STUDENT COURSE HANDBOOK
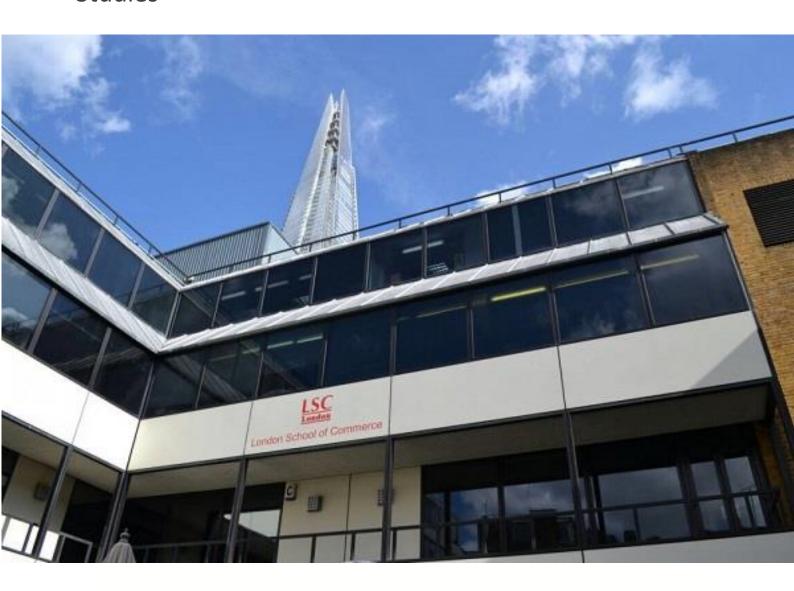# 2023/24

Faculty of Science, Engineering and Social Sciences
School of Business
London School of Commerce

Bachelor of Arts (Honours) in Business Studies

LSC London

Canterbury Christ Church University

YOUR COURSE HANDBOOK

This handbook sets out a range of information about your course and points to a number of other important documents to help support you through your studies at London School of Commerce.

The purpose of this handbook is to provide information about your course. It should be read in conjunction with the following:

- information that applies to all students on a CCCU course, bearing in mind that some will apply only to students studying in Canterbury: Your Essential Guide, which sets out general information relevant to all students at the University, and the Current Student webpages.
- Information relating to CCCU students at London School of Commerce: https://www.lsclondon.co.uk/
- your Module Handbooks, available on the Student Portal.

This information is designed to support you throughout your studies. It is important to familiarise yourself with it.

DO YOU HAVE ANY QUERIES AFTER READING THIS GUIDE?

FOR QUERIES ABOUT THE FOLLOWING AREAS CONTACT:

COURSE ENQUIRIES – (020) 7357 0077
TIMETABLE ENQURIOES – REGISTRY@LSCLONDON.CO.UK
STUDENT SUPPORT – RABINDRA.SHRESTHA@LSCLONDON.CO.UK
FINANCIAL SUPPORT – STUDENT.FINANCE@LSCLONDON.CO.UK
REPORTING ABSENCE – ATTENDANCE@LSCLONDON.CO.UK

FOR ANY OTHER QUERIES CONTACT THE I-ZONE:
i-zone@canterbury.ac.uk

London School of Commerce
Chaucer House, White Hart Yard,
London SE1 1NX, United Kingdom
Ph: (020) 7357 0077

CANTERBURY CHRIST CHURCH UNVERSITY
i-zone@canterbury.ac.uk
01227 922222
Ask the iZone

CONTENTS

WELCOME FROM THE LONDON SCHOOL OF COMMERCE PROGRAMME DIRECTOR

We are pleased to welcome you to the BA (Hons) Business Studies course awarded by the Canterbury Christ Church University (CCCU). The course is delivered by the London School of Commerce, an associate college of CCCU.

This handbook has been designed to provide both students and tutors with the necessary guidance to fulfil their roles within this programme of study. During your study your tutors will help in any way they can and, where necessary, will refer you to a specialist advisor via Student Services. Both at LSC and at CCCU, there is a commitment to provision of equal opportunity and support for all students.

Students are expected to attend all the lectures, seminars, tutorials and other planned teaching, learning and assessment activities prescribed for their course. As a student of the Canterbury Christ Church University, you are part of an academic community and expected to contribute to the learning experience.

The staff and programme delivery team takes great care to ensure that your time at LSC will not only help you in achieving your ambitions, but will also be a memorable and enjoyable experience.

We very much hope you enjoy the programme.

Anand Walser
Programme Director

Link to Canterbury Christ Church University - https://www.canterbury.ac.uk/

COURSE OVERVIEW

The entire BA (Hons) Business Studies degree course is delivered over a period of 4 years, with a Foundation Programme of one year prior to entry to the three-year BABS course. Each year is composed of three trimesters each. The course is full-time and is delivered face-to-face at the London campuses. The entire course is taught and delivered in English and the assessments are all in English.

The principle aims of the BA (Hons) Business Studies course are to:
- Develop a critical awareness and understanding of the main functional areas of business studies and business administration and the associated management processes within a variety of institutional and organisational contexts.
- Provide a broad and coherent programme of integrated study of the subjects which contribute to the business and management discipline which enables students to develop an understanding of contemporary business theory and practices in a variety of organisational contexts and sectors of activity.
- Enable graduates to develop the necessary range of generic (transferable), cognitive, intellectual, personal and interpersonal skills required for effective undergraduate study and future vocational needs.
- Enable and support graduates to develop their applied and intellectual skills and knowledge to make an effective contribution to an organisation as a junior manager or business professional upon graduation.
- Develop in students a critical appreciation, comprehension and understanding of the manager, leader, and business professional and the roles which they undertake in the modern business world.
- Establish the foundation for future career development, personal development planning and continuing professional development for each learner.
- Provide students with the analytical and evaluative skills commensurate with degree level higher education. That is, to develop students' cognitive, intellectual, and imaginative powers, their understanding and judgment; their problem-solving skills; their ability to communicate; their ability to see relationships within what they have learned and to perceive their study of business in a broader perspective.

The learning outcomes of the course are provided below:
- 'Organisations' should be understood to include a wide range of types including, for example, public, private and not-for-profit, together with a comprehensive range of sizes and structures of organisations. Similarly, the term 'business' should be interpreted generically.
- 'Preparation for business' should be understood as development of a range of specific business knowledge and skills, together with the improved self-awareness and personal development appropriate to graduate careers in business with the potential for management positions and to employability in general. This includes the encouragement of positive and critical attitudes towards change and enterprise, so as to reflect the dynamism and vibrancy of business environments.
- Not every student will engage subsequently in a business and management career, or will have entered directly from secondary education. Therefore, lifelong learning skills are understood to include the development and enhancement of a range of general transferable intellectual and study skills, which, while being highly appropriate to a career in business and management, are not restricted to this.

KEY STAFF AND CONTACT DETAILS

Below is a list of people who you are likely to meet during the course of your studies, along with their contact details:

Role	_Name_
Programme Director	_Mr. Anand Walser_ _(anand.walser@lsclondon.co.uk)_
Course Administrator	_Mr Kyle Brooks_ _kyle.brooks@lsclondon.co.uk_
Academic Administrator	_Ms. Louise Liscott_ _louise.liscott@lsclondon.co.uk_

Faculty Contact Details

Role	_Name_
Head of Academics	_Ms. Apsara Hewage_ _Apsara.hewage@lsclondon.co.uk_
Senior Programme Leader	_Dr. Uma Mohan_ _uma.mohan@lsclondon.co.uk_
Programme Leader	_Dr Rajendra Kumar_ _rajendra.Kumar@lsclondon.co.uk_
Senior Lecturer	_Mr. Guru Srinivasan_ _guru.srinivasan@lsclondon.co.uk_
Lecturer	_Mr. David Mwaura_ _david.mwaura@lsclondon.co.uk_
Lecturer	_Mr. Chandranna Rayadurg_ _chandranna.rayadurg@lsclondon.co.uk_
Lecturer	_Dr. Indunil Dona_ _indunil.dona@lsclondon.co.uk_
Teaching Assistants	_Dr. Deepak Koirala_ _deepak.koirala@lsclondon.co.uk_ _Dr. Ifrina Ikram_ _ifrina.ikram@lsclondon.co.uk_

- Issues associated with **ASSESSMENTS** should be addressed to: exams@lsclondon.co.uk
- **ATTENDANCE QUERIES** should be sent to: attendance@lsclondon.co.uk
- The email for **FINANCE-RELATED** correspondence is: student.finance@lsclondon.co.uk
- **IT SUPPORT** questions should be directed towards: itsupport@lsclondon.co.uk

- All **REQUESTS FOR LETTERS AND TIMETABLE CHANGES** should to be sent to: registry@lsclondon.co.uk

HOW WE WILL COMMUNICATE WITH YOU

We will contact you with important information and updates about your course via your student e-mail address, so please make sure you check your e-mails regularly.

CCCU will send all other communication to you via your CCCU e-mail account. To ensure you do not miss any important university-related messages or communications such as academic summary or outcome results, we recommend setting up forward/redirect of your CCCU e-mails to your partner or personal e-mail account (if you are not using your CCCU email account as your primary account).

KEY DATES AND TIMETABLING

Term 1 dates:
November 6th 2023 to February 10th 2024
Christmas break – December 20th 2023 to January 2nd 2024
Assessment period – January 15th 2024 to February 15th 2024
Reassessment period – April 1st 2024 to April 15th 2024

Term 2 dates:
February 19th to May 10th 2024
Easter break – March 28th 2024 to April 1st 2024
Assessment period – April 20th 2024 to May 10th 2024
Reassessment period – July 1st 2024 to July 15th 2024

Term 3 dates:
May 13th 2024 to August 2nd 2024
Assessment Period – July 1st 2024 to August 10th 2024
Reassessment period – September 30th 2024 to October 15th 2024

Attendance at timetabled sessions (onsite or online) and engagement with your studies is a fundamental part of your learning experience. You **must** make yourself available to undertake all activities relating to your course. Attendance is taken through a QR code system that is read through an attendance app using your mobile phone. The app needs to be downloaded on to your registered phone and should be brought into every class to read the code and record your attendance for that session.

If you cannot attend a session for any reason, you should let your tutors and Personal Academic Tutor know.

Accessing your timetable
The timetable is available on the Student Portal. Do check at regular intervals of time for any changes in rooms or campuses.

SPECIAL EVENTS

As well as your taught sessions, there are special weeks within your timetable for focussed activities. The special weeks that apply to you will depend on your course and level of study.

Induction Week
This week is targeted at all students starting or progressing onto a new course. It will familiarise you with the University and offer time to get to know students and tutors on your course. You will be appraised of the key rules an regulations of the course. You will be introduced to key members of the staff and their roles on campus.

Reassessment Week
If you don't pass all your modules at the first attempt, you may be given the opportunity to undertake reassessment in the period between the current academic year ending and the next one starting. For more information about reassessments, see Your Guides to Awards and Assessments.

COURSE STRUCTURE

Foundation Programme (Level 0) –

Title	Module type (mandatory, requisite or optional)	Credits
Context of Business	Mandatory	20
Study Skills for Higher Education	Mandatory	20
Introduction to Information Technology	Mandatory	20
Business Communication	Mandatory	20
Numeracy and Data Analysis	Mandatory	20
Integrated Professional Skills for the Digital Age	Mandatory	20

First Year of the BABS Course (Level 4) -

Title	Module type (mandatory, requisite or optional)	Credits
Marketing Management	Mandatory	20
Contemporary Business Environment	Mandatory	20
Personal and Professional Development	Mandatory	20
Business Decision Making	Mandatory	20
Organisational Theory and Practice	Mandatory	20
Business Law and Ethics	Mandatory	20

Second Year of the BABS Course (Level 5) -

Title	Module type (mandatory, requisite or optional)	Credits
Human Resource Management	Mandatory	20

Digital Business	Mandatory	20
Entrepreneurship and Business Development	Mandatory	20
International Business	Mandatory	20
Research Methodologies	Mandatory	20
Accounting for Business	Mandatory	20

Second Year of the BABS Course (Level 6) -

Title	Module type (mandatory, requisite or optional)	Credits
Global Strategic Management	Mandatory	20
Building a Sustainable Organisation	Mandatory	20
Current Management Issues in the 21st Century	Mandatory	20
Case Study Analysis	Mandatory	20
Dissertation (Double Unit)	Optional	40
Business Project (Double Unit)	Optional	40

LEARNING AND TEACHING

Learning and teaching activities
The methods of learning and teaching are geared to progression and integration through programme levels. Individual module descriptors provide details of learning outcomes as well as methods of teaching and learning. The major forms of teaching methods will be lectures, seminars and workshops. Other methodologies may include; directed reading, interactive learning via the CCCU computer network and the *Student Portal* Learning Platform, case study analysis, research, group learning activities, reflective reports (e.g. utilising student progress report files in relation to personal development planning) and presentations. Industry practitioners will also be used wherever possible in providing expert knowledge in their specialist or functional areas.

Teaching and delivery of curricular material will be through a blend of lectures, tutorials, seminars/discussions, workshops and other appropriate teaching modes and utilising a variety of learning and assessment methods, including; -
- the consideration of a variety of types and sources of case studies and evidence references including those drawn from the previous experience of the students and the teaching staff delivering the programme;
- individual and/or team discussions/presentations undertaken in class as part of the approach to formative assessment and guidance throughout the delivery of the programme;
- joint class discussions, workshop discussion, individual tutorial discussion;
- Tutorial-support surgeries; and other appropriate learning methods.

Lectures
Lectures provide the overview framework within which learning can be coherently and effectively delivered and are devised to enable students to contextualise their learning within the keynote concepts and subject exploration appropriate for each programme. Lectures also enable the presentation of a consistent body of knowledge to be taught to student cohorts where for international students career backgrounds and experience may vary. Lectures provide a background to directed learning but also provide a means for engendering critical thinking and the consideration of evaluative and analytic approaches to topics and subject areas.

Lectures focus on key concepts, ideas, knowledge, discipline and subject content and ensure that curriculum and module-subject content is delivered effectively and within a staged sequence. Core teaching provided within lectures provides students with a secure knowledge base from which to develop their ideas, have confidence in their understanding of the overall programme, and contextualise their learning within the broad framework of the programme.

Seminars

Seminars at are designed to enable students to develop their critical perspectives on a topic or subject. They require students to provide papers exploring subject areas or topics related to themes explored in modules. Seminars explore theoretical or practical concepts as well as introducing problem solving and creative approaches and are used to provide experience in the presentation of argument and discussion as well as providing opportunities for formative feedback to individuals and to student groups on their academic performance. Seminars encourage reflection on practice and discussion of examples drawn from the individual experiences of students and faculty staff are encouraged as is critical evaluation and reflection on the learning which has arisen from these examples.

Seminars provide a controlled learning experience and support development and confidence in group discussion situations. They offer a mechanism through which learning can be interactive and confidence in the presentation of argument and interpretation can be fostered. The requirement to present professional presentation papers/discussion papers/reports and the engagement with debate is designed to support the development of independent learning while enabling students to experience shared learning experiences and the development of argument and critical evaluation.

Module Subject Tutorials

Tutorials provide discussion opportunities with individual students or groups of students. In the latter case discussion may include consideration of approaches to a problem, or assignment task, or similar area of academic support. Individual critical appraisal and the encouragement of reflection on learning form a keynote of tutorials whether delivered to individuals or groups.

As students progress tutorials continue to be used to monitor progress and development including monitoring development and progress of projects. Regular timetabling of tutorials enables careful and sequential monitoring of the progress of work to be undertaken and specific advice to be given on critical thinking; analysis, synthesis of information and the formation of arguments, evaluation; hypothesis formation; critical approaches to ideas and viewpoints, interpretation and use of evidence, other supportive commentary.

Tutorials also provide opportunities for:-
- Detailed discussion on material covered in lectures/seminars/case studies through an enquiry-driven problem solving approach
- Providing academic support and guidance related to the development of the student(s) within the programme
- Practical Workshops-Discussions
- Practical workshops provide direct skills development and support in specific modules. Students practice and refine their skills within a learning environment which provides formative and focused feedback and contributes to the development of individual learning. Workshops also enhance applied skills and contribute to professional development capability. They facilitate transition between theory and the workplace and encourage reference to individual learning examples.

Group-discussion

In class group-discussion is also used and groups may be asked to discuss a problem, concept, theme, or similar field or aspect of computing or its contexts and may be expected to make an in class presentation of viewpoints.

Case Studies

Case studies drawn from a variety of "real world" references are part of the teaching and learning strategy and are used in a range of modules. Fictional, real, or simulated case studies are used to support the development of analytic, evaluative, and synthetic reasoning and the formation of judgments. Case studies may be retrospective, focused on current problem areas, or prognostic. Case study discussion examples are used within formal workshop and lecture sessions and are contextualised through the students reflection on their personal experiences and learning and employment backgrounds

Learning technologies

Your tutors will be using a range of learning technologies to support your learning. To become more familiar with the use of these technologies see the LTE student knowledge base.

The key uses of the Student Portal and the use of electronic communication and contacts with students focus on using information and technology to promote and support secure communication and interaction between:-

a) Registered students and their programmes - including providing access to:-
- administrative requirements and details including ongoing generic attendance, registration, and other information related to students studying at all LSC Group campuses
- information on all aspects of the learning opportunities available to students
- *Student Generic Handbooks*
- *Course Handbooks*
- *Programme Specifications*
- module specifications and full details of module content, learning, teaching and assessment requirements
- details of programme and module teaching, assessment, delivery timetables

b) Students and teaching faculty, administrative and support staff, including access to and facilitation of:-
- providing feedback from teaching staff to students on their performance in assessments (entered within the learning platform; linked to specific components of assessment; entered with a mark and formative/summative commentary; following the students submission through *Turn-it-in* software)
- tutorial/seminar contact between staff and students
- details of assessment specifications, requirements and submission dates
- submission of work for assessment including the use of *Turn-it-in* software
- contact with and monitoring of student progression
- administrative contact with students on registry, fee payments, progression, attendance, CCCU Regulations and LSC Group Regulations and requirements,
- support staff contact with students on other matters related to their progress and engagement with learning opportunities offered by the programmes
- communications from programme administrators/teaching assistants on attendance requirements, academic progression or other matters ;
- contacts between library and technology staff

c) Students' individual access to the learning platform and support materials, including on-line module resources, library facilities, and databases.

d) Students individual access to their personal progression records including their confirmed academic assessment results and to tutor feedback or contact on assessments or other matters

e) Teaching staff and administrators access to individual student records, to general communications with students, and to monitoring student performance and progression

Self-study and independent learning

As well as participating in live sessions, you are expected to undertake self-study and learn independently

Directed Learning

Directed Learning may be composed of learning tasks which are specified by the tutor/lecturer and which (a) are specific set learning tasks, which may be exercises, individual research activities, subject related learning exercises, case study analyses, data analysis, description-referencing-team discussions-learning group exercises. Directed learning tasks follow from the Lecture/Seminar teaching or from (b) tutorial sessions, or set discussion sessions, or group work, or individual set work outside of class, seminar/lecture/tutorial preparation tasks and requirements)

Learning Strategies

Students are expected to take greater responsibility for their own learning as they progress through their programmes. The student-centred approach will be encouraged through the use of specific teaching strategies; case studies; projects; practical exercises, supplemented by the use of appropriate support materials; videos; computer software; etc. Active engagement with the subject material is directly encouraged and is viewed as a means of enhancing learning.

Developing your skills

Business and management degrees are strongly related to practice and therefore there should be a strong link between the development of skills and employability of graduates. Students should be able to demonstrate a range of cognitive and intellectual skills together with techniques specific to business and management. Students should also be able to demonstrate relevant personal and interpersonal skills. These include (not in any particular priority order):

- cognitive skills of critical thinking, analysis and synthesis. This includes the capability to identify assumptions evaluate statements in terms of evidence, to detect false logic or reasoning, to identify implicit values, to define terms adequately and to generalise appropriately
- effective problem solving and decision making using appropriate quantitative and qualitative skills including identifying, formulating and solving business problems. The ability to create, evaluate and assess a range of options together with the capacity to apply ideas and knowledge to a range of situations
- effective communication, oral and in writing, using a range of media which are widely used in business such as the preparation and presentation of business reports
- numeracy and quantitative skills including data analysis, interpretation and extrapolation. The use of models of business problems and phenomena
- effective use of communication and information technology for business applications
- effective self-management in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise
- effective performance, within a team environment, including leadership, team building, influencing and project management skills
- interpersonal skills of effective listening, negotiating, persuasion and presentation
- ability to conduct research into business and management issues, either individually or as part of a team for projects/dissertations/presentations. This requires familiarity with and an evaluative approach to a range of business data, sources of information and appropriate methodologies, and for such to inform the overall learning process
- self reflection and criticality including self awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues. Also, the skills of learning to learn and developing a continuing appetite for learning; reflective, adaptive and collaborative learning.

Also refer to:
https://www.canterbury.ac.uk/learning-skills-hub

ASSESSMENT

The programmes seek to deliver varied learning experiences, teaching and assessment in order to develop appropriate knowledge and understanding, and to enhance a variety of key/transferable skills. Assessment will follow the CCCU model of a word equivalency tariff per 20 Credit modules. Each module will be summatively assessed with formative assessment also employed throughout. Student assessment will employ rigorous, objective testing to ensure that learning outcomes are met.

It is expected that students will begin to use and develop certain skills from the beginning of the programme. Students will be assessed in a number of ways, including assessed written work presented in a specified variety of forms and formats, individual related reports, professional presentation papers and examinations. Students are encouraged to use a wide range of evidential sources and information references as the basis for the production of work submitted for assessment. The use of individual skills of critique, analysis, evaluation and synthesis are a requirement of module assessment outcomes.

Referencing system

Harvard referencing style is used primarily in education area and also followed in LSC. Harvard referencing style uses references in two places in a piece of writing: in the text and in a reference list at the end. In general, each author name that appears in the text must also appear in the reference list, and every work in the reference list must also be referred to in the main text. All the details of the reference are important, even the full stops and commas. In-text references in Harvard style should give the author's family name and the year of the work's publication. If you quote or paraphrase, you should also give a page number.

For further information, refer to:
https://www.citethemrightonline.com/category-list?docid=CTRHarvard

Assessment criteria

Assessments and the mode of assessment are designed to relate directly to learning outcomes and the nature of the assessment task set within the Module. Individual modes of assessment may cover a range of learning outcomes depending on the Module requirements

In designing and deciding upon an assessment format for a module the following factors have been considered:

The module learning outcomes and their level, with particular emphasis on the student's ability to analyse, synthesise, evaluate and communicate information derived from:
1. module content;
2. learned knowledge from other areas/qualifications;
3. Employment and cultural experience;
4. The implementation of systematic information-seeking strategies.
- The need to encourage and support students in applying their skills to specific industry/business/management/conceptual and applied problems.
- The need to encourage students to engage with problem based, problem resolution, and problem solving learning
- Supporting students in their ability to identify and approach problem solving in a systematic way and employing assessment strategies that could resolve problems.
- Assessment performance criteria and criteria referenced assessment, as communicated to the student and contained in module specifications.
- The validity, reliability of the assessment methods, which are monitored by module leaders and programme teams.
- Time constraints (for students and staff) and the need to ensure consistency.
- The need for assessment to allow for review and reflection by the student and to provide opportunity to demonstrate analysis, evaluation, synthesis, interpretation, the formation of judgments and conclusions, and critical thinking in the successful meeting of the requirements of assessment.

All information on assessments, deadlines and marking criteria is available on the Student Portal.

How to submit your assessments
Most assessments should be submitted through TurnItIn, the University's e-submission service. TurnItIn allows you to check your assessment to avoid plagiarism. Find out how to submit to Turnitin here.

From 2023/24, the University is introducing anonymous marking for most assessments submitted to Turnitin. It means that for assessments that can be anonymised in your modules, you will provide only your Student ID (excluding your initials) when submitting the work, and markers will not know your identity when they mark the work. Un-anonymisation (when your identity is revealed, and staff can see your name) occurs only once the marking and moderation process is completed. Each Module Handbook will specify which assessments are marked anonymously.

Learn more about the University's computing systems and learning technologies. This covers everything from logging in and getting started to using Blackboard and TurnItIn.

Self-checking your assessments before you submit
For coursework submitted via TurnItIn, you will be able to submit a draft of your work to check whether you are at risk of having plagiarised. The Student Portal will offer a draft TurnItIn submission point to allow you to do so.

Your Guide to Assessment and Awards
To learn more about University assessment and award processes these guides provide key information about how assessment is carried out, the formal steps involved in making a final award, and the University's Regulation and Credit Framework that governs academic awards.

Feedback
You will receive your feedback on TurnItIn. The University has a 15-day turnaround time for providing feedback, with the exception of a few assessments (such as examination and independent studies).

Once you have access to your marked work you should take time to read through/listen to comments, look at the highlighted assessment grid, and reflect on the guidance in the comments in TurnItIn or Pebblepad. You can then consider what aspects of the feedback can feed into your own targets and actions to develop your academic work. Find out more about using your feedback here.

Preparing for Reassessment
If you have not passed assessment and have reassessment contact your Personal Academic Tutor or Programme Director and ask for a tutorial to support you to re-engage with assessment or what you have to do to resubmit for reassessment or retake an exam.

Results
Your final results will only be confirmed after the meeting of the Board of Examiners. You will get your final results via MyRecord. Results wil also be posted on the LSC Student Portal.

Contact your tutor if you have any questions about how, when or where to submit your assessments.

KEEPING A COPY OF YOUR ASSESSMENTS

We will keep a copy of the assessments you submit for five years post-graduation. This is to meet the requirements of our regulator, the Office for Students.

REGULATORY ARRANGEMENTS

This course operates within the *Regulation and Credit Framework for the Conferment of Awards,* which provides the regulatory arrangements for the University's courses.

This sets out how your degree classification will be calculated and the requirements for obtaining your award. The regulations are explained in more detail in Your Guides to Assessment and Awards.

PERSONAL ACADEMIC TUTORING

Every student is allocated a named member of academic staff from their course of study, called a Personal Academic Tutor (PAT).

Your PAT is there to provide you with academic support helping you to identify the academic skills you need to develop in order to succeed in your studies.

PATs will provide regular scheduled appointments to meet with their tutees either individually or in groups; these will take place at least three times per year. To find out who your Personal Academic Tutor is please contact your Course Team.

STUDENT VOICE

If you want to be more active and represent your course and peers, there are several ways you can do so. For example, you can become a Student Rep for your course at London School of Commerce and also get involved in the Staff Student Liaison Committee at LSC.

The School will run an election for course reps at the beginning of each academic year. Announcements will be made in class and interested students will be invited to represent the cohort. If there are more candidates who are interested, then an election amongst the cohort will be held to decide who will be the Student Rep for your cohort.

The University is keen to hear your views on your course and course delivery, and one of the ways this takes place is through Student-Staff Liaison Committee Meetings. Forums normally take place once per term and provide a chance for you to feedback course issues to allow staff to improve the quality of the student experience. The elected student representatives will attend these meetings, to raise the views of fellow students and report back to their peer group on the outcomes. Matters relating to individual students are not discussed at Student-Staff Liaison Committee Meetings.

As a student rep you are also involved in representing your peers at academic meetings to improve the experience of all students, such as boards of studies and course approval or review. Your Course Team will let you know when there are opportunities to get involved.

IT SUPPORT

Networking access and IT facilities are supported by the LSC Group IT Manager and central LSC Group facilities in London. On international campuses, there is effective internet connectivity, and teaching facilities include well equipped IT lecture rooms, with desktop computing facilities, lap top availability, multimedia projection facilities, Wi-Fi access, video-conferencing facilities and significant software provision.

The LSC Group also provides a number of support packs which provide information for staff and students on the facilities available within the LSC Group and at each international campus. This includes support packs on the use of the Library: on information technology and support provided for the use of IT; on the virtual learning environment within the LSC Group; on learning and teaching materials available in support of the students learning experience, and on attendance policies, and similar areas related to the learning environment.

Communications regarding learning opportunities; guidance and academic support for learning; course handbooks; monitoring of academic progression; assessment specifications; assessment outcomes and individual results; tutorial contact available to students; library information; IT information; and other learning support mechanisms and points of contact are all communicated electronically to students via the *Student Portal* which forms the Learning Platform for all LSC Group programmes.

For further assistance, contact: itsupport@lsclondon.co.uk

EMPLOYABILITY, CAREERS AND ENTERPRISE

All courses at CCCU are aligned to our Future 360 Framework for Developing Enterprising, Professional Graduates (2019-2024).

Developing employability skills is one of the core graduate attributes. The BABS programme is designed to enhance students employability skills through various teaching and learning methods including case studies analysis, team work, presentations etc. Further details are available from your Programme Director.

The programme is designed to develop attributes identified by employers as being skills and competencies which a graduate should have upon completion of an undergraduate programme. Focussing on these attributes the programme develops career objectives and aspirations; continuing professional development in chosen employment areas; and continuing professional or academic development.

The programme philosophy is concerned with the sustainability of the relationship between theory and practice, with theory *into* practice, and with the application of theory and practice within the wider development of personal attributes, future career, professional opportunities and development.

The design, responsiveness and sensitivity to market targets, and the career enhancement, employability and student development objectives for the programme have meant that curricula, learning and teaching strategy, module syllabi and assessments strategy have taken into account the requirements for supporting the development in the student of:-

- Problem identification, solving and reflective, analytic and application abilities in the student;
- The development of inter-personal skills and networking by the student;
- The concepts of international citizenship and international role – including the concepts of diversity, sustainability, interdisciplinary, multiple perspectives, critical thinking and reflection;
- Flexibility and adaptability
- Effective communications
- Creativity and innovation

The BA (Hons) Business Studies programme has an established reputation for management and business professional development in a variety of employment sectors. International career opportunities and employment areas for graduates are expected to continue in the private, public and third area sectors in management, business/organisational/entrepreneurial development and similar general employment areas. The BABS programme structure is designed to support students in the development of their own businesses; gaining employment in the general business and management sectors or in specific areas of marketing, financial management, strategic development, research, human resources management, international business sectors and similar areas.

Students who complete the programme are expected to seek employment in their local region or area or to use the international nature of the learning experience and the final qualification to seek employment in the wider international and/or national region.

EXTERNAL EXAMINER

The University appoints External Examiners to act as an independent check on the academic standards of each module and the overall award. This is in line with the QAA UK Quality Code and is part of the University's approach in assuring and enhancing academic quality for all its academic provision.

External Examiners are drawn from higher education providers and industry. To confirm their suitability for the role, External Examiners are formally appointed by the University by assessing each External Examiner's qualifications and experience within their subject specialism. External Examiners are independent of the University. The University operates two-types of External Examiners, those who are subject specialists and appointed to individual modules, and those who are appointed to Progression and Award Boards where recommendations about progression and award for your course are made.

At some point during your course, you may be asked to meet with the External Examiner(s). This will allow the External Examiner to gather information on the quality and standards of the assessed modules/course. Individual student performance will not be assessed at this meeting and External Examiners would not consider individual assessment outcomes. The External Examiner for your modules/award submits an annual report to the University each academic year, which can be made available to students upon request.

ADDITIONAL INFORMATION

Attendance requirements
All lectures, seminars, tutorials, workshops and other teaching sessions at all Group campuses are formally timetabled and all teaching sessions are compulsory and student attendance is monitored electronically. Failure to attend any teaching session results in an electronically generated communication to the student and all communications with students are automatically logged and recorded. Each student has an individual record and transcript of attendance and progression which includes assessment outcomes, tutorial contacts and other support contact details. Failure to attend a teaching session results in a request to meet the tutor or the programme administrator to discuss the non-attendance. A lack of response results in further electronic contact and direct telephone contact with the student. Non-compliance with the attendance requirements for the programme (except in acceptable circumstances) results in a formal warning and will lead to the student being required to leave the programme. Details of process is included in the LSC Attendance Policy.

Library Stock
The LSC campus has access to its own on-campus library stock and to the LSC Group and local databases and also have full access to the on-line resources of the central learning resources collection based in London. A regular trimester-based evaluation of library learning resource requirements takes place between library support and academic staff.

Students provide suggestions to the library staff for the purchase of books and/or other source materials. Direct support will be provided to the library, where required, in ensuring that bibliographic requirements for the programmes are fully met and the library will stock any reasonable request if it is felt that, after consultation with lecturing staff, the book will benefit other students. If it is a specialist book the library staff will assist students in obtaining access to a copy via other sources, such as local or national libraries.

The same procedure is adopted for updating electronic resources that are reviewed and recommended by lecturing staff.

Student Services and welfare
A student welfare officer on campus has oversight for the provision of general student services including social welfare issues; the provision of support for students where unforeseen personal and private difficulties emerge while they are registered on their programme; provision of information at induction; the contents and guidance provided in the student handbooks induction social arrangements and student social events, including orientation activities, student trips and similar activity.

Pastoral guidance at LSC is provided to students by the student welfare officer who may also involve other members of staff where this is required or appropriate subject to privacy and confidentiality.

Students are also expected to utilise networks which relate to their national origins and personal beliefs and the LSC Group operates an equal opportunities policy across all aspects of the provision.