



Bachelors Degree Student Handbook

London College of Business

Updated and Revised January 2012

WELCOME

Welcome to London College of Business. Choosing an educational institution for furthering your career can be a daunting task. You want to be sure of high academic standards, excellence in research and excellent teaching quality. Our Bachelors and Masters courses in Business studies validated by the University of Wales will enhance your future by adding specific subjects and transferable skills. BTEC programmes accredited by Edexcel will give you practical skills and knowledge. At the London College of Business, you will find intellectual challenge and stimulation in a highly contemporary and cosmopolitan setting. We can therefore, offer you that rare combination of practical and relevant knowledge honed by transferable skills, team working, communication and leadership that you will need in your future career.

Research shows that the most effective learners are reflective learners. Reflection, in this context, means taking the time to think about your strengths and weaknesses as a student. Take time to consider what has led to success for you, and what areas can be identified for skill development.

The undergraduate and Post graduate programme in Business Administration aims to provide you with the skills and knowledge you will need in order to take a full and active part in the global environment of International Business.

We are here to help you all. Administration and academic staff will always answer your questions or clear your doubts. So if you find that some information is missing from this handbook please let us know, ask us a question.

We welcome you to London College of Business; you have followed our motto: “Wisdom for life” and you have made a wise decision to join our college.

Enjoy your study, enjoy your time with us.

President
London College of Business

INTRODUCTION

Business Administration students should expect to receive instruction in the various areas of business management as they will be exposed to various elements of the international community. They will also be exposed to a broad range of general education courses with the understanding that a competent business person must comprehend the broader aspects of society, law, the arts, and science for themselves in relation to their careers. The programme is designed to prepare undergraduate AND post-graduate students for high level career positions in international business management.

The Business Administration programme is global in curriculum and student composition, it fosters organizational literacy, pragmatic business skills, and relations with all business sectors. This programme is also distinctive in its critical application of theory to the advancement of management practice and its development of an independent learning culture. The college believes that all those undertaking the programme should gain through understanding in a number of core management subject areas.

Your responsibilities as a student

This section is intended to help you to understand what is expected of you as a student at the London College of Business.

1. Being a 'good citizen' and a responsible member of the college

Our main general expectation is that you will conduct yourself in an adult and considerate way in all your dealings with members of the London College of Business community – fellow students and staff.

2. Rules and regulations

When you join the college you agree to comply with its rules and regulations. The key documents are detailed in the next section of this handbook and we expect you to acquaint yourself with them. We also expect you to take reasonable steps to prevent and report cases where other people break the rules - particularly in ways that cause actual or potential harm or distress to others, for instance in terms of breaching safety rules or harassment of any kind.

3. Attendance

If you are a full-time student, you are expected to attend lectures for the full duration of the published term dates for your programme of study. That is, you should be regularly attending lectures, committing your time primarily to your studies, and be in a position to comply with academic and administrative expectations. Full-time students who are absent through illness for more than six days should obtain a medical certificate and give it to the school office. Students should have a minimum of 80% attendance.

4. Study

The exact amount of time that different individuals put into their studies will obviously vary. Your private study time will be mainly related to preparing for assessments and interactive classes - your tutors and fellow students will expect you to turn up for classes (on time!) having prepared appropriately and be able to contribute constructively to the session. It may help you to plan your time to know that the college's general policy is that one credit point equates roughly to ten hours of study (i.e. contact and non-contact hours combined). The college recognises the reality that many full-time students need to do paid work alongside their studies, but we do not recommend that full-time students work for more than 15 hours per week; any more than this will really eat into your core study time.

5. Assessment and Progress

The details of the assessment pattern for your studies will be set out for you and you are responsible for accurately noting these requirements, in terms of modes of assessment and deadlines, and to plan your work accordingly. You should take sensible precautions against accidents and last-minute problems, both in terms of being careful about storing work in progress, and not leaving things until too late. You should also consider the relative weighting of different assessment elements, and allocate each element an appropriate amount of time. Illness and accidents do happen, and can affect your assessed work, so do familiarize yourself with how to go about informing us of potentially mitigating circumstances, but do not abuse these procedures with trivial excuses. As well as helping you to talk through problems that may be affecting your studies, Student Advisors can explain this process. You will be advised exactly how and when your **end-of-year and end-of-programme** results will be available to you. The onus is on you to find out these results.

The college takes cheating in assessment ('academic misconduct') very seriously. We also understand the need to familiarise our students with college-level academic conventions. There is advice available to help you understand the college's expectations about producing your own work, and if you are unclear about what is expected of you in terms of your assessment, please ask.

6. Administrative and financial matters

Being a student does involve engaging with a certain amount of bureaucracy. It is in your own interest to approach these processes in an organized way, and to meet the various deadlines. The means of communicating these requirements to you will primarily be via email, so please ensure that you check daily whether a new message has arrived. The sorts of thing you need to respond to are:

- I. Communication from your academic department which relate to course enrolments and the organisation of teaching and assessment. In choosing courses, you need to ensure that they meet the requirements of the published syllabus for your programme.
- II. Central administrative processes relating to your 'registration status' with the college. The annual Registration process involves academic and financial checks that you are eligible to progress to the next academic year. Being a fully registered student means that you are in good academic and financial standing with the college. The financial side of this process involves paying any tuition fees and other debts that you owe to the college. The exact 'terms of study' will be made known to you, and you will be expected to comply with them. The sanctions against non-payment of monies owed to the college begin with having certain services withdrawn (e.g. library and resource access) and lead ultimately to de-registration or exclusion from the awarding of the degree.

Having mentioned the ultimate sanctions, it is important to emphasise that if you run into financial, academic or other problems, the college wants to help you to resolve them. Staff

in academic units and central administrative offices will help you to find a way forward, if they can. There is a lot of support available, if you need it – ranging from Student Advisors to specialist central services (learning and disabilities support, counselling, hardship funds) and welfare services run by the Students Welfare Officer. So, if you find yourself in any difficulties, please seek help.

7. Supplying the college with information

We need to hold certain information about you. It is especially important that you keep us informed of your current term-time and 'home' addresses, and also provide a contact-point for emergencies. We need to be able to contact you in and out of term-time. Sometimes communications can be very urgent indeed - either as part of a group (e.g. a public health problem) or an emergency which relates to you individually. We ask you to provide some sensitive personal data (e.g. ethnic origin and disabilities) because without it we cannot monitor whether our equal opportunities and diversities policies are working. We can also give you much more effective support with all kinds of difficulties, including learning difficulties, if we know about a problem before it becomes acute. So we do encourage you to provide this information. A very specific responsibility that you should be aware of is that you should notify the college of any criminal convictions that you receive during your studies here. All sensitive information is held in strict confidence (see the Data Protection section for more on this). You will also be asked regularly to provide us with feedback on both your academic and non-academic experiences; the better your feedback, the better we can respond to you

8. How we communicate with you

We need to communicate with you for various purposes, academic and administrative. Paper based communications will be sent or posted on main notice boards in college. The current expectation is that full-time face-to-face students should be checking these on at least a weekly basis, and non-full-time students should also be checking regularly. Such information relevant to online students will be posted on the college websites.

Official communications will be sent via email rather than on paper. So, we expect you to keep in regular 'virtual' contact.

9. Complaints and appeals

We hope, of course, that you will not need recourse to these mechanisms, but they are set out in the relevant sections of this handbook in case you do. Should you need to make a complaint or lodge an appeal, you are expected to follow the procedures laid down in a timely and civil manner. In general we define a 'complaint' as a concern about the provision of a programme of study or related support service whereas an 'appeal' is a request for a review of a specific decision of an academic body relating to progression, assessment or awards.

Student guide to the modular degree scheme

PROGRAMME SPECIFICATION	
Awarding institution/body	University of Wales
Teaching institution	London College of Business
Faculty responsible for programme	Programme Director
Programme accredited by	University of Wales
Highest award title	BA (Hons) Business Administration, BA (Hons) Business Administration (Finance), BA (Hons) Business Administration or (Information Systems)
Default award title	BA (Hons) Business Administration
Interim award title	Certificate in Higher Education in Business Administration Diploma in Higher Education in Business Administration
Relevant QAA subject benchmarking group(s)	Accounting: Business and Management: Computing: Economics

MODULES:

A module is a self-contained unit of study with approved learning outcomes, content, teaching and learning strategy and assessment pattern. The definite module description is given by the concerned lecturer during the induction week and start of the programme. Each module is rated by size, measured in CAT points (Credit Accumulation and Transfer points). Single modules within the Postgraduate modular scheme are 15 CREDITS AT EACH LEVEL. Dissertation is of 60 credits with research methods. Each CAT point is intended to equate to approximately 1 hours of student effort, therefore obtaining 10 credits requires 100 hours of effort. This can be divided up between class contact and private study.

Modules come in various shapes and sizes. You will be studying single modules each normally completed in one semester. After completing the modules you will be working on your dissertation.

Educational aims of the programme

The BA (Hons) Business Administration with specialist pathways aims to provide a flexible comprehensive educational programme at undergraduate level which progresses from basic disciplines through functional areas to specialist pathways. If a student does not wish to pursue a particular pathway he/she may opt for modules from either pathway as long as the chosen modules are available and the timetable can be adapted accordingly. The objective is to provide students with the opportunity to analyse and evaluate business organisations and to understand the way in which they operate. In addition students are required to identify and analyse business problems and evaluate alternative solutions. This work is set against a background of the environment in which businesses operate. The programme's philosophy is underpinned by a commitment to developing students as independent autonomous learners.

The programme aims to enable students to:

- Study organisations, their management and the changing external environment in which they operate.
- Identify and analyse business problems, and evaluate alternative solutions.
- Study, analyse and critique complex theoretical debates, and apply to both theoretical underpinning and case studies
- Understand the economic environment within which business operates
- Prepare for a career in business and management.
- Gain awareness of the working environment within a business organisation.
- Contribute to society at large by enhancing life-long learning skills and personal development.

On completion of the programme students will be able to:

- Deal with business issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
- Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a management or equivalent level;
- Advance their knowledge and understanding, and demonstrate their ability to apply new skills.

Learning outcomes of the programme

Learning outcomes of the programme	
The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:	
A Knowledge and understanding	
Learning outcomes	Teaching, Learning and Assessment Strategies
<p>Knowledge and understanding in the context of the subject material:</p> <p>On completion of the programme students will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of the disciplines, in the areas of:</p> <ol style="list-style-type: none"> 1. The business environment 2. The nature of markets and customers and the role of marketing. 3. The use of accounting and the sources, uses and management of finance. 4. The nature of organisations, work and management. 	<p>Teaching/learning methods and strategies:</p> <p><i>Knowledge and understanding is acquired through a range of core and optional modules at levels 4, 5 and 6. Core modules make a primary contribution to one or more knowledge and understanding outcomes as indicated below but most modules make additional contributions, which are identified separately in the module specifications. The primary contributions of The core modules are identified below.</i></p> <p><i>Acquisition of 1 is by the core modules Business Law (L4), Business Accounting (L4), Business Economic Environment (L4), Small Business Entrepreneurship (L5), E-Commerce (L5), Managerial Economics (L5), Strategic Management (L6), Dissertation (L6)</i></p> <p><i>Acquisition of 2 is through Principles of Marketing (L4), Internet Marketing (L5) Financial Services (L6), Strategic Management (L6), Dissertation (L6)</i></p> <p><i>Acquisition of 3 is through Business Accounting (L4), Business Decision Making (L4), Managing Financial Resources (L5), all Finance Pathway modules (L5 and L6), Strategic Management (L6), Dissertation (L6).</i></p>

<p>5. The management and development of people</p>	<p><i>Acquisition of 4 is through Business Decision Making (L4), Organisational Behaviour (L4), Human Resource Management (L5), Operations Management (L5), Small Business Entrepreneurship (L5), Managerial Economics (L6), Strategic Management (L6), Dissertation (L6)</i></p>
<p>6. The management of resources and operations</p>	<p><i>Acquisition of 5 is through Organisational Behaviour (L4), Human Resource Management (L5), Strategic Management (L6), Dissertation (L6).</i></p>
<p>7. The management of information systems and use of communication and information technology</p>	<p><i>Acquisition of 6 is through Business Information Technology Management (L4), Organisational Behaviour (L4), Managing Financial Resources (L5), Human Resource Management (L5), Operations Management (L5), Small Business Entrepreneurship (L5), all Finance and Information Systems modules (L5 and L6), Strategic Management (L6), Dissertation (L6).</i></p>
<p>8. Business policy and strategy</p>	<p>Acquisition of 7 is through all modules</p>
<p>9. Quantitative methods for managerial applications.</p>	<p><i>Acquisition of 8 is through Business Decision Making (L4), Small Business Entrepreneurship (L5), Strategic Management (L6) Dissertation (L6)</i></p>
<p>10. Business and management research.</p>	<p>Acquisition of 9 is through Business Quantitative Methods and Statistics (L4), Business Information Technology Management (L4).</p>
<p>11. Subject specific knowledge and skills.</p>	<p><i>Acquisition of 10 is provided throughout the programme, but particularly in the Dissertation (L6). All modules use a range of learning approaches including lectures, seminars, workshops, group work, cases studies and exercises. Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject material.</i></p>

	<p><i>Acquisition of 11 is through all modules, in particular the specialised pathways.</i></p> <p>Assessment: Testing of the knowledge base is through a range of formative and summative assessment approaches including coursework (learning outcomes 1-9 and 11), oral presentation (learning outcomes 1-9 and 11), tasks undertaken under examination conditions (learning outcomes 1-11), critical literature review and analysis (learning outcome 10).</p>
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<p>B Intellectual Skills</p>	
<p>B Intellectual Skills</p> <p>On completion of the programme students will be able to:</p> <ol style="list-style-type: none"> 1. Gather and critically evaluate evidence and information from a range of sources. 2. Identify and analyse business problems in a range of contexts using appropriate concepts and frameworks. 3. Draw conclusions, develop judgements, create and evaluate alternative solutions and make decisions on their application. 4. Apply these skills in a range of complex and unpredictable contexts. 	<p>Teaching/learning methods and strategies</p> <p><i>Intellectual skills are developed at levels 4, 5 and 6 through a range of learning approaches including lectures, seminars, workshops, group work, cases studies, projects, exercises and I.T. based activities.</i></p> <p>Assessment <i>A variety of formative and summative assessment methods are employed to demonstrate the acquisition of intellectual skills. These include reflective essays, management reports, presentations, tests, case studies, and examinations.</i></p>

C Subject, Professional and Practical Skills

<p>C Subject/Professional/Practical Skills</p> <p>On completion of the programme students will be able to:</p> <ol style="list-style-type: none"> 1. Carry out a business and management research programme 2. Write management reports 3. Contribute effectively to group projects and deliver presentations 4. Select and use subject specific tools and techniques 	<p>Teaching/learning methods and strategies –</p> <p><i>Subject/Professional/Practice skills are developed through all modules.</i></p> <p>Assessment</p> <p><i>Skill 1 is primarily assessed by coursework research based assignments across a number of modules</i></p> <p><i>Skill 2 is primarily assessed through coursework reports</i></p> <p><i>Skill 3 is primarily assessed through coursework seminar presentations</i></p> <p><i>Skill 4 is primarily assessed through course work reports and exercises and examinations in all modules.</i></p>
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D Transferable Skills and other attributes

<p>D Transferable skills and other attributes</p> <p>On completion of the programme students will be able to:</p> <ol style="list-style-type: none"> 1. Work effectively alone. 2. Work effectively in groups. 3. Present, discuss and defend ideas concepts and views through formal and informal written and spoken languages. 	<p>Teaching/learning methods and strategies</p> <p><i>Transferable skills are developed through an integrated programme of learning, which is built into all core modules at levels 4, 5, and 6.</i></p> <p><i>Skills 1, 2, 3, 4, 5, 6,7, 8, 9, and 10 are developed in all core modules.</i></p>
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<ol style="list-style-type: none"> 4. Extract, process and present numerical information for a given purpose. 5. Use information technology. 6. Manage own time and workload. 7. Take responsibility for own learning. 8. Reflect on own performance and respond positively to feedback. 9. Transfer knowledge and skills across different settings. 10. Exhibit and critically assess the skills required by employers. 	<p><i>Skills 1, 3, 6, 7, and 8 are given particular emphasis in coursework assignment across all modules.</i></p> <p><i>Skill 4 is given particular emphasis in Business Quantitative Methods and Statistics (L4), Business Accounting (L4).</i></p> <p><i>The application of skill 5 pervades all modules.</i></p> <p><i>Skills 9 and 10 are given particular emphasis in Organisational Behaviour (L4), and Strategic Management (L6)</i></p> <p>Assessment</p> <p><i>Assessment of transferable skills is accomplished through a range of methods, which include written individual and group coursework, peer assessment, self-assessment, tests, presentations, and examinations.</i></p> <p><i>All skills are assessed in the pathway modules at level 6</i></p>
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Programme structure				
Level 4	Certificate level	Common Modules		<p>Prerequisite requirements: Normal entry requirements for an undergraduate programme of study. (see section 5).</p> <p>Progression: To progress from Level 4 to Level 5 a student would normally be required to have a minimum of 90 credits at Level 4.</p> <p>Interim Exit Awards: Certificate of Higher Education in Business</p> <p><i>Credit requirements:</i> 120 at the appropriate level</p>
		<p>Core modules – all 15 credits</p> <ul style="list-style-type: none"> • Business Law • Business Accounting • Business Economic Environment • Organisational Behaviour • Business Information Technology Management • Principles of Marketing • Business Decision Making • Business Quantitative Methods and Statistics • 	<p>Optional modules</p> <p>None</p>	
Level 5	Diplo ma	Common Modules		

		<p>Core modules - All 15 credits</p> <ul style="list-style-type: none"> • Managing Financial Resources • Human Resource Management • Operations Management • Small Business Entrepreneurship 	<p>Optional modules</p> <p>None</p>	<p>Prerequisite requirements A minimum of 90 credits at Level 4.</p> <p>Progression: To progress from Level 5 to Level 6 a student would normally be required to have a minimum of 120 credits at Level 4 and 90 credits at level 5.</p>
		<p>Finance Pathway</p>	<p>Information Systems Pathway</p>	<p>Interim Awards: Diploma of Higher Education in Business</p> <p>Exit Awards: Diploma of Higher Education in Business</p>
		<p>Core modules - All 15 credits</p> <ul style="list-style-type: none"> • Managerial Economics • Management Accounting • Financial Accounting • Money, Banking and Risk 	<p>Core modules - All 15 credits</p> <ul style="list-style-type: none"> • Managerial Economics • Net-Working concepts • E- Commerce • Internet Marketing 	<p><i>Credit requirements:</i> 240 at the appropriate levels</p>

Level 6	Degree level	Finance Pathway	Information Systems Pathway	
		<p>Core modules - All 15 credits</p> <ul style="list-style-type: none"> • Financial Services • Financial Management • Project Management • Research Methods • Investment Strategies and Portfolio Management • Tax and Tax Planning • Strategic Management • Dissertation 	<p>Core modules - All 15 credits</p> <ul style="list-style-type: none"> • Net-Working Technology • E-Business Planning and Implementation • Systems Analysis and Design • Research Methods • MS Office Solution Development • Multimedia Design and Authoring • Strategic Management • Dissertation 	<p>Prerequisite requirements 210 credits at the appropriate levels</p> <p>Awards: Target/highest:</p> <p>BA (Hons) Business Administration (Finance); BA (Hons) Business Administration (Information Systems)</p> <p>Default title:</p> <p>BA Business Administration (Finance); BA Business Administration (Information Systems)</p> <p><i>Credit requirements:</i> BA (Hons) 360 credits at the appropriate levels BA 300 credits at the appropriate levels</p>

DELIVERY METHOD:

The teaching, learning and assessment strategy of the college encourages students to take responsibility for their learning and staff to take responsibility for facilitating that learning. The balance of student and staff responsibility varies according to individual student profiles, academic level and according to the nature of the learning outcomes the students are expected to meet. Ultimately, the aim of this programme is to enable students to progress to a high level of autonomy in learning and thus engender life long learning within a socially inclusive environment.

To achieve this, a variety of learning approaches have been integrated throughout the programme with an overall emphasis on active student participation. Guided learning (including lectures, tutorials, seminars, workshops, visiting speakers, organisational visits, online and networked learning, electronic workshops and conferencing, case studies), group learning and independent learning are used throughout the programme with the level of independence increasing as the student moves through the programme from Part 1 to Part 2. In the taught modules teaching contact accounts for about 40% of the student learning hours associated with the module.

The teaching and learning methods used in the programme intend to challenge the existing perspectives of the students and encourage creative thinking. Thus, many of the approaches used, including those that are case based, set concepts and problems in a wide range of contexts to add depth and complexity and to ensure an applied focus. Group learning approaches also challenge students in a number of ways.

Teaching is based on research literature, professional experience and use of debate and discussion. Through didactic pedagogy, students are challenged to defend their thinking. The dissertation allows students to explore a substantial issue utilising appropriate concepts, frameworks and methodologies in a highly independent manner.

All students will undertake a dissertation that amounts to approximately 400 hours of independent learning. This work may involve in-company research on an employed or non-employed basis. The college does not arrange placements (or internships) and these are regarded as the responsibility of the student who may wish to use this opportunity for career development purposes.

Assessment is an integral part of the teaching and learning process. Forms of assessment commonly used in controlled and non-controlled conditions assessment are: invigilated timed assignments including examinations, presentations, in-class tests, self and peer assessments, individual and group projects and supervised mini-projects, and dissertations. The range of assessments indicated has been incorporated to:

- Test the student's ability to integrate concepts theories and practice;
- Ascertain their learning strengths and weaknesses and continuing development needs;

- Expose students to a variety of assessment methods in order to promote the growth of their life-long learning skills.

LEARNING RESOURCES

All modules have teaching/learning resource guides and draw on publications and research from academic, industry and consultancy sources. Each module will have at least one set textbook provided. Additional support is provided through the libraries and ICT facilities.

STUDENT SUPPORT AND GUIDANCE

For all issues relating to the content and delivery of modules academic staff, usually module leaders, provide student support. The Programme Team (academic and administrative) provides timely, accurate and confidential advice where necessary on all aspects of the provision. Examples of advice include: that relating to fees, assessment arrangements, late work and extenuating circumstances procedures, choice of dissertation topics, timetabling and so on as well as where and how to access the support provided by the college and the University of Wales. Additional support and guidance is provided by the Programme Director and module tutors, who are also responsible for ensuring the collection of and response to student feedback using student representatives, online platform and Programme Management Committees.

TEACHING AND LEARNING STRATEGY

1. London College of Business's teaching and learning strategy has been developed to ensure that students will:

- Have the ability to learn independently using a variety of media.
- Be able to work independently with patience and persistence, pursuing the solution of problems to their conclusion.
- Have good general skills of time-management and organisation.
- Be adaptable, in particular displaying readiness to address new problems from new areas.
- Be able to transfer knowledge from one context to another.
- Be able to assess problems logically and to approach them analytically.
- Have technical skills, such as word processing, use of the Internet and the ability to obtain information.
- Have general communication skills, such as the ability to contribute to discussions, to write coherently and to communicate results clearly.
- Have skills in leadership and teamwork.

2. Lectures play an important role in the college's teaching and learning strategy. They are perceived as an effective means by which to communicate detailed, technical information to students at a pace that allows comprehension.

3. The London College of Business places importance on tutorials. Failure to attend tutorials is often the first indication that a student has difficulties, and the college takes steps to contact students not attending. The aims of tutorials are to:

- Develop the ability of students to discuss business issues.
- Encourage students to develop strategies for problem solving.
- Provide background to material covered in lectures.
- Help students with specific problems encountered in assignments and in lectures.
- Develop a relationship between the tutor and student.
- Advise students on how to study and revise for examinations.

4. In order to simulate real world situations LCB makes use of case study teaching wherever applicable. This helps to prepare students for their future careers and enables them to relate theory and practice.

- 1.1 Each taught module carries a credit value of 15 credits. One credit is equal to approximately 10 hours of study. The teaching of each module will normally consist of three hours of theoretical study per week. Students will be expected to devote the remainder of the module study time to private study.
- 1.2 The taught modules of the programme will be delivered as short fat modules. Thus all modules will be delivered within a semester.
- 1.3 Students will be expected to work on their final year Dissertation throughout both final year semesters.
- 1.4 The College assigns to each student a staff member as an Academic Tutor. Academic staff members can provide a wide range of advice and help.

Assessment and Assignment Submission

ASSESSMENT

Each module has an agreed type of assessment. This is shown on the module descriptor, which is given to you by your tutor at the start of each module. The descriptor will tell you the weighting of elements of assessment within a module (e.g. 60% examination, 40% coursework).

Assessment varies across modules and may be by written examination, usually lasting 2 - 3 hours, coursework assignments or a combination of both. Where applicable the examination mark is combined with the coursework mark to give the final module mark. The weighting between examination and assignment marks is determined according to the learning outcomes of each module.

During each module, students are given a document describing what is expected of them in the coursework component of the assessment. This document states how the coursework contributes to the final mark. It also describes the process for submitting the work, and any penalties or rules that apply to late submission.

Normally work which is submitted after the prescribed deadline will not qualify for a mark unless the student is able to present sufficient evidence to justify the late submission. Although the student will not be given a mark, the work will be assessed and the result presented to the Examinations Board for consideration.

In order to gain a pass in a module, students must obtain a minimum mark of 35% in each separate element of assessment, and an overall average mark for the module of at least 40%.

In accordance with University of Wales' modular regulations, students who fail modules may be permitted up to three further assessment attempts. Further attendance may be required at the discretion of the Examinations Board. Where a student is permitted to re-sit an assessment and is subsequently successful, the module mark will be capped at 40%.

COURSEWORK

Course work includes tasks such as writing an essay or a report, preparing a portfolio, undertaking a project, or giving a presentation. Work could be undertaken by an individual or collectively in groups. You will be informed of actual assignment details and deadlines when they are set, at intervals throughout the course. You will be given an assessment brief giving details of what is required. Following formal submission you have no right to amend or replace the work. You must, however, keep a copy for your own records. Coursework assignments must be your own work unless the assignment specifically includes collective group work. Whilst you may receive a provisional mark and feedback on your coursework, the final mark is not confirmed until the examination board meets and is verified by the external examiner. All

coursework should be submitted by the due dates. If you have potentially mitigating circumstances you may request an extension **before** the submission deadline. Late requests will not normally be entertained.

EXAMINATIONS

The London College of Business has adopted an assessment strategy in order to balance the assessment weightings by scaling down examination times. Those modules where the weighting between examination and coursework is 70:30, the examination length is to be 3 hours. Where the weighting is 60:40 the examination length is to be 2.5 hours. Where the weighting is 50:50 the examination length is to be 2 hours.

The examinations will be held at the end of each semester, the exam month is indicated in the semester timetable. The timetable will be given to the students several weeks before the exams. This will be placed on the notice board and also be available on the website. Reassessment examination dates will also be held with advance notice. You must ensure you are available at these times. Absence from an examination without good reason will result in a mark of 0%. Checking the examination timetable is very important.

If you are faced with a problem which means you cannot attend during the scheduled examination periods you should submit, prior to the examination, a request for alternative assessment arrangements (RAAA) explaining your position and enclosing relevant evidence. There are strict criteria for approving these requests – many requests are not approved.

You should be aware that there are severe penalties for cheating in an examination.

Note that there are different types of examinations. You should make sure you understand the type of examination run for each module you take. The module leader for the concerned module will inform you the type of examination in the assessment descriptor.

Examinations may be:

Closed book: the examination paper is the only paperwork allowed in the examination.

Open book: certain kinds of reference materials may be taken into the examination (details will be explained by the module tutor).

You must bring your identity card to each examination and be present in the hall 15 minutes before the commencement of the examination. You may bring a calculator if it is appropriate but must be non-programmable. You must not bring a mobile phone or computer into the examination hall. Do not bring other materials into the examination hall other than writing implements. Do not bring any valuables during the examination period as you have to leave all materials outside the examination hall before entering.

MARKS AND GRADES

The College follows the University of Wales' for marking and grading. This will be explained by the concerned module leader in the module descriptor.

Grade Criteria

Grade criteria are useful for staff when assessing and grading candidates' work (as first and second markers), to External Examiners in judging the marking standards applied by internal examiners and to students in obtaining feedback on their performance. The examples below are generic criteria, institutions might choose to develop more specific additional criteria in conjunction with the programme Moderator and if deemed necessary the External Examiner.

Assessed work awarded a mark in the bands listed below should display the majority of the characteristics noted under the headings below:

A Undergraduate Level

- First Class (70-100%)

First class work is relatively rare and is expected to stand out from the work of other students. While it may be the case that within given areas of study a modest number of students might achieve first class marks, it would not be expected that when aggregating the marks awarded for the various elements of assessment that many students will achieve a first class result overall.

- directly addresses the question or problems raised
- provides a coherent argument displaying an extensive knowledge of relevant information
- critically evaluates concepts and theory
- relates theory to practice
- reflects the student's own argument and is not just a repetition of standard lecture and reference material
- is very accurate
- has an element of novelty if not originality
- provides evidence of reading beyond the required reading
- displays an awareness of other approaches to the problem area
- has an appreciation of methodological concerns and displays an awareness of the limitations of current knowledge
- displays excellent use of relevant data and examples, all properly referenced

- Upper Second Class (60-69%)

This is a highly competent level of performance and students earning this degree classification may be deemed capable of registering for higher research degree work.

- directly addresses the question or problems raised

- provides a coherent argument drawing on relevant information
- shows some ability to evaluate concepts and theory and to relate theory to practice
- reflects the student's own argument and is not just a repetition of standard lecture and reference material
- does not suffer from any major errors or omissions
- provides evidence of reading beyond the required reading
- displays an awareness of other approaches to the problem area
- displays good use of relevant data and examples, all properly referenced

- Lower Second Class (50-59%)

This is an acceptable level of performance and all competent students should expect to achieve at least this level.

- addresses the question but provides only a basic outline of relevant arguments and evidence along the lines offered in the lectures and referenced readings
- answers are clear but limited
- some minor omissions and inaccuracies but no major errors

- Third Class (40-49%)

This level of performance demonstrates some knowledge and an element of understanding but is weak. Students attaining this level of performance should be in a small minority of those on the course and could not expect to progress to higher degree work.

- points made in the answer are not always well supported by argument and evidence
- relevant points have been omitted from the answer
- there are some errors in the answer
- parts of the question remain unanswered
- answers may be unduly brief and possibly in note form

- Marginal Fail (35-39%)

Students in this category have not quite done enough to persuade the examiners that they should pass¹.

- answers lack a coherent grasp of the problems and issues raised in the question
- important information has been omitted from the answers and irrelevant points have been included
- answers are far too brief

- Fail (Under 35%)

Failed students have been unable to convince the examiners that they have benefited adequately from academic study.

- fails to show any knowledge or understanding of the issues raised in the question

¹ In line with the relevant Academic Protocols, candidates for Initial Degrees may be awarded a 'Pass Degree' where their overall mark falls between 35 and 39%.

- reveals fundamental misunderstanding of the subject matter
- most of the material in the answer is irrelevant

Re-assessment (R grades)

Re-assessment means that you have not achieved sufficient marks for a pass, but have an opportunity to complete further assessment in order to pass. You are entitled to re-assessment if you have an initial module mark of 30-39% (University of Wales students). If you successfully complete re-assessment you will get a mark of 40%. If you are unsuccessful with re-assessment, or do not complete it at the required time, the mark will become a fail. If you do worse on reassessment, your original mark will stand. Remember, it is normally to your advantage to make every effort to pass a re-assessment. If you receive a re-assessment grade on a module, you will normally be expected to complete a new assessment for those individual assessment elements where you got a mark below 40%.

You will get a fail grade for any initial module marks of less than 35%. You will need to retake the module.

Mitigating Circumstances and Extensions

Mitigating Circumstances are unforeseen factors which limit your ability to study effectively and undertake assessment to the normal schedule, such as illness or injury.

Although most circumstances involve the student directly, serious illness of a close relative may also be taken into account. Non-medical problems, such as severe emotional upsets, may also be thought relevant. It is the unpredictable and unavoidable nature of these circumstances which is crucial. Difficulties arising from the expected stress of the college life are **not included**, such as the strain of a long commute, or the tiredness resulting from the combination of a job or raising a family with a course study. While it may be a good idea to seek advice when such events appear to affect your work, they do not constitute mitigating circumstances.

It is important that you submit evidence of mitigating circumstances as soon as possible, **normally prior to the submission deadline** of the coursework or **prior to the examination date**.

Assessment Offences / UNFAIR PRACTICES

Your work submitted for assessment is expected to be your own. If you submit work which is not your own you may be penalized.

The practices you must avoid are:

- Plagiarism: the unacknowledged use of the work of others. This includes copying, without acknowledgement, text from books, the internet or other sources; passing off the work of another as one's own without acknowledgment, in order to gain an unfair advantage
- Unauthorized collusion: working closely with others and submitting identical work, or collaborating with others to produce work which one person submits;
- Re-presentation: submitting work already or simultaneously presented for assessment here or elsewhere;
- Fabrication: inventing data or other information;
- Impersonation: false identification, for instance taking an assessment on behalf of another student;
- Cheating in examinations.
- Undertaking to do work for another student, so that he or she may pass it off as his or her own.
- Taking any unauthorized material into an examination room.
- Using unauthorized material during an examination.
- Copying from another student in an examination.
- Communicating with anyone in an examination except as authorized by the invigilator.
- Unfairly impeding or preventing another student from following a course or undertaking examinations.

LCB's procedure for dealing with allegations of unfair practice starts with the student being informed in writing of the allegation. Then there will be an investigation by the Quality

Assurance Coordinator. If the Quality Assurance Coordinator concludes that there is a case to answer, the student will be interviewed by a Panel of Enquiry, consisting of the Quality Assurance Coordinator, the Course Director, and three members of academic staff. This panel will hear all the evidence. If it concludes that unfair practice had occurred then it can recommend certain penalties, depending on the seriousness of the offence:

- For a first offence a formal warning, and either a reduced mark for the applicable piece of work, or the requirement that the work be repeated.
- For a second offence a mark of zero for that assessment and thus failure in that module.
- This procedure will be applied within the provisions of the University of Wales unfair practice procedures (appendix 1).

If a tutor marking your work believes you may have committed one of these offences, this will be notified to the college principle who will invite you to an investigation. The outcome of the interview will be reported to the Examiners.

For more information please go through the unfair practices and appeals procedure of the university attached to this handbook.

If you have any doubt please contact your tutor for further guidance. You should be aware that students who have committed offences will be marked 0% for the module, and may lose their eligibility for the degree. The college tutors provide assistance with writing to help you avoid problems such as plagiarism; contact the college for more information.

APPEALS AND COMPLAINTS PROCEDURE:

- 1.1 LCB will inform students of the LCB and University of Wales Appeals Procedures currently in place.
- 1.2 The only body vested with the power of decision on examination results is the LCB Examining Board.
- 1.3 A student may only appeal on one or more of the following grounds:
 - The mark(s) and/or result published by LCB contains arithmetical or other errors of fact.
 - Defects or irregularities in the conduct of the examinations and/or other assessments or in written instructions or in advice relating thereto which were not known to the Examining Board, when such defects, irregularities or advice are shown to have had an adverse effect on the student's performance.
 - Exceptional personal circumstances which were not known to the Examining Board, and where the student can show good reason why such circumstances could not have been made known to the Examining Board when the student was assessed, and which are shown to have had an adverse effect on the student's performance.

- 1.4 Appeals, which question the academic judgement of examiners, or appeals on any grounds other than those stipulated in 5.3 above, shall not be admissible and the college Principal will inform the appellant accordingly in writing.
- 1.5 The college Principal will appoint a member of staff to consider an appeal within twenty-one days of its receipt by LCB. The member of staff concerned shall not be a member of the Examining Board which previously considered the student case.
- 1.6 Any student who wishes to appeal against a decision of the Examining Board should normally submit an appeal to the college Principal within fourteen days of the date of the publication of the Examining Board decision by LCB. The grounds for appeal must be clearly stated on the appropriate form and relevant documentary evidence appended.
- 1.7 The college Principal, or his/her nominee, on receipt of an appeal shall seek verification from the Chair of the relevant Examining Board, or his/her nominee, to establish whether:
 - the mark(s) and/or result as published is free from arithmetical or other error of fact; and/or,
 - any defects or irregularities in the conduct of the examinations and/or other assessments or in the written instructions and/or in advice relating thereto were, in fact, reported to the Examining Board; and/or,
 - any exceptional personal circumstances pertaining to the student were reported to the Examining Board.
- 1.8 The Chair of the Examining Board, or his/her nominee, shall inform the college Principal of the outcome of the verification in writing no later than fourteen days following receipt of the appeal by the college Principal.
- 1.9 If the outcome of verification is not received in writing within fourteen days, the college Principal shall refer the appeal to the Examining Board and the Examining Board shall be re-convened to review the case in light of the information presented in the appeal.
- 1.10 The college President shall consider the appeal on receipt of verification from the Chair of the Examining Board and decide either that the appeal be referred to the Examining Board and that the Examining Board be re-convened to review the case in light of the information presented, or the appeal be rejected and no further consideration be given to the appeal.
- 1.11 The college Principal shall be permitted to refer the case to the Examining Board and require that the Examining Board be re-convened to review the case in light of the information presented, where it has been established:
 - that the mark(s) and/or result as published is incorrect;
 - or that defects or irregularities in the conduct of the examinations and/or other assessments or in written instructions or in advice relating thereto were not known to the Examining Board;
 - or that the appeal contains exceptional personal circumstances which were not known to the Examining Board when the student was assessed and the student has shown good reason why such circumstances could not have been made known to the Examining Board.

The college Principal is required to disallow an appeal which is based wholly on factors which were known to the Examining Board concerned when the student's result was determined and also to disallow appeals based on exceptional personal circumstances which were not known to the Examining Board when the student was assessed where the student is unable to show good reason why such circumstances could not have been made known to the Examining Board before its meeting.

- 1.12 Where an appeal is referred to the Examining Board by the college Principal, the Course Administrator shall write to ask the Chair of the relevant Examining Board to re-convene a meeting of the Examining Board to review the case in the light of the information brought forward by the appeal. It will not necessarily follow that a student's result shall be changed from the result originally published by the Examining Board. The Chair of the Examining Board shall inform the Course Administrator of the decision of the re-convened Examining Board in writing no later than twenty-one days following its referral to the Examining Board.
- 1.13 The Course Director, or his/her nominee, shall inform the appellant of the outcome of his/her appeal in writing and, if appropriate, issue a supplementary result. The University of Wales shall also be informed of the outcome of all interim appeals.
- 1.14 The London College of Business will establish a Mitigating Circumstances Committee to consider any conditions that might have impacted upon a student's performance in any assessment. This committee will consist of the Programme Director, the Quality Assurance Coordinator, and three nominated members of the academic staff. The Mitigating Circumstances Committee will meet before each Examinations Board and will make recommendations to the Board as appropriate regarding any mitigating circumstances reported to it.
- 1.15 If a student believes that he/she has acceptable mitigating circumstances that may have an impact on the student's performance in any assignment or examination then the student must submit details of the circumstances to the Programme Director at the earliest possible opportunity so that the student's case can be considered by the Mitigating Circumstances Committee.

University of Wales Complaints Procedures

1. The following complaints procedure is designed for use by students registered on validated schemes of the University of Wales, in instances when it is not possible to invoke an existing University of Wales procedure. Separate University of Wales procedures exist for candidates wishing to appeal against an academic decision, but candidates should note that appeals against the academic judgement of examiners cannot be accepted.
2. Wherever possible, the University would wish to see any complaint resolved as close as possible to its point of origin, and with a minimum of formality. The following procedure should apply where this has been investigated, and found to be not possible. Informal advice regarding complaints can be obtained from: Mr H F Hughes, Head of Validation Services, Validation Unit, King Edward VII Avenue, Cathays Park, CARDIFF CF10 3NS, (email: validation@wales.ac.uk)
3. A Standing Panel, comprising three members of the Validation Board, shall be constituted for the procedure's effective practice. A Chairperson shall be designated from amongst the Panel and he or she shall be charged with establishing whether or not a prima facie case for complaint exists.
4. The Standing Panel shall have the responsibility to consider all cases of student complaint which might arise from areas of validated provision. The panel shall have the discretion to deal with complaints on a correspondence basis, in a meeting or via the video network. If necessary, the Panel shall have access to appropriate legal advice.
5. In order to make a formal complaint, the student concerned should send written details of his/her complaint, including any documentary evidence to Mr H F Hughes, Head of Validation Services (see address above).
6. The Validation Unit will confirm receipt of the complaint to the student within 7 days. Having considered the complaint, the Validation Unit shall contact the Institution concerned and request a response to the complaint, to be received by the Validation Unit within 14 days. Should the student prefer the complaint to remain anonymous at this stage and it is feasible to do so, the Validation Unit shall respect the student's wishes.
7. Copies of the initial complaint and Institution's response (if applicable) shall be forwarded to members of the Standing Panel immediately.
8. Members shall, wherever possible, be required to submit a written response to Validation Unit within 10 days of receiving the documentation and should, wherever possible, communicate with one another during this period.
9. The Chairperson shall formulate a final response to be sent via the Validation Unit. If one or more members request a meeting with the student and/or Institution, the Validation Unit should be notified and shall make the necessary arrangements. The student and Institution shall have access to all relevant documentation relating to the complaint.
10. If a meeting is held, all three members of the Standing Panel (or his/her nominee) should attend and be joined by a Validation Unit officer. On the recommendation of the Chair of the Standing Panel, the student may be invited to attend the meeting, as might a representative(s) of the Institution concerned. The student may be accompanied at the hearing, but the Panel should be informed in advance of the hearing of the status of any

person accompanying the student. In the event of a candidate choosing not to attend a hearing, the meeting can proceed in his/her absence.

11. If the Standing Panel decides not to hold a meeting, the Validation Unit shall inform the student of the Standing Panel's final decision and (normally) copy it to the Institution.
12. When the Standing Panel has considered the facts of the complaint, the Validation Unit shall notify the student and Institution concerned in writing of its findings and of any action to be taken in the light of the complaint.

ATTENDANCE

Preamble

The Student Attendance Policy is intended to assist the college in enabling students to achieve their learning potential. We are aware of the enormous investment that students make, in both time and money, in choosing to pursue a programme of Higher Education. As a responsible institution, we believe that the college has a duty to follow-up promptly on matters of unauthorized absence, so that students can be supported and given every opportunity to succeed. Where unauthorized non-attendance raises doubt as to the likelihood of successful outcomes and/or may disadvantage the educational progress of other London College of Business students and/or it does not comply with Home Office Regulation regarding overseas students, the Student Attendance Policy may be used to require a student to interrupt their studies. In the case of overseas students when requirement for interruption of studies will take place, the relevant emigration authorities will be informed.

Requirements relating to Student Attendance

Attendance of classes at the college is compulsory. Students are required to attend the classes and to take responsibility for their own learning. Face-to-face student attendance must comply with immigration and Home Office regulation with a minimum of 80% attendance.

Learning is a shared experience and students are expected to play a part in promoting collective understanding. Attendance is necessary to help to:

- enhance educational development within the area of study
- receive information about the programme
- prepare for assessments
- undertake any practical work or group work

Timetabled Commitments

1. The college timetable includes classes in the morning and afternoon, according to UK timings.
2. The college timetable is published in advance on the notice board and is available to view online. Students should check their timetable as soon as it is available.
3. Students should arrive on time for classes. Late arrival causes disruption to other class members and is unfair to the tutor. Students who are more than 15 minutes late for class may be considered absent.
4. Students should check notice boards (physical and online) and email communications regularly for information that may include important timetabling or room changes.

Absence from Classes

1. Students should notify their tutors (or nominated administrator) of any absence from classes.
2. If the absence is due to illness, students should submit the Self-Certification of Illness Performa (SIP) to their teaching department office(s), providing a self-certificate of the reason for absence. It covers the first seven days of absence, following which a certificate from a

General Practitioner is required. If a student wishes the medical certificate to be considered for purposes of concessions, it is the responsibility of the student to submit the original certificate to the Examinations Office in the University's Registry and to provide the relevant department offices with a copy.

3 If the absence is due to other personal problems, students should notify their tutors and submit an appropriate letter to college secretary.

Action in the Event of Persistent Unauthorized Absence

1. When students are referred to the President on grounds of poor attendance, the President will first reconfirm and offer appropriate support to assist with any difficulties experienced by individual students.

2. The President will also ensure that persistent absentees are notified in writing of the action that may be taken by the college in the event of continued, unauthorized absence. This will include informing students that they are unlikely to receive a sympathetic hearing from Boards of Examiners in the exercise of any discretion that may be permissible, the possibility of being asked to interrupt their studies and where there is evidence of significant unauthorized absence, information about absenteeism sent to Immigration authorities.

3. The President will arrange for each individual student referred on grounds of poor attendance to be seen, the absence procedures will be explained and the Attendance Agreement drawn up. This will constitute a signed Agreement between the student and the college, and will be copied to relevant Programme Director(s) and placed on the student's central record.

4. If the student defaults on this Attendance Agreement (without good cause and/or prior explanation), the President will issue a final warning letter and will offer a further opportunity for the student to be interviewed and offered appropriate support from the Student Advisor.

5. In the event that the student defaults on the Attendance Agreement for a second time, the President will refer the matter to the college Principal, who in liaison with the relevant Programme Director, reserves the right to require the student to interrupt his or her studies for the remainder of the academic year. In such an event London College of Business will inform Immigration and UKBA.

Non-arrival of "Visa-Student"

1. If a student does not arrive on the due date the college will contact the immigration authorities to find out if a visa had in fact been granted

2. If the authorities inform the college that no visa for the student was granted, the college will refund the course fee to the student, less an administrative charge based on the amount of work done by the college in relation to the registration at the prevailing rate for staff remuneration and any ancillary costs and in any event not less than £100.

3. If the authorities inform the college that a visa was in fact granted, the college will inform Immigration and UKBA that the student had not arrived and follow the appropriate procedure. The college will contact the student to find out:

- why the student did not arrive
- to advise him/her of the action which has been taken
- suggest immediate contact with the immigration authorities

COMMUNICATION AND STUDENT INVOLVEMENT

It is very important that you remain alert to information relating to your programme of study, your assessment and your progress.

Email

Every student must have an email address. Staff use emails to send out important notices affecting individuals or group of students. Email is also the main way of dealing with individual enquires if you are unable to see a member of staff in person.

Web pages

The college website is used to deliver key information and to alert you to looming deadlines. All updated information, results and other communications will be through the web and email.

Student records

You are able to access your personal student record via the internet. It is important that you become familiar with this facility and learn to manage your own records. You can:

- module descriptors
- assignments
- contact details of your tutor
- dates of important events as exams, presentations, assignment submission etc.

Notice Boards

As well as posting notices electronically, departments and courses might also use notice boards to display information relevant to students studying in that area, including details about student representatives, deadline details for key activities, information about special events etc.

Course Guidelines

Each tutor gives you guidelines in the module descriptor which includes important course-specific information. You should become familiar with this at the start of your programme of study.

Student Representation

We want to hear student's views and facilitate participation in the decision-making process. Student representative are a part of the course committee where their views are taken into consideration. We also have a feed-back policy. This committee oversees the whole operation and development of the college. The committee discusses the development of each problem at each level.

The Course Committee meets at least once in each semester. Minutes of Course Committee meetings will be presented to the Course Management Committee. The membership of the Course Committee is as follows:

- The Programme Director;
- All Module Leaders;
- The Student Welfare Officer;
- Module Leaders;
- Student representatives, at least two from each year.

Feedback policy:

LCB recognizes the importance of feedback both in terms of the quality of programme delivery and assessment. Students will be required to complete a feedback form for each module. These forms will be completed at the end of each semester and the results reported to the Course Committee. Teaching staff will be given the opportunity to comment on the student feedback. Where necessary appropriate action will be taken and students will be informed accordingly. All teaching staff are expected to provide detailed and timely feedback to students following the submission of assignments for assessment.

Student Responsibilities

You are required to comply with your obligations under these conditions and to:

1. Attend lectures, courses tutorials, examinations and other activities, which form part of the Programme;
2. Submit course work and other assignments required for the programme;
3. Undertake adequate preparation for any activity, which you are required to undertake outside the college, at all time conducting yourself in an appropriate manner;
4. Provide the college with an emergency contact name and details, which may be used by the college at its own discretion;
5. Comply with any professional standards, if applicable, in relation to the Programme;
6. Behave appropriately whilst on college premises or using college resources; and
7. Notify the college if any of the information, which you have submitted to the college changes;
8. In accordance with any reasonable instructions issued to you from time to time by or on behalf of the college.

London College of Business Obligations

The college undertakes to:

1. Provide you with the programme;
2. Make available to you learning facilities and other services as it considers appropriate within the constraints imposed by its budget. The college shall be able to make variations from time to time to the services and facilities provided, whether due to budget constraints or any other reason;
3. Issue any requested and appropriate document for overseas students regarding visa extension or any other document requested by Home Office authorities.

Health and safety rules during the college hours:

Please note that these are general rules, the full Health and Safety Policies are available at our Birmingham and Barking campuses.

- 1) While attending the college or college activities, students must exercise personal responsibility for themselves, fellow students, staff and visitors to the premises.
- 2) Students must co-operate with lecturing and support staff when they are issuing health and safety instructions.
- 3) Students dress must be appropriate to that laid down by the college, so that it does not put their safety and that of others at risk.
- 4) Items provided for students safety must be used properly and must never be intentionally misused or damaged. All defects that in the issued equipment must be reported to a member of the college staff.
- 5) Students found misusing equipment provided for safety and that of others will be subject to the college's student disciplinary role.
- 6) Students are requested never to bring substances that are hazardous to health onto the college premises unless written permission from the college authorities has been given.

ADVICE, SUPPORT and FACILITIES

As a student, you are entitled to the following:

- A general welcome and induction to the college and your programme of study.
- A more detailed induction by the administration, Director and academic staff.
- Contact details of the staff, module introduction, and library advice, assistance during the study and the methods of study workshop.
- Access to on any advice on programme planning, module choices and changes.
- An opportunity to make an appointment with an appropriate member of staff to discuss academic issues or programmed planning.
- Access, and referral, to support from experienced staff on welfare issues affecting academic study.
- Specialist academic support for the Dissertation.

TUTOR CONTACT DETAILS:

At the start of each semester each tutor will introduce the module and its expectations. This includes the module plan, teaching strategy, indicative content and resources, mode of assessment.

COLLEGE SUPPORT

The college supports the students in:

- Choosing and changing modules
- Changing programmes and or/ courses
- Studying
- Progression
- Restarting and repeating study.

What you can expect

For success, your time at LCB needs commitment, determination and a partnership between students and staff. Successful students generally:

- Study for at least 15 hours a week.
- Hand in their work on time.
- Prepare carefully for exams.
- Make good use of the learning resources centre.

STUDENT ADVISOR:

The Student welfare officer acts as the student advisor to help students who need assistance and advice on financial, personal and other issues such as visa status.

The Student Welfare Officer (SWO) main role in the college is to help to ensure that college students are secure, happy and settled so that they can get the maximum benefit from their course. The college works towards providing an environment for the students to feel at home so that they do not experience alienation in new surroundings. Our Welfare Officer helps the students to deal with study related and personal difficulties. All these matters are kept confidential.

COURSE ADMINISTRATOR

To contribute to the delivery of a high quality experience for our students the course administrator provides effective Administrative support as a member of the programme management team. The course administrator offers a professional, accurate, reliable and timely service to all our students and with them generates ideas for continuing improvement and innovation.

SPORTS AND FITNESS:

The college believes that emphasis must be laid on health as much as on academic matters. Sports clubs for Swimming, Table Tennis, Badminton, Volley Ball, Football, etc., are available to the college. The professional services of the club include fitness assessment, exercise prescription, injury rehabilitation, health & lifestyle advice and personal training. Students will need a letter confirming their enrolment in order to receive discounted membership.

LIBRARY:

The college has a library with about 5000 books in Barking campus and an additional 2000 in Birmingham campus; and a pleasant place to sit, read and prepare your notes. After enrolling to University of Wales Programme you will be given unique password to use the University online library.

Barking and Birmingham Library Regulations:

1. Members of Academic and Admin Staff are allowed to take the books at any time during the opening hours.
2. Library is closed on weekends, bank holidays and college breaks.
3. Books can be issued on library timings except
4. Students must return any borrowed books within 15 days. If you fail to return the book, the penalty charge is 50p per day per book.
5. Students can renew the book after 15 days of the date borrowed.
6. Students need to pay £30/book as a caution deposit to use the Library books.
7. If the overdue reaches more than three times, the student will not be allowed to borrow the books from the library.
8. If we find any kind of damage to the books, we may charge the student for repair or replacement according to the level of the damage.
9. If the librarian finds any misbehaviour in the library, we have the rights to withhold the library facilities for that student.
10. Food and drinks are strictly prohibited in the library.
11. Library users will be responsible for their personal belongings.

PC AND INTERNET ACCESS

The majority of computing resources in the college are based around Personal Computers running Microsoft operating systems. The equipment is appropriate to the levels required to support professional, research & postgraduate work as well as undergraduate courses. A wide range of software is available including desktop PC packages, web publishing, language compilers, statistical packages, database management and graphics packages.

Money matters

There are two main costs involved in studying in the UK - tuition fees and living expenses. Both amounts can vary considerably according to your personal circumstances. Understanding what your income and expenses will be, and knowing what assistance might be available, will therefore help you to plan your finances accordingly.

You may need to open an account with a bank, if you do not already have one. We can assist you if needed.

USEFUL Links to help you in and around London:

Here are selections of links to other websites that may help you. This is pearly out of interest and only a guide.

Student Links:

National SU- www.nusonline.co.uk

Student zone- www.studentzone.org.uk

Global developments links (GDL)- www.gdl.org.uk

University of Wales - www.wales.ac.uk

Edexcel – www.edexcel.org.uk

Accommodation:

Find a property- www.findaproperty.com

London property guide – www.londonproperty.co.uk

Net Lettings- www.net-lettings.co.uk

London renting <http://www.londonrenting.co.uk>

Enjoying out

All in London- www.allinlondon.co.uk

London restaurants- www.londonrestaurantsguide.com

Eating in London- www.eatinlondon.com , www.londoneats.co.uk www.thisislondon.co.uk

Visit London- www.visitlondon.com

Health and sports

East London health clubs- www.health-club.net/london-east.htm

Barking Rugby club- www.barkingrugby.info

Essex cricket- www.essexcricket.org.uk

Waltham forest Hockey club- www.walthamforest.co.uk

London Boroughs

Barking and Dagenham- www.barking-dagenham.gov.uk

Newham- www.newham.gov.uk

Waltham Forest- www.lbwf.gov.uk

London Tours Museums, galleries and attractions

City Cruises- www.citycruises.com
View London- www.viewlondon.co.uk
Visit London- www.visitlondon.com
The British museum – www.thebritishmuseum.ac.uk
Museum of London- www.museumoflondon.org.uk
London Eye – www.londoneye.co.uk
National gallery- www.nationalgallery.org.uk
Science Museum- www.sciencemuseum.org.uk
River Thames Guide – www.riverthames.co.uk
London’s transport museum – www.ltmuseum.org.uk

Shopping

Tesco- www.tesco.com
Iceland- www.iceland.co.uk
Sainsbury’s- www.sainsbury.co.uk
Marks and Spencer- www.marksandspencer.co.uk
Primark- www.primark.co.uk

Travel

Journey planner- journeyplanner.tfl.gov.uk
London Underground- tube.tfl.gov.uk
Transport of London – www.tfl.gov.uk
London Taxi Cabs – www.londontaxiscabs.net
Computer Cabs – www.computercab.co.uk
Go by coach- www.nationalexpress.com
British Airways.com – www.britishairways.com
Virgin.com- www.virgin.com
Ryanair.com- www.ryanair.com

USEFUL Links to help you in and around Birmingham:

Accommodation:

Property: www.rightmove.com
Students renting: www.accommodationforstudents.com/birmingham

Enjoying out

www.bbc.co.uk/birmingham/going_out
www.birmingham-eating.com

Birmingham City Council:

www.birmingham.gov.uk

Health and Sports

Gym: www.fightingfitcitygym.com
www.fitnessfirst.co.uk

Spa: www.urbanangeldayspas.com

Birmingham Museums, Galleries and Attractions

Birmingham Museum and Art Gallery: www.bmag.org.uk

Attractions: www.birminghamuk.com/attractions.htm
www.somewheretogo.co.uk/.../birmingham_attractions.html

Travel:

National Express: www.travelwm.co.uk

Transport: <http://www.infotransport.co.uk/localtransport/birmingham.php>

Taxi: <http://www.yell.com/super/taxis/birmingham>

STUDENT COMPLAINTS PROCEDURE

1. GENERAL INFORMATION

The following complaints procedure is designed for use by students registered on validated schemes of the University of Wales, in instances when it is not possible to invoke an existing University of Wales procedure. Wherever possible, the University would wish to see any complaint resolved as close as possible to its point of origin, and with a minimum of formality. The following procedure should apply where this has been investigated, and found to be not possible.

This procedure applies to:

Complaints arising from a student's educational experience, other than disputes relating to assessment and examinations (see below);

Complaints in respect of academic and/or administrative support or other services provided by a validated institution or the University of Wales;

Complaints regarding alleged harassment by staff of the validated institution or of the University of Wales;

Complaints arising from alleged discrimination by staff of the validated institution or of the University of Wales in relation to gender, race, disability, sexual orientation or otherwise.

This list is not exhaustive – complaints falling outside those listed above will be considered and investigated at the discretion of the Chair of the Validation Board.

The investigation of formal complaints relating to matters which have occurred more than twelve months previously will be investigated at the discretion of the University.

This procedure does not apply to:

Candidates wishing to appeal against an academic decision – separate procedures exist for such appeals. Candidates should also note that appeals against the academic judgment of examiners cannot be accepted;

Disciplinary matters – these should be dealt with in accordance with separate procedures in place within the validated institution, though complaints will be accepted against the disciplinary procedure process and/or outcome;

Fitness to Practice issues - these should be dealt with in accordance with the University of Wales Fitness to Practice Procedure (Collaborative Partner Institutions).

2. SUBMISSION OF A COMPLAINT

All correspondence regarding complaints, including submission of complaints and informal advice regarding complaints, should be submitted to:

Mr Lloyd Powell
Deputy Director of the Validation Unit
University of Wales Validation Unit
King Edward VII Avenue
Cathays Park
CARDIFF
CF10 3NS
(email: l.powell@wales.ac.uk)

All student complaints relating to validated provision shall be considered by the Chair of the Validation Board (or his/her nominee, who shall be a member of the Validation Board). If necessary, the Chair shall have access to appropriate legal advice.

3. STAGE ONE

In order to make a formal complaint, the student concerned should submit the attached Complaints Form and attach any supporting evidence to: the Deputy Director of the Validation Unit (ref: LP) at the address above. The Form can be submitted electronically, though certified copies of documents (e.g. medical certificates) may be requested. Should a student prefer the complaint to remain anonymous and it is feasible to do so, the Validation Unit shall seek to respect the student's wishes.

The Validation Unit will confirm receipt of the complaint to the student normally within 5 working days and will liaise with the Chair of the Validation Board regarding the complaint.

The Validation Unit shall contact the Institution concerned and request a response to the complaint, to be received by the Validation Unit normally within 10 working days. Copies of the initial complaint and Institution's response shall be forwarded to the Chair of the Board for consideration.

The Chair of the Board will liaise with colleagues in the Validation Unit to formulate a written response to the complaint, normally within 10 working days of the complaint being received by the Chair of the Board. The response, and details of any action to be taken in the light of the complaint, will be sent by the Validation Unit to the student and to the Institution.

The outcomes available are as follows:

- (a) Complaint not upheld.
- (b) Complaint upheld in whole or in part.
- (c) In the event of a complaint being upheld in whole or in part, recommendations should be made in respect of remedial action required. A response may be required from the institution concerned, within a set timeframe.

Alternatively, the Chair may decide that a meeting with the student and/or representatives of the Institution is necessary. In such instances, the Validation Unit shall make the necessary arrangements and a Validation Unit staff member will join the Chair at the meeting. The meeting shall be held via telephone or videoconference if necessary. In the event of a meeting a meeting being held, the student and Institution shall have access to all relevant documentation relating to the complaint. The student may be accompanied, but not represented, by a member of the academic or welfare or advisory staff of the Institution concerned or by a student or officer of

the Students' Union at the Institution concerned, but not by any other individual. The appellant may not send another person to a hearing in his/her stead.

The outcomes available are as follows:

(a) Complaint not upheld.

(b) Complaint upheld in whole or in part.

(c) In the event of a complaint being upheld in whole or in part, recommendations should be made in respect of remedial action required. A response may be required from the institution concerned, within a set timeframe.

Following a meeting, the Chair will liaise with staff in the Validation Unit to formulate a written response to the complaint, normally within 10 working days of the meeting taking place. The response, and details of any action to be taken in the light of the complaint, will be sent by the Validation Unit to the student and to the Institution.

4. STAGE TWO: APPEAL AGAINST OUTCOME

If a student is not satisfied with the outcome of the Stage One investigation of the complaint, he/she may submit an appeal against the outcome within 10 working days of the written judgment being issued by the Validation Unit. This should not be confused with an academic appeal.

The appeal should be submitted to the Vice Chancellor, c/o the University of Wales Registry, King Edward VII Avenue, Cathays Park, Cardiff, CF10 3NS (ref: JM), and should indicate in writing why the response to the complaint is not satisfactory. Taking into account all the previous attempts at resolution, the Vice Chancellor (or his/her nominee) will decide whether a further complaint hearing is required, and will normally communicate his/her decision to the student within 10 working days of the appeal against the outcome being received.

Should such a complaint hearing be required, it will be chaired by the Vice Chancellor or his/her nominee with two senior academic or administrative members of staff of accredited or affiliated institutions of the University of Wales who are unrelated to the complaint. A member of staff from the University Registry will act as secretary to the Panel. The complaints hearing will normally meet within one calendar month of the appeal against the outcome being received.

The student (and if deemed necessary staff from the institution) will be invited to any meeting but the meeting shall be held via telephone or videoconference if necessary. In the event of a meeting being held, the student (and if deemed necessary the institution) shall have access to all relevant documentation relating to the complaint. The student may be accompanied, but not represented, by a member of the academic or welfare or advisory staff of the Institution concerned or by a student or officer of the Students' Union at the Institution concerned, but not by any other individual. The appellant may not send another person to a hearing in his/her stead.

The outcomes available are as follows:

(a) Complaint not upheld.

(b) Complaint upheld in whole or in part

(c) In the event of a complaint being upheld in whole or in part, recommendations should be made in respect of remedial action required. A response may be required from the institution concerned, within a set timeframe.

Following a meeting, Panel members will liaise with staff in the University Registry to formulate a written response to the complaint *, normally within 10 working days of the meeting taking place.

The written response to the complaint, and details of any action to be taken in the light of the complaint, will be sent by the University Registry to the student and to the Institution.

[* Completion of Procedures Letter]

5. STAGE THREE: APPEAL TO THE OFFICE OF THE INDEPENDENT ADJUDICATOR

Pursuant to the Higher Education Act 2004, the Office of the Independent Adjudicator for Higher Education (the OIA) has been designated by the National Assembly for Wales from 1 January 2005 as the operator of an independent scheme in Wales for the review of student complaints.

Once all the relevant University of Wales procedures above have been exhausted, a candidate may apply to the OIA for a review of the complaint. Any such application must be submitted by sending a completed Scheme Application Form together with all relevant information to the OIA within three months of the date on the "Completion of Procedures Letter" from the University of Wales upon completion of its internal procedures. A Scheme Application Form can be obtained from the University of Wales Registry, downloaded from the OIA website www.oiahe.org.uk or by telephoning or writing to the OIA. The contact details for the OIA are as follows:

OIAHE, 5th Floor, Thames Tower, Station Road, Reading, RG1 1LX

Tel: 0118 959 9813

Email: enquiries@oiahe.org.uk

6. MONITORING AND EVALUATION

The nature, incidence and outcomes of complaints will be regularly monitored and an annual report made to the Validation Board in this respect.

STUDENT COMPLAINTS PROCEDURE FORM

Before proceeding with the complaint please ensure that you are familiar with the student complaints procedure.

Wherever possible, the University would wish to see any complaint resolved as close as possible to its point of origin, and with a minimum of formality. The following procedure should apply where this has been investigated, and found to be not possible.

The form should be completed in full, any supporting documentation should be attached securely. You are also advised to retain copies of all documentation.

Full Name

Address for Correspondence

E-Mail Address:

Telephone Number:

Institution Studied at:

Programme Studied:

Dates you were enrolled on the programme:

YOUR COMPLAINT

Please set out the main points of your complaint. Please include:

- details of how this was raised initially within the validated institution (and with whom); any supporting documentation or other evidence. [This might include a chronology listing in date order all letters, phone calls and meetings that are relevant to your complaint, a list of the rules and regulations of the institution/University that you think are relevant to your complaint, a signed statement from any third party who can provide evidence relevant to your complaint.]