: N100 **UCAS Course Title:** BA/BS

Duration: Degree, 3 years (full time) or 4 years (sandwich); HND, 2 years (full time) or 3 years (part time).

About the Programme
The BA (Hons) Business programme provides a thorough and wide-ranging education in all aspects of business, including Human Resource Management, Marketing, Finance and Accounting, Strategy, Entrepreneurship and Information Systems. The programme will prepare you for any number of possible careers within business, or perhaps even running your own business. This is an excellent choice if you want to 'keep your options open' or are not sure which area of business you might wish to specialise in. Students who are not able to, or do not wish to commit to a full degree programme are able to obtain an HND in Business by successfully completing 240 credits (levels 4 & 5) of the programme.

Programme Structure
Throughout the three years of the programme you study a broad range of business subjects covering the core functional disciplines of business. In your second and final years there is increased flexibility with the option to choose elective modules (or a dissertation) in subjects that are of particular interest to you.

Level 4 (first year)	**Level 5 (second year)**	**Level 6 (final year)**
Applied Personal & Professional Development	Personnel Resourcing and Development	Marketing Communications Strategy
Accounting Fundamentals	Cost Control and Performance Management	Organisational Consultancy
Business Environment	Information for Decision Making	Strategic Information Systems and the e-Business
Marketing Essentials	Entrepreneurship	Strategic Management & Sustainability
Management and Organisational Behaviour	Marketing in Practice	**Options (40 credits)** Select Dissertation (40 credits) or two 20-credit level 6 option modules
Business Information Systems	**Option (20 credits)** Select one 20-credit option module from level 5 of the Portfolio	

All modules carry 20 credits, apart from the dissertation which is worth 40 credits.

Career prospects
This course prepares you for a wide range of possible careers in business in any of the functional areas such as marketing, finance, and human resource management; or in a general management or entrepreneurial role.

BA (Hons) Human Resource Management

UCAS Course Code: N620 **UCAS Course Title:** BA/HRM

Duration: 3 years (full time) or 4 years (sandwich)

About the Programme
If you are interested in a career in Human Resource Management then this programme will not only give you the key skills and knowledge required, but it has been designed to mirror the professional qualifications in this field offered by the Chartered Institute of Personnel and Development (CIPD). This will enable you to progress quickly to their postgraduate diploma after you have graduated and help improve your career prospects. This area of business has developed rapidly in recent years and will be of interest to students who are particularly interested in the 'people' aspect of running an organisation. On this programme you will gain a thorough grounding in all areas of business and specialist, in-depth knowledge of aspects of the Human Resources function such as personnel resourcing, employee relations, leadership and development.

Programme Structure
As with all our undergraduate business programmes you study six core modules in your first year, covering the key functional areas of business and developing your personal and study skills. In your second and final years you progress to more specialised and in-depth modules about Human Resource Management, building your professional skills and knowledge at a strategic level.

Level 4 (first year)	**Level 5 (second year)**	**Level 6 (final year)**
Applied Personal & Professional Development	Personnel Resourcing and Development	Strategic Management & Sustainability
Accounting Fundamentals	Leading Customer Service Excellence	Strategic HRM
Business Environment	Managing Employee Relations & Reward	Applied Leadership & Management
Marketing Essentials	Cost Control and Performance Management	Organisational Consultancy
Management and Organisational Behaviour	Entrepreneurship	**Options (40 credits)** Select Dissertation (40 credits) or two 20-credit level 6 option modules
Business Information Systems	**Option (20 credits)** Select one 20-credit option module from level 5 of the Portfolio	

All modules carry 20 credits, apart from the dissertation which is worth 40 credits.

Career prospects
This programme prepares you for a career as a Human Resource Management professional, either within an organisation or on a self-employed basis. Typical future career roles might include Human Resources Manager, Personnel officer, HR Consultant, or Training and Development Manager.

BA (Hons) Management and Leadership

UCAS Code: N200 **UCAS Course Title:** BA/Man

Duration: 3 years (full time) or 4 years (sandwich)

About the Programme
This full-time degree programme is designed to prepare students for leadership and management roles within a range of organisations, or for leading their own organisation. You will study all aspects of business from a leadership perspective and develop skills and knowledge in areas such as decision making, management development, entrepreneurship, performance management and financial leadership.

Programme Structure
Your first year consists of a general foundation in the key functional areas of business, ensuring that you have a thorough understanding of the 'bigger picture' of how an organisation works. As you move into your second and final years you develop your understanding of the roles of leaders and managers in organisations and build the knowledge and skills you need to become effective in developing strategy and leading people.

Level 4 (first year)	**Level 5 (second year)**	**Level 6 (final year)**
Applied Personal & Professional Development	Personnel Resourcing and Development	Strategic Management & Sustainability
Accounting Fundamentals	Leading Customer Service Excellence	Critical Perspectives on Management
Business Environment	Cost Control and Performance Management	Applied Leadership & Management
Marketing Essentials	Information for Decision-Making	Financial Management
Management and Organisational Behaviour	Entrepreneurship	**Options (40 credits)** Select Dissertation (40 credits) or two 20-credit level 6 option modules
Business Information Systems	**Option (20 credits)** Select one 20-credit option module from level 5 of the Portfolio	

All modules carry 20 credits, apart from the dissertation which is worth 40 credits.

Career prospects
This programme is designed to enable students to progress quickly into management and leadership roles within organisations of a range of sizes and types, or to set up and lead their own organisations. You will be well prepared to take on management responsibilities across a broad range of generalist business roles or to specialise further in one of the functional areas.

BA (Hons) Marketing Management

UCAS Code: N500 **UCAS Course Title:** BA/Mark

Duration: 3 years (full time) or 4 years (sandwich)

About the Programme
The BA (Hons) Marketing Management is designed to prepare students for a career in the fast-moving and exciting field of marketing. You will learn how to research and define markets, how to develop strategic and tactical marketing plans, and how to put those plans into practice, and because the programme is constantly updated to reflect emerging themes (such as social media marketing and sustainable marketing), you can be assured that you will graduate with the relevant skills you need to start a career in marketing in today's digital world. The programme has also been accredited by the Chartered Institute of Marketing (CIM), so graduating students are able to progress straight to the CIM's Chartered Postgraduate Diploma (the highest professional qualification available to marketers) after they graduate.

Programme Structure
You study a generalist business programme in your first year, including the Marketing Essentials module which prepares you for the more focused and in-depth study of marketing subjects which further develops your marketing skills and knowledge during your second and final years.

Level 4 (first year)	**Level 5 (second year)**	**Level 6 (final year)**
Applied Personal & Professional Development	Assessing the Business Environment	Strategic Management & Sustainability
Accounting Fundamentals	Leading Customer Service Excellence	Marketing Communications Strategy
Business Environment	Information for Decision-Making	Marketing Planning Process
Marketing Essentials	Marketing in Practice	Contemporary Issues in Marketing & Management
Management and Organisational Behaviour	Entrepreneurship	Options (40 credits) Select Dissertation (40 credits) or two 20-credit level 6 option modules
Business Information Systems	Option (20 credits) Select one 20-credit option module from level 5 of the Portfolio	

All modules carry 20 credits, apart from the dissertation which is worth 40 credits.

Career prospects
This programme will give you the skills and knowledge you need to start a successful career in marketing across a range of organisation types. Typical early career roles might include Marketing Executive, Marketing Manager, Communications Officer, Fundraising Officer, or PR Officer.

BA (Hons) International Business

Duration: 1 year (full time)

About the Programme

This one-year, full-time 'top-up' programme is designed for students who have already achieved an HND in Business or a similar qualification from the UK or overseas and wish to top-up their qualification to a full degree in International Business. Typical applicants are likely to have studied business overseas and are keen to study in the UK to complete their degree. You will study key functional areas of business (e.g. marketing, finance, management) within an international context and develop the higher level skills required to complete the final year of an honours degree.

Programme Structure

You study six modules in this one-year full-time programme, each designed to develop your understanding of aspects of business management within an international context, and with a strong focus on contemporary issues in the global business environment.

Level 6
Strategic Management & Sustainability
International Business Communications
Contemporary Issues in Marketing and Management
Cross-cultural Management
Global Marketing Strategy
International Financial Management

All modules carry 20 credits.

Career prospects

This programme will prepare students for a career in business management in international organisations or markets across a broad range of generalist management roles or in one of the functional areas.

PART TIME HNC/D Business (BTEC/Edexcel)

UCAS Code: 022N **UCAS Course Title:** HND/BUS

Duration: Part-time, minimum of two years for HNC and three years for HND.
Attendance: HNC: normally one day per week (Tuesday afternoon and evening) or two afternoons (Tuesday and Thursday), numbers permitting. HND: normally two mornings (Tuesday and Thursday), numbers permitting.

About the Programme
The higher national programmes provide the fundamental business concepts, principles and techniques such as marketing, accounting, human resource management and entrepreneurship that are directly useful in employment. The programmes are highly vocational with an emphasis on the application of business concepts and techniques in a variety of contemporary real-world business scenarios and contexts.
The HNC Business is a part-time programme, normally running over two years and is suitable for individuals who cannot, for various reasons, commit to a full-time course. In particular the HNC can offer a route to formalise the experience of individuals already in full time employment in jobs relevant to business, and provides an opportunity for career development. It also offers a highly regarded award for suitable individuals who are unable for other reasons to commit to a full time course. The HNC provides every opportunity for qualifying students to progress to a 'top-up' HND by studying for one more year; there is also opportunity for further top-up to the degree. In this way the programmes provide a flexible approach to fostering a student's personal and intellectual development, enabling the achievement of a valuable qualification in its own right (the HNC) and potentially a HND/BA as well.

Programme Structure
To obtain the HNC Business you study 160 credits of modules covering the key functional areas of business. On completion of the HNC you can apply to progress to the HND where you study an additional 80 credits of modules building on your previous study to complete the qualification.

HNC Business **Level 4/5 modules**	**HND Business** **Level 5 modules**
Applied Personal & Professional Development	Cost Control and Performance Management
Accounting Fundamentals	Information for Decision Making
Business Environment	Marketing in Practice
Marketing Essentials	Option (20 credits) Select one 20-credit option module from level 5 of the Portfolio
Management and Organisational Behaviour	
Business Information Systems	
Personnel Resourcing and Development	
Entrepreneurship	

All modules carry 20 'credits'.

Career Prospects
Many students find that completing the HNC and/or HND improves their prospects within their existing organisation, enabling them to take on additional responsibilities or to move into a managerial position. It can also help you change your career or prepare for starting your own business.

BA (Hons) Events Management

UCAS Code: N820 **UCAS Course Title:** BA/EM

Duration: 3 years (full time) or 4 years (sandwich)

About the Programme

The BA Events Management degree provides its graduates with a broad-based knowledge of events within the context of the private, public and third sectors and gives its graduates the relevant skills and abilities for purposeful employment within this rapidly expanding industry. This programme will suit those who prefer to learn a broad range of tourism, events and business skills relating to event organisation and management, sports events management, impacts and development of festivals and events, tourism marketing and management, customer care, hospitality, culture, heritage and arts management, human resource management, general management and finance. Students will be involved in developing solutions to problems through a variety of learning strategies. In year 2 students will undertake an applied industry placement within an events-based organisation to support learning and career development.

Programme Structure

Throughout the three years of the programme you study a broad range of business subjects covering the core functional disciplines of event management. In your second and final years there is increased flexibility with the option to choose elective modules (or a dissertation) in subjects that are of particular interest to you.

Level 4 (first year)	**Level 5 (second year)**	**Level 6 (final year)**
Applied Personal & Professional Development	Applied Industrial Placement for Leisure, Events, Tourism & Sport	Organisational Consultancy
Introduction to Leisure, Events, Tourism & Sport	Personnel Resourcing and Development	Impacts and Developments of Festivals & Events
Operations Management for Leisure, Events, Tourism & Sport	Managing Festivals, Conventions & Events	Leisure Attraction Management
Hospitality & Guest Services	Culture, Heritage & Arts Management	Sports Events Management
Marketing Essentials	**Option (20 credits)** Select one 20-credit option module from level 5 of the Portfolio	**Options (40 credits)** Select Dissertation (40 credits) or two 20-credit level 6 option modules
Management and Organisational Behaviour		

All modules carry 20 credits, apart from the applied industrial placement for leisure, events, tourism & sport at level 5 and dissertation at level 6 which are worth 40 credits.

Career prospects

Graduates would have many career opportunities working within events and festival management, public and private sector tourism organisations (attractions, heritage, community tourism agencies and tourist boards), convention management and conference organisations. This programme will be suitable for those who wish to develop a specialism after a broad tourism events-based education; for those who wish to become self employed or who wish to follow a career in teaching.

BA (Hons) Sports Management

UCAS Code: N871 **UCAS Course Title:** BA/SM

Duration: 3 years (full time) or 4 years (sandwich)

About the Programme

The BA Sports Management degree provides its graduates with a broad-based knowledge of sports development and planning issues within the context of the private, public and third sectors and gives its graduates the relevant skills and abilities for purposeful employment within this rapidly expanding industry. The programme is clearly aimed at those who prefer to learn a broad repertoire of sports management skills, rather than focusing on one specialism. This involves in particular, aspects of coaching, instructing, operational/ facility management, sport and community development and other fundamental aspects of sport in business such as programme management, marketing and financial and human resource administration. Students will undertake a range of delivery and planning related tasks, relevant to sports management in the private, public and third sectors and develop mature solutions to the challenges and opportunities in today's complex and competitive sporting environment. In year 2 students will undertake an applied industry placement within a sports-based organisation to support learning and career development.

Programme Structure

Throughout the three years of the programme you study a broad range of business subjects covering the core functional disciplines of sports management. In your second and final years there is increased flexibility with the option to choose elective modules (or a dissertation) in subjects that are of particular interest to you.

Level 4 (first year)	Level 5 (second year)	Level 6 (final year)
Applied Personal & Professional Development	Applied Industrial Placement for Leisure, Events, Tourism & Sport	Organisational Consultancy
Introduction to Leisure, Events, Tourism & Sport	Personnel Resourcing and Development	Sports Development Planning
Operations Management for Leisure, Events, Tourism & Sport	Sports & Leisure Facilities Management	Sociology of Sport & Recreation
Sports Leadership, Fitness & Exercise	Coaching & Elite Sports Performance	Sports Events Management
Marketing Essentials	**Option (20 credits)** Select one 20-credit option module from level 5 of the Portfolio	**Options (40 credits)** Select Dissertation (40 credits) or two 20-credit level 6 option modules
Management and Organisational Behaviour		

All modules carry 20 credits, apart from the applied industrial placement for leisure, events, tourism & Sport at level 5 and dissertation at level 6 which are worth 40 credits.

Career prospects

It is anticipated that the sports management programme will fit the graduate for a wide range of career opportunities in areas such as, coaching, teaching, sports development, facility management, and event management, whilst also providing the key skills to work in general business and management roles.

BA (Hons) International Travel & Tourism Management

UCAS Code: N840 **UCAS Course Title:** BA/ITTM

Duration: 3 years (full time) or 4 years (sandwich)

About the Programme
The BA International Travel & Tourism Management degree provides its graduates with a broad-based knowledge of international tourism within the context of the business environment and gives its graduates the relevant skills and abilities for purposeful employment within this rapidly expanding industry. This programme suits those who prefer to consider tourism and business organisations in an international context, and combines skills relating to global tourism and destination management, international travel operations, hospitality, marketing, management, human resources, customer care, finance, tourism management, sustainability, tour operations/management, and travel agencies. Students will undertake a range of tasks associated with tourism organisations (including travel agencies, tour operators, attractions, theme parks, accommodation providers, transport operators, culture & heritage organisations, tourist boards and hospitality businesses) – and will be involved in developing solutions to commercial problems and opportunities. In year 2 students will undertake an applied industry placement within a tourism based organisation to support learning and career development

Programme Structure
Throughout the three years of the programme you study a broad range of business subjects covering the core functional disciplines of international tourism management. In your second and final years there is increased flexibility with the option to choose elective modules (or a dissertation) in subjects that are of particular interest to you.

Level 4 (first year)	**Level 5 (second year)**	**Level 6 (final year)**
Applied Personal & Professional Development	Applied Industrial Placement for Leisure, Events, Tourism & Sport	Organisational Consultancy
Introduction to Leisure, Events, Tourism & Sport	Personnel Resourcing and Development	Global Tourism & Destination Management
Operations Management for Leisure, Events, Tourism & Sport	International Travel Operations	Tourism Transportation & Resource Planning
Hospitality & Guest Services	Foreign Language & Intercultural Awareness	Contemporary Themes in Leisure, Events, Tourism & Sport
Marketing Essentials	**Option (20 credits)** Select one 20-credit option module from level 5 of the Portfolio	**Options (40 credits)** Select Dissertation (40 credits) or two 20-credit level 6 option modules
Management and Organisational Behaviour		

All modules carry 20 credits, apart from the applied industrial placement for leisure, events, tourism & Sport at level 5 and dissertation at level 6 which are worth 40 credits.

Career prospects
Graduates would have many career opportunities which may have lead from placement opportunities undertaken during the second year of the programme. Students currently enjoy working within both the public and private sectors. This programme is suitable for those who wish to develop a specialism after a general business tourism education at postgraduate level; for those who wish to become self employed or who wish to follow a career in teaching.

BA (Hons) Tourism Management

UCAS Code: N800 **UCAS Course Title:** BA/TM

Duration: 3 years (full time) or 4 years (sandwich)

About the Programme

The BA Tourism Management provides its graduates with a broad-based knowledge of tourism within the context of the business environment and gives its graduates the relevant skills and abilities for purposeful employment within this rapidly expanding industry. The programme provides the tourism management concepts, principles and techniques with many opportunities to relate and apply the theory to a variety of contemporary real-world tourism scenarios and contexts. The combination of tourism management knowledge and application skills provides the vocational, transferable skills desired by today's employers. Students will undertake a range of tasks which will develop an in-depth knowledge of tourism markets, tourism transportation & resource planning and contemporary themes in tourism, leisure & events management, allied with contemporary impacts on competitive advantage such as globalisation and sustainability. In year 2 students will undertake an applied industry placement within a tourism-based organisation to support learning and career development.

Programme Structure

Throughout the three years of the programme you study a broad range of business subjects covering the core functional disciplines of tourism management. In your second and final years there is increased flexibility with the option to choose elective modules (or a dissertation) in subjects that are of particular interest to you.

Level 4 (first year)	**Level 5 (second year)**	**Level 6 (final year)**
Applied Personal & Professional Development	Applied Industrial Placement for Leisure, Events, Tourism & Sport	Organisational Consultancy
Introduction to Leisure, Events, Tourism & Sport	Personnel Resourcing and Development	Developing Niche Markets
Operations Management for Leisure, Events, Tourism & Sport	Sustainable Tourism	Tourism Transportation & Resource Planning
Hospitality & Guest Services	Culture, Heritage & Arts Management	Contemporary Themes in Leisure, Events, Tourism & Sport
Marketing Essentials	**Option (20 credits)** Select one 20-credit option module from level 5 of the Portfolio	**Options (40 credits)** Select Dissertation (40 credits) or two 20-credit level 6 option modules
Management and Organisational Behaviour		

All modules carry 20 credits, apart from the applied industrial placement for leisure, events, tourism & Sport at level 5 and dissertation at level 6 which are worth 40 credits.

Career prospects

Graduates would have many career opportunities which may have lead from placement opportunities undertaken during the second year of the programme. Students currently enjoy working within both the public and private sectors across a range of sectoral interests. This programme is suitable for those who wish to develop a specialism after a general business tourism education at postgraduate level; for those who wish to become self employed or who wish to follow a career in teaching.

HND Sport Management

UCAS Code: 178N **UCAS Course Title:** HND/SM

Duration: 2 years (full time)

About the Programme
HND qualifications are designed to equip students with the knowledge understanding and skills required for success in current and future employment or for progression to further study.
The HND in Sports Management aims to provide a flexible programme of study which allows students to develop an expansive knowledge of sports management issues and concepts within the context of the wider sports industry environment and to produce graduates with the relevant skills and abilities to enable them to make an effective contribution in the private, public and third sectors of the sports, health & fitness industry. The programmes are highly vocational with an emphasis on the *application* of sport management concepts and techniques in a variety of contemporary real-world business scenarios and contexts. There is also opportunity for further top-up to the degree. In this way the programme provides a flexible approach to fostering a student's personal and intellectual development, enabling the achievement of a valuable qualification in its own right (the HND) and potentially progressing onto a BA degree.

Programme Structure
To receive the award of a Higher National Diploma, the student must achieve 240 credits, with a minimum of 120 credits from Level 5. The Higher National Diploma students study the same modules at levels 4 and 5 of the corresponding BA programmes.

Level 4 (first year)	**Level 5 (second year)**
Applied Personal & Professional Development	Applied Industrial Placement for Leisure, Events, Tourism & Sport
Introduction to Leisure, Events, Tourism & Sport	Personnel Resourcing and Development
Operations Management for Leisure, Events, Tourism & Sport	Sports & Leisure Facilities Management
Sports Leadership, Fitness & Exercise	Coaching & Elite Sports Performance
Marketing Essentials	**Option (20 credits)** Select one 20-credit option module from level 5 of the Portfolio
Management and Organisational Behaviour	

All modules carry 20 credits, apart from the applied industrial placement for leisure, events, tourism & Sport at level 5 which is worth 40 credits.

Career prospects
It is anticipated that the HND sports management programme will fit the graduate for a wide range of career operational opportunities in areas such as, coaching, sports development, facility management, and event management, whilst also providing the foundation to continue to develop skills and knowledge in general business and management roles.

HNC/D Tourism Management (BTEC/Edexcel)

UCAS Code: 238N **UCAS Course Title:** HND/TMgt

Duration: Part-time, minimum of 2 years for HNC and three years for HND

About the Programme
The higher national programmes provide the fundamental tourism management concepts, principles and techniques such as tourism marketing, hospitality & guest services, leisure operations management and work-based placement that are directly useful in employment. The programmes are highly vocational with an emphasis on the *application* of tourism management concepts and techniques in a variety of contemporary real-world business scenarios and contexts. The HNC Tourism Management is a part-time programme, normally running over two years and is suitable for individuals who cannot, for various reasons, commit to a full-time course. In particular the HNC can offer a route to formalise the experience of individuals already in full time employment in jobs relevant to tourism management, and provides an opportunity for career development. It also offers a highly regarded award for suitable individuals who are unable for other reasons to commit to a full time course. The HNC provides every opportunity for qualifying students to progress to a 'top-up' HND by studying for one more year; there is also opportunity for further top-up to the degree. In this way the programmes provide a flexible approach to fostering a student's personal and intellectual development, enabling the achievement of a valuable qualification in its own right (the HNC) and potentially a HND/BA as well.

Programme Structure
To obtain the HNC Tourism Management you study 160 credits of modules covering the key functional areas of Tourism. On completion of the HNC you can apply to progress to the HND where you study an additional 80 credits of modules building on your previous study to complete the qualification.

<table>
<tr><th>HNC Tourism Management</th><th>HND Tourism Management (top-up)</th></tr>
<tr><th>Level 4/5</th><th>Level 5</th></tr>
<tr><td>Applied Personal & Professional Development</td><td>Personnel Resourcing and Development</td></tr>
<tr><td>Hospitality & Guest Services</td><td>Sustainable Tourism</td></tr>
<tr><td>Marketing Essentials</td><td>Culture, Heritage & Arts Management</td></tr>
<tr><td>Management and Organisational Behaviour</td><td rowspan="5">Option (20 credits)
Select one 20-credit option module from level 5 of the Portfolio</td></tr>
<tr><td>Introduction to Leisure, Events, Tourism & Sport</td></tr>
<tr><td>Operations Management for Leisure, Events, Tourism & Sport</td></tr>
<tr><td>Applied Industrial Placement for Leisure, Events, Tourism & Sport</td></tr>
<tr><td>Applied Personal & Professional Development</td></tr>
</table>

All modules carry 20 credits, apart from the applied industrial placement for leisure, events, tourism & Sport at level 5 which is worth 40 credits.

Career prospects
Many students find that completing the HNC and/or HND improves their prospects within their existing organisation, enabling them to take on additional responsibilities or to move into a managerial position. It can also help you change your career or prepare for starting your own business which may have lead from

placement opportunities undertaken during the second year of the programme. Students currently enjoy working within both the public and private sectors across a range of sectoral interests.

Your modules for this year

All students on the first year of a programme within the Business School study six modules (each worth 20 'credits') in their first year. All programmes within the Business Portfolio share a common first year and those within the Leisure, Events, Tourism and Sport Portfolio share a different set of common modules (except Sports Management, see below). This first year is designed to give you a broad-based understanding of the core functional areas of business and to prepare you for university level study. At the start of each module your tutor will give you additional details about the module and how it is assessed, but there follows an overview of what you will be studying.

Business Portfolio – First Year Modules

Applied Personal & Professional Development	**AIMS:** The study skills needed for higher education are ultimately gained through studying at that level; they evolve and mature through practice, trial and error, feedback from others and student reflection. This module aims to provide students with the underlying study strategies and software skills that can accelerate that learning process. Students will be encouraged to develop a reflective, active, positive approach to learning, and to take responsibility for their own learning. Such skills promote a deeper understanding of the topics studied throughout the programme; they support lifelong learning, and are the transferable skills desired in the employment context. **LEARNING OUTCOMES:** Upon the successful completion of this module the student will be able to: • Create a portfolio of work that demonstrates knowledge and applied skill of a variety of academic and career skills including business software applications • Reflect on the benefits and challenges associated with the academic career and software skills used in the production of the portfolio of work
Accounting Fundamentals	**AIMS:** The module aims to enable the student to gain a broad understanding of the concepts, techniques and methods of modern cost accounting and the role it plays in business organisations. Additionally it will aim to enable the student to gain an understanding of the significance and use of financial information in business and to provide the student with an understanding of the basic principles of accounting. **LEARNING OUTCOMES:** On successful completion of this module, the student will be able to: • Identify basic cost accounting concepts, deploy techniques and methods and to analyse the importance of cost information in business organisations. • Describe and comment on contemporary cost accounting concepts, techniques and methods and to develop and nurture the students' ability to assess and evaluate a range of business-related constraints, from which to make decisions which maximise an organisation's financial and

	non-financial performance. • Review the basic principles of accounting and use appropriate software. • Prepare financial statements from initial data, dealing with both routine and non-routine transactions and analyse financial statements with confidence
Business Environment	**AIMS:** To appreciate the workings of a capitalist marketplace, to enable students to understand the political, economic, social, technological, ecological and legal factors within the business environment and to appreciate their significance in business strategy, operations and performance within a competitive environment. **LEARNING OUTCOMES:** Upon the successful completion of this module the student will be able to: • Assess markets in action, understanding their micro-economic and macro-economic foundations, different market structures and their influence on firm strategy, long run and short run changes and major features of the current international economy. • Describe and analyse the PESTEL environmental factors and assess the importance of each individually and how they interact with one another, in the UK, EU and globally, applying each to specific industries. • Think constructively about the competitive environment, within a theoretical framework, apply learned concepts to selected industries and business organizations of varying sizes within those industries and comment on internal environmental factors by an application of Porter's Value Chain to selected case studies.
Marketing Essentials	**AIMS:** This module will introduce the students to the business discipline of marketing and the core elements from which marketing activities develop. **LEARNING OUTCOMES:** Upon completion of this module the students will be able to: • Assess the development of marketing in creating value for customers. • Understand the process and stages of marketing plans, modelling the role of the marketing environment, marketing research and the marketing mix • Identify relevant stakeholders and assess their impact on the marketing activities.
Management and Organisational Behaviour	**AIM:** The aim of this module is to cultivate student knowledge and understanding of the nature of behaviour within organisations, through the application of a multi-disciplinary approach to the study of people at work. Students will gain insight into, and should be able to comprehend concepts of organisational design, functions and processes of management, in addition to recognising the importance of 'management' as an integrating activity. **LEARNING OUTCOMES:** Upon the successful completion of this module, the student will be able to: • Coherently analyse the relationship between structure, culture, people and organisational performance.

	• Identify the essential nature of managerial work (in terms of both functions and processes) communicate the role of leadership and furthermore, explain the variables that determine effective management and leadership. • Evaluate the behavioural approach to management, through understanding of the factors that affect differences in individual behaviour.
Business Information Systems	**AIMS:** This module will develop in students an understanding of information systems and the opportunities, benefits and challenges they bring to an organisation. **LEARNING OUTCOMES:** Upon the successful completion of this module the student will be able to: • Evaluate the use and effects of information systems/information technology on an organisation. • Prepare and present to specialist and non-specialist audiences an academic seminar paper that reviews the current research literature pertinent to a contemporary information systems research topic.

Leisure, Events, Tourism & Sport Portfolio – First year modules

Modules relevant to all Students within the LETS Portfolio	
Applied Personal & Professional Development	**AIM:** The study skills needed for higher education are ultimately gained through studying at that level; they evolve and mature through practice, trial and error, feedback from others and student reflection. This module aims to provide students with the underlying study strategies and software skills that can accelerate that learning process. Students will be encouraged to develop a reflective, active, positive approach to learning, and to take responsibility for their own learning. Such skills promote a deeper understanding of the topics studied throughout the programme; they support lifelong learning, and are the transferable skills desired in the employment context. **LEARNING OUTCOMES:** Upon the successful completion of this module the student will be able to: • Create a portfolio of work that demonstrates knowledge and applied skill of a variety of academic and career skills including business software applications • Reflect on the benefits and challenges associated with the academic career and software skills used in the production of the portfolio of work
Marketing Essentials	**AIM:** This module will introduce the students to the business discipline of marketing and the core elements from which marketing activities develop. **LEARNING OUTCOMES:** Upon completion of this module the students will be able to: • Assess the development of marketing in creating value for customers. • Understand the process and stages of marketing plans, modelling the role

	of the marketing environment, marketing research and the marketing mix • Identify relevant stakeholders and assess their impact on the marketing activities.
Management and Organisational Behaviour	AIM: The aim of this module is to cultivate student knowledge and understanding of the nature of behaviour within organisations, through the application of a multi-disciplinary approach to the study of people at work. Students will gain insight into, and should be able to comprehend concepts of organisational design, functions and processes of management, in addition to recognising the importance of 'management' as an integrating activity. **LEARNING OUTCOMES:** Upon the successful completion of this module, the student will be able to: • Coherently analyse the relationship between structure, culture, people and organisational performance. • Identify the essential nature of managerial work (in terms of both functions and processes) communicate the role of leadership and furthermore, explain the variables that determine effective management and leadership. • Evaluate the behavioural approach to management, through understanding of the factors that affect differences in individual behaviour.
Introduction to Leisure, Events, Tourism and Sport	**AIM:** The module aims to develop the students' understanding of the generic role of leisure, events, tourism and sport in society, and the organisation of the industry. Specifically this module focuses on the sociological and political aspects of the industry from a practical, applied and theoretical stance considering issues in an historical, modern and comparative context. This will then be further developed to provide students with a sound appreciation of the organisation of the industry in terms of public /private /voluntary sector roles and responsibilities. **LEARNING OUTCOMES:** Upon the successful completion of this module the student will be able to: • Evaluate the structural, functional and organisational development of the industry and its role within modern complex society. • Appraise the factors that shape societal leisure, events, tourism and sport needs and influence participation levels.
Operations Management for Leisure, Events, Tourism & Sport	**AIM:** This module will develop in students' knowledge and understanding of key concepts, theories, and issues, relevant to managing services, programmes and facilities within a sports and leisure environment. It will also encourage students to asses and manage risk, understand the issues of managing budgets and develop professional qualities and transferable skills necessary for employment within the sport and leisure industry. **LEARNING OUTCOMES** Upon the successful completion of this module the student will be able to: • Analyse and reflect upon the role of those organisations, structures and

	policies that have a responsibility for the delivery of sport and leisure facilities and programmes. • Show evidence of the knowledge and skills required to plan and assess the environments and systems needed to deliver effective sport and leisure operations.
BA/HND Sports Management Students Only	
Sports Leadership, Fitness & Exercise	**AIM:** This module will develop knowledge and understanding of key concepts, theories, and issues, relevant to sports, fitness and exercise leadership instruction. It will also encourage students to evaluate personal performance, asses and manage risk, and develop professional qualities and transferable skills necessary for employment within the sport and leisure industry. **LEARNING OUTCOMES** Upon the successful completion of this module the student will be able to: • Appraise and evaluate the effects of sport, fitness and exercise interventions on participants making effective use of knowledge and understanding of the disciplines underpinning human structure and function. • Show evidence of the skills required to plan, deliver, monitor and evaluate participant responses to sport and/or exercise
BA/ HNC/D Events, Tourism and International Travel & Tourism Students Only	
Hospitality & Guest Services	**AIM:** This module aims to provide students with an understanding of the role and importance of hospitality and guest services practices within the Leisure and Tourism industries. Students will be introduced, where appropriate to the proven Guest Service training standards and operational practices, and appreciate the importance of identifying and satisfying guest needs. **LEARNING OUTCOMES:** Upon the successful completion of this module the student will be able to: • Understand the importance of Guest Services strategies and appreciate their use in understanding guest needs and the value of empowerment and guest service measurements. • Evaluate the range of hospitality services and provision in terms of the changing nature of consumer demands and understand operational systems and resource provision required to deliver service excellence

Professional Exemptions

We work closely with professional bodies such as the ACCA, CIMA, CIPD and CIM to ensure that our programmes are relevant, up-to-date and linked closely with their qualifications. As a result, several of our specialist undergraduate programmes (e.g. BA(Hons) Accounting, BA(Hons) Marketing Management) carry exemptions from professional qualifications offered by the professional bodies associated with that subject. For details of the exemptions on your programme, please speak to one of your tutors for that subject area.

Placements

All full time undergraduate full degree programmes within the Business School include the opportunity to complete a work placement or 'sandwich' year between their second and final years (this is compulsory for Leisure, events, Tourism and Sports students). This provides students with the opportunity to gain valuable work experience during their degree programme. All student placements are co-ordinated by the placements tutor and full details of the placement programme are provided in the placements handbook.

Key Dates
2010/2011 Academic Year

TERM ONE 2010
New Students
Monday, 20th September 2010 ~ Friday, 10th December 2010 (12 weeks)

Christmas Vacation
Monday, 13th December 2010 ~ Monday, 3rd January 2011 (3 weeks)

TERM TWO 2011
Tuesday, 4th January 2011 ~ Friday, 1st April 2011 (13 weeks)

Easter Vacation
Monday, 4th April 2011 ~ Monday, 25th April 2011 (3 weeks)

TERM THREE 2011
Tuesday, 26th April 2011 ~ Friday, 24th June 2011 (9 weeks)

NB: Examinations usually take place during the last week in May and first week in June and re-sits usually take place during the first and second weeks of September but full details of Examination Periods will be published as soon as they are available.

SEMESTER DATES
Semester 1
Monday, 20th September 2010 ~ Friday, 21st January 2011.
Semester 2
Monday, 31st January 2011 ~ Friday, 24th June 2011.

Public Holidays (University Closed)
Good Friday – 22nd April 2011
Easter Monday ~ 25th April 2011
May Bank Holiday ~ 2nd May 2011
Spring Bank Holiday Monday ~ 30th May 2011
Summer Bank Holiday Monday ~ 29th August 2011

Part-time Enrolment (on-line)
Tuesday, 14th September 2010 (2.00pm ~ 8.00pm) – Cafe Metro, Mt Pleasant
Wednesday, 15th September 2010 (2.00pm ~ 8.00pm) – Cafe Metro, Mt Pleasant
Part-time classes will commence the week beginning 27th September 2010

Full-time Commencement
New students
Monday, 20th September 2010
All new full-time students will be able to enrol on-line prior to their start on 20th September 2010
All new part-time and new and continuing full-time students will be able to enrol on-line prior to their start/return on 27th September 2010

Help & Support

What to do if you have a problem

The University offers a wide range of support services to help you with any problems you are having during your time at SMU. On the following pages you will find details of some of the services available to you if you are experiencing problems personally or with your studies. Please read through this section carefully and if you are experiencing problems but are not sure where to go for help, please contact your year tutor in the first instance (see the back of this guide for contact details for all year tutors).

Study support

Although your tutors will always do their best to help you if you have specific queries about your course, if you require additional help and support with study skills such as report writing, grammar and academic referencing, student services provide a range of support materials to help. They run a range of study skills workshops and provide handouts on key study skills which we recommend you pick up early in your studies. If you are studying the Applied Personal and Professional Development module in your first year, you will also be instructed on study skills.

For more information on the study support available please visit Student Services or contact Mary Davies at:

Tel: 01792 481264
Email: mary.davies@smu.ac.uk

IT support

You will be shown how to use the University's computer systems during induction week. We provide a range of software and learning resources which are available both on and off campus, so please pay attention to the instructions you are given on how to use them. Computers are available for use by students, when there are no classes using them, in the following areas:

In the Business Library:	Room on Ground Floor
In the Business Block:	Rooms on 2nd Floor
Student Centre:	Ground floor, next to the Careers Service

You will be given instructions in how to use the equipment and you should refer to the University's 'Acceptable Use Policy' (included in your University Welcome Pack) for details on the conditions under which you are allowed to use the University's ICT facilities. You should also make backups of your discs, leaving one at your place of residence, as well as keeping one for use with you. Every year students lose work through corrupt discs, so please ensure that you keep back up discs. **Please note, work lost due to computer failure or failure to back up is not a valid basis for an extension to coursework deadlines – it is your responsibility to ensure you take the appropriate care in backing up your work.**

If you are having problems accessing Blackboard, your student email, or you are having any other IT related problems please contact the University's IT Helpdesk for advice and support:

IT Helpdesk:
Tel: 01792 481134
Email: helpdesk@smu.ac.uk

Personal problems and counselling

Students experience problems of widely differing types, ranging from practical difficulties to those of a very personal nature. Being a student can bring the complexities of coping, perhaps for the first time, on a limited budget and in new surroundings with possible difficulties of inter-personal relationships and pre-exam tension. Our qualified and experienced Counsellors can offer support and advice to sort things out.

In an atmosphere of confidentiality and trust, the Counsellor will listen to students who wish to discuss their problems, personal, financial or educational. Without seeking to impose values, she will try to help to achieve an all-round view of their problems, enabling students to make informed decisions. The Counselling Service is based on the corridor next to main reception and you can make an appointment to see a counsellor by contacting the secretary during office hours:

Tel: 01792 481206 Email: Tania.bronham@smu.ac.uk

You can also contact the individual counsellors by email if you wish:

Bronwen Malik: bronwen.malik@smu.ac.uk
Jill Nicholls: jill.nicholls@smu.ac.uk

If you are experiencing personal difficulties we would also recommend that you contact your Year Tutor (in confidence) at the earliest opportunity, as they may be able to provide help to ensure you are supported appropriately with your studies.

Disability support (including Dyslexia)

The University and Faculty are committed to providing students with disabilities tailored support to ensure they have a positive student experience. Student Services provide a wide range of support for students with all kinds of disability and will work with you to provide support that is tailored to your needs. If you have a disability we strongly encourage you to contact the disability support co-ordinator, Jill Nicholls, as soon as possible.

Tel: 01792 481193
Email: j.nicholls@smu.ac.uk

Financial support

We know that studying at University can put a strain on you and your family financially, so the University provides advice and support on student finance issues via Student Services. You can visit them for advice and guidance on financial issues at any time during your degree programme. If you are experiencing severe financial difficulty, the University also has a limited fund available to help students experiencing such problems. This fund must be applied for and you will be required to provide detailed financial information to support your application. Please see Appendix B for more information on this fund.

Students' Union

The University has a single Students' union which exists to promote and protect the interests of its members, and to foster social, cultural and recreational activities. All full-time University students automatically become members of the Union when they enrol, and thus enjoy all the associated benefits, including membership of the National Union of Students.

The facilities offered by the Union include two coffee shops, a recreational area including video games, pool tables and table-tennis, two TV lounges, a student newspaper and a one-hour radio broadcast every lunchtime. There is also a University bar managed jointly by students and staff.

Visit the Students' Union for full details of the range of services they offer or see their web site: www.metsu.org

Careers support

It's never too early to be thinking about your future career and at SMU we aim to provide you with all the skills, support and opportunities you need to help you with your future career when you graduate. Our careers advisory service and careers library (located on the ground floor of Student Services) are available to all students and you can make an appointment to see a careers advisor through the student services secretary: Tel: 01792 481206 Email: Tania.bronham@smu.ac.uk.

The careers adviser can help you with CVs and letters of application, interview techniques, identifying potential employment opportunities, and planning your future career. The service also maintains a list of vacancies and can advise you on placement opportunities such as those offered by the Go Wales scheme.
There is also a 'job Shop' which can help you find part time work while you are studying (although we advise students not to work more than 12 hours per week during term time to ensure they have enough time to complete their study commitments). You can contact the job shop on: 01792 481000 ext. 4690 or by emailing jobshop@smu.ac.uk.

Frequently Asked Questions

Below you will find answers to some of the questions students often ask. If, however, you have other queries about your programme please contact your level (year) tutor who will be able to provide advice or guidance on where to find the information you need.

What do I do if I am ill?

You **must** telephone or email the Programme Director or the Level Tutor as soon as possible on the first day of your absence. If your absence is likely to last for more than 3 days, you must obtain a certificate from a Medical Practitioner which should be sent to the Programme Director as soon as possible. Contact details for your tutors are at the back of this handbook.

What happens if I have to miss classes for other reasons?

In this event, you should tell the lecturer concerned, but you cannot expect the lecturer to repeat the class for you. You will have to arrange to obtain copies of handouts and lecture notes from one of your colleagues 9or download them from Blackboard). It is vital that you attend classes whenever possible. We take non-attendance very seriously and if you miss three consecutive classes without an appropriate explanation you will be deemed to have withdrawn from the course. Poor attendance may also affect the issue of any student loan by your local education authority.

What do I do if I feel I am struggling with the workload or I don't understand something in class?

Firstly, you are probably not the only one! Ask the lecturer concerned at an appropriate time during or immediately after the class for help. Please, however, think before you interrupt a lecturer mid-sentence unless they actively encourage you to ask questions during the lecture.

I have a problem. Who do I contact?

If the problem relates to a topic in class, ask the lecturer concerned. For other problems, see your level tutor in the first instance, or, in his/her absence, the Programme Director. They will be able to advise you on how to address your issue.

I feel homesick, what should I do?

This is a natural reaction for many who are living away from home for the first time - others are only too glad to be away from under their parents' feet!! Recognise that others also feel homesick and speak to someone about how you feel. Above all, do not make any hasty decisions about the programme, especially in the first weeks. If you are struggling to adapt to University life, please speak to your year tutor.

Can I transfer to another course?

We know that many students start University with very little experience of the subject they will be studying, so you may find that you wish to transfer to a course that suits you better. You must speak to your Level tutor as soon as possible if you wish to transfer to another degree programme and it is preferable that you do this during the first few weeks of term. However, as many of our programmes have a common set of modules in the first year, it may be possible for you to transfer to another programme at the end of your first year. Again, please contact your Level tutor as soon as possible if you wish to discuss transfer.

I'm moving home and have changed my address – who do I contact?

You must let the Programme Director, Library and Academic Registry know about any change of name, address or other personal details as soon as possible. Important information about your course will be posted to the address you provide so it is vital that the details we have are up-to-date.

Important Information

No-smoking Policy

Swansea Metropolitan University is a no-smoking Campus; smoking is not permitted on University grounds.

Health and Safety

The University is very proud of its achievement in providing a safe place for you to study and has achieved the Gold Award in Occupational Safety.

Student Health and Safety Responsibilities

Whilst studying at the Institute you have a responsibility - under Health & Safety Legislation to:

- take reasonable care of your own health and safety
- consider the safety of others who may be affected by your actions
- report any hazards that you might come across such as a tripping hazard to e.g. course tutor
- report any accidents and complete an accident report form- obtained from reception/first aider.

Fire Emergency Procedures

If You Discover a Fire:

- Sound the fire alarm
- Dial 9 (to get an outside line) then 999.
- If possible, tackle the fire using the appliances provided but do not endanger yourself or others .

If You Hear the Fire Alarm

- Leave the building by the nearest available exit
- Close windows and doors behind you as you leave
- If in class at the time of the alarm follow the instructions given by the lecturer and report to the Fire Assembly Point where the lecturer will carry out a register check to ensure that everyone is accounted for.
- The Fire Assembly Point is located in the car park below the Owen Library

Do not:

- stop to collect personal belongings,
- use the lift,
- take risks,
- re-enter the building until authorised to do so.

First Aid

Contact Main Reception Desk which is located in the Business/ Administration Building or dial 0.

Eating & Drinking

Eating and drinking in classrooms and along corridors is not allowed.

Faculty Safety Rules

Please take note of any rules published within the Faculty, for example, in computer rooms.

Meningitis Immunisation

As some of you may be aware the Government has introduced Legislation to make available the Meningitis vaccine to all students entering Higher and Further Education. If you have not yet been immunised and would like to be immunised go and see your own GP.

Welsh language policy

Swansea Metropolitan University is committed to meeting its obligations under the Welsh Language Act 1993 and has adopted the principle that in the conduct of its public business, it will treat the English and Welsh languages on the basis of equality. Please see page 62 of your University Welcome Guide for full details of the University's Welsh Language Policy.

Race equality

All staff and students in the Faculty are required to comply with the University's race equality policies. Please see page 41 of your Student Welcome Guide for full details.

Disclaimer

The information in this handbook is deemed correct at the time of publication, but may be amended and updated as appropriate at the Faculty's discretion during the year. An electronic copy of the latest version of the handbook will always be available for students to access via the Faculty's Blackboard site. Please refer to the online copy for the most up-to-date information.

Appendix A - Typical reasons for granting extensions to assessment deadlines

The table below shows typical circumstances under which extensions to assessment deadlines may be granted (and circumstances under which they will not be granted). Please check the table **before** contacting your Year Tutor to request an extension. If, based on the guidance below, you believe you may be eligible for an extension please **contact your Year Tutor as soon as possible** (contact details are at the back of this handbook). You will also be required to fill in the **extension request form** (obtainable from your year tutor) which **must also be signed by your Year Tutor or the Programme Director**.

	Main types of Extenuating Circumstance (EC) reported	**Evidence required**	**Action (levels 4,5)**	**Action (levels 6, 7)** (if level 6 referral is allowed, the Board can use advice for levels 4 and 5)
1	Medical (serious). Examples: broken limb, problem with eyesight, influenza, epileptic seizure, vomiting or migraine at time of assessment, infectious condition, mental health condition (i.e. conditions that cause missed or seriously disturbed assessment). **Notes:** 1. Existing conditions (ie. disabilities, including chronic illness) should be known long before the board of examiners, and the student's programme of study and assessment planned accordingly (e.g. the history of migraine, a commonly cited EC, should be known). 2. Influenza ('flu') does not refer to the common cold or conditions with similar symptoms.	Medical certificate or evidence from the exam invigilator's report.	Deferral	Compensate as normal, but at the discretion of the Board do not apply Additional Compensatory Credit penalty to the modules affected. The Board can use its information about the student (e.g. by reference to previous record in subject, level 5 performance, success in other modules etc). Do not create hypothetical pass grades; the board may give a higher degree than the grade average suggests but the evidence needs to be robust and defendable. If in doubt, consider deferral or aegrotat. The student has the option to not accept the compensated grades and take a deferral. If professional body requirements forbid compensation, then defer.
2	Medical (minor). Examples: headache, migraine not at time of assessment, colds; i.e. conditions that do not directly affect the ability to take the assessment, even though the student may not feel at his or her best.	Not applicable	Not an acceptable EC.	Not an acceptable EC.
3	Death in immediate family (grandparent, parent, sibling, child, grandchild, first cousin, aunt, uncle, spouse, partner, parent-in-law) or close friend within the semester.	Death certificate or a letter outlining additional information (location of funeral, any religious observance requirements for mourning), if appropriate.	Deferral	As circumstance 1; the Exam Board will consider the timing of the death, the responsibilities of the student and the closeness of the relationship.
4	Attendance at a funeral at the time of the assessment.	Death certificate or a letter outlining additional information (location of funeral, any religious observance requirements for mourning), if appropriate.	Deferral	As circumstance 1; the Exam Board will consider the timing of the death, the responsibilities of the student and the closeness of the relationship.
5	Death of a relative or friend outside the semester, or the funeral is not at same time of assessment.	Not applicable	Not an acceptable EC.	Not an acceptable EC.

6	Serious illness in family (particularly where the student has duty of care, “family” defined as circumstance 3)	Medical certificate	Deferral	As circumstance 1; the Exam Board will consider the timing of the illness, the responsibilities of the student and the closeness of the relationship.
7	Commitment outside of the student’s control (e.g. emergencies, including unexpected loss of child care) on the date when the student is required to attend for an assessment.	As appropriate, (e.g. letter from employer or nursery).	Deferral	As circumstance 1; the Exam Board will consider the seriousness of the event and the extent of the student’s control.
8	Work commitments (part-time students only) (e.g. heavy workload at the time that an assessment is due)	As appropriate, (e.g. letter from employer).	Deferral	Deferral without penalty.
9	Serious transport problem (i.e. exceptional circumstance such as a serious rail delay or road traffic accident)	As appropriate, (e.g. copy of ticket, compensation slip from rail company)	Deferral	As circumstance 1; the Exam Board will consider the severity of the transport incident and the extent of the student’s control.
10	Routine type, predictable or partly predictable transport problem (e.g. traffic jams, a late train or bus, tyre puncture etc)	Not applicable	Not an acceptable EC.	Not an acceptable EC.
11	Misunderstood examination timetable	Not applicable	Not an acceptable EC.	Not an acceptable EC.
12	Overslept	Not applicable	Not an acceptable EC.	Not an acceptable EC.
13	Religious reasons, where not working is a requirement .	Not required, but information must be notified to the University in advance, with appropriate evidence.	The University will make reasonable attempts to make adjustments to the assessment timetable. Deferral is not an option.	The University will make reasonable attempts to make adjustments to the assessment timetable. Deferral is not an option.
14	Serious personal problems not medical (e.g. separation from spouse, or partner) within 2 weeks of the date when the student is required to attend for an assessment.	As appropriate (e.g. letter from counsellor, landlord etc)	Deferral	Deferral, but exceptionally the Exam Board may use its discretion to not apply the Additional Compensatory Credit penalty to the modules affected, providing the evidence is very good.
15	Financial	Not applicable	Not an acceptable EC	Not an acceptable EC. If you are experiencing severe financial difficulties, please contact student services for advice.
16	Holiday	Booking information	Not an acceptable EC	Not an acceptable EC
17	Computer problems	As appropriate (e.g. memo from IT support explaining the nature of the problem).	Not acceptable, unless experienced by a sufficiently large group of students	As circumstance 1; the Exam Board will consider the seriousness of the event and the extent of the student’s control. It is vital that students back up their work regularly to avoid this situation.
18	Complaints about staff (e.g. supervision)	Various (diary of missed meetings or classes etc)	Dealt with as appeals procedure.	Dealt with as appeals procedure.

Appendix B - Applications for Financial Assistance under the Access Funding Scheme

The Governing Body is expecting to receive limited funding from the Welsh Office to provide financial help to students whose access to further or higher education might be hampered by financial considerations, or where students for whatever reasons, including physical or other disabilities, face financial difficulties.

The Governing Body has established a Committee which will consider applications and provide assistance where need is established. This may take the form of cash direct to students, or to a third party, or the provision of items or services. **It is intended that such help will be provided as near as possible to the start of the academic year.**

All full-time and sandwich course 'home-based' students on higher education courses, including postgraduate, and all full-time and sandwich course 'home-based' students on further education courses at the University aged 19 or over, are eligible to apply for assistance.

The Committee will take into account the availability to applicants of support from alternative sources, and each applicant's particular circumstances. **The main criterion will be that applicants can demonstrate that without such assistance, they would be unable to commence their courses at the University.**

Examples may include:

- Mature (over 21) self-supporting students
- Severe financial difficulties beyond the student's control
- Housing problems arising from the withdrawal of housing benefit
- Domestic circumstances which could prevent attendance on curses or domestic commitments in order to attend course
- Disability requiring special provision
- Excessive travelling commitments

Applicants are advised that payments from the Access Funds may have implications for entitlement to social security benefits.

All applications will be treated in the strictest confidence. Applicants may be invited for interview by the Committee.

APPLICATION FORMS MAY BE OBTAINED FROM THE RECEPTION AT MOUNT PLEASANT AND SHOULD BE RETURNED TO THE FINANCE, DIRECTOR.

Appendix C - Blackboard Virtual Learning Environment

What is Blackboard?

Blackboard is a software program that allows tutors to post course information and hold class discussions online. This brief summary explains how to access Blackboard sites for your courses. For more details about how to use specific features of Blackboard, see the Student Help section.

Logging in

Support Information

http://blackboard.smu.ac.uk/support/studentintro.html

Blackboard can be accessed from any computer that is connected to the internet. Using any internet browser, go to the University's Blackboard site at **http://blackboard.smu.ac.uk** . Click the Login button, then enter your username and password:
Your username = your SMU computer login.
Your password = your SMU computer login password.
Click Login again, and you will be taken to your Blackboard portal page.

After logging in, you will see links to Blackboard. If you don't know your SMU email address, please contact the computer unit on extension 4169 or email blackboard@smu.ac.uk .

Welcome page

This is the gateway to all your Blackboard course sites at SMU. To return to this page from anywhere within Blackboard, click on the 'My Home Account' tab.

On the right-hand side of the page are links to the Blackboard sites for courses in which you are registered.

To enter a course site, click on the link for that course.

You can access many of Blackboard's features through the Tools panel on the left-hand side. This is also where you change your password, which you should do right away. To do this,
Click on the Personal Information link
Click on Change Password
Type in your new password
Verify your new password
Click Submit.

If you forget your password there is a link on the login page labelled Forgot your password? Click on the link and fill in your name and your user id. You will then receive an email containing a link to change your password.

Course Pages

The structure of all Blackboard courses is basically the same. When you enter the course, you are automatically taken to the Announcements page. There are navigation links on the left-hand side of the page that you will use to enter content and communication areas of the course. Your instructor will give you further instructions about where to look for course content.

Help

There are several ways to get help with Blackboard.
Contact your tutor. If your tutor can't help you, do one of the following:
Contact the computer unit on 4169.
Email the Help Desk at **blackboard@smu.ac.uk** . Please include your name, username, instructor's name, and course(s).

Appendix D - University Assessment Regulations

The following is an extract from the University's Quality Handbook and details key assessment regulations for your programme. The University reserves the right to amend its regulations at any time. The most up-to-date copy of the University's regulations will be published online.

Assessment and Examination

Regulation G1: Examining and Assessment of Students

G1.1 The purpose of assessment is to enable students to demonstrate that they have met the learning outcomes of the module/programme of study and achieved the minimum standard required at the point of assessment for the award/award of credit they seek. Specific assessment regulations relate the assessment criteria of each module/ programme to its learning outcomes/objectives, and provide a clear indication of how the achievement may be demonstrated. The assessment of the students' performance must accord with these assessment regulations.

G1.2 Assessment must be by competent and impartial internal and/or external examiners, using methods that enable them to assess students fairly. External examiners will be involved in all assessments which count towards a particular award; their role will be to ensure that justice is done to the individual student and that the standard of the award is maintained. All recommendations leading to awards shall be moderated by the external examiners. All forms of assessment will be treated and marked with the same level of academic rigour.

G1.3 Assessment involves academic judgement, and not only the computation of marks. Marks, grades and percentages are not absolute values but symbols to communicate examiners' judgement of different aspects of a student's work, in order to provide information for the final decision on a student's fulfilment of the programme objectives. It is particularly important for students to understand the nature of the examiners' discretion when details of individual marks are available to them.

G1.4 Examining Boards shall have wide discretion in reaching decisions on the awards to be made to individual students. They shall be responsible for interpreting the assessment regulations for the programme if any difficulties arise, in the light of the University's requirements and good practice in higher education; their academic judgement cannot normally be questioned or overturned.

G1.5 Within the constraints of the programme learning outcomes/objectives, and the assessment regulations, examiners have discretion in reaching decisions on the awards to be recommended for individual students. They are responsible for interpreting the assessment regulations for the programme taking the University's requirements into account and good practice in higher education. The academic judgements of the examiners are final.

G1.6 Examining Boards shall be mindful of the dangers of over/under assessing students and shall come to a considered view on the amount and timing of assessments, and publish these in advance of each semester or stage of a programme. The development of assessment plans shall be encouraged for individual modules, or

other elements of a programme, so that students shall be aware, in consultation with staff, of the assessment methods being proposed.

G1.7 The development of marking schemes for all assessments shall be encouraged for the benefit of staff, external examiners, students and parity of assessment.

G1.8 All formal written examinations and, where possible, other forms of assessment should be marked anonymously.

G1.9 The following shall represent the minimum level of practice required in order to maintain parity and quality standards across the University.
Where appropriate, the marker and internal moderator should write their comments on separate report forms for the benefit of the external examiner. This should avoid the comments influencing the people subsequently reading/marking the script, and the obscuring the text of the original script with comments.

a) Internal moderation of marking shall normally take place in order to ensure parity across a field and/or award. This may take the form of sampling a small amount of work or may extend to more formal, extensive moderation, where appropriate.
b) Where a module is delivered by more than one member of staff, the module leader is responsible for the marks recorded in all elements of assessment. Where teaching and/or marking is shared, the people involved should discuss beforehand the way in which the assessment criteria are applied to the learning outcomes of the module. The same guidelines shall apply for internal moderation as with modules taught by one person.

G1.10 All projects and dissertations should normally be double marked. Where there is a dispute between two internal markers this should be resolved in consultation with field/programme leader, who should also aim to include the project dissertations in the sample sent to the external examiner. A mechanism for ensuring equity across all projects undertaken within any given field/programme shall be used by the faculties.

G1.11 Samples of elements of assessments such as presentations, practicals, exhibitions and theatrical productions should also be available, where possible, for external scrutiny. This may be achieved, for example, by using video recordings, video-conferencing facilities or inviting the external examiner to visit a sample of assessments.

G1.12 Examination questions and other criteria should be made available for external scrutiny before the assessment is undertaken by students. All assessed work should be made available for external scrutiny by way of external moderation of the standard of marking. The range of grades sent and the size and make-up of the sample should be agreed between the module coordinator/field leader and the external examiner. It will contain all failed work and all work for the highest grade

G1.13 External examiners shall moderate marking, not re-mark or alter individual grades. The external examiner may recommend to an Examining Board to raise or lower the grades of the internal marker, either as a whole or within discrete and identifiable ranges of grades.

Regulation G2: Taught 1st and 2nd Cycle Awards

The regulations for similar award in the UK HE sector programmes are based on the foundational principles enshrined in the University of Wales Degree Regulations. Individual programmes may have more specific regulations including the addressing of accrediting/professional body requirements. These additional regulations are contained in the Definitive Document for the programme.

Common Assessment Regulations

The regulations in Paragraphs G2.1 to G2.21 are common to all University of Wales taught degree awards delivered in or through the University. The paragraphs following G2.21 contain award specific regulations.

G2.1 Principles of assessment

G2.1.1 Assessment may have 2 purposes:

i) formative: to provide supportive feedback and encouragement to students on their performance and progress.

ii) summative: to enable students to demonstrate that they have met the objectives of their programme of study and have achieved the standard for the award they seek.

It is the latter context which is the focus of these regulations.

G2.1.2 Specific assessment requirements will relate, the objectives of programmes and of individual modules.

G2.1.3 Assessment involves judgement as well as computation. Marks and grades are not absolute values but indicators of examiners' judgements on different aspects of a student's work.

G2.1.4 Since modules are of a standard size and credit value, the assessment workload should be comparable. Examining Boards should have regard to ensuring this in their oversight of assessment practice.

G2.1.5 Where more than one element of assessment is used (for example, coursework and examinations), each carries a published weighting, agreed at validation, which is used to arrive at a single final grade or mark for the module.

G.2.1.6 The normal expectation is that students will satisfy assessment requirements at the first attempt, but provision is made for re-assessment where appropriate.

G2.1.7 In order to achieve parity of assessment where modules are taught in more than one programme, a two tier Examining Board structure is necessary: a Module Examining Board and an Award/Progression Examining Board.

G2.2 Responsibilities of the University

G2.2.1 It is the responsibility of the University:

a) to ensure that learners are fully aware of the nature of the learning outcomes and all related assessment requirements which need to be met in order to achieve the qualification for which they are enrolled;

b) to assess students fairly in accordance with the assessment scheme and regulations of the programme;

c) to provide invigilation of examinations undertaken in the University, in accordance with approved procedures;

d) to publish results of students' assessments affecting progression or awards;

e) to investigate allegations of assessment offences, in accordance with approved procedures;

f) to consider applications for review of decisions of Examining Boards, according to approved procedures.

G2.3 Responsibilities of students

G2.3.1 It is the responsibility of the student:

a) to attend examinations and submit work for assessment as required;

b) to provide the Examining Board, before its meeting, with any relevant information on personal circumstances which may have affected performance or attendance and which they wish the Examining Board to take into account;

c) to undertake assessments in a manner which does not attempt to gain an unfair advantage;

d) to ascertain his/her results;

e) to inform the Programme Director and Academic Registry of a decision to withdraw from a module or from a programme of study.

G2.4 Transfer credit

G2.4.1 Where credit gained at higher education level in another institution (or in another programme at Swansea Metropolitan University) is directly relevant to the student's programme of study, it may be allocated a mark and credited towards the award.

G2.4.2 It is the responsibility of the Programme Team to delegate responsibility to one of its members for evaluating a student's previous record and deciding on the amount of credit that can be transferred. No more than two thirds of the total credit of the award may be transferred and none at the exit level.

G2.4.3 Where a student enters with transferable credit, the time period limits for study may be decreased.

G2.5 Accreditation of prior experiential learning (APEL)

G2.5.1 The University recognises that it is possible for a student to have undertaken learning at higher education level outside an academic institution.

G2.5.2 A student seeking credit for APEL towards an approved programme of study, shall be required to present evidence of such learning for consideration, and if appropriate for its credit value to be assessed and a mark awarded as detailed in Procedure G1b.

G2.6 Maximum credit

G2.6.1 The maximum number of credit points that can be transferred and/or granted to an award is specified in regulation E4 Admission with Academic Credit.

G2.7 Examining Boards

G2.7.1 The structure, function and membership of Examining Boards will be as detailed in University Regulation G4 – Examining Boards. The terms of reference and the constitution of these boards is given in Appendix 1 of these assessment regulations.

G2.7.2 The performance of each student will be considered in two stages:

a) by module;

b) by overall performance for the semester / year / award.

G2.7.3 Each faculty will establish Examining Boards in accordance with one of the following;

a) Single Board: where one Examining Board is exclusively responsible for all modules within the programme;

b) Two-tier Board: where a module is taught in more than one Examining Board area, the managing Faculty will establish a Module Examining Board to review progress and to make recommendations to the appropriate Award/Progression Examining Boards. The second tier, Award/ Progression Examining Board, will be responsible for progression and final awards, but cannot change the marks already agreed by the Module Examining Board apart from applying compensation in appropriate exceptional cases.

The single board of G2.7.3 (a) performs the function of the two-tier system but within a single board meeting.

G2.8. Assessment methods

G2.8.1 The methods of assessment relate to the learning objectives/outcomes of the programme of study, and are specified in the definitive validated programme document.

G2.8.2 Changes in assessment methods can only be made with the approval of the Module Examining Board in accordance with the minor amendment procedure.

G2.8.3 Standard nomenclature used within the University is as follows:

a) Coursework assignments
Coursework assignments include all assignments in an assessment schedule (other than written and practical examinations) which contribute to the final mark/grade. Coursework assignments may include, *inter alia*, essays, projects, dissertations, theses, design portfolios, log books and non-invigilated examinations.

b) Practical examinations
Practical examinations include all examinations in a programme of study which require a demonstration of practical skills, normally under time-constrained, invigilated conditions.

c) Written examinations
Written examinations are invigilated, time-restrained assessments of a type agreed at validation.

d) Oral/Viva Voce examinations
Oral/Viva Voce examinations are of an interview nature with internal and often external examiner. A formal record must be kept.

G2.8.4 Candidates must not take into the examination room any book, manuscript or other aid, unless it is specifically allowed in the examination rubric or the University's examination procedures.

G2.8.5 Periods of work placement will be assessed in accordance with the procedures prescribed in the validated documents for the programme.

G2.8.6 Progress of a candidate will normally be assessed in the period immediately following completion of the unit of study.

G2.9 Module marking scheme

G2.9.1 Modules will be assessed in accordance with a marking scheme reflecting the final award scheme, (for example G2.23.2.3 below). The assessment instructions and associated marking schemes must be agreed by the Module Examining Board.

G2.9.2 Weightings of elements of assessment will be agreed at validation and included in the module specification.

G2.9.3 Where two or more elements contribute to the mark of a module (e.g. coursework and an examination; two examinations; two pieces of coursework) the marks (weighted where appropriate) are combined to give the module mark, excepting that if the mark for any one element falls below 30%, the module will be deemed a failure, irrespective of the overall mark achieved.

G2.10 Module marking

G2.10.1 Major projects and dissertations contributing at least one module worth to the final award will be double-marked. The second marker should be conversant with the subject area of the major project or dissertation.

G2.10.2 Coursework assignments and examinations will be marked anonymously, wherever possible, and will be double-marked or moderated, wherever practicable.

G2.11 Late submission of coursework

G2.11.1 Details of the assessment schedule will be published at the beginning of each module. This will include information on the number of pieces of coursework required, their nature and quantity, and where and when they are to be submitted.

G2.11.2 In mitigating circumstances (such as illness or family bereavement), the Programme Director, in consultation with the module tutor concerned, may agree an appropriate extension of time, subject to the following procedure:

a) an extension must be requested, in writing, normally before the deadline date;
b) the request should be accompanied by supporting evidence (e.g. a medical certificate produced by a G. P.);
c) the extension will be for a specific time, and a new submission date will be indicated, in writing, to the student.

Extensions will normally be reported to the Module Examining Board.

G2.11.3 Where work has been submitted late, and no extension has been granted, the following applies:
a) for work submitted up to one week (i.e. the same day the following week) after the deadline, a maximum mark of 40% is awarded;
b) for work submitted more than one week after the deadline, a zero mark is given.

G2.11.4 Where a piece of coursework is not submitted by the end of the module, the student shall be deemed to have failed the module.

G2.12 Absence from an examination

G2.12.1 A student who is absent from the examination without good cause shall be awarded zero for that examination.

G2.12.2 In serious mitigating circumstances, where a student fails to attend or to complete an examination, if s/he is able to, s/he must write immediately to the Programme Director, indicating the nature of the circumstances and including appropriate documentary evidence (e.g. medical certificates). This evidence will then be placed before the Award/Progression Examining Board for consideration.

G2.12.3 If an Award/Progression Examining Board is satisfied that a candidate is absent with good cause from a final examination/assessment following his/her presentation to the University, provided that the Examining Board is satisfied that there are reasonable grounds, it may:
i) permit the candidate to sit a supplementary examination or a special oral examination, before the next meeting of the Award/Progression Examining Board; or
ii) award the qualification without further examination/assessment provided that at least two thirds of the modules have been completed which count towards the final award; or
iii) recommend that the candidate receives an aegrotat award.

The provisions described at (ii) and (iii) above may be made only if (a) the external examiner agrees that the supporting evidence is satisfactory, (b) if the candidate's performance in other examinations or assessed work justifies such action and (c) if appropriate, authorisation has been obtained in accordance with Regulation G9.

G2.13 Progression (Applicable to programmes greater than 120 credits)

G2.13.1 Where a student, after any compensation and condonement, has obtained credits for all the modules attempted, s/he will be allowed to proceed.

G2.13.2 Where a student has failed assessments s/he may be reassessed at the next assessment point.

G2.13.3 Where a student has failed modules which together contribute more than 30 credits, the Award/Progression Examining Board shall have the discretion to decide whether the first reassessment shall be delayed and whether the student will be required to be examined as an internal or as an external candidate.

G2.13.4 At the discretion of the Award/Progression Examining Board, a student may be permitted to progress, carrying failed credits subject to the requirement of successfully completing all relevant pre-requisites. The candidate may carry no more assessments than those contributing to the equivalent of 200 nominal hours of study of the respective failed modules. (On the basis of 100 nominal hours of study is

equivalent to 10 credits and the nominal hours are directly proportional to the assessment weighting of a module.)

G2.13.5 Module results will be published as soon as practicable after the Examining Board. Semester One results will be published after the Module Examining Board, with the caveat that the marks are subject to approval by the Award/Progression Examining Board.

G2.13.6 Candidates may not re-sit any module or unit of assessment for which a pass-mark has been attained previously. Candidates who, with the agreement of the Examining Board, are to re-sit a full year of study may do so for the actual marks attained provided that at the outset previous marks are relinquished in full.

G2.13.7 A candidate should not proceed t the next year of programme if they have not achieved successfully 50% of the credits attempted in the year under review.

G2.14 Compensation and condonement

G2.14.1 Where a student has marginally failed (35-39%) assessments contributing up to 30 credits in any level, but has presented mitigating circumstances to support poor performance, the Award/Progression Examining Board may, on the basis of the student's overall performance, compensate for the failure. Consideration must be given to the strength of the grounds presented, the student's profile and the significance of the assessments concerned in the programme and award. Bereavement or such circumstances are considered as mitigating circumstances. Reasons of financial hardship are not considered as mitigating circumstances.

G2.14.2 If failure is compensated, the mark is raised to 40%. Where a module is awarded a pass by compensation, this will be recorded on the student's record as 40PC.

G2.14.3 The Award/Progression Examining Board may also, based on the student's overall performance, condone a failure in up to 20 credits in any level. The student is allowed to continue the programme without re-assessment. If failure is condoned, credit is given for passing the module, but the actual mark achieved is carried forward for the calculation of the final award if appropriate, and recorded on the transcript (i.e. 38C).

G2.14.4 In cases of both compensation and condonement, the student is awarded credit as if the module had been passed.

G2.14.5 In core modules, major projects and dissertations, compensation or condonement will only be permitted in exceptional circumstances.

G2.14.6 Compensation and condonement can be applied at the first and at subsequent reassessments.

G2.14.7 Compensation and condonement will normally not be permitted where the mark in any element is less than 30% or where the overall mark for the module is less than 35%.

G2.14.8 No more than 20 credits may be condoned at any one level, and the maximum amount of condoned credit permissible in a degree scheme shall be 40. The maximum amount of credit which may be condoned or compensated, is 30 per level and 60 overall.

G2.14.9 At level 4 only, condonement may be applied in modules up to a credit limit of 40 credits where students achieve an aggregate mark of at least 30% in each module and where all the learning outcomes have been presented for assessment to the satisfaction of the examining board

G2.15 Failure

G2.15.1 At the discretion of the Award/Progression Examining Board, students who have failed any modules which have not been compensated or condoned may be permitted further attempts to redeem their failure in each module in accordance with the

award regulations. The resits of any assessed elements taken prior to the Examining Board must be reported to the Board.

G2.15.2 The maximum mark a student may be awarded at a second or subsequent attempt at an element of assessment is 40%.

G2.15.3 If a student has failed a module, but has passed one or more of the elements of assessment, the Module Examining Board may decide that only failed elements need to be re-assessed. In this case, the mark attained in the re-assessed element(s) will be combined with the marks from the passed element(s), weighted appropriately, to give the overall mark. To ascertain whether the student has passed the module

G2.16 Deferral

G2.16.1 Where a student presents documentary evidence of serious mitigating circumstances, the Award/Progression Examining Board has discretion to defer a student, giving him/her the opportunity to complete the assessment at a subsequent assessment point. This will be considered a first assessment of the module(s).

G2.17 Withdrawal

G2.17.1 Where a student withdraws from a module before the end of the third week of that module, and informs the Programme Director and Academic Registry by that date, s/he will be deemed not to have enrolled on the module.

G2.18 Posthumous awards

G2.18.1 An award may be conferred posthumously, and accepted on the student's behalf by a parent, spouse or other appropriate individual.

G2.18.2 The normal conditions of award, including Aegrotat where appropriate, must be satisfied. These are specified in the Regulation G9 The Award of Degrees, Diplomas, and Certificates Posthumously

G2.19 Students with special needs

G2.19.1 If a student is unable, through disability or specific learning difficulty, to be assessed by the normal methods, the Module Examining Board shall vary the methods as appropriate, having regard to the objectives of the programme and the need for fairness.

G2.19.2 Where a student requires special facilities at examination, application must be made (with supporting medical evidence) through the Programme Director normally no less than eight weeks before the examination. The arrangements must be approved by the Module Examining Board.

G2.20 Welsh language

G2.20.1 Where a student wishes to be examined through the medium of Welsh, s/he must request this in writing to the Superintendent of Examinations by week three of their first Semester of study.

G2.21 Assessment offences

G2.21.1 The agreed University and awarding body's procedures will be used for investigating allegations of assessment offences, including cheating, collusion, plagiarism and other breaches of regulations or attempts to gain unfair advantage in assessment.

G2.23 Regulations Specific to Undergraduate Degree Awards

G2.23.1 Awards

Subject to validation, the following exit points may be available to undergraduate students:

a) Certificate of Higher Education — where a minimum of 120 credits has been achieved at level 4 or above;

b) Diploma of Higher Education — where a minimum of 240 credits has been achieved, at least 120 of which are at level 5 or above;

c) Ordinary Degree — where a minimum of 300 credits has been achieved, at least 60 of which are at level 6 or above;

d) General or Honours Degree — where a minimum of 360 credits has been achieved, at least 120 of which are at level 6 or above.

(NB. An Ordinary Degree may only be awarded, if it has been previously approved through the recognised validation processes and a student has registered on it prior to attempting the final 100 credits of the award. It is not a fall back for a failed Honours award.)

G2.23.2 Degree determination

G2.23.2.1 Assessment at level 4 will be for qualifying purposes only; normally no marks from level 4 will be carried forward.

G2.23.2.2 The relative weightings of level 5 and level 6 assessments will normally be 30% level 5 + 70% level 6. For professional body exemptions or other similar good reason, an exception may be granted to this weighting through the validation process.

G2.23.2.3 The aggregate marks, weighted according to paragraph G2.23.2.2 will be used to determine the award according to the following table:

Honours	
First Class	70% or higher
Second Class Division One	60% - 69%
Second Class Division Two	50% - 59%
Third Class	40% - 49%

At the discretion of the Award/Progression Examining Board, a student who has:

a) Studied and been assessed for 360 credits, and
b) Achieved a minimum of 60 credits at level 6, and
c) Achieved an overall mark of 35% - 39 calculated for the credits required for the honours degree.

May be eligible for the award of a degree at the Pass level.

G2.23.2.4 The classification of Joint Honours awards will be based on the aggregate marks for the whole award and not on the performance in each joint Honours component. Likewise the classification of a Major/minor award will be based on the aggregate for the whole award.

G2.23.2.5 Marking scales

Grades, scales or points may be used in marking or in informing students of their performance in assessments, but percentage marks must be used in the calculation of degree classifications. Where marking other than percentage marks are used, they must be in accordance with the following table of equivalencies:

Grade	Point	Percentage	Scale	Comments on Performance	Honours Classification for Degree Performance
A	16 15 14	90-100 80-89 70-79	5	Work of exceptional performance	1
B	13 12 11	67-69 64-66 60-63	4	Work of very good performance	2(i)
C	10 9 8	57-59 54-56 50-53	3	Work of average performance	2(ii)
D	7 6 5	47-49 44-46 40-43	2	Work of satisfactory performance	3
E	4	35-39	1	Marginal fail	Pass
F	3 2 1	31-34 16-30 0-15	0	Fail	Fail

G2.23.2.6 Notwithstanding paragraph G2.23.2.5 above, the Examining Boards shall have discretion to use the classification scheme as a guide rather than an obligation.

G2.23.2.7 The Award/Progression Examining Board shall have the right to require a viva voce examination or any reassessment procedure to confirm an award and its classification.

G2.23.2.8 Where there is insufficient evidence of a student's performance to confer the award for which the student was a candidate, but the Award/Progression Examining Board is satisfied that, but for illness or other valid reason, the student would have reached the standard required, the Board may recommend an Aegrotat Award. This recommendation will be considered in accordance with Regulation G9 The Award of Degrees, Diplomas, and Certificates Posthumously.

G2.23.2.9 An Aegrotat award carries no classification and may only be conferred upon written confirmation from the student that s/he accepts the Aegrotat award and foregoes the right to be reassessed subsequently.

G2.23.2.10 Award results will be published as soon as practicable after they have been determined by the Award/Progression Examining Board. It is the responsibility of the student to ascertain his/her result.

G2.23.3 Re-assessment

G2.23.3.1 Excluding preliminary or foundation years, all degree examinations must be completed within the following periods:

a) Full-time mode:
three-year scheme: not more than five years from the beginning of the scheme
four-year scheme: not more than six years from the start of the scheme

b) Other modes of study:
not less than four and not more than ten years from the start of the scheme.

G2.23.3.2 Students may be permitted at level 4 and 5, at the discretion of the Examining Board, up to three further attempts to redeem a failure in a module.

G2.23.3.3 Candidates on an Honours degree scheme who fail at level 6 to reach the standard required for the award of a degree, shall be eligible for consideration of the award of a degree at the Pass or Honours level as appropriate. Level 6 modules may not be sat on more than two occasions.

Regulation G3: Higher National Assessment Regulations

These regulations are intended to be used in conjunction with Edexcel/BTEC programmes.
Individual programmes may have more specific regulations and encompass accrediting/professional body requirements.
The current Edexcel/BTEC nomenclature defines the term 'unit' as a 'coherent set of learning outcomes describing what the learner is expected to know, understand or do'. Thus the unit is primarily a unit of assessment. The University term 'module' embraces both assessment and delivery. BTEC modules are normally 15 credits whereas the standard University module is normally 10 credits since being granted a licence modules now conform to the University's pattern.

G3.1 Principles of assessment

G3.1.1 Assessment may have two purposes:

i) formative: to provide supportive feedback and encouragement to students on their performance and progress.

ii) summative: to enable students to demonstrate that they have met the objectives of their programme of study and have achieved the standard for the award they seek.

It is the latter context which is the focus of these regulations.

G3.1.2 Specific assessment requirements will relate, therefore, to the objectives of programmes and of individual modules. It is important that assessment addresses whether learning outcomes have been met by the learner, both across units/modules and across qualifications.

G3.1.3 Assessment involves judgement as well as computation. Marks and grades are not absolute values but indicators of examiners' judgements on different aspects of a student's work.

G3.1.4 Since modules are of a standard size and credit value, the assessment workload should be comparable. Examining Boards should have regard to ensuring this in their oversight of assessment practice.

G3.1.5 Where more than one element of assessment is used (for example, coursework and examinations), each carries a published weighting, agreed at validation, which is used to arrive at a single final grade or mark for the module.

G3.1.6 The normal expectation is that students will satisfy assessment requirements at the first attempt, but provision is made for re-assessment where appropriate.

G3.1.7 In order to achieve parity of assessment where modules are taught in more than one programme, a two tier Examining Board structure is necessary: a Module Examining Board and an Award/ Progression Examining Board.

G3.2 Responsibilities of the University

G3.2.1 It is the responsibility of the University:

a) to ensure that learners are fully aware of the nature of the learning outcomes and all related assessment requirements which need to be met in order to achieve the qualification for which they are enrolled;

b) to assess students fairly in accordance with the assessment scheme and regulations of the programme;

c) to provide invigilation of examinations undertaken in the University, in accordance with approved procedures;

d) to publish results of students' assessments affecting progression or awards;

e) to investigate allegations of assessment offences, in accordance with approved procedures;

f) to consider applications for review of decisions of Examining Boards, according to approved procedures.

G3.3 Responsibilities of students

G3.3.1 It is the responsibility of the student:

a) to attend examinations and submit work for assessment as required;
b) to provide the Examining Board, before its meeting, with any relevant information on personal circumstances which may have affected performance or attendance and which they wish the Examining Board to take into account;
c) to undertake assessments in a manner which does not attempt to gain an unfair advantage;
d) to ascertain his/her results;
e) to inform the Programme Director and Academic Registry of a decision to withdraw from a module or from a programme of study.

G3.4 Transfer credit

G3.4.1 Where credit gained at higher education level in another institution (or in another programme at Swansea Metropolitan University) is directly relevant to the student's programme of study, it may be allocated a grade and credited towards the award.

G3.4.2 It is the responsibility of the Programme Team to delegate to one of its members, responsibility for evaluating a student's previous record and decide on the amount of credit that can be transferred.

G3.5 Accreditation of prior experiential learning (APEL)

G3.5.1 The University recognises that it is possible for a student to have undertaken learning at higher education level outside an academic institution.

G3.5.2 A student seeking credit for APEL towards an approved programme of study, shall be required to present evidence of such learning for consideration and if appropriate for its credit value to be assessed and a mark awarded as detailed in Procedure G1b.

G3.6 Credit and exemption

G3.6.1 A student may be granted the full graded credit where detailed evidence exists towards the achievement of an award. The determination of such grading should be the responsibility of an Examining Board. The evidence must be available to the Board. The Board may appoint a small assessment panel to work on its behalf to scrutinise the evidence.

G3.6.2 Where the evidence will not support the determination of a grade but will support the achievement of the overall objectives of a unit, exemption may be granted. No more that 50% of the award may be achieved by exemption.

G3.7 Examining Boards

G3.7.1 The structure, function and membership of Examining Boards will be as detailed in the University Regulation G4 – Examining Boards (and outlined in the Modular Structure, Procedures & Regulations document March 1998). The terms of reference and the constitution of these boards is given in Appendix 1 of this document.

G3.7.2 The performance of each student will be considered in two stages:

a) by module;
b) by overall performance for the semester / year / award.

G3.7.3 Each faculty will establish Examining Boards in accordance with one of the following:

i) Single Board: where one Examining Board is exclusively responsible for all modules within the programme;
ii) Two-tier Board: where a module is taught in more than one Examining Board area, the managing Faculty will establish a Module Examining Board to review progress and to make recommendations to the appropriate Award/Progression Examining Boards. The second tier, Award/ Progression Examining Board, will be responsible for progression and final awards, but

cannot change the grades already agreed by the Module Examining Board apart from applying compensation in appropriate cases.

The single board of G2.7.3 (i) would perform the function of the two-tier system but within a single board.

G3.8 Assessment methods

G3.8.1 The methods of assessment relate to the learning objectives/outcomes of the programme of study, and are specified in the validated programme document.

G3.8.2 Changes in assessment methods can only be made with the approval of the Module Examining Board in accordance with the minor amendments procedure.

G3.8.3 Standard nomenclature used within the University is as follows:

a) Coursework Assignments

Coursework assignments include all assignments in an assessment schedule (other than written and practical examinations) which contribute to the final mark/grade. Coursework assignments may include, *inter alia*, essays, projects, dissertations, theses, design portfolios, log books and non-invigilated examinations.

b) Practical examinations

Practical examinations include all examinations in a programme of study which require a demonstration of practical skills, normally under time-constrained, invigilated conditions.

c) Written examinations

Written examinations are invigilated, time-constrained assessments of a type agreed at validation.

G3.8.4 Candidates must not take into the examination room any book, manuscript or other aid, unless it is specifically allowed in the examination rubric or the University's examination procedures.

G3.8.5 Periods of work placement will be assessed in accordance with the procedures prescribed in the validated documents for the programme.

G3.8.6 All outcomes in a programme must be assessed.

G3.9 Module assessment and grading

G3.9.1 Modules will be assessed in accordance with assessment instructions and an associated grading scheme agreed by the Module Examining Board.

G3.9.2 Relative weightings of elements of assessment will be agreed at validation and included in the module specification.

G3.9.3 Where two or more elements contribute to the grade of a module (e.g. coursework and an examination; two examinations; two pieces of coursework) the grades (weighted where appropriate) are combined to give the module grade.

G3.9.4 Grades will be assigned in accordance with the Edexcel /BTEC criteria.

Pass

A Pass grade is achieved by meeting all the requirements defined in the assessment criteria for each module.

Merit

In order to achieve a merit the student must:

- use a range of methods and techniques to collect, analyse and process information/data
- apply and analyse detailed knowledge and skills, using relevant theories and techniques
- coherently present and communicate work using technical language accurately.

Distinction

In order to achieve a distinction the student must:

- check validity when collecting, analysing and processing complex information/data

- evaluate and synthesise relevant theories and techniques to generate and justify valid conclusions
- show an individual approach in presenting and communicating work coherently, using technical language fluently
- Normally, passed assessment elements need not be subject to reassessment.

G3.9.6 The Award/Progression Examining Board shall have the right to require a viva voce examination or any reassessment procedure to confirm an award or any grades.

G3.10 Module marking

G3.10.1 Major projects and dissertations contributing at least one module worth to the final award will be double-marked. The second mark should be conversant with the subject area of the major project or dissertation.

G3.10.2 Coursework assignments and examinations will be marked anonymously, wherever possible, and will be double-marked or moderated, wherever practicable.

G3.11 Late submission of coursework

G3.11.1 Details of the assessment schedule will be published at the beginning of each module. This will include information on the number of pieces of coursework required, their nature and quantity, and where and when they are to be submitted.

G3.11.2 In mitigating circumstances (such as illness or family bereavement), the Programme Director, in consultation with the module tutor concerned, may agree an appropriate extension of time, subject to the following procedure:

a) an extension must be requested, in writing, normally before the deadline date;

b) the request should normally be accompanied by supporting evidence (e.g. a medical certificate produced by a G. P.);

c) the extension will be for a specific time, and a new submission date will be indicated, in writing, to the student**.**

Extensions will normally be reported to Module Examining Board

G3.11.3 Where work has been submitted late, and no extension has been granted, the following applies:

a) for work submitted up to one week (i.e. the same day the following week) after the deadline, a bare Pass;

b) for work submitted more than one week after the deadline, a fail grade is given.

G3.11.4 Where a piece of coursework is not submitted by the end of the module, the student shall be deemed to have failed the module.

G3.12 Absence from an examination

G3.12.1 A student who is absent from the examination without good cause shall be deemed to have failed the module.

G3.12.2 In serious mitigating circumstances, where a student fails to attend or to complete an examination, if s/he is able to, s/he must write immediately to the Programme Director, indicating the nature of the circumstances and including appropriate documentary evidence (e.g. medical certificates). This evidence will then be placed before the Award/Progression Examining Board for consideration.

G3.12.3 Where there is insufficient evidence of a student's performance to confer the award for which the student was a candidate, but the Award/Progression Examining Board is satisfied that, but for illness or other valid reason, the student would have reached the standard required, the Award/Progression Examining Board may recommend an

Aegrotat Award. A case may be made to the Manager, Student Services of Edexcel in accordance with Edexcel procedures.

G3.12.4 An Aegrotat award carries no grading and may only be conferred upon written confirmation from the student that s/he accepts the Aegrotat award and foregoes the right to be reassessed subsequently.

G3.13 Progression

G3.13.1 Where a student, has obtained credits for all the modules attempted, s/he will be allowed to proceed.

G3.13.2 Where a student has failed assessments s/he may be reassessed at the next assessment point.

G3.13.3 Where a student has failed modules which together contribute more than 30 credits, the Award/Progression Examining Board shall have the discretion to decide whether the first reassessment shall be delayed and whether the student will be required to be examined as an internal or as an external candidate.

G3.13.4 At the discretion of the Award/Progression Examining Board, a student may be permitted to progress, carrying failed credits subject to the requirement of successfully completing all relevant pre-requisites. The candidate may carry no more assessments than those contributing to the equivalent of 200 nominal hours of study of the respective failed modules. (On the basis of 100 nominal hours of study is equivalent to 10 credits and the nominal hours are directly proportional to the assessment weighting of a module.)

G3.13.5 Module results will be published as soon as practicable after the Examining Board. Semester One results will be published after the Module Examining Board, with the caveat that the marks are subject to approval by the Award/Progression Examining Board.

G3.13.6 Candidates may not re-sit any module or unit of assessment for which a pass-mark has been attained previously.

G3.13.7 A candidate should not proceed t the next year of programme if they have not achieved successfully 50% of the credits attempted in the year under review.

G3.14 **Compensation and condonement**

G3.14.1 Compensation and condonement are not available normally for BTEC awards.

G3.14.2 Where the same outcome exists in two or more modules, the achievement of this outcome in one module may be credited in all cases.

G3.15 Failure

G3.15.1 At the discretion of the Award/Progression Examining Board, students who have failed any modules may be permitted up to three further attempts to redeem their failure in each module. The resits of any assessed elements taken prior to the Examining Board must be reported to the Board.

G3.15.2 The maximum grade a student may be awarded at a second or subsequent attempt at an element of assessment is a Pass.

G3.15.3 If a student has failed a module, but has passed one or more of the elements of assessment, the Module Examining Board may decide that only failed elements need to be re-assessed. In this case, the grade attained in the re-assessed element(s) will be combined with the grades from the passed element(s), weighted appropriately, to Ascertain whether the student has passed the module.

G3.16 Deferral

G3.16.1 Where a student presents documentary evidence of serious mitigating circumstances, the Award/Progression Examining Board has discretion to defer a student, giving

him/her the opportunity to complete the assessment at a subsequent assessment point. This will be considered a first assessment of the module(s).

G3.17 Withdrawal

G3.17.1 Where a student withdraws from a module before the end of the third week of that module, and informs the Programme Director and Academic Registry by that date, s/he will be deemed not to have enrolled on the module.

G3.18 Awards

G3.18.1 A BTEC award will be made when the Award/Progression Examining Board agrees that all conditions for the Award have been met.

G3.19 Classification

G3.19.1 BTEC awards are not classified.

G3.20 Re-assessment

G1.20.1 The registration period for a BTEC award is five years. A student may apply for a further registration period in appropriate circumstances. All assessments and reassessments must be completed within the registration period.

G3.21 Posthumous awards

G3.21.1 An award may be conferred posthumously, and accepted on the student's behalf by a parent, spouse or other appropriate individual.

G3.21.2 The normal conditions of the award, including Aegrotat where appropriate, must be satisfied.

G3.22 Students with special needs

G3.22.1 If a student is unable, through disability or specific learning difficulty, to be assessed by the normal methods, the Module Examining Board shall vary the methods as appropriate, having regard to the objectives of the programme and the need for fairness.

G3.22.2 Where a student requires special facilities at examination, application must be made (with supporting medical evidence) through the Programme Director normally no less than eight weeks before the examination. The arrangements must be approved by the Module Examining Board.

G3.23 Welsh language

G3.23.1 Where a student wishes to be examined through the medium of Welsh, s/he must request this in writing to the Superintendent of Examinations by week three of Semester One.

G3.24 Assessment offences

G3.24.1 The agreed University and awarding body's procedures will be used for investigating allegations of assessment offences, including cheating, collusion, plagiarism and other breaches of regulations or attempts to gain unfair advantage in assessment.

Procedure G1d: Instructions to Examination Candidates

1. Attendance at examinations

1.1 Students must present themselves at the examination room in good time before the examination is due to begin.

1.2 Students must not enter the examination room until instructed to do so by an invigilator.

1.3 Students may be admitted to the examination room by an invigilator: -

a) up to thirty minutes after the official start of the examination;

a) in abnormal or extenuating circumstances provided no candidate has already left;

Additional time for any candidate arriving after the start of the examination will **not** be given.

1.4 Students shall sign the attendance register when requested to do so by the invigilator
.

1.5 Students must not leave their places without permission of an invigilator.

1.6 No student may leave the examination room during the first forty-five or during the last fifteen minutes of the examination.

1.7 A student wishing to leave the examination room temporarily must seek the prior permission of an invigilator, and will be accompanied by the invigilator throughout his or her absence. Any student who leaves the examination room without permission of an invigilator normally will be deemed to have withdrawn from the examination and will not be re-admitted to the examination room.

1.8 A student who wishes to leave the examination room early, must first attract the attention of an invigilator and have his or her script collected. He or she should take care not to disturb other students when leaving and must observe examination procedures until out of the room.

1.9 A student whose script has been collected will not be re-admitted to the examination room.

Instructions to examination Students

2. **General**

2.1 Upon entering the examination room, students must comply with the invigilators' instructions.

2.2 Students must not have in their possession in the examination room nor make use of any book, pencil case, manuscript, calculator, spellchecker, dictionary or other aids which is not specifically allowed for in the rubric of the examination paper.

2.3 A student who brings any unauthorised item to his or her place by mistake shall inform an invigilator immediately he or she discovers its presence.

2.4 Coats, briefcases, pencil cases and similar items shall be deposited outside the examination room or as directed by the invigilator.

2.5 Students shall use only the official stationery, materials and equipment provided. Examining Boards shall prepare lists of material and/or equipment to be permitted in examination rooms and students shall be notified in advance, in writing of the contents of these lists and which, if any, of those permitted items will be provided by the University. The material and/or equipment which students are permitted to bring into the examination room shall bear no marks or notes of any kind other than the name of

the owner and anything which is regarded as normal in nature or construction of the item in question.

2.6 Any rough work shall be done on the stationery provided and handed in with the completed script. No student shall remove any script, rough work, official stationery or equipment from the room.

2.7 During the examination, students shall not communicate in any way with any person other than the invigilator.

2.8 An invigilator's attention may be attracted by a candidate raising his or her hand. A student may not leave his or her place without the prior permission of an invigilator.

2.9 Smoking is not permitted in the examination room.

2.10 A student who, in the opinion of the invigilators, causes an unreasonable disturbance, and continues or repeats it after warning, shall be required to leave the examination room and will not be re-admitted.

2.11 Students must not start writing, other than to complete the identification details on the answer paper, until given permission to do so by the invigilator.

2.12 Students must stop writing immediately they are instructed to do so at the end of the examination.

2.13 At the end of the examination students must remain seated and silent until all scripts have been collected and until dismissed by an invigilator.

3. **Breaches of examination regulations and procedures**

3.1 In the event that an invigilator believes a student to be using unfair means (including unauthorised aids) will be informed and his or her answer paper marked at the appropriate place. Unless the student is required to leave the examination room under any section of the procedure, s/he will be permitted to continue the examination.

3.2 A student breaching any of these procedures will be reported to the Examining Board, and the matter will be considered in accordance with Unfair Practice Regulation.

4. **Communication from examination students to Examining Boards**

4.1 Any student who wishes to draw to the attention of the Examining Board any matter or circumstance which s/he believes has materially affected his or her performance in any examination must do so, in writing, to the chairman of the Examining Board within five working days of the examination. Any student failing to do so will normally lose any opportunity to apply on these grounds for a review of the decision of the Examining Board. The letter must state clearly the manner in which the performance was affected, the dates and periods affected and must enclose any supporting documentary evidence (e.g. medical certificates).

5. **Emergency evacuation of examination room.**

5.1 In the event of an emergency evacuation of the examination room (e.g. when a fire alarm sounds), students must obey the instructions of the invigilator which shall give priority to the safety of the students.

5.2 Students remain subject to examination procedures during the evacuation.

5.3 Students shall follow the invigilators to the designated assembly area and follow the invigilators' instructions regarding resumption of the examination.

5.1 If it is possible to resume the examination students shall, when instructed by an invigilator, endorse their scripts with the words 'examination interrupted' and the reason for the interruption at the appropriate place. Compensatory time shall be allowed to students equivalent to the period from the time the alarm sounded to the resumption.

5.2 Students shall be informed of the revised finishing time for the examination and that a report of the interruption will be made to the chairperson of the Examining Board.

6. **Variations to the above procedures**

6.1 Where the nature of the examination makes necessary any variation to the above procedures, students will be informed of such variation by an invigilator before the start of the examination.

Procedure G1f: Handing in Work

1. For every Examining Board there shall be a Convenor who shall be responsible for ensuring that the correct administrative procedures for the submission and examination of assessment assignments, essays, projects, dissertations etc. are carried out.
2. A student's coursework submitted for assessment shall not be examined if it is not submitted in the form; manner and time limit prescribed by the instructions to students.
3. Assessment work, which is not submitted within the stipulated deadline for a particular piece of work, should be regarded as having failed by non-submission (subject to allowable extenuating circumstances, approved extensions, and approved late penalties).
4. When the assessment work is handed out the criteria, instructions and return date must be clearly and unambiguously written on the information sheet handed to the student. The student must sign the information sheet to confirm their acceptance of the assessment task and they agree to the return date for examination. The information sheet should be countersigned by the responsible member staff and the copy sheet retained for evidence of acceptance and feedback after examination and marking moderation.

Procedure G4b: Dealing with allegations of Assessment offences including Plagiarism (Unfair Practice)

Definition of Unfair Practice

1.1 It is an unfair practice to commit any act whereby a person may obtain for himself/herself or for another, an unpermitted advantage, which may or may not lead to a higher mark or grade than his/her abilities would otherwise secure. In particular, but without prejudice to the generality of the foregoing, it is unfair practice to:

a) introduce into an examination room any unauthorised form of materials such as a book (including mathematical tables), manuscripts or loose papers or any kind or any source of unauthorised information;

b) communicate with any other person in the examination room, except as authorised by an invigilator;

c) copy or use in any other way unauthorised materials or the work of any other student/candidate;

d) copy or use in any other way, work that has been previously submitted for assessment for any other qualification

e) impersonate an examination student or allow oneself to be impersonated;

f) engage in plagiarism by using other people's work and submitting it for examination as though it were one's own work;

g) claim either to have carried out experiments, observations, interviews or any form of research which one has not in fact carried out or to claim to have obtained results which have not in fact been obtained;

h) present evidence of special circumstances to Examining Boards which is false or falsified or which is, in any way, intended to mislead Examining Boards

Useful Contact Details and Numbers

Swansea Metropolitan University Main Switchboard

00 44 (0)1792 481000

Student Services Office
Tel: 00 44 (0)1792 - 481206
Email: t.bromham@smu.ac.uk

Careers Service
Tel: 00 44 (0)1792 - 481213
Email: careers@smu.ac.uk

Disability Support
Tel: 00 44 (0)1792 - 481193
Email: j.nicholls@smu.ac.uk

Study Skills & Dyslexia Support
Tel: 00 44 (0)1792 - 481264
Email: mary.davies@smu.ac.uk

International Student Counsellor
Tel: 00 44 (0)1792 - 481263

Go Wales
Tel: 00 44 (0)1792 - 481109
Email: Catherine.Smith@Smu.Ac.Uk

English Language Tutor
Tel: 00 44 (0) 1792 - 481020
Email: David.Williams@Smu.Ac.Uk

International Office
Tel: 00 44 (0)1792 - 481407
Email: Anna.Hopkins@Smu.Ac.Uk

Academic Registry (Admissions)
Tel: 00 44 (0)1792 - 481010
Email: enquiry@smu.ac.uk

International Admissions
Tel: 00 44 (0)1792 - 481090
Email: international@smu.ac.uk

Finance Office
Tel: 00 44 (0)1792 - 481182
Email: sally.morris@smu.ac.uk

Accommodation Office
Tel: 00 44 (0)1792 - 482086 /482082
Email: accommodation@smu.ac.uk

Student Union
Tel: 00 44 (0)1792 - 655400
Email: president@smu.ac.uk

Library
Townhill Campus
Tel: 00 44 (0)1792 – 481293 /482113
Mount Pleasant Campus
Tel: 00 44 (0)1792 – 481000 (Business Library)
Dynevor Campus
Tel: 00 44 (0)1792 – 481030

Health & Safety Officer
Tel: 00 44 (0) 1792 – 481014
Email: kevin.sivyer@smu.ac.uk

Faculty Staff Contact Details

The following list contains contact details for members of academic staff within the Faculty.

Telephone numbers

Where a telephone extension is provided, this is for use from within the building. **When calling using a mobile telephone or from off campus you should use the following prefix 01792 48 and change the '4' at the beginning of the extension number to a '1'.** For example, extension 4151 becomes 01792 481151 from outside the University. Alternatively you may call the switchboard on 01792 481000 and ask to be put through to the appropriate member of staff.

Email addresses

All email addresses provided in the list below should be followed by **@smu.ac.uk**

Part time lecturers

Some Part Time lecturing staff may not appear on the list below. Your tutor will provide you with details of how to contact them, but if for any reason you have an urgent query and are unable to contact a part time member of staff, please contact your Level Tutor.

Senior Management Team				
Name	**Role(s)**	**Email**	**EXT**	**ROOM**
Jenkins, Leigh	Dean of Faculty (Business and Management)	Leigh.jenkins	4054	MH213
Paul Osborne	Assistant Dean Faculty of Humanities	Paul.osborne	4086	
Griffiths, Steve L	Head of Postgraduate Studies - MBA Course Director, Principal Lecturer	Steve.griffiths	4118	MH215
Inman, Margaret (Dr.)	Head of Professional Studies, CIPD Course Director (PDS & CPP), Principal Lecturer	Margaret.inman	4103	MH412 C
Jenkins, Glen (Dr.)	Head of Postgraduate Research, Principal Lecturer	Glen.jenkins	4196	MH210
Jones, Karen	Head of Undergraduate Studies, Principal Lecturer	Karen.jones	4183	MH206 A
Administrative and Support Staff				
Hutchinson, Julie	School Secretary – Leisure Tourism & Sport	Julie.hutchinson	4150	MH215
Jones, Julie	School Secretary / Administration Officer	Julie.jones	4124	MH216
Willett, Angela	Data Clerk	Angela.willett	4132	MH217
Zhang, Bin (Eason)	International Office	Bin.zhang	4693	MR206 B

Academic staff				
Ainsworth, Phil	Senior Lecturer, Leisure, Events, Tourism & Sport (Languages)	Phil.ainsworth	4165	MH508 B
Campbell, Andrew	Programme Director for Undergraduate Leisure, Events, Tourism & Sport Portfolio	Andrew.campbell	4146	MH505 A
Dunstan, Richard	Senior Lecturer, Level 5 (Second year) Tutor	Richard.dunstan	4190	MH504
Fleming, Will	Senior Lecturer, Business School	Will.fleming	4686	MH215
Flynn, Kathryn	Senior Lecturer, Leisure, Events, Tourism and Sport.	Kathryn.flynn	4105	MH507B
Griffiths, Lucy	Lecturer, Admissions tutor, Level 4 (First year) Tutor (Business Portfolio)	Lucy.griffiths	4151	MH412B
Jawad, Caroline	Part Time Lecturer	Caroline.jawad	4212	MH507 A
Jackson, Ian	Senior Lecturer, Level 6 (Final year) Tutor (Business Portfolio)	Ian.jackson	4176	MH501
Jones, Andrew (Dr.)	Senior Lecturer, Level 6 (Final year) Tutor (Leisure, Events, Tourism and Sports Portfolio)	Andrew.jones	4212	MH507 A
Jones, Alun-Ellis	Senior Lecturer, Business School	Alun.jones	4306	MH401
Jones, Jacqui	Senior Lecturer, Placement Tutor	Jacqui.jones	4129	MH507B
Lewis, Owen	Senior Lecturer, MBA Admissions Tutor	Owen.lewis	4136	MH412
Murray, Pam A	Public Services BA / HND/HNC Programme Director	Pam.murray	4136	MH412
Osborne, Steven	Lecturer, Admissions Tutor, Level 4 (First year) Tutor (LETS Portfolio)	Steven.osborne	4151	MH412B
Owens, Amanda	Lecturer, Health Studies	Amanda.owens	4694	MH411
Patrick, R. B.	ACCA/ATT Course Director/Faculty Examinations Officer	Boyd.patrick	4176	MH501
Penaluna, Kath	Lecturer, Enterprise Manager	Kathryn.penaluna	4106	
Saunders, Vic	Programme Director, Business Portfolio	Vic.saunders	4599	MH401
Trenberth, David	Lecturer, Business School	David.trenberth	4190	MH504
Williams, Greg	Health Studies Course Director	Greg.williams	4135	MH411
Woodman, Jenni Dr.	Lecturer, Business School	Jenni.woodman	4139	MH412 D