

STUDENT PROGRAMME HANDBOOK 2020/21

- Faculty of Science Engineering and Social Sciences
- Business School
- London School of Commerce
- BA (Hons) Business Studies

LSC
London



Canterbury
Christ Church
University

YOUR PROGRAMME HANDBOOK

This handbook sets out a range of information about your Canterbury Christ Church University (CCCU) programme and points to a number of other important documents to help support you through your studies at the London School of Commerce.

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

- information that applies to all students on a CCCU programme, 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:
- your Module Handbooks/Module Information are available on each module in Moodle

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

FOR PROGRAMME QUERIES PLEASE CONTACT

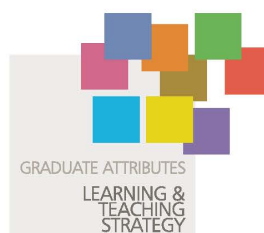
LONDON SCHOOL OF COMMERCE
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GRADUATE ATTRIBUTES STATEMENT

Canterbury Christ Church University is committed to the development of graduates who are intellectually curious, skilled and ethically engaged with the world and its future. Through transformative experiences, students have the opportunity to develop critical and imaginative thinking and compassionate responsibility.



SET OF GRADUATE ATTRIBUTES

ADAPTABLE

- Resilient and helps to bring about positive transformation in the face of continuous and rapid change.
- Able to apply their knowledge and skills in order to thrive within a globalised society.

DIGITALLY LITERATE

- Engages critically and creatively with academic and professional communications through a range of media.
- Participates in digital networks for learning and research.
- Manages their digital reputation and online identity.
- Confident in the use of digital devices, applications and services.

EFFECTIVE COMMUNICATOR

- Understands and expresses their ideas and thoughts with confidence using a variety of media.
- Develops rapport, respects diversity, has passion and can communicate with self-assurance.
- Works effectively in collaboration with others.

INFORMED

- Explores concepts and issues related to their academic programme of study and beyond, that have both local and international significance.
- Aware of issues relating to social justice, ethics and wellbeing.
- Understands the concepts of environmental stewardship.

INNOVATIVE

- Independent critical thinker with an intellectual curiosity.
- Exercises initiative in applying thinking styles critically and creatively.
- Able to develop and defend their own ideas with the capacity to challenge assumptions where necessary.

PROFESSIONAL

- Possesses integrity and is able to instil confidence in others.
- Adept at team working, adjusting their role as appropriate.
- Lifelong learner; managing their own self development.
- Recognises and approaches complex problems by making reasoned, ethical decisions.

SELF-AWARE

- Self-reflective and empathetic; being able to respect and appreciate other people's points of view.
- A developed sense of self purpose and a capacity for wonder.

WELCOME FROM THE LSC PROGRAMME DIRECTOR

Welcome to the Canterbury Christ Church University (CCCU) BA (Hons) Business Studies (BABS) year delivered by London School of Commerce at London Bridge.

CCCU is among the top 10 for graduates at work among the large UK universities. The University aims to provide you with a diverse student body with high quality student experiences in relation to learning and developing global citizens by providing high quality higher education and research in a supportive and friendly environment. The BABS programme is designed to enhance your employment as well as developing graduate attributes in line with the University's Teaching and Learning strategy.

Established in 1999, London School of Commerce (LSC) is one of the largest and most internationally respected private higher education providers in the UK and has had national and international success through providing flexible and affordable learning opportunities to both domestic and international students, with a strong focus on student satisfaction and attainment, with a global entrepreneurship ethos to its education as well as a focus on quality and value-based decision making.

This programme handbook is designed to provide you with specific information about your programme and complements other University student guides and Academic Regulations appropriate to your learning needs and your award. This handbook contains a wide range of important programme information including the structure and content of the BA (Hons) Business Studies programme, teaching and learning methods, assessment information and academic regulations. Other key information including your main point of contact and the communication procedures during your study are also included in the handbook. You should ensure you have some familiarity with the contents of all those documents as you are likely to need to refer to them on occasion throughout your time at CCCU.

Your programme team are your first point of contact for assistance with your studies. The academic administration team is your point of call for all queries related to your programme and your student record.

At the time of updating this programme handbook, there continue to be on-going changes to the Government instructions and sector body regulations relating to Covid-19. Those changes are expected to continue throughout the 2020-2021 academic year and will have an impact on the decisions made by the University and your programme team as to how your programme will be delivered. Please follow the University guides and advice regarding any support. The handbook will reflect the arrangements at the time when you commence the programme. Please be aware that adjustment may be required in response to further changes to the local or national instructions throughout the year. The programme administrator will keep you informed on any updates.

We hope you enjoy your time at CCCU and LSC.

Programme Director,
BA (Hons) Business Studies 2020-21

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PROGRAMME OVERVIEW

The BA (Hons) Business Studies offers an integrated award and progression framework which complements existing University programmes and which is able to provide a clearly differentiated opportunity for study which is distinctively aimed at recruiting students from diverse culture backgrounds.

The programme was designed in accordance with the latest [QAA Subject Benchmark Statements](#) in Business Management published in November 2019 in terms of offering students a broad scope of business education rather than focusing on a specific functions or sector, preparing students for a career in business and management as well as developing a wide range of skills for students to become effective global citizens. The programme design also takes into account the knowledge, understanding and skills required for a general business management programme and incorporates teaching, learning and assessment guidance from the QAA.

The philosophies and development of the BA (Hons) Business Studies programme supports the CCCU Strategic Framework 2022 to 'pursue excellence in higher education transforming individuals, creating knowledge, enriching communities and building a sustainable'.

Graduate Attributes

The developed body of knowledge gained from this programme will be underpinned by the [CCCU Graduate Attributes](#) set out as part of the University's Teaching, Learning and Enhancement strategies to facilitate a systematic and reflective approach to business and management practices and approaches. This will enable graduating students to become global citizens and strategic thinkers who are able to evaluate critically and respond to complex business issues and adapt to the fast-changing global business environment. They will be able to apply high-level business skills and knowledge from academic theories to the internal and external context of business. The overall outcome from a student engaging with the programme of study will be a business manager, or career professional in an aspect of business and management who is able to add value to the profession in which they are developing their career, meeting the needs and expectations of employers through their increased knowledge, skills and capacity to apply effectively transferable, integrated skills.

A typical business graduate of the programme will:

- have a wide knowledge and understanding of the broad range of areas of business and management in a global context and the detailed relationships between various functions, their application and their importance in an integrated framework
- consistently demonstrate a sense of self awareness and command of subject-specific skills including application of knowledge, as well as digital skills and competence, proficiency in intellectual skills
- have a critical view of business and management which is influenced by a variety of learning sources including guided learning, teamwork, asynchronized activities and independent study,
- be distinguished by their enhanced capacity
 - to develop and apply their own perspectives to their studies, to deal with uncertainty and complexity, to be adaptable and resilient in the complex environment,
 - to be an effective communicator, to explore innovative solutions to business problems,
 - to make an informed decision based on critical evaluation and
 - to be aware of issues relating to social justice, ethics and wellbeing.

The distinctiveness of the proposed BABS programme delivered by LSC lies in the following features:

Enrol locally, Study globally: The programme design provides a common curriculum and framework which may be delivered at either the London or any LSC Group overseas campus. This facilitates the use of a collegial internationally-focused teaching team which is able to deliver a consistent curriculum and an equivalent learning experience for all students whether this is in London or overseas.

Multiple Entry and Flexible Learning Mode: The programmes are delivered at the LSC London campus throughout the twelve months of the calendar year with three admission entry points and programme

commencement dates throughout that period. Students may therefore submit their application, seek admission, and gain entry to study, at a number of flexible dates during the year.

The flexible delivery structure increases access opportunities to students requiring entry to study at a variety of points during any calendar year. This strategic approach to recruitment attracts applicants whose profile may not be tied to UK school years or "A" level qualification cycles and who wish to commence their studies at different times during the calendar year.

Technology-Enhanced learning: The curriculum, module syllabi, and delivery are in turn underpinned by a common technology-based learning environment using the *Moodle* online platform. This provides a cornerstone in the determination of the teaching and the use of standardised teaching materials and in the use of a common approach towards communicating with and supporting the learning experience of the student and the assessment requirements for the programme.

Student Centred Learning: Students are at the heart of everything we do. At LSC, we value close faculty-student interaction online and offline, high standards for students, and a supportive learning environment. The most important outcomes in LSC are student learning ability, creativity and employability, entrepreneurial and innovative skills and student success. Faculty and staff practice a variant of the golden rule: treat students the way you would want your own family members to be treated; supporting them and guiding their goals and aspirations; having a keen interest in their success and showing them the importance of a comprehensive and holistic education.

Innovation and Entrepreneurial Focus: Innovation and entrepreneurship are embedded in the programme design and delivery. The focus of the Business Project at the final stage of the programme as well as the core module Financial Management and Entrepreneurship allows students who have creative ideas to create new businesses with the support of a business mentor and potential seed funding from investors.

Programme Aims:

The BA (Hons) Business Studies programme has the following general educational aims:

1. Develop the knowledge and a critical understanding of contemporary business theory, the associated management processes, and practices in a variety of organisational contexts and sectors of activity and how the various specialist areas of business functions combine within an organization or business sector.
2. Enable graduates to develop a range of generic (transferable), cognitive, intellectual, personal and interpersonal skills required and become effective business professionals and play a successful role in an appropriate field of the business professions.
3. Facilitate and support students in critical appreciation, comprehension and understanding of the manager, leader, and business professional and the roles which they undertake in the modern business world.
4. 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.
5. Add value to the student's previous educational or professional experiences and learning, and consolidate their career aspiration by enhancing students' insights into and perspectives on the complexity of business contexts including the development of their ability to understand and contribute to the evaluation, analysis, formulation and determination of business decision making, both strategic and tactical.

More generally, the programme aims to develop the skills, abilities and intellectual capabilities of each student, and the content and structure have been developed and informed by the **QAA Subject Benchmark Statement for Business and Management (Nov 2019)** and **QAA Subject Benchmark Statement – Economics (Dec 2019)**, the UK Quality Code for Higher Education 2019 and other subject reference points including Education for Sustainable Development 2014, ABS guidance etc. The programme philosophy is based on the belief that in the contemporary business environment it is important for the student to gain an understanding of the key areas of business management, the necessary transferable skills, and discipline and subject knowledge to enable them to become effective business managers.

Programme-Level Learning Outcomes:

Programme Learning Outcomes [BA (Hons) Business Studies]

On successful completion of the programme, students will be able to:

(A) Knowledge Understanding and Skills: Students completing the programme will be able to:

- A1 Demonstrate a systemic and analytic understanding of the key aspects, issues, theories and methodologies that are central to business and business management in organisations and critical evaluations of the main functions and processes within a variety of institutional and organisational contexts.
- A2 Critically analyse and evaluate the role of professional business manager and the professional and ethical considerations associated with this role and its contexts as well as organisational and strategic management processes within the broad context of the prevailing internal and external environment
- A3 Demonstrate a critical, analytic and evaluative application of theory by deploying accurately the established techniques of analysis within different management practice with an appreciation of the uncertainty, ambiguity and limits of own knowledge.
- A4 Demonstrate the ability to initiate and undertake projects in business management by applying the established methods and techniques and systemically evaluating information, framing problems, devising and sustaining arguments, making judgement and identifying a range of solutions to the identified problems.

(B) Cognitive Skills: Students completing the programme will be able to:

- B1 Critically reason and analyse complex business issues both systematically and innovatively and synthesise problem identification, problem solving and decision-making skills, procedures and processes in resolving complex business issues
- B2 Reflect creatively and critically on their learning experience and make informed judgments on this experience
- B3 Managing and apply own learning and critically use of scholarly reviews and primary sources in research projects by deploying accurately established techniques and tools to frame appropriate questions or identify a range of solutions to a problem, analyse and synthesise data and formulate, propose, and implement solutions in the complex and unpredictable business contexts.
- B4 Critically evaluate and appraise business and organisational policies, practices, and activities and make informed judgments on these with appreciation of the limits of knowledge
- B5 Act with reflection, critical insight, and in an independent manner in the planning and managing of their learning with limited guidance and in response to varied contexts, situations and environmental requirements

(C) Key Skills: Practical/Professional Skills: Students completing the programme will be able to:

- C1 Initiate and conduct independent research into business studies and management issues, fields and environmental contexts either individually or as part of a team through researching and research design; data and evidence collection, evaluation and synthesis; critical analysis, synthesis of interpretation and formation of judgments, and the reporting of findings.
- C2 Demonstrate critical skills of numeracy, literacy, and qualitative and quantitative abilities in researching, collation, analysis, synthesis and evaluation of evidence

	Demonstrate the ability of utilise a variety of interpersonal and transferable communication
	effectively including listening to alternative viewpoints and undertaking the evaluation of argument
C3	and intellectual positions; engaging in critical discourse, and debate with peers and responding to
	the views of others; engaging in critical discussion and persuading or influencing others.
	Demonstrate effectively self-management their professional activities and the application of digital
C4	skills by utilising appropriate means and media of communication including new
	technologies/information technology and within peer groups and other professional groupings
	Solve problems, articulate conclusions, make judgments, and form recommendations based on
C5	evidence and which are subject to a well-developed capacity for critical appraisal and which are
	based on imaginative, robust judgement, and firm foundations
(D) Transferable Skills: Students completing the programme will be able to:	
	Effectively structure and communicate ideas both orally and in writing taking appropriate account
D1	to both specialist and non-specialists by utilising effectively means of communication methods
	Demonstrate effectively self-awareness, self-management in pursuing personal development and
D2	learning and taking personal initiatives and responsibilities within the context.
	Apply innovative and creative thinking in both problems solving and decision-making activities
D3	Demonstrate the quality and abilities of effectively clarifying and prioritising tasks both individual
	and team working and take lead within a group towards meeting the requirements of defined
D4	deadlines and outcome specifications

KEY STAFF AND CONTACT DETAILS

Academic Contact

Name	Role	Contact
Dr Lucy Lu	Provost and Global Academic Director	Lucy.lu@lsclondon.co.uk
Anand Walser	Director of Undergraduate programmes	Anand.walser@lsclondon.co.uk
Apsara Hewage	Deputy Dean	Apsara.hewage@lsclondon.co.uk
Dr Rajendar Kumar	Senior Academic, Director of Postgraduate	Rajendra.kumar@lsclondon.co.uk
Guru Srinivasan	Senior Lecturer, Timetable Manager	Guru.srinivasan@lsclondon.co.uk
David Mwaura	Lecturer	David.mwaura@lsclondon.co.uk
Dr Uma Mohan	Senior Academic, Director of Research	Uma.mohan@lsclondon.co.uk
Suresh Koralage	Exam Manager	suresh.koralage@lsclondon.co.uk

Administration and Operational Contact

Name	Role	Contact
Dr David Silbergh	Chief Operating Officer	David.silbergh@lsclondon.co.uk
Kyle Brooks	Academic Administrator	Kyle.brooks@lsclondon.co.uk
Norul Ahmed	Academic Administrator	Norul.ahmed@lsclondon.co.uk
Nina Gillani	Head Librarian	library@lsclondon.co.uk
Rabindra Shrestha	Student Welfare Officer	Rabindra.shrestha@lsclondon.co.uk

For Student Finance queries, please email student.finance@lsclondon.co.uk

LSC also has virtual zoom counters to deal with any online enquires, the time and zoom link are as below:

Student Finance - (SLC queries) Zoom Link: <https://zoom.us/my/lsc.studentfinance>

Working Hours: (Mon-Fri) 11:00 a.m. to 1:00 p.m. 3:00 p.m. to 5:00 p.m.

Accounts (NON SLC related payments) Zoom Link: <https://zoom.us/my/lsc.accounts> Working Hours: (Mon-Fri)

11:00 a.m. to 1:00 p.m. 3:00 p.m. to 5:00 p.m.

Registry - (attendance, portal, timetables, assignment briefs) Zoom Link: <https://zoom.us/my/lsc.registry>

Working Hours: (Mon-Fri) 10:00 a.m. to 1:00 p.m. 3:00 p.m. to 5:30 p.m.

Exams - (results, submissions) Zoom Link: <https://zoom.us/my/lsc.exams>

Working Hours: (Mon-Fri) 11:30 a.m. to 1:00 p.m. 3:00 p.m. to 5:30 p.m.

HOW WE WILL COMMUNICATE WITH YOU

We will contact you with important information and updates via the LSC Student Portal and your email, so please make sure you check your e-mails regularly.

Students may use the following channels to communicate any queries:

allenquiries@lsc london.co.uk

management@lsc london.co.uk

LSC Social media page:

Facebook: <https://www.facebook.com/Lsclondon>

LinkedIn: <https://www.linkedin.com/school/lsc london/>

YouTube: <https://www.youtube.com/c/londonschoolofcommerce>

Instagram: <https://www.instagram.com/lsc london.co.uk/>

KEY DATES AND TIMETABLING

All term dates and timetable will be available to students during the registration and induction week. Students will be provided detailed information on the class schedule and key events including the assessments period throughout the academic year.

Attendance at timetabled sessions 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 programme of study.

The University Attendance Policy is available at <https://www.canterbury.ac.uk/students/docs/policy-zone/Student-Attendance-Policy-February-2017.pdf>

Students can access the LSC attendance policy through the LSC Student Portal.

Accessing your timetable

The timetable link will be sent to all students once the registration and enrolment are completed.

Week 6 of each trimester will mark the first assessment deadlines. Week 12 of each trimester will mark the second assessment deadlines. Each module leader will give you the exact dates for each assessment deadline.

Key Calendar Dates:

23-Nov-20		Welcome Week			
30-Nov-20	1	Year 1 - Start of Trimester 1 (NOV)			
07-Dec-20	2				
14-Dec-20	3				
21-Dec-20		Christmas Holiday			Bank Hol
28-Dec-20		Christmas Holiday			Bank Hol
04-Jan-21	4				
11-Jan-21	5				
18-Jan-21	6	wee			
25-Jan-21	7				
01-Feb-21	8				
08-Feb-21	9				
15-Feb-21	10				
22-Feb-21	11				
01-Mar-21	12	Year 1 - End of Trimester 1 (NOV)			
08-Mar-21	1	Year 1 - Start of Trimester 2 (NOV)			
15-Mar-21	2				
22-Mar-21	3	Marking & Moderation			
29-Mar-21	4			Marks Deadline	Bank Hol
05-Apr-21	5	Bank Hol	Univ Marks Process date		
12-Apr-21	6	Module Boards / Stage Code Updates			
19-Apr-21	7	P&AA Results Processing / PAB			
26-Apr-21	8	Results Release			
03-May-21	9	Bank Hol			
10-May-21	10				
17-May-21	11				
24-May-21	12	Year 1 - End of Trimester 2 (Reassessment T1)			
31-May-21	1	Bank Hol	Year 1 - Start of Trimester 3 (NOV)		
07-Jun-21	2				
14-Jun-21	3	Marking & Moderation			
21-Jun-21	4			Marks Deadline	Univ Marks Process date
28-Jun-21	5	Module Boards / Stage Code Updates			
05-Jul-21	6	P&AA Results Processing / PAB			
12-Jul-21	7	Results Release			
19-Jul-21	8				
26-Jul-21	9				
02-Aug-21	10				
09-Aug-21		Summer Holiday			

16-Aug-21		Summer Holiday				
23-Aug-21		Summer Holiday				
30-Aug-21	11	Bank Hol				
06-Sep-21	12	Year 1 - End of Trimester 3 (Reassessment T2) (NOV)				
13-Sep-21	M1	Marking & Moderation				
20-Sep-21	M2	Marking & Moderation				
27-Sep-21	M3	Module Boards				
04-Oct-21	M4	MAB Results (partner) / PAB preparation		Progression and Award Boards		
11-Oct-21	M5		Results Release			
18-Oct-21	M6			Reassessment		
25-Oct-21	M7	Marking & Module Board processes				
01-Nov-21	M8	Marking & Module Board processes			Reassessment Board	
08-Nov-21	M9	Results Release				
15-Nov-21	1	Start of Year 2 / Start of Trimester 1 (NOV)				
22-Nov-21	2					
29-Nov-21	3					
06-Dec-21	4					
13-Dec-21	5					
20-Dec-21		Christmas Holiday				
27-Dec-21		Bank Hol		Bank Hol	Christmas Holiday	
03-Jan-22	6	Bank Hol				
10-Jan-22	7					
17-Jan-22	8					
24-Jan-22	9					
31-Jan-22	10					
07-Feb-22	11					
14-Feb-22	12	Year 2 - End of Trimester 1 (NOV)				
21-Feb-22	1	Year 2 - Start of Trimester 2 (NOV)				
28-Feb-22	2					
07-Mar-22	3	Marking & Moderation				
14-Mar-22	4			Marks Deadline		Univ Marks Process date
21-Mar-22	5	Module Boards / Stage Code Updates				
28-Mar-22	6	P&AA Results Processing / PAB				
04-Apr-22	7	Results Release				
11-Apr-22	8					Bank Hol
18-Apr-22	9	Bank Hol				
25-Apr-22	10					

02-May-22	11	Bank Hol	
09-May-22	12	Year 2 - End of T2 (Reassess T1) (NOV)	
16-May-22	1	Year 2 - Start of Trimester 3 (NOV)	
23-May-22	2		
30-May-22	3	Bank Hol	Marking & Moderation
06-Jun-22	4		Univ Marks Process date
13-Jun-22	5	Module Boards / Stage Code Updates	
20-Jun-22	6	P&AA Results Processing / PAB	
27-Jun-22	7	Results Release	
04-Jul-22	8		
11-Jul-22	9		
18-Jul-22	10		
25-Jul-22	11		
01-Aug-22	12		
08-Aug-22		Summer Holiday	
15-Aug-22		Summer Holiday	
22-Aug-22		Summer Holiday	
29-Aug-22	M1	Bank Hol	Marking & Moderation
05-Sep-22	M2	Marking & Moderation	
12-Sep-22	M3	Module Boards	
19-Sep-22	M4	MAB Results (partner) / PAB preparation	Progression and Award Boards
26-Sep-22	M5		Results Release
03-Oct-22	M6		Reassessment
10-Oct-22	M7	Marking & Module Board processes	
17-Oct-22	M8	Marking & Module Board processes	Reassessment Board
24-Oct-22	M9	Results Release	
31-Oct-22	1	Start of Year 3 / Trimester 1 (NOV)	
07-Nov-22	2		
14-Nov-22	3		
21-Nov-22	4		
28-Nov-22	5		
05-Dec-22	6		
12-Dec-22	7		
19-Dec-22		Christmas Holiday	Bank Hol
26-Dec-22		Christmas Holiday	Bank Hol
02-Jan-23	8		
09-Jan-23	9		
16-Jan-23	10		
23-Jan-23	11		
30-Jan-23	12	End of Year 3 / Trimester 1 (NOV)	

06-Feb-23				
13-Feb-23	1	Start of Year 3 / Trimester 2 (NOV)		
20-Feb-23	2			
27-Feb-23	3	Marking & Moderation		
06-Mar-23	4		Marks Deadline	Univ Marks Process date
13-Mar-23	5	Module Boards / Stage Code Updates		
20-Mar-23	6	P&AA Results Processing / PAB		
27-Mar-23	7	Results Release		
03-Apr-23	8			
10-Apr-23	9			
17-Apr-23	10			
24-Apr-23	11			
01-May-23	12	End of Year 3 / Trimester 2 (Reass T1) (NOV)		
08-May-23				
15-May-23	1	Start of Year 3 / Trimester 2 (NOV)		
22-May-23	2			
29-May-23	3	Marking & Moderation		
05-Jun-23	4		Marks Deadline	Univ Marks Process date
12-Jun-23	5	Module Boards / Stage Code Updates		
19-Jun-23	6	P&AA Results Processing / PAB		
26-Jun-23	7	Results Release		
03-Jul-23	8			
10-Jul-23	9			
17-Jul-23	10			
24-Jul-23	11			
31-Jul-23	12	End of Year 3 / Trimester 2 (Reass T1) (NOV)		
07-Aug-23	12			
14-Aug-23				
21-Aug-23				
28-Aug-23				
04-Sep-23	M1	Marking & Moderation		
11-Sep-23	M2	Marking & Moderation		
18-Sep-23	M3	Module Boards		
25-Sep-23	M4	MAB Results (partner) / PAB preparation		Progression and Award Boards
02-Oct-23	M5		Results Release	
09-Oct-23	M6	Reassessment		
16-Oct-23	M7	Marking & Module Board processes		
23-Oct-23	M8	Marking & Module Board processes		Reassessment Board
30-Oct-23	M9	Results Release		
06-Nov-23	1	Start of Year 3 / Trimester 1 (NOV)		

SPECIAL EVENTS

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

Welcome Induction

This week is targeted at all students starting or progressing on to a new programme of study. It will familiarise you with LSC and the University and offer time to get to know students and tutors on your programme.

Academic Development and Assessment Review

To support your learning, the assessment review sessions are created in your timetable to support your academic development and prepare for your module assessments. You will also be able to book an appointment with the LSC teaching assistants for individual support and discuss any academic queries.

Reassessment / Referral Dates

This is when formal reassessment for modules will take place where applicable, as per the calendar above (for more information about reassessment, see [Your Guide to Undergraduate/Postgraduate Assessment and Award Processes](#)).

You will be communicated with formally on Exam Results and reassessments arrangement after the Exam Board. Further information on events, activities and support offered during each of these weeks will be published on the LSC student porta.

PROGRAMME STRUCTURE

Programme Structure and Content

The BA (Hons) Business Studies will be delivered in 4 years and each academic year consists of 3 terms. Each term has three 20 credits modules. The programme structure is shown as below. Detailed module descriptors will be available on LSC Portal.

Year 1 (Level 0)

Term	Module title	Credits	Module type
1	Context of Business	20	Mandatory
1	Study Skills for Higher Education	20	Mandatory
2	Introduction to Information Technology	20	Mandatory
2	Business Communication	20	Mandatory
3	Numeracy and Data Analysis	20	Mandatory
3	Integrated Professional Skills in the Digital Age	20	Mandatory

A student who completes all 120 credits at Level 3 is eligible for the award of Foundation Certificate in Business.

Year 2 (Level 4)

Term	Module title	Credits	Module type
1	Contemporary Business Environment	20	Mandatory
1	Marketing Management	20	Mandatory
2	Business Decision Making	20	Mandatory
2	Personal and Professional Development	20	Mandatory
3	Organisational Theory and Practice	20	Mandatory
3	Business Law and Ethics	20	Mandatory

Year 3 (Level 5)

1	Human Resource Management	20	Mandatory
1	Accounting for Business	20	Mandatory
2	Digital Business	20	Mandatory
2	International Business	20	Mandatory
3	Research Methodologies	20	Mandatory
3	Entrepreneurship	20	Mandatory

Year 4 (Level 6) Bachelor of Arts (Hon) Business Studies

1	Global Strategic Management	20	Mandatory
1	Building A Sustainable Organisation	20	Mandatory
2	Case Study Analysis	20	Mandatory
2	Contemporary Management Issues in the 21 st Century	20	Mandatory
3	Dissertation (Double Unit)*	40	Mandatory
3	Business Project (Double Unit)*	40	Mandatory

*students will choose either Dissertation or Business Project.

For the award of Bachelor degree with Honours, please refer to the University Award Regulations:
<https://www.canterbury.ac.uk/quality-and-standards-office/docs/regulations/Regulations-for-Taught-Awards-SEP20.pdf>

LEARNING AND TEACHING

Teaching, Learning and Assessment Strategies

The Teaching, learning and assessment strategies for the BA Business Studies are underpinned by the CCCU Teaching and Learning Strategy which focuses on

- building learning communities,
- educating the whole person,
- students as partners in learning;

- supporting success for all students,
- maximising student potential for learning,
- an integrated approach to graduate employability,
- developing global citizenship, and
- being flexible and responsive to learning environments.

Teaching and Learning Methods

Methods of learning and teaching are geared to progression and integration through programme levels. Individual module descriptors provide you with 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 teaching and learning methods may include; field trips, visits, directed reading, interactive learning via the University computer network and the *Moodle* 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 you with expert knowledge in their specialist or functional areas. Other teaching and learning activities you will experience are:

- the consideration of a variety of types and sources of case studies and evidence, including references 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 discussions, individual tutorial discussions;
- Tutorial-support surgeries; and other appropriate learning methods.
-

A summary of the combined approaches which are used in the learning and teaching strategy is indicated below.

- Referenced experiential learning (based on the experiential contexts of students and international examples and identity)
- Employability focused activities (applied case study references; in-class formative discussion based on the experiential backgrounds of students and staff)
- Formal lectures and briefings/discussion
- Workshops
- Individual and group-team tutorials
- Presentations – (formative in class and in-assignment presentation papers)
- Seminars and group discussions
- Case study analysis - (Formative in class and Summative)
- Assignments and Report writing and presentation
- Directed and independent study, e.g. using on-line materials
- Development of monitored and supervised individual research approaches

Lectures

Lectures provide you with the overall framework within which learning can be coherently and effectively delivered and are devised to enable you to contextualise your 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 students' backgrounds and experience may vary. Lectures provide a background

to directed learning and 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 modular subject content is delivered effectively and within a staged sequence. Core teaching 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 are designed to enable you to develop your critical perspectives on a topic or subject. They require you 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 involve reflection on practice and discussion of examples drawn from the individual experiences of students and staff encourage 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 to either individually or within a group. 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 you progress, tutorials continue to be used to monitor your progress including monitoring progress of projects. Regular timetabling of tutorials enables careful and sequential monitoring of the progress with work to be undertaken and provides an opportunity for 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, and 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
- Academic support and guidance related to the development of the student(s) within the programme

Practical Workshop Discussions

Practical workshops provide you with direct skills development and support in specific modules, you will practice and refine your skills within a learning environment which provides formative and focused feedback and contributes to the development of individual learning. Workshops will also enhance your applied skills and contribute to professional development capability. They facilitate transition between theory and the workplace and encourage reference to individual learning examples.

Group Discussions

In-class group discussion is also used and groups may be asked to discuss a problem, concept, theme, or similar field or aspect of management 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 student's reflection on their personal experiences and learning and employment backgrounds

Directed Learning

Directed Learning may be composed of learning tasks which are specified by the tutor/lecturer and which are a specific set of 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 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.

Research Skills Development

Students are expected to develop systemic research skills through undertaking an independent research project in Trimester 6 of their programme. The research project is coordinated by the BABS programme leader with the support of the programme delivery team, in liaison with the nominated University link tutor/moderator.

Technology-Enhanced Learning

LSC has been implementing a technology-enhanced learning strategy over the past decade by taking the advantages of online platform and new learning technologies. Since the beginning of 2020, LSC has modified its teaching and learning strategies, partially due to an emphasis on technology and partially due to the current pandemic scenario. This has led the institution to shift rapidly from in-person to online learning. Faculty members are taking the pulse of the student cohorts during lectures through polling or question functions on the digital platform. This allows real-time feedback of the interests and engagement of the students. For workshops or seminars, the framework for the interaction and any pre-reading is shared before the workshop or seminar to maximise the productive time together and to give the participants ownership in their interaction. The programme and resources have been reworked to take up less bandwidth to be inclusive of learners who have weaker online connections.

The faculty has been trained in various methods of delivery and pedagogy keeping in mind the various kinds of learners and their approaches to learning. This has contributed to a clear improvement of digital interaction and facilitation skills. Class sessions have been reduced by one third (time wise) keeping in mind that attention spans are reduced online. Creation of narratives for each class, usage of polls, virtual break-out rooms, videos and open questions to reenergise students have proved to be very effective. Asynchronous communication tools are used intermittently to engage participants and increase collaboration. These tools allow direct contact with learners outside of class, facilitate their class-related discussions and allow monitoring in one-to-one, one-to-many and many-to-many conversations. They give qualitative feedback on the delivery and how the cohorts are interacting with the material.

LSC has revamped the assessment strategies due to these new approaches. Learning objectives have been reviewed. What needs to be evaluated has been at the forefront of these changes with students' capacities to apply said concepts to solve complex problems being a key feature of this revamp. Creative approaches to assessments that minimise physical contact between groups of students has been a prime consideration. While the present conversion to full delivery online may be temporary, it may have lasting effects on how education and learning are delivered. These experiences and modifications could be integrated into our in-person courses in the future to best serve our learning objectives.

ASSESSMENT

Assessment Philosophy

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 your ability to analyse, synthesise, evaluate and communicate information derived from:
 - module content;
 - learned knowledge from other areas/qualifications;
 - employment and cultural experience;
 - the implementation of systematic information-seeking strategies.
- The need to encourage and support you in applying your skills to specific industry/business/management/conceptual and applied problems.
- The need to encourage you to engage with problem based, problem resolution, and problem-solving learning
- Supporting you in your 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 you 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 you, the student, and to provide an 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.

Programme assessment philosophy has taken account of the practical nature of business and management skill-sets but also recognises the need to demonstrate sufficient relationship between theory and practice, theory into practice, and critical thinking in the completion of assessments.

Cognitive, professional and transferable skills are appropriately assessed by assignment, or equivalent assessment tasks. A range of strategies including case study analysis; assignment/essay type/report type assignments; critical literature review; in class presentations and discussion - both group and individual; are also employed to enable students to demonstrate the skills required of a business and academic professional. Problem identification, problem solving, problem resolution, and transformational solutions are encouraged within assessment requirements. Tutorial and seminar discussion provide foundations for confidence building, questioning, and discussion of ideas, values and cultural and other contexts.

Formative in-class assessment supports you in the development of critical exploration, evaluation and thinking skills as these are cultivated within the approach to addressing assignment tasks.

Assessment Deadlines: Assessment 1 deadlines will be by week 6 of each trimester.

Assessment 2 deadlines will be by week 12 of each trimester.

Assessment Strategy

The programme seeks to deliver varied learning experiences, teaching and assessment in order to develop appropriate knowledge and understanding, and to enhance a variety of your key/transferable skills.

Assessments will follow the University model of a word equivalency tariff per 20 Credit modules. Each module lead will design the module summative assessment, with formative assessment also employed throughout.

It is expected that you will begin to use and develop critical skills from the beginning of the programme. You will be assessed in a number of ways, including assessed written work presented in a specified variety of forms and formats, individual/industry/commercial/professional/practice related reports, professional presentation papers, reflective reports and examinations.

Assessment of knowledge and understanding is achieved using a range of in-class, in-module and end of module assessments which include:

- assignments (reports, case studies, projects, essay formats)
- the analysis and critical use of evidence, which may be drawn from a variety of sources;
- critical analysis and presentation papers,
- practical and applied assessment,
- presentations and discussions (individual and group – in class),
- case study analysis
- presentation of reports,
- business reports,
- project reports.
- Examinations

You 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.

Lecturers are expected to utilise a balance of diagnostic, formative and summative assessment during the programme appropriate to their module. These can range from providing feedback on presentations given in class, or exercises undertaken individually or in groups, to self-marked practice mini assignments via a detailed marking scheme provided to students via the virtual learning environment (Student Portal) or other means as appropriate.

Assessment methods and tariffs

Assessments will normally be related to a careful balance between assessing theoretical knowledge, applied concepts and practically-focused, employment-related activity. Case study evaluation, and business project work and simulated activity are all used in parallel to explore the theoretical basis for business practices. Written work

(e.g. assignments) are designed so that they meet QAA subject benchmark statement requirements and the overall programme-level learning outcomes.

A range of assessment methods will consequently be employed in the assessment of the participants. The programme assessment tariff will be aligned with the University's recommended tariffs

Management of Assessment Strategy

The learning and teaching strategy is an integral foundation for the rigorous management of the assessment strategy. The regular monitoring of student commitment ensures that the academic participation and work produced by each student is well known, which staff are able to confidently confirm as belonging to the student. In addition to the use of LSC electronic software (*Turnitin*) the consistent contact with each student ensures the effective oversight of their progress through the programme in addition to building a clear knowledge of their academic abilities, stage of development and standards of work.

The marking and moderation process is implemented in accordance with University regulations. University External Examiners view the marks awarded and the work submitted for assessment for an agreed, stratified sample of work for each module. University moderators/External Examiners also view work submitted for assessment according to University protocols.

Assessment schedules, Submission and Deadlines

- Current assessment timetables are based on the module teaching pattern and the timetable for assessments which would be established for the LSC Group-University partnership. There are normally up to six cohort assessment sequences each year. This pattern of assessment is already established and in place within the London and international campus provision. For the London Campus the pattern is required in order that assessments and student progression is able to be accommodated within study periods identified for students within UKVI visa arrangements. A calendar with critical dates will be provided for you in advance
- There is a LSC Group Examinations Officer, and examinations office staff are expected to work in conjunction with specific administration support staff and University staff. It is intended that there should be a regular pattern of liaison with University examinations office and registry staff (as required), with the defined responsibility for the secure operational management of all assessment and progression matters.
- All **module assessments brief including marking criteria and deadlines** will be published during the 1st teaching week and available on the LSC portal. Students will also be reminded via email / SMS of any changes to assessment dates and arrangements.

LSC Group Examinations Office staff and administrative staff along with senior academic members of staff are responsible for all administration related to internal administration of assessments including:

- ***Responsibility for setting and conducting of assessments and communication of outcomes to students***
- The drafting of assessments tasks: verification and approval of assessments; setting and conducting of assessments; marking protocols and criteria referenced assessment; communication of outcomes to students; are subject to the regulations of CCCU.

Monitoring of progress and feedback to students

- All assessment submissions and marking of assignments/coursework will be completed by teaching staff through the use of LSC *Turn-it-in*.
- Tutorial support and formative feedback is provided by teaching staff. This may take the form of group feedback or individual timetabled tutorial feedback. Assessment tasks receive monitoring feedback according to the nature of the work being produced.
- Assessments/coursework submitted through *Turn-it-in* is commented on through staff responses entered into *Turn-it-in* and sent electronically to the individual student or on submitted work-in-progress (dependent on the assessment).
- Formative support and advice is also provided dependent upon the module requirements. Research Methods receives formative commentary from tutors during the ongoing production of the work for the module. This may include formative class/group discussion, or individual/group tutorial discussion, or through the use of staff commentary on specific stages in the development of the work for assessment, subject to CCCU protocols.
- Provisional results and feedback on assessment for assessed work will be provided to students electronically or on the submitted scripts. The turnaround time for assignment feedback is around 15 working days in line with CCCU regulations.
- Please note all module marks are subject to the confirmation of the University Progression and Award Boards in accordance with University Academic Regulations, examinations procedures and assessment protocols. Please refer to the [CCCU Regulations for Taught Award Sept 2020](#), which is available on LSC Portal.

Extenuating Circumstances

Students who have extenuating circumstances need to send the request to LSC academic administration following the University procedures:

There are three types of request you can make - each has a different purpose and criteria.

1. **Self-certification request** – to request a 7-day extension or take an exam at a later date. You don't need to provide evidence but can only use this twice in an academic year. You must make your request within 14 calendar days before the deadline date.
2. **Evidence-based extension request** – to request a 7-day or 14-day extension or take an examination at a later date. You must provide evidence at the same time as you make the request and submit the request and evidence 14 calendar days prior to, and 7 days after your deadline date.
3. **Impaired performance request** – you can only use this request for exam or time-specific assessments that you attempted on the scheduled date but wish to take again due to unforeseen circumstances. You must provide evidence with the request. You can submit this request up to 7 calendar days after the exam or time-specific assessment.

Extenuating circumstances requests are not automatically agreed, unless you're using self-certification requests (up to two per academic year). For it to be approved you must have an acceptable reason, apply on time, not have exhausted your request opportunities and provide evidence if required.

Further information can be found at:

<https://www.canterbury.ac.uk/current-students/academic-services/assessments/extenuating-circumstances>

Plagiarism and Academic Misconduct

All written work is submitted electronically and passed through *Turnitin* as an aid to detecting potential plagiarism. The issue of plagiarism, and the consequences of engaging in the act of plagiarism, is explained to students at their induction and also in module lectures to ensure that instances of academic malpractice are minimised and where these are identified they are subject to the appropriate disciplinary action.

The CCCU Plagiarism and Academic Misconduct Procedures can be found at:

<https://www.canterbury.ac.uk/quality-and-standards-office/docs/assessment-procedures/Plagiarism-and-Academic-Misconduct-Procedures.pdf>

Further information can be found at: <https://www.canterbury.ac.uk/current-students/academic-services/assessments/plagiarism>

Monitoring of student progress and oversight of academic standards for the programme is formally reviewed on a regular basis each year. Monitoring of progress is subject to CCCU protocols and takes place at examinations/assessment boards, which confirm the completion of intermediate and final levels of the programme.

REGULATORY ARRANGEMENTS

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

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 Award Processes](#).

For more information on CCCU regulation and credit framework, please visit

<https://www.canterbury.ac.uk/quality-and-standards-office/regulations-policies-and-procedures/regulation-and-credit-framework.aspx>

ACADEMIC SUPPORT

LSC provides both academic and pastoral support to all its students and look after students' health and wellbeing.

For the students enrolled on the BA (Hons) Business Studies in line with CCCU policies and guidance. Further details can be found at <https://www.canterbury.ac.uk/current-students/support-services>

For students enrolled on the BA (Hons) Business Studies BS, LSC carries out detailed induction programmes for all students at the beginning of the term covering the following areas:

- introduction of the LSC Group and the partner Universities
- programme structure, content and assessments
- teaching team
- academic regulations
- timetable and learning resources
- students' voice
- Prevent

LSC ensures you have access to the necessary information to support your studies. All students are provided with a programme handbook with details of the course information, LSC also has a general student handbook and all additional information are put in LSC Student Portal which can be accessed using the students log in details

Every student cohort has a module lecturer, who is responsible for achieving the individual student's academic goals and objectives for that specific module. Every cohort has two dedicated Teaching Assistants (TAs) who are specifically allocated to that group to monitor and address their needs both as a group and as individuals. The TAs are equipped with dedicated telephones to enable contact with their "flock" of students.

The academic team will support your academic progress, helping you to achieve goals and guiding you through the period of study. Tutoring can be individual too, depending on specific needs and requirements. The faculty will meet and advise students individually during the year. If you have personal worries or concerns that may

affect your work, the team will be able to direct you to the right support. This will be done in conjunction with the Student Welfare Officer.

Programme Administrators are in place to look after the administrative aspects of your programme. You can contact them in relation to areas such as attendance issues or letters that need to be disbursed, etc. They also have dedicated zoom counters which enable the you to contact them, if necessary, for virtual face-to-face discussions on matters that are to be addressed.

Personal Development

The BA Business Study 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. Focusing on these attributes the programme develops career objectives and aspirations; continuing professional development in chosen employment areas; and continuing professional or academic development.

STUDENT VOICE

The University and LSC are keen to hear your views on your programme of study and programme delivery, and one of the ways this takes place is through Student-Staff Liaison Meetings. Meetings normally take place once per trimester, and provide a chance for you to feedback programme issues to allow staff to improve the quality of the student experience. The elected student representative(s) 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 SSLMs.

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

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EXTERNAL EXAMINER

The University appoints External Examiners to act as an independent check on the academic standards of each module and the overall award.

Subject specialist External Examiner(s) are appointed to individual modules. The main roles and responsibilities of External Examiners are described as below:

- ▶ The Progression and Award External Examiner's role and responsibilities are to contribute to the decisions of the Progression and Award Board (PAB) in respect of its role to:
 - ▶ Consider the overall profile of marks for each student and recommend students for awards or make recommendations for a course of action in the case of failure.
 - ▶ Make recommendations about students, not in their final year, with regard to progression or make recommendations for a course of action in the case of a student not being eligible to progress to the next level.
 - ▶ Award credit to students on modules passed by compensation.
 - ▶ Ensure that the assessment process at a programme level is operated in a fair and reliable manner making use of agreed degree classification criteria and in line with the University's Regulations and assessment procedures.
 - ▶ Assure the appropriate standards for the awards.
 - ▶ Consider any issues relating to the delivery of modules in the context of the programme(s) as reported from Module Boards.

The details of CCCU External Examiner system as an integral part of the University and Standard framework can be found at <https://www.canterbury.ac.uk/quality-and-standards-office/external-examiners/information-for-external-examiners.aspx>

At some point during your programme of study, you might be asked to meet the External Examiner(s). This meeting will be to allow the External Examiner to gather information on the quality and standards of the modules/programme. Individual performance will not be assessed at this meeting and External Examiners do not consider issues regarding individual assessment outcomes.

The External Examiner for your modules/award will submit an annual report. All External Examiner reports, and your Programme Team's responses to them, can be accessed via your Programme Moodle or via the Student Webpages (<https://www.canterbury.ac.uk/students/current-students/current-students.aspx>).

You can participate in the formal process through which External Examiner reports are considered and responded to through the programme's Student-Staff Liaison Meeting (see Student Voice section for more details).

Name of the External Examiner: TBA