



MBA

MASTER OF BUSINESS ADMINISTRATION

STUDENT HANDBOOK 2017/18



CONTENTS

Introduction	3
Aims	4
Learning outcomes	4
Awards	4
The MBA Matrix	6
Structure of the course	5
Masters degree descriptor	7
Module descriptors	9
Contacts	32
Admission & Duration of programme	32
Learning and teaching strategy	33
Learning and development	33
Resources	34
Assessment and student conduct	35
Coursework submission	35
Research methods	36
Feedback	37
Programme management	39
Assessment strategy	41
Student support	44
Extenuating circumstances	45
Academic appeals	49
Complaints	52
Equal opportunity	54
Plagiarism	56
Policy for the accreditation of prior learning	58
Policy of the use of Turnitin	58
Referencing	59

1. Introduction

It is a pleasure to welcome you to the MBA at the British Institute of Technology, England in partnership with the European University of Business. I am certain you will have a satisfying and rewarding period of study with us and you will find the Programme as well as the environment stimulating and exciting.

The Programme will provide you with the knowledge and skills necessary to reflect on and develop management strategies and practice. You will be able to explore and consider your own management philosophy intertwining the learning practice and professional experience. The unique fusion of modules will engage you at executive decision making level and develop you in multi-disciplinary management theories and practices.

The Strategic Management is a bespoke programme that will take you through the core understandings of interdisciplinary Management and enable you to specialise in the sector you are working with or aspiring to. We believe that the knowledge you will develop will be relevant and in line with the executive skills that employers require, enabling you to use them in the local, national and international business and public-service organisation.

You will develop the strategic knowledge essential for transforming your professional skills into innovative management strategies. The student-centred approach adopted on the programme will enable you to develop high-quality executive management skills and practices.

You are about to embark on a challenging programme that will provide a sound and secure basis for your future professional development. I hope that you will find it enriching and stimulating and that you will look forward to your academic and social contribution to the University.

The programme is delivered at our CityClass, ideally located in close proximity to the financial trade hub of United Kingdom and home to many of the world's multi-national companies.

This handbook will provide you with key information about the MBA programme, the rules and administrative procedures governing the programme. It is important that you spend some time familiarizing yourself with this document and use it for reference throughout your studies here.

The Principal

Title of Programme:

MBA

1. Aims

This programme shares a common set of aims:

- (i) To offer a comprehensive programme that provides an opportunity to study leadership, management and the impact of technology on the techniques of management and society in general.
- (ii) To provide you with a programme offering a balance of theory, case studies and practical skills that will facilitate your intellectual and professional development.
- (iii) To equip you with the necessary knowledge and skills to achieve the postgraduate award, and to continue your lifelong development of learning.

2. Learning outcomes

The main programme objectives, common to all the modules are to enable you to develop and enhance your:

- (i) critical and analytical approaches to management theory practice and research.
- (ii) ability to evaluate management techniques, tools and models in a variety of contexts.
- (iii) creative management ideas and how this is put into practice.
- (iv) research skills, methodologies and paradigm.
- (v) skills to demonstrate problem solving, critical thinking and strong personal and interpersonal skills while abstracting meaning from information and sharing knowledge
- (vi) skills to effectively undertake research, perform within a team environment and communicate reasoned, analytical findings in oral and written form

Aims and Learning Outcomes for the individual modules within the programme can be found in the relevant module specification.

4. Awards

4.1 In order to be eligible for the award of MBA, a student must obtain 180 level 7 credits.

4.2 A student who obtains 60 level 7 credits by passing two modules not including the research project may be considered for the award of Postgraduate Certificate Management (PgCert). A student who obtains 120 level 7 credits by passing four modules not including the research project may be considered for the award of Postgraduate Diploma Management (PgDip).

4.3 At the completion of their studies, students who are eligible for an award through the accumulation of credits will only be conferred with the highest award for which they are eligible.

5. Structure

5.1 The Programme is composed of four core modules together with a research pathway project (dissertation) which defines the specialisation of the MBA. Students will undertake a total of four 30 credit taught modules and 60 credit research pathway project dissertation 180 level 7 credits in total, to be completed within the scheduled completion date.

The programme structure is as follows:

Integrated across all modules is a progressive Research Methods course to ensure students are supported in the development of the necessary analytical and conceptual frameworks required to progress through the programme.

Module outline and credit weighting

Core Modules	Masters Credits
• Strategic Management	30
• Operational Management	30
• Business Development Management	30
• Corporate Organisation and Governance	30
• Research Pathway Project Dissertation	60

The programme meets the criteria of the European University of Business and also has been developed to meet the UK QAA subject bench mark criteria and the Quality Code.

5.2 The matrix below illustrates the mapping of the learning outcomes from the programme against (A) Programme Learning Outcomes, (B) the QAA subject benchmark criteria¹, (C) QAA Subject Benchmark Criteria² and (D) Tuning descriptors.

Learning outcomes matrix for the programme	Core 1 Strategic Management	Core 2 Operational Management	Core 3 Business Games and Leadership	Core 4 International Organisation	Research Project
Critical and analytical approaches to management theory, practice and research	Introduced (I) + Assessed (A)	Re-enforced (R) + A	Practiced (P) + A	P + A	Assessed (A)
Ability to evaluate management techniques, tools and models in a variety of contexts	I + A	R + A	R + A	P + A	A
Creative management ideas and how this is put into practice	I + A	R + A	R + A	P + A	A
Research skill, methodologies and paradigm	I + A	R + A	P + A	P + A	A
Skills to demonstrate problem solving, critical thinking and strong personal and interpersonal skills while abstracting meaning from information and sharing knowledge	I + A	R + A	P + A	P + A	A
Skills to effectively undertake research, perform within a team environment and communicate reasoned, analytical findings in oral and written form	I	I + R	R + P	R + P	A

(A) Programme Learning Outcomes

Further work completed under Tuning1 and Tuning2 EU projects have developed subject competences³ and analysis of the transferable skills used in business programmes across Europe⁴.

This analysis based on the key generic abilities required of students produce a virtuous cycle around: Analysis, Choice and Implementation. Working with the above matrices and the under pinning use of multi-contextual and multi conceptual course material will lead to students having such competencies.

¹ <http://www.qaa.ac.uk/academicinfrastructure/benchmark/masters/MastersDegreeCharacteristics.pdf>

² <http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/BusinessManagementMasters.pdf>

³ http://tuning.unideusto.org/tuningeu/images/stories/key_documents/SAG%20-%20BUSINESS.pdf

⁴ http://tuning.unideusto.org/tuningeu/images/stories/key_documents/TLA-BUSINESS.pdf

(B) Masters Degree Descriptors

Benchmark Standard matrix	Core 1	Core 2	Core 3	Core 4	Research Project
Systematic understanding of knowledge and a critical awareness of current problems and /or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice	I	R	P	P	A
Comprehensive understanding of techniques applicable to their own research or advanced scholarship	I	R	P	P	A
Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline	I	R	P	P	A
Conceptual understanding that enables student the to evaluate critically current research and advanced scholarship in the discipline	I	R	P	P	A
Conceptual understanding that enables the student to evaluate methodologies and develop critiques of them and , where appropriate, to propose new hypotheses	I	R	P	P	A

C Subject Benchmark for Business and management

Benchmark Standard matrix	Core 1	Core 2	Core 3	Core 4	Research Project
Systematic understanding of organisations, external context and how they are managed		A			
Application of knowledge within complexities of an organisation	A	A			
Critical awareness of current issues informed by research and practice	I	R	P	A	
Understanding of appropriate techniques to allow detailed investigation of management issues	I	R	P	P	A
Creativity in the application of knowledge, practical understanding of how research and enquiry are used to develop and interpret knowledge	I	R	P	A	
Ability to acquire and analyse data					

and information	A				
Conceptual understanding to allow students to evaluate and extrapolate	I	I	R	P	A
Ability to conduct research into business and management issues to inform the overall learning process	A				
Ability to communicate effectively orally and in writing using a range of media	I + R	A			
Operate effectively in teams and take leadership roles	I + R	A			

D Tuning descriptors

Tuning matrix	Core 1	Core 2	Core 3	Core 4	Research Project
Skills enabling participation in strategic decision making	I	R	P	P	A
Ability to do guided research	I	R	P	P	A
Ability to work independently	I	R	P	A	A
Skills to perform holistic judgement and abilities to make critical assessments of strategic solutions	I	R	P	P	A
Skills to manage change	I	R	P	A	A
International mobility and cultural understanding	I	R	P	A	A

Through the programme learning outcomes it is possible to ensure that students have gained abilities through teaching & learning, formative and summative assessment processes to formulate:

Background; Research question; Methodology; Analyses; Conclusions; Recommendations; Literature; Presentation & Communication;

when faced with a multi-dimensional problem arising within a business context.

Module Descriptors

Core Module 1

Module Title: Strategic Management	Module Code: Level: 7 Credit: 30	Module Leader: Additional Tutors:
Aim(s): This module will explore the fundamentals of management, leadership, strategic change and strategic marketing skills required to engage with strategic management. Students to expand on underpinning theories, professional competencies and the principles of strategic management that are key to determining the direction and scope of an organization; determining its purpose; and establishing objectives and formulating strategies to achieve them. Students will develop contemporary knowledge, skills and attitudes required for effective strategic organizational management. The module will introduce students to the challenges and pressures placed on top managers by enabling them to critically reflect on existing theories and through their application to solve complex and strategic organizational challenges.		
Topics: Developing Management and Leadership Skills Will provide students with a basic grounding in economic theory as applied to business management and the business environment. Students will be able to interpret different consumer behaviours; value, costing and pricing strategies; quantitative business economics and business cycles; implications for economic growth on the firm; forecasting models together with an understanding of risk management as applied to investment and valuation decisions. Strategic Change and Process This topic will provide a framework to demonstrate the links with business environment analysis and scenario planning in assessing choices in the evolution of strategy including a rational examination of the deductive logic of top-down planning and the strategic immediacy of bottom up approaches utilising the operational measures of company performance. This provides a conceptual underpinning for students to undertake a strategic analysis of an organisation they are familiar with to demonstrate the application of concepts tool and theories introduced in this module. Strategic Marketing The outcome of this aspect of the module will be the ability to demonstrate processes and frameworks to develop effective marketing strategies. Students will undertake an international marketing analysis using a system approach to understand and manage the different aspects of the marketing process. This will be done in context of a strategic analysis requiring students to apply marketing material towards a broader assessment of the competitive standing of an organisation.		
Learning Outcomes for the Module At the end of this module, students will be able to: <ol style="list-style-type: none">1. Demonstrate an understanding of strategic decision making using your knowledge and understanding of business principles to critically reflect on the strategic management of an organisation2. Demonstrate and evaluate the strategy and the process undertaken to implement strategy, manage, and understand its impact on the organisation.3. Critically review emerging markets and analyse the limitations and influence that market development, marketing, and their relative dominance on the performance of an organisation.		

4. Demonstrate effective thinking and process for integrated approaches to business analysis and critical application of principles of strategic management to chosen pathway.

Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:

The lectures will be interactive with student participation in discussion about strategic management practices and problem based learning using case studies in strategic management, intelligent marketing and information and knowledge management. Students will be allocated to small groups for various activities and workshop sessions. Tutorials are used to ensure that students understand the material and its relevance to the programme. Within the module, students will undertake individual presentations. These will be used to highlight understanding of module content, planning and implementation of ideas and innovations, self assessment and reflection, peer/tutor discussion and review.

Assessment methods which enable student to demonstrate the learning outcomes for the Module:

Weighting:

Learning Outcomes demonstrated:

Individual Writing Assignment

Undertake a strategic analysis, using appropriate research and analysis tools, to assess the competitive standing of your organisation, or one that you are familiar with within your chosen pathway. Summarise your findings in and based on your conclusions recommend options and consider whether the organisation's current direction is appropriate.

50%

1,2, 3, 4

5,000 words including appendices

Group Presentation

Compare the strategic positions of at least two organizations represented in your learning group and identify the critical learning points that come out of the review.

50%

1,2,3, 4

Accompanied by 3,500 word report including appendices.

Re-assessment is capped at 40%

Core Reading:

Johnson G, Scholes K & Whittington R (2008) *Exploring Corporate Strategy* (8th edition) Prentice Hall
Cherney, A, and Kotler, P (2009) *Strategic Marketing Management*, 5 edition, Brightstar Media, Inc.
Nellis, J. G. and Parker, D. (2002) *Principles of Business Economics*

Indicative Reading:

Aaker, D. A. (2009) *Strategic Market Management*, 9 edition, Wiley.
Badaracco, J. L. (2003) *Harvard Business Review on Corporate Ethics*
Baumohl, B. (2007) *The Secrets of Economic Indicators: Hidden Clues to Future Economic Trends and Investment Opportunities*, 2nd Edition
Collins, D. (2009) *Essentials of Business Ethics: Creating an Organization of High Integrity and Superior Performance*
De George, R. T. (2009) *Business Ethics* 7th Edition
Dess, G., Eisner, A., and Lumpkin G.T. (2009) *Strategic Management: Text and Cases*, 5 edition, McGraw-Hill/Irwin
Discovery, and Human Language Technologies Springer.
Ferrell, O. C., Fraedrich, J. and Ferrell (2010) *Business Ethics: Ethical Decision Making & Cases*

Gini, A. and Marcoux, A. M. (2008) *Case Studies in Business Ethics*, 6th Edition
 Hill, C and Jones, G, (2009), *Strategic Management: An Integrated Approach*, 9 edition, South-Western College Pub.
 Hitt, M. A., Ireland, R. D and Hoskisson, R. E. (2010) *Strategic Management: Concepts and Cases: Competitiveness and Globalization*, Hubbard, D. W. (2010) *How to Measure Anything: Finding the Value of Intangibles in Business* 9 edition, South-Western College Pub.
 Kerin, R and Peterson, R. (2009) *Strategic Marketing Problems: Cases and Comments*, 12 edition, Prentice Hall.
 Osterwalder, A. and Pigneur, Y. (2010) *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*
 Sowell, T. (2008) *Applied Economics: Thinking Beyond Stage One*
 Weiss, J. W. (2008) *Business Ethics: A Stakeholder and Issues Management Approach*

Journals:

Long Range Planning
 Harvard Business Review
 Journal of General Management
 Strategic Management Journal
 Academy of Strategic Management Journal
 Journal of Marketing
 Journal of Strategic Marketing
 Journal of Strategy and Management
 Knowledge Management Research & Practice

<p>Teaching and Learning Time:</p> <p>10 Hours Per Credit</p>	<p>Activity</p> <p>300 Hours</p>
<p>Student/Tutor Contact Time:</p> <p>36 Hours 44 Hours</p>	<p>Activity (E.g. lectures/seminars/tutorials/workshops etc)</p> <p>Lectures and Seminars Independent Guided Learning</p>
<p>Student Learning Time</p> <p>220 Hours</p>	<p>Activity</p> <p>Essential individual development and background reading, coursework preparation</p>

Learning Outcome module mapping

Topic		LO1	LO2	LO3	LO4				
CORE 1	Tuning Competencies								
Strategic management	Skills enabling participation in strategic decision making	X	X		X				
	Ability to do guided research		X	X					
	Ability to work independently	X	X	X	X				
	Skills to perform holistic judgement and abilities to make critical assessments of strategic solutions	X	X		X				
	Skills to manage change		X						
	International mobility and cultural understanding	X		X	X				
<p>Learning Outcomes for the Module At the end of this module, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of strategic decision making using your knowledge and understanding of business principles to critically reflect on the strategic management of an organisation 2. Demonstrate and evaluate the strategy and the process undertaken to implement strategy, manage, and understand its impact on the organisation. 3. Critically review emerging markets and analyse the limitations and influence that market development, marketing, and their relative dominance on the performance of an organisation. 4. Demonstrate effective thinking and process for integrated approaches to business analysis and critical application of principles of strategic management to chosen pathway. 									

Core Module 2

Module Title: Operational Management	Module Code: Level: 7 Credit: 30	Module Leader: Additional Tutors:
--	---	--

Aim(s):

This module will explore the fundamentals of operational management in organisations and businesses, set firmly within the context of the global knowledge economy. Students will be able to integrate the research of managing finance, people and information within contexts relevant to the needs of a knowledge economy. It will enable students to expand on the theories and professional practices of: managing finance, managing people and managing information that are key to the planning, directing and controlling of the organisation's operations, so that objectives can be achieved economically and efficiently through others. Students will develop contemporary knowledge, skills and attitudes required for effective operational management. The module will introduce students to the more technical processes involved in the effective operation of top organizations, by enabling them to critically reflect on existing theories and applying these and their combination to solve operational issues.

Topics:

Managing Finance (Managing Financial Principles and Techniques)

Students will be introduced to the management of finance through the roles and functions of various financial institutions and their reporting and governance structures. Student will be able to understand and apply management accounting principles to managing budgets and controlling expenditure within organisations together with the strategic implications of budget setting. Students will gain an understanding of maximising corporate value through applying the principles of corporate finance and apply the appropriate tools to evaluating corporate investment and performance reports.

Managing People (Strategic Human Resource)

In this topic contemporary approaches to Human Resource Management are discussed and students will be able to understand the implications of Human Resource Planning, within current statutory frameworks, to providing operational deployment of corporate strategies. Students will be able to demonstrate the importance of sound HRM practices on organisational performance and be able to evaluate and analyse the impact of sound HRM on the ability to improve organisation performance. An introduction to HRM applications will consolidate their understanding and ability to apply sound recruitment, reward and performance management procedures together with an appreciation of the role of succession planning within an organisation.

Strategic Supply Chain Management and Logistics

SCM will provide students with a thorough grounding in the management and leadership of strategic international supply chains and the associated impact of technology, such as e-commerce, and culture on the efficiency of a supply chain. Students will be able to demonstrate their understanding of international purchasing and procurement systems and managing risk through good information systems to manage international transport and supply chain security.

Learning Outcomes for the Module

At the end of this module, students will be able to:

1. Analyse the role of financial institutions, interpret and report on financial statements.
2. Critically evaluate and analyse the role of financial institutions, their influence on the structure and management of a company and their implications on good decision making.
3. Demonstrate an understanding of innovative Human Resource Management (HRM) practices, critically evaluate them and be able to apply these to improving organisational performance

4. Demonstrate analytical thinking skills in interpreting the role of information, decision sciences and the life cycle of information management, within the management of an organisation and in reporting conclusions timely and effectively.

Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:

The lectures will be interactive with student participation in discussion about operational management practices and problem based learning using case studies in finance, human resource management and innovation management. Students will be allocated to small groups for various activities and workshop sessions. Tutorials are used to ensure that students understand the material and its relevance to the programme. Within the module, students will undertake individual presentations. These will be used to highlight understanding of module content, planning and implementation of ideas and innovations, self assessment and reflection, peer/tutor discussion and review.

Assessment methods which enable student to demonstrate the learning outcomes for the Module:

Weighting:

Learning Outcomes demonstrated:

Individual Writing Assignment

Undertake a review of organisation performance, using appropriate research and analysis tools, to assess your organisation, or one that you are familiar with within your chosen pathway. Summarise your findings on the basis of access to relevant information and financial implications of current and future human resource practices and based on your conclusions recommend options and consider whether the organisation's current direction is appropriate.

50%

1,2 3,4

5,000 words including appendices

Group Presentation

Compare the operational management models of at least two organizations represented in your learning group and identify the critical learning points that come out of the review.

50%

1,2,3,4

Accompanied by 3,500 word report including appendices.

Re-assessment is capped at 40%

Core Reading:

Brigham, E. F. and Ehrhardt, M. C (2010) *Financial Management: Theory & Practice*, 13 edition, South-Western College Pub.

Mondy, R. W. (2009) *Human Resource Management*, 11 edition, Prentice Hall.

Galliers, R. D. and Leidner, D. E. (2009) *Strategic Information Management: Challenges and Strategies in Managing Information Systems*

Saunders, M.N.K., Thornhill, A. and Lewis, P. (2009) *Research Methods for Business Students*

Tidd, J and Bessant, J. (2009) *Managing Innovation: Integrating Technological, Market and Organizational Change*, 4th edition, Wiley.

Applegate, L., Austin, R. and Soule, D. (2008) *Corporate Information Strategy and Management: Text and Cases*

Bean, A and Green, R (2010) *Relationships in the Organization of Knowledge*

Bordens, K. and Abbott, B. B. (2007) *Research Design and Methods: A Process Approach*

Business Week (2008) *Innovation Power Plays: How the World's Hottest Change Agents Reach the Top of Their*

Game, 1 edition, McGraw-Hill.

Creswell, J. W. (2008) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*

Dyché, J. (2000) e-Data: Turning Data Into Information With Data Warehousing

Eppler, M. J. (2010) *Managing Information Quality: Increasing the Value of Information in Knowledge-intensive Products and Processes*

McBurney, D. H. and White, T. L. (2009) *Research Methods (Examples & Explanations Series)*

McBurney, D. H. and White, T. L. (2006) *Research Methods*, 7th Edition

Day, G. S., Schoemaker, P. J. H and Gunther R. E. (2004) *Wharton on Managing Emerging Technologies*, Wiley.

Gibson, C. H. (2010) *Financial Reporting and Analysis: Using Financial Accounting Information*, 12 edition, South- Graziano, A.M. and Raulin, M. L. (2009) *Research Methods: A Process of Inquiry*, 7th Edition Western College Pub.

Hillard, R. (2010) *Information-Driven Business: How to Manage Data and Information for Maximum Advantage*

Ivancevich, J. (2009) *Human Resource Management*, McGraw-Hill/Irwin.

Jackson, S. L. (2008) *Research Methods and Statistics: A Critical Thinking Approach*

Jones, P. (2008) *SAP Business Information Warehouse Reporting: Building Better BI with SAP BI 7.0*

Laudon, K. and Laudon, J. (2009) *Management Information Systems*, 11th Edition

Nkomo, S. M., Fottler, M. D., and McAfee, R. B. (2007) *Human Resource Management Applications: Cases, Exercises, Incidents, and Skill Builders*, South-Western College Pub.

Patton, M.Q (2001) *Qualitative Research & Evaluation Methods*

Repko, A. F. (2008) *Interdisciplinary Research: Process and Theory*

Reeves, L. L. (2009) *A Manager's Guide to Data Warehousing*

Revsine, L., Collins, D., Johnson, B., and Mittelstaedt, F. (2008) *Financial Reporting*, 4 edition, McGraw-Hill/Irwin.

Shim, J. K. and Siegel J. G. (2008) *Financial Management*, 3 edition, Barron's Educational Series.

Weightman, Jane (2004) *Managing People*, The CIPD.

Yin, R. K. (2008) *Case Study Research: Design and Methods*

Journals:

- Human Resource Management Journal
- International Journal of Innovation Management
- Journal of Finance
- Journal of Risk Finance information
- SAGE journal: Human Resource Management
- The European Journal of Finance
- The Innovation Journal
- The International Journal of Human Resource Management

Teaching and Learning Time: 10 Hours Per Credit	Activity 300 Hours
Student/Tutor Contact Time: 36 Hours 44 Hours	Activity (E.g. lectures/seminars/tutorials/workshops etc) Lectures and Seminars Independent Guided Learning
Student Learning Time 220 Hours	Activity Essential individual development and background reading, coursework preparation

Learning Outcome module mapping

Topic		LO1	LO2	LO3	LO4				
CORE 1	Tuning Competencies								
Operational management	Skills enabling participation in strategic decision making	X	X	X	X				
	Ability to do guided research	X	X	X	X				
	Ability to work independently	X	X	X	X				
	Skills to perform holistic judgement and abilities to make critical assessments of strategic solutions		X	X	X				
	Skills to manage change		X	X					
	International mobility and cultural understanding			X	X				
<p>Learning Outcomes for the Module At the end of this module, students will be able to:</p> <ol style="list-style-type: none"> 1. Analyse the role of financial institutions, interpret and report on financial statements. 2. Critically evaluate and analyse the role of financial institutions and their influence on the structure and interpretation of financial statements and their implications on good decision making. 3. Demonstrate an understanding of innovative Human Resource Management (HRM) practices, critically evaluate them and be able to apply these to improving organisational performance 4. Demonstrate analytical thinking skills in interpreting the role of information, decision sciences and the life cycle of information management, within the management of an organisation and in reporting conclusions timely and effectively. 									

Core Module 3

Module Title: Business Development Management	Module Code: Level: 7 Credit: 30	Module Leader: Additional Tutors
Aim(s): The aim of this module is to engage students in the process of organizational leadership in complex and uncertain environments, particularly during the transformation of organizations and their processes. The innovative application of game theory is used to address the simulation of strategic options and provides students with the opportunity to examine, explore and integrate a range of practical and theoretical issues relating to executive decision making.		
Topics: Professional Development for Strategic Managers, Quality and Systems Management This topic is designed for students to take responsibility of professional development to gain the personal and professional skills needed to support the strategic direction of an organisation. Students can achieve this through analysing their current skills and preparing and implementing a personal development plan. Implementation of strategic quality and management systems will advance students understanding of a broad range of modern theory and techniques covering the operational, functional and strategic management of quality Leadership potential combines professional development for strategic managers, quality and systems management including various models of how to master good leadership skills involving process, influence, teams and attainment of goals. Thus, students will gain an understanding of how to balance and understand different competencies in relation to various leadership traits associated with leadership styles such as emergent leaders or coercive leaders and how to moderate these as an effective leader. Students will understand and critically reflect on contingency and contextual models of leadership in relation to there embedding at an organisational level or as a more dynamic and adaptive response to “edge of chaos” contexts and the associated challenges to decision making in nonlinear and unpredictable situations. Creative and Innovative Management The impact of globalisation and the availability of knowledge and intellectual capital create a volatile and chaotic market place. In such contexts leaders have to transform an organisations ability to respond to change either incrementally or radically. Students will be able to apply and translate their knowledge and understanding of analysis techniques to implement change strategies that inspire people, reduce resistance and gain buy-in for change. To attain change, process transformation and performance management approaches to lock in change and measure success are required and students will develop the appropriate skills to successfully develop the necessary synergy between leadership and management skills achieve this goal. Many advocate the fact that the world of business is now in a permanent state of flux and constant innovation is the only strategy for survival. This need to innovate is propelled by the demands of increasingly competitive markets and the need for organisations to improve their competitive advantage in these markets. In response, companies can reduce costs, improve quality, increase productivity or effect innovation. Strategic Planning, Games and Simulation This topic focuses on how organisations undertake strategic planning and its importance in a fast changing, turbulent marketplace. Learners will understand why it is important to develop a strategic vision and mission, establish objectives and decide on a strategy. Strategy and strategic plans map out where the organisation is headed, its short- and long-range performance targets, and the competitive moves and internal action required to		

achieve targeted business results. Learners will understand that a well-constructed strategic plan is essential for organisations to cope with industry and competitive conditions. A conceptual and cognitive understanding of Games Theory and its application are essential components of understanding strategy and process. A variety of games and simulations will be used to develop and assess employability skills and to use the power of learning by doing by adopting strategic positions to test the students' application of the management of risk, strategy and performance through individual and team based simulations. Such simulations allow students to reflect on their people skills, self-reliance skills and generalist skills

Learning Outcomes for the Module

At the end of this module, students will be able to:

Assess personal and professional skills required to achieve strategic goals Be able to conduct a skills audit to identify learning style

1. Demonstrate a critical knowledge of how professional development affects leadership in practice and how quality systems support systematic processing and implementation.
2. Interpret a range of contemporary innovation models through an evaluation of their application and embedding within range of businesses.
3. Analyse the theoretical principles of organisational change and apply these in relation to demonstrating a practical understanding of process management and transformation in leading change.
4. Investigate game theory and its appropriateness in the evaluation of options for strategic planning/transformation and demonstrate their understanding and skills through simulations

Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:

The lectures will be interactive with student participation in discussion about leadership practices and problem based learning using case studies in the leadership of organisational transformation. Students will be allocated to small groups for various activities and workshop sessions. Tutorials are used to ensure that students understand the material and its relevance to the programme. Within the module, students will undertake individual presentations. These will be used to highlight understanding of module content, planning and implementation of ideas and innovations, self assessment and reflection, peer/tutor discussion and review.

Assessment methods which enable student to demonstrate the learning outcomes for the Module:

Weighting:

Learning Outcomes demonstrated:

Coursework: (5000 words)

You are hired as a consultant to advise senior executive of a traditional business on a major change programme that has arisen as a result of a new entrant that has caused significant turbulence in your sector. You are required to lead the executives through a range of organisational and strategic analytical and development tools to allow them to draw up a business transformation plan with your help.

50%

1,2 3

Project Report and Presentation

Present a critical analysis of a business simulation and your performance within the team leading a business through a period of transition

50%

4

Re-assessment is capped at 40%

Core Reading:

- Gardner, R. (2003) *Games for Business and Economics*, 2 edition, Wiley.
- Hill, C. and Jones, G. (2006) *Strategic Management: An Integrated Approach*
- Nohria, N. and Khurana, R. (2010) *Handbook of Leadership Theory and Practice*, Harvard Business Press.
- Snabe, J.H., Rosenberg, A., MÄller, C., and Scavillo, M. (2008) *Business Process Management: The SAP Roadmap*, SAP.
- Badaracco, J. L. (2003) *Harvard Business Review on Corporate Ethics*
- Collins, D. (2009) *Essentials of Business Ethics: Creating an Organization of High Integrity and Superior Performance*
- De George, R. T. (2009) *Business Ethics* 7th Edition
- Dul, J. and Hak, T (2007) *Case Study Methodology in Business Research*
- Ellet, W. (2007) *The Case Study Handbook: How to Read, Discuss, and Write Persuasively About Cases*
- Ferrell, O. C., Fraedrich, J. and Ferrell (2010) *Business Ethics: Ethical Decision Making & Cases*
- Gillot, JN. (2008) *The Complete Guide to Business Process Management: Business process transformation or a way of aligning the strategic objectives of the company and the information system through the processes*, Book Surge.
- Gini, A. and Marcoux, A. M. (2008) *Case Studies in Business Ethics*, 6th Edition
- Haines, S. G. (2005) *Strategic Thinking for Leaders, The Systems Thinking Approach*, Systems Thinking Press.
- Johnson, C. E. (2008) *Meeting the Ethical Challenges of Leadership: Casting Light or Shadow*, Sage Publications.
- Lee, G., Kosuga, M., Nagasaka, Y. and Sohn, B. (2010) *Business Process Management of Japanese and Korean Companies (Monden Institute of Management Japanese Management and International Studies)* World Scientific.
- Laursen, G. and Thorlund, J. (2010) *Business Analytics for Managers: Taking Business Intelligence Beyond Reporting*, Wiley
- Neely, A. (2008) *Business Performance Measurement: Unifying Theory and Integrating Practice*
- Newstrom, J.W. and Scannell, E.E., (2007) *The Big Book of Business Games: Icebreakers, Creativity Exercises, and Meeting Energizers*, McGraw-Hill Professional.
- Northouse, P.G. (2009) *Leadership: Theory and Practice*, Sage Publications.
- Osterwalder, A. and Pigneur, Y., (2010) *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*, Wiley.
- Parmenter, D. (2010) *Key Performance Indicators (KPI): Developing, Implementing, and Using Winning KPIs*
- Sherif, M. H. (2009) *Handbook of Enterprise Integration*
- Weiss, J. W. (2008) *Business Ethics: A Stakeholder and Issues Management Approach*

Journals:

- International Journal of Game Theory
- Journal of Change Management
- Journal of Organizational Change Management
- Journal of Strategy and Management
- The Journal of Strategic Leadership

Teaching and Learning Time: 10 Hours Per Credit	Activity 300 Hours
Student/Tutor Contact Time: 36 Hours 44 Hours	Activity (E.g. lectures/seminars/tutorials/workshops etc) Lectures and Seminars Independent Guided Learning
Student Learning Time 220 Hours	Activity Essential individual development and background reading, coursework preparation

Learning Outcome module mapping

Topic		LO1	LO2	LO3	LO4				
Core Module 3	Tuning Competencies								
Business Games and Leadership	Skills enabling participation in strategic decision making	X	X	X	X				
	Ability to do guided research			X					
	Ability to work independently		X	X	X				
	Skills to perform holistic judgement and abilities to make critical assessments of strategic solutions	X	X	X	X				
	Skills to manage change	X		X	X				
	International mobility and cultural understanding	X		X					
<p>Learning Outcomes for the Module At the end of this module, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a critical knowledge of leadership theories and practice. 2. Be able to interpret a range of contemporary leadership models through an evaluation of their application and embedding within range of businesses. 3. Analyse the theoretical principles of organisational change and apply these in relation to demonstrating a practical understanding of process management and transformation in leading change. 4. Investigate game theory and its appropriateness in the evaluation of options for strategic change/transformation and demonstrate their understanding and skills through simulations 									

Core Module 4

Module Title: Corporate Organisation and Governance	Module Code: Level: 7 Credit: 30	Module Leader: Additional Tutors:
Aim(s) This module will broaden the strategic understanding of organizational leadership in the context of international government and commerce. Students will be supported in the development of critical thinking in a global context through the use of international trade models. Students will explore the effect of foreign direct investment, cross border mergers and acquisitions, total quality management and principals, policies and practices of corporate governance.		
Topics: Corporate Communication Strategies Communication strategy is the outcome of a strategic thinking process where senior communicators and managers take strategic decisions to identify and manage corporate communications and communicate them to stakeholders. With or without a formal communication strategy, every organisation communicates with its audience in one way or another. Students will explore the effective relationships with key stakeholders, every corporate organisation requires a dynamic plan that allows it to strategically relate with its customers as well as other key internal and external stakeholders. Student will develop understanding of communication that is crucial to organisational effectiveness as it is the basis for maintaining pace and of ensuring that change can happen at all levels. Effective corporate communication is closely related to the success of the organisation. An organisation's reputation, survival and success rests on its ability to communicate with the public as well as its own employees and stakeholders. When effective corporate communications strategies are incorporated into a business structure, regardless of the size of the organisation, the ability to achieve global communication will be strengthened. E-strategy Organisations can internally manage and manipulate information in ways that provide a fuller insight into how they work. This information is communicated instantly to interested parties to enable them to carry out their work more efficiently and effectively. Relationships with external customers have been transformed as they too have information they can use when engaging in transactions, whether it is to check a product specification, view an item, make a purchase or transfer funds. Technology benefits all interested parties in business transactions and, as a result , organisations develop e-strategies to exploit these benefits. E-strategies complement and align to the overarching organisational strategy. The broader organisational strategy may need to be reviewed to accommodate an e-strategy. An e-strategy enables an organisation to add value to its activities by using the worldwide web and wide area and local area networks to exploit the available business information and accessibility to that information. Students will understand the underpinning nature of this agglomeration and concepts of geographically proximate economic activity that in turn promote the development of international trade. Corporate Responsibility and Governance Globalisation has meant that organisations need to understand the implications of operating in international markets and have had to develop their policies accordingly. Membership of economic and political unions requires accommodating the requirements of transnational laws and regulations within organisational policies and procedures. Corporate governance is concerned with the arrangements for the management of an organisation and the regulation of the relationships between the organisation's different stakeholders. Good corporate governance enhances organisational activity and the perception of the organisation as a good corporate citizen. Organisations have to be concerned with the legal, regulatory, ethical, moral, cultural and environmental		

dimensions of their activities and the effect these activities have on others. Corporate social responsibility ensures organisations incorporate these requirements in their procedures. The concept of incomplete contracts and the creation of information asymmetries contribute to poor governance within organisations. Students will gain an understanding how legislative frameworks and organisational policies operate within the politics of corporate governance at board level. The institutional elements of corporate governance arising from finance, law and market pressures are analysed in relation to contemporary governance failures. Students will be able to relate these issues to the rise in statements of corporate social responsibility and its use in understanding and managing risk within the organisation and the impact on clients buying propensity or employees' motivation through such approaches as volunteering in the community.

Learning Outcomes for the Module

At the end of this module, students will be able to:

- Analyse and evaluate the economic and business case for effective corporate communication strategies and how they support comparative advantages to be developed and sustained at local , regional and international levels.
- Develop an appropriate e-strategy for your organisations global aspirations
- Demonstrate a critical understanding of the principles and policies of international corporate governance.
- Critique the rise in CSR and argue alternative approaches to manage risk and loyalty.

Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:

The lectures will be interactive with student participation in discussions about the context of international trade and problem based learning using case studies in the globalisation of commercial organizations and their interaction within disparate national policy frameworks. Seminars will include guest speakers responsible for international strategy of firms. Students will be allocated to small groups for various activities and workshop sessions. Tutorials will be used to ensure that students understand the material and its relevance to the programme. Within the module, students will undertake individual presentations. These will be used to highlight understanding of module content, planning and implementation of ideas and innovations, self assessment and reflection, peer/tutor discussion and review.

Assessment methods which enable student to demonstrate the learning outcomes for the Module:

Weighting:

Learning Outcomes demonstrated:

Coursework: (5000 words)

50%

1,2 3

You are charged with the preparation of a internationalisation strategy for a company that sources and distributes its products globally. You are required to identify various hubs from which to operate subsidiary operations and to present the appropriate governance structures and appropriate supply chain and logistics risk planning

Project Report and Presentation

50%

4

Present how you might introduce a CSR statement and programme into your organisation together with a risk management assessment.

Re-assessment is capped at 40%

Core Reading:

Alan M. Rugman & Richard M. Hodgetts, (2006) *International Business: A Strategic Management Approach*, 4th Edition, Prentice Hall

Argenti P A (2008) *Strategic Corporate Communication: A Global Approach for Doing Business in the New India*, McGraw-Hill Professional.

Avgerou C (2003), *Information Systems and Global Diversity*, Oxford University Press.

Galliers R and Leidner D E (2002) *Strategic Information Management: Challenges and Strategies in Managing Information Systems*, 3rd Edition, Butterworth-Heinemann.

Holtz S (2003) *Corporate Conversations: A Guide to Crafting Effective and Appropriate Internal Communications*, Amacom.

O Hair D, Friedrich G W and Dixon L D (2004) *Strategic Communication in Business and the Professions*, 5th Edition, Houghton Mifflin.

Ormeno M (2007) *Managing Corporate Brands: A New Approach to Corporate Communication*, duv.

Crane A and Matten D (2010) *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization*, 3rd Edition, Oxford University Press.

Mallin C A (2009) *Corporate Governance*, 3rd Edition, Oxford University Press.

Solomon J (2010) *Corporate Governance and Accountability*, 3rd Edition, John Wiley and Sons.

Clarke, T. (2007) *International Corporate Governance: A Comparative Perspective*, Routledge.

Indicative Reading:

Ball, McCulloch, Geringer, Minor & McNett (2006) *International Business*, 11th edition, McGraw-Hill Companies, Inc.

Branch, A. E. (2008) *Global Supply Chain Management and International Logistics*, Taylor & Francis.

Charles, E. Hill (2007) *International Business: Competing in the Global Marketplace*, 6th edition, McGraw-Hill Companies, Inc.

Clarke, T. and Chanlat, J (2009) *European Corporate Governance: Readings and Perspectives*, Routledge.

Hadjiemmanuil, C. and Norton, J. J. (2006) *Corporate Governance Post-Enron: Comparative And International Perspectives (Studies in International Financial, Economic and Technology Law*, British Institute for International & Compara.

Helen Deresky (2006) *International Management*, 5th edition, Prentice-Hall.

Lambert, D. M. (2008) *Supply Chain Management: Processes, Partnerships, Performance*

Mangan, J., Lalwani, C., and Butcher, T. (2008) *Global Logistics and Supply Chain Management*, John Wiley and Sons.

Meredith, J. R and Shafer, S. M. (2009) *Operations Management for MBAs*, 4 edition, Wiley.

Osterwalder, A. and Pigneur, Y. (2010) *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*, Wiley

Russell, R. Taylor, B. W. (2005) *Operations Management: Quality and Competitiveness in a Global Environment*, 5 edition, Wiley.

Schroeder, R. G (2007) *Operations Management: Contemporary Concepts and Cases*, 4 edition, McGraw-Hill/Irwin.

Journals:

Corporate Governance Journal
 International Journal
 Corporate Governance: An International Review
 International Journal of Disclosure and Governance
 International Journal of Leadership Studies
 Strategic Management Journal (SMJ)
 Journal of International Business Studies (JIBS)
 British Journal of Management (BJM)
 Journal of Management
 Journal of Business Studies
 Journal of strategy and Management
 Academy of Management Journal (AMJ)
 Academy of Management Review (AMR)

Internet Sources

www.supply-chain.org
www.joc.com
www.supplychain-forum.com

www.scdigest.com www.tomorrowscompany.com	
Teaching and Learning Time: 10 Hours Per Credit	Activity 300 Hours
Student/Tutor Contact Time: 36 Hours 44 Hours	Activity (E.g. lectures/seminars/tutorials/workshops etc) Lectures and Seminars Independent Guided Learning
Student Learning Time 220 Hours	Activity Essential individual development and background reading, coursework preparation

Learning Outcome module mapping

Topic		LO1	LO2	LO3	LO4				
Core Module 4	Tuning Competencies								
International organisation	Skills enabling participation in strategic decision making	X	X	X					
	Ability to do guided research	X		X					
	Ability to work independently	X	X	X					
	Skills to perform holistic judgement and abilities to make critical assessments of strategic solutions	X	X	X	X				
	Skills to manage change	X		X					
	International mobility and cultural understanding	X		X	X				
<p>Learning Outcomes for the Module At the end of this module, students will be able to:</p> <ol style="list-style-type: none"> Analyse and evaluate the economic and business case for international business clusters and how they support comparative advantages to be developed and sustained at local , regional and international levels. Develop an understanding of the appropriate operational, strategic and structural frameworks to support internationalisation and supply chain security Demonstrate a critical understanding of the principles and policies of international corporate governance. Critique the rise in CSR and argue alternative approaches to manage risk and loyalty. 									

Research Methods

The module aims to develop your knowledge and competence of the research process and the application of research methods in the area of Business and Management.

It aims to support you in the development of your specific project proposal.

It covers qualitative, quantitative and mixed method research. It focuses on research design, data collection and analysis, and the presentation of findings.

Research methods are incorporated as regular sessions throughout the Lock Down activities in order that students can both respond to assessment, formative or summative, and to ensure that sufficient progress is made across the core and pathway modules to equip them with the appropriate level of skills in research methodology for them to develop a research topic and carry out the necessary research and analysis to complete their dissertation.

No credits are awarded for this activity and no assignments are required other than those that are integrated into credit bearing module activities, course work and assignments.

Objectives	SESSION TOPIC	Time in hours
After completing this session, you should be able to: <ul style="list-style-type: none"> • Identify the main methods and methodologies that can be used for Research; • Understand the difference between Interpretivist research and Positivist research; • Understand the importance of placing your research in the context of the existing literature; • Know where to find this literature; • And how to analyse it. 	Introduction to RM and Project and Lit Reviews	2
After completing this session, you should be able to: <ul style="list-style-type: none"> • Demonstrate the reason as to why a particular Case is viable for research; • To argue and justify the rationale for choosing a particular Case or Cases and to propose the expected learnings from the Case research that can be transferred to other research. 	Case Study Research	1.5
After completing this session, you should be able to: <ul style="list-style-type: none"> • Identify the main issues associated with undertaking Qualitative research; • Identify and understand the benefits; • Identify and understand the constraints. 	Introduction to Qualitative Research	1.5
After completing this session, you should be able to: <ul style="list-style-type: none"> • to classify research interviews in order to help you to understand the purpose of each type; • be aware of research situations favouring the use of group, semi-structured and in-depth interviews, and their limitations; 	Qualitative interviews and Focus Groups	2

<ul style="list-style-type: none"> • be able to consider the development of your competence to undertake group, semi-structured and in-depth interviews, and the logistical and resource issues that affect their use; • be aware of the advantages and disadvantages of using one-to-one and group interviews including focus groups, in particular contexts; • be aware of the issues and advantages of conducting interviews by telephone and via the Internet or intranet. 		
<p>After completing this session, you should be able to:</p> <ul style="list-style-type: none"> • Decide which method of data collection through a survey would be the most suitable in varying situations; • Determine the pros and cons of each data collection method; • Decide what a suitable sample for data collection might be and determine some methods for achieving this sample. 	Questionnaire Design	2
<p>After completing this session, you should be able to:</p> <ul style="list-style-type: none"> • Select the most appropriate method for analysing your data; • Understand the most common methods of quantitative analysis available; • Interpret the results of simple quantitative analyses. 	Introduction to Quantitative Research	3
<p>After completing this session, you should be able to:</p> <ul style="list-style-type: none"> • Identify in the various project stages the key players who need to be involved; • Understand your own role in this Consulting process and know where you need to develop skills or techniques; • Know how to learn from mistakes such as: <ul style="list-style-type: none"> • raising expectations beyond what can be achieved; • inappropriate attachment to part of the process or person which/who impedes the implementation; • becoming trapped in one part of the process; • assuming change is needed when it may not be; and most importantly • failing to seek help from your supervisor/mentor/advisor when difficulties are encountered. • Understand how to achieve the success factors for an Internal Consulting Project. 	Being an Internal Consultant	1.5
<p>After completing this session, you should be able to:</p> <ul style="list-style-type: none"> • Understand the most common situations in which action research is undertaken.; • Understand the main methods which are used by action research and how to undertake an action research project; • Know the most common pitfalls that can be 	Action Research	.5

encountered by action research.		
<p>After completing this session, you should be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of different methods of analysing qualitative data; • Demonstrate a capability to analyse qualitative data; 	Coding Text	2
<p>After completing this session, you should be able to:</p> <ul style="list-style-type: none"> • Complete a Project Proposal that contains the required elements to provide for a reasonable Project Plan to be later developed; • Demonstrate through a Project Proposal that the learning objectives of this Module have been fulfilled in particular that you can: write a successful research proposal which outlines and evaluates the research process and method(s) most appropriate to investigate your own research question/subject. 	Writing a Project Proposal	1
	Total hours:	17
	Individual initial topic and research method discussions	.5 each student
	Workshop: More advanced Quantitative Data [computers] - optional	1.5
	Workshop on subject specific research methods	1.5
<p>After completing this session, you should be able to:</p> <ul style="list-style-type: none"> • Understand some of the major issues around change management; • To understand some leadership models and suggest which might be most suitable for undertaking change management; • To demonstrate which change management programme methodology is most suitable under different organisational situations. 	Change Management: for those undertaking consultancy projects	.5

CORE MODULE

<p>Module Title: Research Methods & Dissertation</p>	<p>Module Code: Level: 7 Credit: 60</p>	<p>Module Leader: Supervisor:</p>
---	---	--

<p>Assessment Details</p>	<p>Assessment methods which enable student to demonstrate the learning outcomes for the Module:</p> <ul style="list-style-type: none"> • Research proposal (minimum 3,000 words) <p>Present to the class a 15 minutes research proposal identifying the project area, the key literature, research questions (if paradigm approximate), the research paradigm data collection methodology (including instruments) and proposed analyses methods.</p> <p>Outcome 1, 2, 3, 4</p> <p>Approval for dissertation and allocation of supervisors will be given after a suitable proposal has been identified and presented. Possible topics will cover a range of issues of the programme title. Students, for example, may wish to research their own practice in the discipline or may wish to diversify in interdisciplinary research. This might take the form of action research in relation to practice based projects, design, development and critique of current and proposed assessment methodologies. Students where possible and suitable may work with existing BITE staff who teach programmes relevant to the students subject area. Other dissertations may be more theoretical and involving policy reviews, critique of ethical issues in education. In all cases supervisors will be allocated according to expertise.</p> <ul style="list-style-type: none"> • Dissertation (9,000 words) <p>Conduct a formal investigation to a publishable standard, into an aspect of management practice.</p> <p>Outcome 1,2,3,4</p> <p>To pass this module student must obtain overall 50% marks. Re-assessment is capped at 50%</p> <p>Pass criteria</p> <p>Demonstrates ability to systematically describe a specific organisation in terms of management theories and appropriate contemporary practice. Provides some critical analysis of operational aspects of same organisation. Reflects adequately on potential improvements to same organisation and is well referenced. In order to pass a module, students need to attain at least a minimum of 40% in all elements of assessment.</p>
---------------------------	---

	<p>Distinction criteria</p> <p>Evidences a subtle understanding of the position of the organisation in terms of a range of appropriate theory and contemporary practice. Focuses upon the critical analysis of relevant operational aspects of the organisation, with appropriate contrast with other organisational forms and practice. Provides a well-supported, reasoned and pragmatic set of recommendations. Evidences wide and appropriate reading in the references supplied.</p>
Indicative Content	<p>Topics</p> <ul style="list-style-type: none"> • The nature and purposes of research. • Formulation of a research topic and preparing a research proposal • Conducting a literature review related to the research topic • Methodology and data collection • Research management
Learning Strategies	<p>The learning strategy for the module requires students to commit 600 learning hours, of this there will be 30 hours of class support and 570 hours of independent and self directed study.</p> <p>The research supervision classes will be conducted throughout the block 3 period. Supervisors will provide support and guidance to students include research methods seminar. Seminars will include guest speakers responsible for research project. The majority of the module is conducted through independent learning and reference to an assigned supervisor, who will convene at mutually agreed intervals. Communication between both parties can be, if agreeable, through face-to-face, e-mail and telephone.</p> <p>This integrative module addresses a number of the Quality Benchmark Standards, most particularly the ability to acquire and analyse data and information, evaluate published research and conduct research into teaching practice. The research seminars and most particularly the project develop ability in communicating effectively both orally and in writing.</p>
Resources	<p>You will need access to these resources:</p> <p>The VLE (NETED) The Internet Word Processing software for use in the coursework Spreadsheet software like EXCEL/SPSS Printed and electronic journals.</p>
Texts	<p>Core Text</p> <p>Creswell, J. W. (2008) <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i></p> <p>Jonker, J. and Pennink B. (2010) <i>The Essence of Research Methodology: A Concise Guide for Master and PhD Students in Management Science</i></p> <p>Recommended Text</p> <p>Franses, P. H. and Paap, R. (2010) <i>Quantitative Models in Marketing Research</i></p>

	<p>Hart, C. (2005) <i>Doing Your Masters Dissertation</i>, Sage.</p> <p>Patton M. Q., (2001) <i>Qualitative Research & Evaluation Methods</i>, Sage.</p> <p>Render, B., Stair, R. M., and Hanna, M. E. (2008) <i>Quantitative Analysis for Management</i> (10th Edition)</p> <p>Badillo, P. and Lesourd, J. (2010) <i>The Media Industries and their Markets: Quantitative Analyses</i></p> <p>Lusk, J. and Shogren, J. F. (2008) <i>Experimental Auctions: Methods and Applications in Economic and Marketing Research (Quantitative Methods for Applied Economics and Business Research)</i></p> <p>Yin, R. K. (2008) <i>Case Study Research: Design and Methods</i></p> <p>Selected reading from the area of specialisation</p> <p>Journals:</p> <p>Journal of Research Practice</p> <p>Selected Journal from Pathway Specialisation</p>
Special Admission Requirements	None

Learning Outcome		
Demonstrate creativity in the application of knowledge and the ability to use techniques of research to develop and interpret knowledge for the chosen pathway. Identify an appropriate problem area and project title to be researched.		Knowledge and understanding
Identify an appropriate methodology and research design for achieving objectives by preparing a formal research proposal which will provide the basis of the project.		Analysis
		Communication
Define objectives that are realistic and feasible for tackling the research question, critically review various methods of data collection (quantitative and qualitative, primary and secondary) especially as they apply to research in your selected pathway.		Problem Solving
Analyse data and evaluate the rigour and validity of published research. Identify and review literature that underpins a research project. to reach conclusions from data and develop appropriate recommendations		Application
		Communication

Topic	Sub Topic	LO1	LO2	LO3	LO4				
	Research Methods and Dissertation								
Research management	<ul style="list-style-type: none"> Understanding aims and objectives 	X		X					
	<ul style="list-style-type: none"> Critical evaluation of subject fro precision 	X							
	<ul style="list-style-type: none"> Defining goals and objectives 	X							
Formulating research proposals	<ul style="list-style-type: none"> Literature reviews and reining topic selection 		X	X					

	<ul style="list-style-type: none"> Understanding data and information collection 		X	X					
	<ul style="list-style-type: none"> Abstracting information 		X	X					
hypothesis, experimentation & Thesis	<ul style="list-style-type: none"> Analysing and evaluation of information and data 			X	X				
	<ul style="list-style-type: none"> Implementing research 				X				
	<ul style="list-style-type: none"> Reflecting on outcomes for professional and personal development 				X				

7. Contacts

The programme management is as follows

Dean: Mr Abdul Tanveer

Programme Leader: Professor Joy Joseph

Administration: Chintan Patel

8. Admission and Duration of Programme

Admission

What English Language would I need to join this programme?

Overall IELTS Score of 6.5 or equivalent or
British English Language Testing (BELT)

What qualifications would I need to join this programme?

The entry requirements for the award are normally:

A first degree, or equivalent professional qualification

or

Significant and equivalent experience in a relevant industry context.

Admission to the programme with advanced standing is possible for applicants who already hold a recent, relevant postgraduate qualification, or who already have substantial recent, relevant experience. In this case Advanced Prior Learning (APL) or Advanced Prior Experiential Learning (APEL) credit will be given against specific modules.

Duration

Enrolments: October, January, April, July

Full-time / Full-time Block Mode

A degree, which is studied in this mode will normally take one year to complete.

Part-time / Part-time Block Mode

A degree, which is studied in this mode will normally take two years to complete depending on the modules covered each year.

With the permission of the Programme Leader, a student may change between attendance modes if it is felt that their studies would benefit as a result.

9. Learning and Teaching Strategy

The programme aims to develop an approach to learning which encourages you to “transform” and analyse critically rather than simply to “reproduce” the theories and ideas to which you are introduced. Overall the intention is to enable you to develop as someone who is proficient in the acquisition of the relevant knowledge and skills in the various fields of management and someone who is committed to a critical understanding of your own learning and potential professionalism. A variety of teaching methods will be used and you will be expected to lead discussions based on your own research activities and to work in tandem with colleagues to present information and solutions to case problems. At all times you will be encouraged to reflect on, and take responsibility for, your own learning. The tutorial and seminar groups are a key component of the programme and aim to help you to analyse the underlying principles and practices of management and assess their application to issues in a specific organisation. The main approaches to learning and teaching on the programme can be summarised as:

- an emphasis on the role of learners in acquiring knowledge; the view that learning is not something that happens to students, it is something that students make happen
- a need to develop the skills of a self managed learning process
- a need to develop the skills of self-assessment
- an awareness of the challenge of working at postgraduate level and the importance of developing a critical approach to study
- an awareness of learning as an activity to be supported by and shared with others – colleagues, mentors, tutors.

10. Learning and Development

Considerable importance is attached to student learning and development during the programme. This is emphasised during induction. Throughout the academic year workshops and seminars are conducted to build essential skills, including:

- Identifying the requirements of postgraduate study, particularly in terms of the nature, depth and quality of required work;
- Applying and developing a range of basic study skills with respect to the different modules
- Formulating and implementing strategies for effective self-managed learning.

11. Resources

11.1 Library Service

Students will have access to all libraries within the Institute. The Library also offers a wide range of online resources and services to support the courses at Institute which include full text journals and e-books. journal articles key textbooks and law report from Westlaw, the UK's leading online law resources. The library is equipped with 70 networked computers, all with USB Ports and Internet access. The library also has Wi-Fi connection so that students can use their own laptops and tablets.

The library provides self-service printing and photocopying facility to students on the prepaid cards. The library also provides spiral binding and lamination facility. Scanning and CD-write facilities are also provided by the Library.

The Library uses the Heritage automated library management system providing a full range of circulation services as well as acquisitions, cataloguing and classification functions. Access to the Library catalogue and all electronic resources is available across the internet to any PC in the Library or anywhere else from the Institute's website. This gives students facility to search, reserve or renew books or any other catalogued item from home.

Library Opening Timings: The Library remains open for extended hours on all week days from 9am to 6pm.

11.2 IT facilities

The Institute has 15 lecture rooms with audio and video facilities, the electronic projectors connected to the PCs or laptops. Every lecture room has Internet available through the University's Wi-Fi. The Institute has 8 state-of-art laboratories with more than 200 PCs. The PCs are wired to the fast Internet, and have USB ports and necessary software. IT department offers support to students and staff with the variety of new technologies that can support teaching and learning. This includes hardware devices such as laptops, electronic projectors digital cameras and associated software, IT department also supports moodle, the University's Virtual Learning Environment. It also manages students' email accounts, Turnit in accounts, and server software.

IT department runs a laptop loan scheme which allows students to borrow a laptop free of charge for 6 hours. These laptops have most software installed on them and can connect to the campus Wi-Fi network.

11.3 Virtual Learning Environment

The main features of moodle are: the delivery of course content; discussion forum; announcements and notifications facility; student feedback, calendar and building an e-profile. moodle is extensively used by the University's staff and students as an effective online teaching and learning platform.

Information about assignment submission dates and examination timetables is posted on moodle well in advance so that students do not miss any of the

information pertinent to their programme or module. Assignment and examination results are posted as soon as they become ready to be made available to the students (normally after an Assessment Board has been held).

12. Assessment and student conduct

Student assessed work refers to any formative or summative work that students are required to undertake as part of their module/course requirements. As such, this includes, coursework (essays, reports, portfolios, physical artefacts, etc), final year projects or dissertations and examinations.

Coursework Submission

1. For every module, students must be informed, normally in writing, about the assessed coursework requirement.
2. At the outset of each module, students should be given information which supplements that given in the module specification, for example the range of topics and lengths of essays required. Where material other than essays is required, descriptors should be used which characterise the particular nature of the coursework.
3. The coursework submission date should also be stated at the commencement of the module. Where two coursework submissions are required within a module, the first of these must be announced at the very commencement of the module, and a complete list of submission dates must be published no later than a quarter of the way through the module.
4. Normally students should be informed about the coursework title and/or specific requirements at the start of a module. Where this is not possible, and exceptionally, students must be informed about the title/assignment requirements at least three weeks before the submission date.
5. The point at which, and the manner in which the announcement will be made of the detailed arrangements for coursework submission (e.g. to whom, where, how, at what time etc) should be stated when the submission dates are published. It should be made clear to students that if they miss this announcement they are responsible for finding out about, and complying with the submission arrangements.
6. Submission arrangements should include a method of recording the receipt of coursework which can be made available for inspection in the event of a student disputing a non-submission decision.
7. Marks will be deducted for unauthorised late submission of coursework in accordance with the Institute Policy.

RESEARCH METHODS

- Research Methods will be delivered as a three-day block towards the end of the first semester.
- An important aim of the programme will be to give guidance on how to develop the registered Research Topic into a Research Proposal.
- The Research Proposal will be formally submitted by the middle of the second semester. The supervisor will have given guidance to the student and confirmed his approval of the topic as suitable for the dissertation.
- The proposal will be formally assessed and a pass mark required before continuation to the dissertation. In the case of failures one resubmission will be permitted.
- A member of the Institute academic staff will be involved in the Research Methods block as a Keynote Speaker.

Conduct in Assessment

You are strongly advised to adhere to all Coursework deadlines set by Module Tutors. Cheating, plagiarism or unfair means used to attempt to enhance performance will be viewed as an extremely serious offence. Further detailed information can be found in the institute's Examination and Assessment Regulations.

Conduct in Examination

Prior to commencing any examination you are advised to study carefully the Instructions to Candidates, which are available to all students. Its provisions include:

- candidates are not permitted to leave the examination room in the first 45 minutes or the last 30 minutes of the examination
- candidates who attend an examination more than 10 minutes late will not be admitted
- candidates are permitted to have only non-programmable calculators
- candidates may have on their desks only pens, pencils or other writing implements along with material specified by staff for the examination in question
- candidates may not speak with other candidates or do anything which might disturb them

- candidates must not remove stationery from the examination room
- candidates may not leave their seat or the examination room without the permission of the invigilator
- on leaving, candidates may not return without permission of the invigilator.

13. Feedback of assessed work

1.The INSTITUTE policy for the feedback of assessed work is that students should get their feedback on their assessed work within five calendar weeks of the submission date.

2.Module leaders are encouraged to publicise the date of return of coursework. This should appear in the module guide.

3.If a member of staff is ill or unable for other justified reasons to meet the revised feedback deadlines, arrangements should be made, where possible, for others to both mark the work and provide feedback to students. If this is not possible, all students must be properly informed that there will be a delay and when they can expect to get feedback on their work.

13.1 Principles of feedback

For all feedback given to students on any type of assessed work the following principles apply:

- (i) Feedback should relate to the intended learning outcomes of the module and the assessment criteria.
- (ii) Feedback should inform students of both the strengths and areas for improvement in their work.
- (iii) The feedback should justify the grade and/or mark awarded for the assessed work.
- (iv) The feedback provided should help the student to know how the assessed work could have been improved and help the student learn for other assessed work on the module and/or course being studied.
- (v) Feedback should encourage students to reflect on their own performance and feel that they know how they could improve.
- (vi) Written feedback should be legible and understandable to students.

13.2 Guidelines for feedback for different types of assessed work

The different types of student assessed work are subsumed into five categories: coursework, presentations, group work, final projects/dissertation and examinations. Brief guidelines for feedback are given on each.

(a) **Coursework.** Coursework includes essays, reports, other written assignments, portfolios and physical artefacts that students are required to submit as part of their module assessment work. All coursework returned to a student should have both a cover sheet in which the mark is given together with comments reflecting the above stated feedback principles. In addition, more detailed, specific comments should be made on the students' actual work. This is most likely to apply to written coursework, reports, project reports and dissertations. Detailed comments on the actual student work may address both academic content and, where appropriate, grammar, spelling and expression.

(b) **Presentations.** Where individual students or small groups of students are required to give a presentation (this includes demonstrations and similar types of activities) that is marked, and contributes to the overall mark for a module, there should be two independent markers for a sample of presentations. The sample must be at least that required for moderation of coursework (that is 10%). These markers should agree a mark after the presentation. For final year undergraduate projects and Masters Projects all presentations must be double marked. Written feedback on the strengths and weaknesses of the presentation should be given to each student, and, when a small group, to the group as a whole. It is good practice to video the presentation so that the external examiner can check on marking standards.

(c) **Group work.** Group work includes both written work submitted as a group effort, presentations and any other assessed work submitted as a group. The module guide or assignment task descriptor must identify to students the method to be used to award group marks. Group work also includes work undertaken by a group which is then written up separately by each student in the group. For the latter, feedback should follow the guidelines for coursework given above. For the former, feedback should be given both to the group as a whole and to each individual member of the group. Feedback for each individual member of the group should include both academic feedback and feedback on their contribution to the group as a whole. Where differential marks may be awarded to different members of the group justification should be given about the awarding of different marks to individual group members. If a student disputes the differential award of marks, a transparent process should be in place to resolve the dispute.

(d) **Final project and dissertations.** This type of assessed work relates to both final year undergraduate projects and project reports/dissertations for the postgraduate award of a masters degree. Such project reports/dissertations should provide feedback on a standard cover sheet. Comments on strengths, weaknesses, omissions, etc. together with the mark or grade should be given on this cover sheet. More detailed comments may be given on the report/dissertation itself. Final project reports and dissertations should be handed back to students within the return guideline of five weeks.

(e) **Examination.** A clear feedback informing student about his/her strengths and weaknesses should be provided on the answer scripts or on a separate sheet. Each question answered must have a mark and, where a question is in parts, each part should have a mark. The overall mark for the examination should appear on the student's examination script. First marker should clearly mention where student has lost marks. Where anonymous blind moderation or double marking is carried out the examination script should have the marks entered after this process. A student can request for feedback of the internal or external examiners' comments. The feedback should be provided in an "in intelligible form" and if necessary student could arrange a face-to-face meeting with the examiner to discuss the feedback. If a request for feedback is made before results are announced, there is a limit of five months from the request or 4 weeks from the announcement of the result, whichever is earlier.

14. Programme Management

14.1 The responsibility for the programme rests with the Principal. The operation and administration of the programmes are the responsibility of the Associate Dean (Administrative), assisted by a Dissertations Tutor and Examinations Officer. The Associate Dean is responsible to the Dean. It is the role of the Associate Dean to –

- Oversee all planning and development of the course.
- Agree timetables and availability of staff with heads of subject areas and with module leaders.
- Chair meetings of the course committee.
- Ensure that all student assessments are presented to the Assessment Board as required.

14.2 Course Committees will be convened by the Associate Dean each Semester. The dates are subject to change, so please refer to the notice board for information.

14.3 The membership of the Course Committee is comprised of the following:

- The Associate Dean
- All members of staff teaching on the programme
- 2 student representatives

14.3.1 Terms of Reference of the Course committee

The terms of reference of the Course Committee will be as follows:

To be responsible for the quality of the course by:

- considering annual reports and reviews of the course, in accordance with INSTITUTE procedures, and ensuring that appropriate action is taken before they are forwarded for scrutiny by INSTITUTE Academic Board
- Ensuring that relevant documentation and other evidence is prepared for the INSTITUTE review processes.
- Ensuring that the course admissions policy is implemented within the framework identified in the general regulations of INSTITUTE.
- Monitoring the programme and ensuring that the content, delivery and assessment are kept up to date and remain appropriate.
- Considering any proposal to change the content, delivery and assessment of elements of the course before that change is validated in accordance with INSTITUTE's Quality Manual.
- Ensuring that any policy statement issued by the Institute that has an impact on course design and delivery is implemented.
- Ensuring that liaison takes place with other courses and subject areas and considering the impact of change on other courses and subject areas when necessary, before introducing changes which might affect them.
- Advising the Programme Director concerning scholarly activity and other forms of staff development to enhance understanding of the course and its delivery to students.
- Considering proposals for external examiners for the course and agreeing those to be submitted for consideration and approval by the relevant INSTITUTE committee.
- Considering reports by external examiners and ensuring that appropriate action is taken.
- Providing a forum in which students can express their views about the management, content, delivery and assessment of the course and ensuring that where appropriate, action is taken in response to issues raised by the students.
- Ensuring that a student feedback report is produced for inclusion in the annual review of the course, and that the outcome thereof is reported back to student representatives.

15. Assessment Strategy

The assessment strategy devised for this programme takes into account both the mode of assessment and its timing within the course. Each module comprises at least two different forms of assessment. At the beginning of each semester students will be given a schedule, which clearly identifies deadlines for each type of assessment on each module.

The modes of assessment used in the postgraduate programme fall into the following categories:

- End of module examination
- Individual assignment or project
- Group assignment or project
- Individual presentation
- Group presentation
- Continuous on going assessment

The mode of assessment used for each module is designed to match the learning outcomes and assessment criteria for that module. These assessments will help build the learners knowledge in the relevant areas.

- To assess proposals or develop proposals of their own based on research (assignments and projects, research methodology).
- To work with others on a specific project (group assignments and projects).
- To present their findings or ideas to line managers, colleagues and clients (presentations and the presentation skills training).

16. Assessment Schedule

16.1 The course schedule will be provided by the Dean.

16.2 All examination dates will be posted on the student notice board and on the INSTITUTE website at the beginning of each semester.

16.3 Opportunity for re-sitting examinations will be offered prior to the Commencement of the subsequent semester.

16.4 Dates for the submission of assessed work will be notified to students by the individual module leaders.

16.5 The policy for feedback of assessed work is that students will get a written feedback within six calendar weeks of the submission date.

17. Assessment Board Arrangement

17.1 Students will be assessed through the Programme Assessment Board. The constitution and function of the Assessment Board is in accordance with the Institute regulations.

17.2 The Assessment Board shall consist of:

- The Dean or designate (The Chair)
- External Examiner
- Programme Leader
- Course Tutors
- Members of staff substantially involved as teachers on the course
- The INSTITUTE Academic Registrar or representative acting as secretary to the Board

17.3 The terms of reference of the Board are to control, consider and adjudicate the formal assessment of the students following the course for which assessment the Board takes responsibility. The general responsibilities of the Assessment Board are to ensure that

- The appropriate academic standards are maintained.
- The process of assessment is carried out fairly between one individual and another.
- The component parts of assessment and level of performance expected are in accordance with information previously supplied to the candidates in good time.
- As far as is possible, all relevant circumstances affecting individual candidates are taken into account.

17.4 Specifically, the Assessment Board is responsible for:

- Determining the detailed arrangements by which assessments are to be made and the form and content of all assessments involved in the programme.
- Considering module results.
- Determining overall assessment outcomes for individual students which shall include decisions upon:
 - Progression between stages or years within a scheme of study.

- The conferment and classification of awards.
- The retrieval opportunities for students who have failed one or more Modules of study.
- The exclusion of failed students.
- The award of APEL credit.
- The award of APCL credits.

17.5 There are two meetings of the Assessment Board each year in February and June. At the end of each semester the marks for each completed module will be moderated and a decision confirmed relating to the progression of the student, or the conferment of an award. Individual external examiners will be present at all meetings of the Board.

17.6 There will be at least two external examiners appointed to the programme.

17.7 Each module is assessed by at least two different forms of assessment, one of which should include an element of individual work. Assessment of options should normally focus on a piece of work, carried out individually by students. Information about the weighting of the different modes of assessment for individual modules and the particular nature of the assessment is to be found in the module descriptions.

17.8 The mark for each module is the aggregate of the various elements of assessment. The pass mark for all modules is 40%, with minimum of 35% on any component.

18. Assessment Offences

For the purposes of the Institute's and Universities Regulations, an assessment offence is defined as any action(s) or behaviour likely to confer an unfair advantage in assessment, whether by advantaging the alleged offender or disadvantaging (deliberately or unconsciously) another or others. Examples of such offences are given below: the list is **not** exhaustive.

- Importation into an examination room of materials other than those which are specifically permitted under the regulations pertaining to the examination in question.
- Reference to such materials (whether written or electronically recorded) during the period of the examination, whether or not such reference is made in the examination room.
- Copying the work of another candidate
- The submission of material (written, visual or oral), originally produced by another person or persons, without due acknowledgement*, so that the work could be assumed to be the student's own. For the purposes of these Regulations, this includes incorporation of significant extracts or elements taken from the

work of (an)other(s), without acknowledgement or reference*, and the submission of work produced in collaboration for an assignment based on the assessment of individual work. (Such offences are typically described as plagiarism and collusion.)

*(Note: The incorporation of *significant* elements of (an)other(s) work, even with acknowledgement or reference is unacceptable academic practice and will normally result in failure of that item or stage of assessment).

- Being party to any arrangement whereby the work of one candidate is represented as that of another.
- If an examiner suspects that a candidate has breached the regulations, the matter will be dealt with under the *Procedure to be followed in the Event of a suspected Assessment Offence, Part 8, paragraph 2* of the Manuel of General Regulations. If it is determined that a breach of regulations has taken place, a range of penalties may be prescribed which includes exclusion from the programme.

19. Student Support

19.1 Student Support Centre

The programme aims to provide consistent and continuing support for students through staff involved in teaching, administration and programme management. The Programme Manager will support the module and personal tutor on the programme

The Centre is staffed by a team of professional administrators, and offers a range of services, support and advice in key areas. An example would include: enrolment and accommodation queries; requests for letters to the Home Office; reference letters for work and for bank accounts, and general assessment queries. Most student support needs can be met directly by Support Centre staff, who work closely with the academic tutors. They are also able to refer students for more specialist support and guidance on counselling, careers etc.

The Student Support Centre has opening hours to meet the needs of both full-time and part-time students as follows:

Monday – Friday: 9.00 am until 6.00 pm

20. Formal and informal feedback from students

There are a number of formal mechanisms that operate at INSTITUTE for students to provide feedback on the quality and their satisfaction with all aspects of their teaching and learning experience. These are in addition to informal feedback mechanisms which include:

- Discussing matters with the lecturer at the end of a class
- Informal discussions with key staff such as Module Leaders, Programme Leaders and Associate Deans.
- Meeting and discussing with the Head of Student Services and/or the members of the student support team

All outcomes to student feedback are published via Moodle so that you are aware of the actions which have been taken.

The **Course evaluation survey** is the formal mechanism for obtaining feedback from all students about their learning experience. Each semester all students on each programme of study are given the opportunity to provide formal feedback using the student evaluation survey. The feedback form is used by the quality unit of the Institute to identify areas of student dissatisfaction and best practices to enhance the quality of teaching and learning experience of the students. Feedback form is appended at the end.

21. Extenuating Circumstances

21.1 Introduction

On occasion you may experience events that may have a significant impact on your ability to complete a piece of coursework (assignment or project/dissertation) or attend an examination. To ensure that all students are treated fairly and equitably it is important that INSTITUTE has a procedure for granting coursework extensions or deferrals of examinations where circumstances are deemed to be valid and supported by third party evidence.

An outline of the principles and procedure is given below together with a flow-chart diagram summarizing INSTITUTE's procedure.

21.2 Principles

- (a) If you hand in a piece of coursework or attend an examination INSTITUTE takes this as a declaration that you are fit to be assessed and your work marked. No claim for extenuating circumstances can subsequently be made.

- (b) If you make a claim for an extension to coursework or deferral of an examination after the date of the deadline or the time/date of the examination your claim will not normally be considered.
- (c) The only members of staff at INSTITUTE authorized to grant an extension to coursework are Programme Leaders, Associate Deans and Deans. Only an Extenuation Panel has the power to grant deferral of an examination. The flow diagram summarises the procedure and states the extent of the authority of designated staff and the Extenuation Panel to grant an extension or deferral.

Extenuating circumstances are genuine circumstances, beyond your control or ability to foresee, and which seriously impair your ability to undertake and complete an assessment task(coursework, project/dissertation or examination).

Extenuating circumstances do not excuse you from completing an assessment task. You must always demonstrate that you have achieved the required learning outcomes to pass a module and meet the programme requirements for progression or for an award be made.

Programme Leaders, Associate Deans and Deans deal with circumstances that affect the whole class, for example, disruption to an examination or prolonged absence of a lecturer.

21.3 Extensions

An extension is defined as permission to hand in a piece of coursework after the published deadline and without incurring a penalty. An extension for coursework can only be granted for **up to three weeks** after the published deadline. Beyond three weeks requires an Extenuation Panel to meet to consider your circumstances in order to grant a **deferral**.

A Programme Leader may grant an extension for up to **one week**. Beyond one week and up to three weeks requires a decision by an Extenuation Panel. Extensions may not be granted by lecturers, module leaders or project/dissertation supervisors.

All requests for extensions must be made by completing the pro-forma and supplying independent, third party evidence. Without supporting evidence an extension cannot be granted.

21.4 Deferral

A deferral is defined as permission for you to delay an assessment task for longer than three weeks. A deferral requires you to do a new assessment task or take a different examination paper. For a project/dissertation a deferral may be granted as long as your work is deemed original and unique to you and does not rely on other students in any way.

A deferred examination requires that you take the equivalent examination at the next opportunity when the module is taught. This would normally, but not always, be the next semester. Deferral of coursework means that you may only be considered for confirmation of marks, progression or award at the next appropriate Assessment Board.

21.5 Making a request for an extension of a coursework deadline

If you are unable to submit an assessment by the deadline because of extenuating circumstances you must contact either your Programme Leader or Associate Dean **before** the deadline so that you can submit a request for an extension. **All** applications for an extension **must** be submitted in writing using the **Extenuating Circumstances Form**. An electronic form may be downloaded from the INSTITUTE website. Supporting third party evidence **must** be provided at the time of making the request for an extension. **Requests submitted after the deadline cannot be considered.**

You must submit the completed Extenuating Circumstances Form together with supporting evidence to your Programme Leader or Associate Dean. Your Programme Leader may grant an extension for up to a week if the request is deemed to be valid and the supporting evidence objective. An extension for longer than a week will be dealt with by the Academic Registrar who will receive your request from your Programme Leader or Associate Dean.

When a request for an extension is approved a new submission date will be given to you. You must hand in the coursework by this extended date. No penalty will be incurred. **If you hand in your coursework after the extended submission date you will be awarded a mark of zero.**

21.6 Making a request for deferral of an assessment

If extenuating circumstances prevent you from attending an examination or mean that you need longer than three weeks extension for your coursework you will need to request a deferral. All requests for referral of an assessment must be made in writing, **before** the assessment deadline or examination date. You must use the **Extenuating Circumstances Form**

In exceptional circumstances you may contact your Programme Leader or Associate Dean on the day of the examination if, for example, an accident or personal injury prevents you from attending the examination. If you do not provide supporting independent evidence as soon as possible after the incident you will be recorded as absent and a mark of zero be given.

21.7 Third party evidence

When completing the Extenuating Circumstances Form you must provide all relevant facts together with supporting independent evidence. Third party evidence includes:

- Medical certificate or doctor's note which must bear the GP's stamp and/or be on appropriately headed, official note paper.
- A letter from a family member concerning, for example, bereavement accompanied by a copy of the death certificate.
- A letter from someone who has been providing non-medical support, such as a counselor.

An Extenuating Circumstances Form submitted without any supporting third party evidence will not be considered for a coursework extension or assessment deferral.

Further information concerning examples of what would and would not normally be considered as valid and invalid extenuating circumstances is provided on INSTITUTE's website.

21.8 Actions that INSTITUTE can take

If the Programme Leader/Associate Dean or the Extenuation Panel decides that you have made a valid application for a coursework extension or assessment deferral, the assessment will be marked as a first attempt, in which case the assessment will be awarded a mark reflecting its full value.

If your request for an extension or deferral is refused you must attempt the assessment. If you do not attempt the assessment an *absence* and mark of zero will be recorded. This will mean that the assessment will count as a failed attempt and may result in you failing the module, not being able to progress or not being able to receive an award.

Extenuating circumstances cannot be used as a reason to raise marks, waive pass requirements of individual modules, reduce the requirements for progression, or raise the overall marks or classification for an award.

21.9 Data Protection Act

In submitting an application for an extension or deferral on the grounds of extenuating circumstances you are agreeing to INSTITUTE holding this personal data for the purposes of processing and deciding on the request.

21. 10 Disabilities Discrimination Act, Part IV

If you are providing information about your disability to support a request for an extension or deferral, please note that this does not count as disclosure to INSTITUTE as these forms are intended for use only by staff to determine whether your request should be granted. You are strongly urged to disclose any disability, persistent medical condition or learning difficulty to the Programme leader.

Further information

Please see INSTITUTE's website for full information about extenuating circumstances.

22. Academic Appeals

22.1 Making an appeal against an Assessment Board decision

Scope and grounds for appeal

The procedure for appeals Against Assessment Board Decisions is concerned solely with appeals arising from a request that an Assessment Board reconsider its decision. Any complaint about the service that INSTITUTE provides to you and is not directly related to academic matters should be dealt with through the Student Complaint Procedure. Full details about both procedures are available on INSTITUTE's website.

Grounds for appeal

An appeal against any decision made by an Assessment Board may only be made on the following grounds:

- a) The assessment was not conducted in accordance with the current regulations for the programme, or there has been a material administrative error or some other material irregularity relevant to the assessment has occurred;
- b) The judgement of an examiner or examiners was improperly affected by personal bias;
- c) That misleading information was provided about the assessments and/or examinations;
- d) For a student with a disability or additional needs, the assessment was not correctly carried out, or the support identified was not provided, or the agreed assessment procedures for that student were not properly implemented.

Disagreement with the academic judgment of an Assessment Board in assessing the merits of an individual piece of work, or in reaching any assessment decision based on the marks, grades and other information relating to the candidate's performance, cannot in itself constitute grounds for a request for reconsideration by a student.

22.2 Four stages of appeal

There are four stages in the Appeals Against an Assessment Board Decision procedure:

- Stage 1 Conciliation
- Stage 2 Formal appeal
- Stage 3 Academic Appeals Panel hearing
- Stage 4 Independent review

Stage 1: Conciliation

The conciliation stage is an informal process. If you think that you may have grounds for an appeal, or are seeking clarification of an Assessment Board's decision, you should first attempt to conciliate with the Chair of the relevant Assessment Board, or in her or his

absence, the Associate Dean or Programme Leader. You must do this within ten days of the publication of your results from the relevant Assessment Board. Only when the informal stage of conciliation has been exhausted, you remain convinced that you have grounds for an appeal, should you initiate formal (Stage 2) procedures.

Stage 2: Formal appeal

Where the Stage 1 Conciliation is unsuccessful, you must submit your appeal using the Appeal Against Assessment Board Decisions Form. This must normally be completed within five working days of the conciliatory meeting or no longer than fifteen days after publication of the results from the relevant Assessment Board. The completed form should be submitted to the Academic Registrar.

On receipt of the Appeal Form Academic Registrar will consider your appeal to establish whether there is a prima facie case for the appeal. The grounds for appeal detailed above will be referred to in helping to make a decision. Where the Academic Registrar deems there to be a prima facie case for an appeal, a meeting of the Academic Appeals Panel shall be called to hear the appeal. This meeting will normally take place within fifteen working days of receipt of your completed appeal form.

Full details concerning how to complete the form and the kind of evidence that may be acceptable are provided on INSTITUTE's website.

Stage 3: Academic appeals Panel hearing

The Academic appeals Panel is made up of a Chair (normally the Principal or Deputy Principal) and three other members, including a student representative. You have the right to appear before the Panel and to be accompanied and assisted by a friend. The friend must either be another student enrolled at INSTITUTE or a member of staff at INSTITUTE. If you do not appear before the Panel the Panel will decide whether or not to proceed with hearing your case in your absence.

The Academic Appeals Panel shall be empowered to either:

- (a) To refer the matter back to the relevant Assessment Board
- (b) To dismiss the appeal.

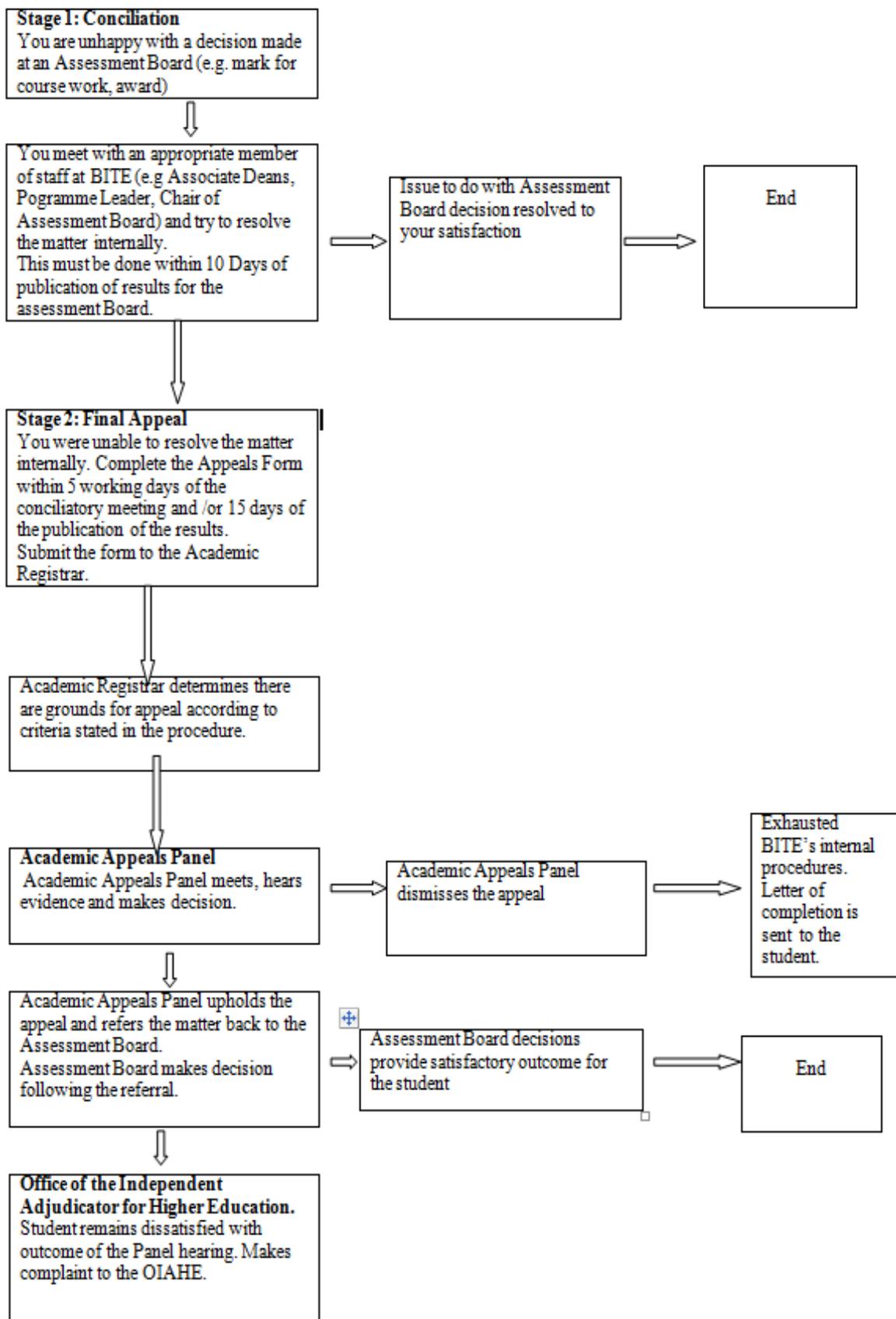
In making a referral back to the relevant Assessment Board, the Academic Appeals Panel shall state the grounds on which it has reached its decision and what matters it requires the Assessment Board to consider further. There is no provision for you to appeal against the decision of an Academic Appeals Panel.

Stage 4: Independent Office and In UK Independent adjudication

Independent office is regulated by the ministry of science and higher education in Poland.

Under the Higher Education Act 2004 UK provision is made for you to refer your complaint to the Office of the Independent Adjudicator for Higher Education (OIAHE) when the INSTITUTE's internal student complaints and appeals processes have been exhausted, and the student remains dissatisfied with the outcome. On completion of INSTITUTE's internal Appeals Against Assessment Board Decisions you will be issued with a Completion of Procedures Letter by the Academic Registrar.

When a student has exhausted all the provisions for appeal at Institute, he/she may approach the collaborative university for appeal.



23. Complaints

- These notes are intended to provide you with a user-friendly guide to how you can raise a complaint about any aspect of INSTITUTE's facilities or services that it provides to you. INSTITUTE has many ways in which you can raise a concern which should not need you to use the formal Complaints Procedure. For example, you can raise concerns with your lecturers, through your course representatives; through your Programme Leader or Associate Dean. You should try your best to resolve any concern you have at an informal level first. Only when you feel that this has not worked or that the matter is serious should you use the formal Complaints Procedure.
- These notes give you some guidance about how to raise a complaint, however, you must carefully read INSTITUTE's Complaints Procedure which can be found on INSTITUTE's website or you can obtain a copy from the Academic Registrar.
- There are a number of circumstances under which you **cannot use** the Complaints Procedure. If your dissatisfaction is something to do with marks you have been awarded for your coursework, dissertation or an examination, or to do with an academic award (undergraduate or masters degree) that you have been made, then you will need to use the Appeals Against Assessment Board Decisions procedure. This can be found on INSTITUTE's website or you can obtain a copy from the Academic Registrar.
- If you are dissatisfied with services or facilities that are outside of INSTITUTE's control you cannot use INSTITUTE's Complaints Procedure. However, staff at INSTITUTE might be able to help you with identifying how to make a complaint and to whom to make your complaint.
- It is not possible for someone else to raise a concern or complaint on your behalf, even if they are your parent, spouse, brother or sister. INSTITUTE has a clear formal relationship with you, it does not have any formal relationship with anyone else on your behalf, even if, for example, your parent or spouse is paying your fees for the programme you are studying at INSTITUTE. Consequently, while you can obtain whatever advice and support you wish in formulating your complaint it must be you who personally who raises the complaint.
- The Complaints Procedure encourages you to try to sort out your complaint at an **informal level (Stage 1)** first. If you do wish to make a formal complaint this must be done in accordance with the Complaints Procedure and you are required to complete the **Complaints Form for any Stage 2 complaint**. If you write to or e-mail any member of staff without completing the Complaint Form this will not be regarded as a formal, Stage 2 complaint. Where the issue you raise is potentially serious, staff at INSTITUTE will be advised not to respond to your written communications until you have completed and submitted the Complaint Form. Similarly, if a member of staff has tried to resolve a complaint at Stage 1 or informally with you, but after an exchange of correspondence, has not managed to achieve resolution with you, INSTITUTE staff have been advised not to respond further unless you raise the complaint at Stage 2. In both cases, the member of staff will say to you what they are doing and refer you to the formal Stage 2 Complaints Procedure and the need to fill in the Complaints Form.

- If you wish to raise an issue in confidence you are able to do so. In fact, if you raise an issue with a member of staff, they need your permission before they can discuss it with anyone else. However, you should be aware that there is often little that can be done if you do not give this permission. In any event, all concerns and complaints will remain confidential to those people who are directly involved in any investigation into a complaint that you make. This applies to any of the three stages in INSTITUTE's Complaints Procedure.
- It is a breach of both the staff and student disciplinary procedures for anyone to victimise you for raising and/or submitting a complaint. Your complaint does not have to be found to be justified, you simply have to be raising it in good faith, that is, believing it is a valid complaint. On the other hand, if you make or support a complaint that you know is untrue or unfounded, you are liable to be disciplined.
- In general, making a complaint will not and should not have any noticeable impact on the day-to-day working relationship between you and any members of staff. However, there are circumstances and types of complaint that could adversely affect your relationship with one or more members of staff, for example, if you have specifically complained about them. INSTITUTE is confident that no member of staff would victimize you, in any way, if you make a complaint, whatever the circumstances. We understand that you may not be confident that this is the case. INSTITUTE therefore has to balance the need to avoid unnecessary disturbance to you of your existing teaching, supervision and assessment arrangements, with the need to demonstrate beyond doubt that you have not been victimised as a consequence of raising your complaint.
- If you have a general working relationship with the relevant member of staff (for example, the member of staff teaches on a module you are studying), it is expected that both you and the member of staff will continue the relationship in a professional manner and allow matters that you are complaining about to be progressed through the Complaints Procedure. Only in exceptional circumstances will the Academic Registrar consider agreeing to making alternative working arrangements while your complaint is being investigated. On the other hand, if you have to work more directly with the relevant member of staff (for example, he or she supervises your dissertation, or would normally assess and mark your work before the investigation into the complaint is likely to be completed) the Academic Registrar will endeavour to make alternative arrangements if you make such a request or it is deemed appropriate given the circumstances.
- 13. To make a formal **Stage 2** complaint, in line with INSTITUTE's Complaints Procedure, you must fill in each section of the Complaints Form and submit it to the Academic Registrar. The Academic Registrar will first ensure that the complaint you are making is most appropriately dealt with through the Complaints Procedure or is more appropriately dealt with through the Appeal Against Assessment Board Decisions. If the latter your complaint will be dealt with through this procedure and you will be informed of this in writing. If your complaint is appropriate to the Complaints procedure you will receive an acknowledgement letter within five working days of your submission of the Complaints Form.
- The Director of Quality and Academic Registrar will appoint an appropriate manager to investigate your complaint. The appointed manager will, in most circumstances, want to speak to you about your complaint to clarify matters to do with the issues that you have raised. The investigating manager will submit a report to the Director of

Quality and Academic Registrar. The report will provide a summary of the evidence gathered about the complaint and make one of three general recommendations:

- to dismiss the complaint
 - to suggest an amicable settlement to you, as the complainant
 - to find the complaint justified and make suggest an offer of redress.
- You will receive a letter from the Director of Quality and Academic Registrar within 15 working days of the Complaint Form being received. The letter will address each complaint made and justify the grounds upon which decisions have been made. A copy of this letter will also be given to the Director of Education and Research and the Head of Quality.
 - If you are not satisfied with the response you may move to Stage 3 and lodge an appeal to the Director of Quality and Academic Registrar. This must be done using the Appeal Against the Outcome of a Complaint Form. Within 10 working days the Director of Quality and Academic Registrar will decide if there is a prima facie case to refer to matter to the Complaints Review Panel. You can expect to receive a letter within 10 working days of submitting the Appeal Against the Outcome of a Complaint Form informing you of whether or not a Complaints Review Panel will be convened to look into your appeal. A Complaints Review Panel will be convened within 15 working days of submission of your appeal and you should expect to receive a letter detailing the outcome within 5 working days of the Complaints Review Panel having met. If your appeal is upheld the letter will inform you of what action has been taken or is proposed in the light of the Panel's recommendations.
 - You may only complain to the Validating University (the University who makes the award for the programme that you are or have studied on) on academic matters. Please read the Appeals Against Assessment Board Decisions Procedure.
 - If you are not satisfied with the response to your appeal (as a result of submitting the Appeal against the Outcome of a Complaint Form) you may go externally to the Office of the Independent Adjudicator for Higher Education (www.oiahe.org.uk). The Office of the Independent adjudicator will only look at you case only if you have exhausted the internal procedures of INSTITUTE. The Office of the Independent Adjudicator is a body set up by the Government and which is independent of INSTITUTE, Universities and other institutions of higher education.
 - The flow chart summarises the various stages and timescales of INSTITUTE's Student Complaints procedure.

24. Equal Opportunity policy

INSTITUTE is committed to promote equal opportunities and diversity and encourages fairness and justice throughout the organisation. The equal opportunity policy aims to

cover all the aspects of employment and academic life, recruitment, pay, terms and conditions of service, promotions, grievance and disciplinary procedures, curriculum, pedagogy and assessment, and admissions practices.

The equal opportunity policy aims to provide equality of opportunity with respect to the following:

Age, colour, ethnic origin, family responsibility, gender, marital status, maternity and pregnancy, nationality and race, religion, belief, sexual orientation, disability and socio-economic status. The Institute ensures that the vision and the mission of the Institute do not contravene the equal opportunity policy.

Note:

Full information on Equal Opportunity policy can be found on our website

25. Attendance policy

INSTITUTE is committed to promote and enhance student engagement and participation across all the programmes taught at its campuses.

The Student Attendance Policy provides clear guidance both to students, enrolled for various courses at the campuses of INSTITUTE, and to the academic and administrative staff who implement these policies. The attendance policy ensures that INSTITUTE's commitment to make sure that students' engagement and participation is achieved to a satisfactory level which allows them to cover the learning outcomes of the modules taken in their course of study.

Students' participation includes, inter alia, attendance at the following contact sessions:

Attendance at any lesson, lecture, tutorial or seminar (as relevant to the level of study); test, examination, submission of assessed or un-assessed coursework; attendance at any meeting with a supervisor or personal tutor; attendance at a viva, research method sessions; attendance at any assessment board and programme committee meetings.

If a student whose attendance falls short or fails to attend ten consecutive contact sessions at any time in the programme during an academic year and is not able to obtain authorisation for this absence from the course programme leader, the Institute has the right to withdraw the student. If the student is on a student visa, the student's absence and withdrawal will be immediately reported to the Canadian immigration and the student may be required to leave the country.

26. Unauthorised late submission of coursework

You should endeavour to meet all coursework assessment deadlines. You are advised to plan for last-minute problems by completing and handing-in your coursework **before** the stated deadline.

If you submit a piece of coursework late (where an extension or deferral has not been granted) a mark of zero will automatically be recorded. This will count as a failed attempt, and may result in you failing the module. You may be eligible for a resit of the failed assessment subject to INSTITUTE's and the Validating Institute's regulations on reassessment. The maximum mark that can be awarded for a resit is 40%.

When you have been granted an extension or deferral but your work is submitted after the expiry of the extension date or after the expiry of the deferral date, a mark of zero will automatically be recorded. This will count as a failed attempt of the assessment and may result in you failing the module overall. You may be eligible for a resit subject to INSTITUTE's and the Validating Institute's regulations. The maximum mark that can be awarded for a resit is 40%.

Where no work has been submitted a non-submission will be recorded for the assessment concerned. This will count as a failed attempt, and may result in failing the module overall. You may be eligible to resit the failed assessment(s) at the special resit time, subject to the Institute's regulations on reassessment. The maximum mark that can be awarded for resit work is 40%. Fee for resitting exams or resubmitting coursework/assignment is £200 per exam or coursework/assignment. Those who have to resubmit dissertation/project the fee is £500 per 20 credit. Those who have to retake module with attendance will have to pay for the whole module £500 per module.

Resit coursework tendered for submission after the hand-in date will not be accepted.

27. Guidance on Avoidance of Plagiarism

27.1 Definition of Plagiarism

INSTITUTE regards plagiarism and other assessment offences serious matters. The following examples of assessment offences are given:

The submission of material (written, visual or oral) originally produced by another person or persons without due acknowledgement*, so that the work could be assumed to be the student's own. For the purpose of these Regulations, this includes incorporation of significant extracts or elements taken from the work of an (other(s), without acknowledgement or reference*, and the submission of work produced in collaboration for an assignment based on the assessment of individual work. (Such offences are typically described as plagiarism or collusion).

The following note is attached:

***Note:** To avoid potential misunderstanding, any phrase not the students' own should normally be in quotation marks or highlighted in some other way. It should also be noted that the incorporation of significant elements of an (other(s) work, even with acknowledgement or reference, is not an acceptable academic practice and will normally result in failure of that item or stage of assessment.

27.2 Plagiarism in Greater Detail

Work that students submit for assessment will inevitably be building on ideas that they have read about or have heard about in lectures.

Students can, however, only demonstrate that they have learnt from their sources by presenting the concepts in their own words and by incorporating their own commentary on the findings.

Where students submit work purporting to be their own, but which in any way borrows ideas, wording or anything else from other source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work whether it is from a published article, book chapter, website, and an assignment from a friend or any other source.

When an assignment or report involves outside sources, or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, they must be put in quotation marks or otherwise identified and a reference as to source appended. See the next section for more guidelines. For advice on actual referencing techniques, and for some helpful tips on how to avoid plagiarism, see "The Study Skills Handbook" by Dr Stella Cottrell, pages 122-125.

Making simple changes to the wording of a section from a book, article, website etc. whilst leaving the organisation, content and phraseology intact would also be regarded as plagiarism.

27.3 Collusion

Collusion is the term used to describe any form of joint effort intended to deceive an assessor as to who was actually responsible for producing the material submitted for assessment. Students may obviously discuss assignments amongst themselves and this can be a valuable learning experience. However, if an individual assignment is specified, when the actual report/essay is produced it must be by the student alone. For this reason students should be wary of lending work to colleagues since were it to be plagiarised they could leave themselves open to a charge of collusion.

28. Policy for the Accreditation of Prior Learning

APL is based on the principle that learning, wherever it occurs, can count towards an academic qualification provided that it can be measured, authenticated and is at an appropriate level. The APL decision making process is a matter of academic judgement.

Accreditation of Prior Certificated Learning (APCL)

This is the accreditation of formal programmes of study at an equivalent level with learning outcomes that are similar to those of a course module(s) which form part of the award programme that you wish to undertake at the Institute (e.g. postgraduate).

The prior learning must have been assessed and certified by a recognised institution (typically a University or FE College or professional body - e.g. an University). You must have achieved at least a pass, and a certificate/Diploma and/or letter of credit/transcript should provide evidence of level and academic content. A maximum of 120 credit may be exempted.

Accreditation of Prior Experiential Learning (APEL)

This involves the accreditation of prior experience, including paid and unpaid work. You will be required to demonstrate that the learning derived from experience matches the learning outcomes of a course module(s), both in terms of content and level. A maximum of two levels may be exempted.

These learning outcomes will need to be evidenced in terms of underpinning knowledge and skill acquired through experience. For example: If you have worked as a manager and you wish to demonstrate that you have acquired skill and knowledge of leadership through experience, you will have to submit evidence of the work you have done (e.g. CV's, testimonials, etc), with a reflective report which clearly demonstrates your ability to apply theories and concepts to the analysis of leadership, motivation, etc.

29. Policy on the use of TurnItIn

TurnItIn is an internet-based text matching service that has been developed by a commercial company it is used, under license, by the Institute. Work that is submitted to TurnItIn generates a TurnItIn Originality report, showing which parts of it have been reproduced from which sources. This policy sets out how we use the service in connection with student work.

A Module Leader may decide, in accordance with the policy, that all student submissions for a particular component of assessment should be submitted to TurnItIn, provided that the relevant Module Guide includes a notice to that effect.

But please note that all postgraduate research students will be required to submit their dissertations to TurnItIn.

Where TurnItIn submission is required of work that will contribute to summative assessment and the student fails to submit, s/he will be awarded a mark of 0 for the component in question.

30. Guidance for Referencing

Since the regulations do not distinguish between deliberate and accidental plagiarism, the key to avoiding a charge of plagiarism is to make sure that you assign credit where it is due by providing an appropriate reference for anything in your essay or report that was said, written, drawn, emailed or implied by somebody else.

You need to provide a reference:

- when you are using or referring to somebody else's words or ideas from an article, book, newspaper, TV programme, film, web page, letter or any other medium;
- when you use information gained from an exchange of correspondence or emails with another person or through an interview or in conversation;
- when you copy the exact words or a unique phrase from somewhere;
- when you reprint any diagrams, illustrations, or photographs.

You do not need to reference:

- when you are writing of your own experience, your own observations, your own thoughts or insights or offering your own conclusions on a subject;
- when you are using what is judged to be common knowledge (common sense observations, shared information within your subject area, generally accepted facts etc.) As a test of this, material is probably common knowledge if
 - You find the same information undocumented in other sources;
 - It is information you expect your readers to be familiar with;
 - The information could be easily found in general reference sources.

The Harvard method

At INSTITUTE we use the Harvard method of referencing for all academic work and you should follow the guidelines listed below when using citations in your assignments.

Harvard method of quoting in the text

When quoting directly in the text use quotation marks as well as acknowledging the author's name, year of publication and page number of

the quote in brackets.

Short quotations e.g. up to 2 lines can be included in the body of the text:

Weir (1995) states that "defining roles and their remits is not simple" (p.10).

Longer quotations should be indented in a separate paragraph:

Thomas and Ingham (1995) in discussing staff development state that:

"Development is infectious, and staff who previously have recoiled from undertaking a degree or conversion course have been encouraged by the success of others"(p.33).

If part of the quotation is omitted then this can be indicated using three dots:-

Weir and Kendrick (1995) state that "networking is no longer solely within the male domain... "(p.88).

Single author:

In a study by Seedhouse (1997) coping with illness was investigated....

In a study (Seedhouse, 1997) coping with illness was investigated....

When an author has published more than one cited document in the same year these are distinguished by adding lower case letters after the year within the brackets.

Burnard (1992a) wrote about communication for health professionals that....

Two authors:

In the book by Basford and Slevin (1995).....

More than two authors:

Benner *et al* (1996) conclude that....

If more than one citation is referred to within a sentence, list them all in the following form, by date and then alphabetically:-

There are indications that passive smoking is potentially threatening to the health..... (Francome and Marks, 1996; Bunton, 1995; Lupton, 1995)

Secondary referencing

Secondary referencing is when one author is referring to the work of another and the primary source is not available. You should cite the primary source and the source you have read e.g. (Fiedler and Chemers, 1974, cited in Douglass, 1996). Secondary referencing should be avoided if at all possible.

Harvard method of listing references at the end of the text

References should be listed in alphabetical order by author's name and then by date (earliest first), and then if more than one item has been published during a specific year by letter (1995a, 1995b etc). Whenever possible details should be taken from the title page of a publication and not from the front cover, which may be different. Each reference should include the elements and punctuation given in the examples below. Authors' forenames can be included if given on the title page but they are not required to be. The title of the publication should either be in italics or underlined. The examples given are in italics:

A book by a single author:

Seedhouse, D. (1997) *Health promotion: philosophy, prejudice and practice*. Chichester, John Wiley.

A book by two authors:

Burns, Nancy and Grove, Susan K. (1997) *The practice of nursing research: conduct, critique & utilization*. 3rd edition. London, Saunders.

A book by more than two authors:

Mares, Penny *et al.* (1995) *Health care in multiracial Britain*. Cambridge, Health Education Council.

A book by a corporate author (eg a government department or other organisation):

Health Visitors' Association (1992) *Principles into practice : an HVA position statement on health visiting and Institute nursing*. London, Health Visitors' Association.

An edited book:

Basford, Lynn and Slevin, Oliver (eds) (1995) *Theory and practice of nursing: an integrated approach to patient care*. Edinburgh, Campion.

A chapter in a book:

Weir, Pauline (1995) Clinical practice development role: a personal reflection. *In: K. Kendrick et al.* (eds) *Innovations in nursing practice*. London, Edward Arnold. p. 5- 22.

An article in a journal:

Allen, A. (1993) Changing theory in nursing practice. *Senior Nurse*, 13(1), 43-5.

An article in a newspaper:

White, M. (1998) £68m to cut NHS waiting lists. *Guardian*, Monday May 18 1998, p.8.

If no author name is given then anon should be used instead.

Anon (1998) Schemes to boost dental care. *Guardian*, Monday May 18 1998, p.8.

Government publications

In broad terms White Papers contain statements of Government policy while Green Papers put forward proposals for consideration and public discussion. They are cited in the same way.

A White paper:

Department of Health (1996) *Choice and opportunity: primary care: the future*. Cm.3390. London, Stationery Office.

A Green paper:

Department of Health (1998) *Our Healthier Nation: a contract for health*. Cm 3854. London, Stationery Office.

An Act of Parliament:

Great Britain (1990) *National Health Service and Community Care Act 1990. Chapter 19*. London, HMSO.

Conference proceedings:

Published conference proceedings with author or editor(s):

Banks, S. *et al* (1998) *Networked Lifelong Learning: innovative approaches to education and training through the Internet: Proceedings of the 1998 International Conference held at the University of Sheffield*. Sheffield, University of Sheffield.

Paper from published conference proceedings with author or editor(s):

Proctor, P. (1998) The tutorial: combining asynchronous and synchronous learning. In: Banks, S. *et al*. *Networked Lifelong Learning: innovative approaches to education and training through the Internet: Proceedings of*

the 1998 International Conference held at the University of Sheffield. Sheffield, University of Sheffield. p.3.1 - 3.7.

If no author or editor is given on the title page the name of the conference is cited first either in italics or underlined.

A thesis or dissertation:

Stones, Marian (1995) *Women, nurses, education: an oral history taking technique.* Unpublished M.Ed. dissertation, University of Sheffield.

A secondary reference:

Fiedler, F. and Chemers, M. (1974) *Leadership and effective management.* Glenview, Illinois, Scott Foresman & Co. Cited in: Douglass, Laura Mae (1996) *The effective nurse: leader and manager.* 5th edition. St. Louis, Missouri, Mosby.

Internet Sources

Individual works

Author/editor surname, Initial. (Year) *Title* [online].Edition. Place of publication, Publisher. Available from: URL[Accessed date].

Example:

Marieb.E. (2000) *Essentials of Human anatomy and Physiology: AWL Companion Web Site.*[online]. 6th edition. San Francisco, Benjamin Cummings. Available from:
<http://occ.awlonline.com/bookbind/pubbooks/marieb-essentials/> [Accessed 4th July 2001].

Include the year of publication in brackets. Most Web pages are updated on a regular basis. Date of publication is the date the pages were last updated. If you are not sure of the date click on View and page source to check when last modified. If no publication date is given write (No date).

Only mention an edition statement if the document clearly states that the pages have been rewritten rather than just updated.

The accessed date is when you viewed, downloaded or printed the Web page. This statement is necessary to allow for any subsequent changes which may be made to the page or if the page is no longer available.

The term publisher is used here to cover both the traditional idea of publisher of printed sources, as well as organisations responsible for maintaining sites on the Internet, such as the University of Sheffield. If the place of publication is not stated and cannot be ascertained then leave out.

Often information is put on the Internet by organisations without citing a specific author. In such cases, ascribe authorship to the smallest identifiable organisational Module (this is similar to the standard method of citing works produced by a corporate body) or start with the title.

Example:

The University of Sheffield Library (2001) *Nursing and Midwifery in the Library and on the Internet*. [online]. Sheffield, University of Sheffield. Available from: <http://www.shef.ac.uk/library/subjects/subnurse.html> [Accessed 4th July 2001].

The Bibliography

At the end of each assignment you submit you should list all the sources you have referred to during the text. This is so that the person reading your assignment can see quickly where you obtained your information, and could find it easily him or her self if they wanted to read an argument you have referred to. The list is known as a bibliography. It should contain all your sources listed in alphabetical order by author's surname.

Books

Book entries should be listed as follows: author, date of publication, title, edition (if not the first), place, publisher. e.g. Green, G.D. (1991) *Industrial Relations*. 3rd ed. London: Pitman Kessler, S. and Bayliss, F. (1985) *Contemporary British Industrial Relations*. London: MacMillan

Your **references** should be in **alphabetic order** of **author(s)** at the end of your assignment.

There should be a **1:1 correspondence** between the **works cited** and the **list of references** i.e.

If it is cited in the text, then it **must** be included in the **references** at the end of your assignment. If you have included an item in your **list of references** then it must have been cited in the text (i.e. do **not** include books you may have read but have not cited in the text). Your **list of references** should therefore only contain what **you yourself have read**.

Example of List of References

Anderson, N.H. (1972) "Scales and Statistics: Parametric and non-parametric" in *Statistical Issues: A Reader for the Behavioural Sciences*, Kirk, R.E. (ed)., Brooks/Cole, Monterrey.

Avis, M., M. Bond and A. Arthur (1995), "Satisfying solution? A review of some unresolved issues in the measurement of patient satisfaction", *Journal of Advanced Nursing*, 22, 316-322.

When Might the Charge be one of Unacceptable Academic Practice rather than Plagiarism?

Students occasionally misunderstand the concepts being presented here and submit essays or reports where substantial and significant elements of another author's work are used and acknowledged. It is clear that such an essay or report cannot satisfy the normal assessment criteria to:

- use your own words;
- provide a critical commentary on existing literature;
- aim for novelty and originality;
- demonstrate your understanding of the subject area by paraphrasing.

It is thus likely in such a case that the outcome will be a fail mark for the particular piece of work concerned.