Brighton Business School

BSc (Hons) Business Management with Finance with Placement Year
(4-year sandwich)

BSc (Hons) Business Management with Finance
(3-year full-time)

BSc (Hons) Business Management with Finance
(4-year sandwich)

BSc (Hons) Business with Finance
(3-year full-time)

Course Handbook

September 2019
The purpose of this course handbook is to provide you with key information about your course, including administrative and academic procedures, and to give you some practical advice on how to make the most of your studies and to explain what to do if you experience any difficulties. Please read the handbook very carefully and keep it at hand for future reference.

Other key documents that you should be familiar with are:

- the University of Brighton Student Contract;
- the University of Brighton Student Charter: https://www.brighton.ac.uk/current-students/my-studies/student-policies-and-regulations/our-student-charter.aspx
- the University of Brighton Plagiarism Awareness guidelines;
- Brighton Business School Referencing Handbook;
- The University of Brighton General Examination and Assessment Regulations (GEAR).

Copies of all these documents are accessible in electronic format on the University’s website and via the student intranet, Studentcentral (see 7.6 below), via your Course Area.

Because of increasing incidents of cases of plagiarism both in this university and others, you are strongly urged to carefully read the Plagiarism Awareness Guidelines. Penalties for plagiarism can be very harsh and ignorance is no defence! The University has access to special software which can detect plagiarism and we will be using this at random throughout the year at all levels, so you have been warned.

If you would like to see any other items included in your course handbook please contact your course administrator and, whilst we cannot promise to change things straight away, we will do our best to improve the handbook in future years.

IMPORTANT
Please note that the provisional dates for 2019/20 resit examinations are 24 August-4 September 2020. Any referred student unable to attend examinations between these dates will be required to re-sit in the 2020/21 academic year and will be unable to proceed with the course meanwhile.
1. COURSE LEADER INTRODUCTION

2. ABOUT YOUR SCHOOL – BRIGHTON BUSINESS SCHOOL

3. ABOUT YOUR COURSE - STRUCTURE AND CONTENT
   3.1 Course aims and learning outcomes
   3.2 Course structure and content
   3.3 Exit awards
   3.4 Academic calendar
   3.5 Placement Year
   3.6 Careers, study and language support
   3.7 Exemptions from professional institutions
   3.8 Academic prizes and scholarships

4. ABOUT YOUR COURSE - MANAGEMENT AND ADMINISTRATION
   4.1 Course management team, student staff forums and examination boards
   4.2 Communications between staff and students
   4.3 Where to turn for advice and guidance
   4.4 Student representation and feedback
   4.5 Annual academic health process

5. ABOUT YOUR COURSE - ASSESSMENT
   5.1 Nature of assessment
   5.2 Coursework grading criteria
   5.3 Coursework presentation
   5.4 Referencing your work
   5.5 Coursework word limit and word ranges
   5.6 In-class assessments
   5.7 Coursework submission
   5.8 Late coursework
   5.9 Coursework extensions
   5.10 Feedback on coursework
   5.11 Anonymity in assessment
   5.12 Examination timetables
   5.13 Examination past papers
   5.14 Examination results
   5.15 Mitigating circumstances
   5.16 Plagiarism, collusion and cheating in examinations
   5.17 Appealing the decision of an examination board
   5.18 University academic regulations – GEAR

6. YOUR COURSE-SPECIFIC REGULATIONS
   6.1 Undergraduate modular programme
   6.2 Minimum pass mark
6.3 What happens if I fail a module
6.4 More on referrals
6.5 What happens if I then fail a referral?
6.6 Deferrals
6.7 What happens if I fail a Level 6 module?
6.8 Calculation of the final mark for the degree classification
6.9 Awarding honours
6.10 Border zone decisions

7. LIBRARY, COMPUTING AND MEDIA SERVICES
7.1 The library service
7.2 Library services for part-time students
7.3 The Online Library
7.4 Computing services for students based at Moulsecoomb
7.5 Media Services
7.6 Studentcentral
7.7 ASK Study Kit
7.8 Useful web addresses

8. STUDENT SERVICES

9. STUDENT ENTITLEMENTS AND RESPONSIBILITIES
9.1 Student Charter
9.2 Brighton Business School – Attendance and Engagement policy
9.3 Disability statement
9.4 Fire evacuation
9.5 Observing copyright laws

10. MISCELLANEOUS

APPENDICES
i Learning Support Plans (LSPs)
ii Employability
1. COURSE LEADER INTRODUCTION

A warm welcome to all students joining the BSc (Hons) Business Management with Finance course. And welcome back to returning students on 3-year and 4-year routes.

The key objective of this degree is to provide you with an interesting and relevant business training that will enhance your career prospects and meet the needs of business organisations for knowledgeable, capable, versatile and multi-skilled graduates. The course you have joined is one of a number of programmes that are run in the Business School and you will find that in your lectures you are joined by students from the International Business, Business and Business Management with Marketing/HR/Economics/Finance programmes. In your final year you will also be joined by students from the Business conversion degree and by exchange students from other European and North American business schools and universities.

An essential ingredient of the approach adopted on your course is that we assume that you will take responsibility for your own learning. This does not mean that staff are indifferent or insensitive to your needs; it means that you must organise your own learning process using the resources which the institution has to offer. The consequence of this is that there will be a good deal of private study required in addition to the formal contact hours that are timetabled, and to the assessment tasks that are set.

Your responsibilities therefore are to prepare for each class, to take an active part in class discussions, and to consolidate your learning on a weekly basis, in addition to reading beyond the recommended texts and to completing the assessed and non-assessed tasks that are set. Our responsibility to you is to prepare you for the assessments by providing a framework for your learning, by introducing you to the syllabus topics, directing you to important and relevant subject areas, and recommending extra work. That is the nature of our learning contract with you.

Many of you will be interested in exemptions from the professional accountancy bodies’ examinations, which are relevant to some of your finance modules. Over the past few years many of these bodies have undergone the process of introducing new examination schemes. No exemptions can be guaranteed but we endeavour to keep abreast of developments and have, where possible, adapt the options we offer in order to gain exemptions.

We always welcome constructive criticism and any suggestions about the course can be made at any time, although course evaluation will be carried out during the year. Matters that affect the whole course should be taken up by the student representatives who will be elected at the start of the year. I will meet with them regularly to resolve any issues and the staff-student forums will meet at least twice a year.

We will endeavour to make the course as challenging, interesting and relevant as possible – increasingly against the backdrops of climate change and digitalisation – and our major expectation of you is to rise to this challenge, attend and actively participate in your scheduled lectures, seminars and workshops and work hard and consistently over the academic year.

Course Leader

Bobby Kahlon
2. BRIGHTON BUSINESS SCHOOL

Your School is Brighton Business School. The Head of Brighton Business School is Professor Toni Hilton. More information about the work of the School may be found on the school web site at: www.brighton.ac.uk/bbs. The Vice Chancellor of the University is currently Professor Debra Humphris.

The Business School’s contact details are:

Brighton Business School  
University of Brighton  
Mithras House  
Lewes Road  
BRIGHTON  
BN2 4AT

Tel:  (01273) 600900 (Switchboard)  
Fax:  (01273) 643597 or 642153

The Academic year dates for the School are:

AUTUMN TERM  
23 September – 13 December 2019

SPRING TERM  
6 January – 3 April 2020

SUMMER TERM  
27 April – 5 June 2020  
w/c 11 May to w/e 5 June 2020 (summer examination period)

SEMESTER DATES  
Semester One 30 September 2019 – 31 January 2020  
Semester Two 3 February 2020 – 5 June 20
3. ABOUT YOUR COURSE - STRUCTURE AND CONTENT

3.1 Course aims and learning outcomes

1. To provide students with a broad, relevant, challenging, practical and imaginative educational experience, in preparation for a wide range of business careers (QAA 3.1);

2. To provide a sound knowledge and understanding of the internal functions of businesses, how they are managed and how they interrelate (QAA: 3.2; 3.4; 3.6);

3. To prepare students for managing new, changing and challenging situations in the dynamic business environment (QAA 3.2; 3.3; 3.4; 3.5; 3.6)

4. To allow students the opportunity to build up specialist knowledge in a key business subject area to suit their interests and career aspirations (QAA: 3.7; 3.8; 3.9);

5. To develop a wide range of relevant business and lifelong learning skills (QAA: 3.7; 3.8);

6. To provide the opportunity to gain first-hand experience in a business role, through a one-year work placement (QAA: 3.7; 3.8; 3.9).

OR to provide the opportunity to gain first-hand experience in a business/organisational role, through a substantive project with a Third-Sector organisation in real time (QAA: 3.7; 3.8; 3.9)

Skills

Following QAA benchmarks for Business Management programmes, students should be able to demonstrate the following skills:

- 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 generalise appropriately.

- Effective problem solving and decision-making using appropriate quantitative and qualitative skills including identifying, formulating and solving business problems.

- The ability to critically appraise, evaluate and assess a range of options together with the capacity to create and apply ideas and knowledge to a range of situations.

- Effective verbal and written communication skills developed through a range of methods such as preparation and presentation of business reports

- Numeracy skills including the ability to manipulate, interpret and analyse gathered data and present findings in an appropriate format.
• Effective management of time, resources and skills, with particular emphasis on effective use of pooled resources in managing teams.
3.2 Course structure and content
Copies of all module descriptors are accessible, by module code, via student central.
The course structure diagram for your degree can be found below and on the next page. All

BSc (Hons) Business Management with Finance (4-year route)

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>Core</td>
<td>Core</td>
</tr>
<tr>
<td>EC163</td>
<td>EC221</td>
<td>HR380</td>
</tr>
<tr>
<td>Business</td>
<td>International</td>
<td>Managing &amp; Developing</td>
</tr>
<tr>
<td>Economics</td>
<td>Business Analysis</td>
<td>Developing People</td>
</tr>
<tr>
<td>HR173</td>
<td>DB251</td>
<td>ST372</td>
</tr>
<tr>
<td>Organisational</td>
<td>Business</td>
<td>Applied</td>
</tr>
<tr>
<td>Behaviour &amp;</td>
<td>Problem</td>
<td>Strategy</td>
</tr>
<tr>
<td>HRM</td>
<td>Solutions</td>
<td></td>
</tr>
<tr>
<td>MK187</td>
<td>FN243</td>
<td>DB319</td>
</tr>
<tr>
<td>Principles of</td>
<td>Understanding</td>
<td>Placement Project</td>
</tr>
<tr>
<td>Marketing</td>
<td>Finance &amp; Theory (PSRB</td>
<td></td>
</tr>
<tr>
<td></td>
<td>required)</td>
<td></td>
</tr>
<tr>
<td>FN163</td>
<td>LW270</td>
<td></td>
</tr>
<tr>
<td>Financial</td>
<td>Corporate and Business</td>
<td></td>
</tr>
<tr>
<td>Knowledge &amp;</td>
<td>Law (PSRB required)</td>
<td></td>
</tr>
<tr>
<td>Skills for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OS101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&amp; Operations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DB166</td>
<td>Business Electives</td>
<td></td>
</tr>
<tr>
<td>Enterprise</td>
<td>40 Credits</td>
<td></td>
</tr>
<tr>
<td>Project and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

Placement Year in Industry

<table>
<thead>
<tr>
<th>AND</th>
<th>OR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist</td>
<td>Specialist</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>20 Credits</td>
<td>20 Credits</td>
</tr>
<tr>
<td>FN350</td>
<td>FN350</td>
</tr>
<tr>
<td>(PSRB required)</td>
<td>(PSRB required)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>AND</td>
<td></td>
</tr>
<tr>
<td>Specialist</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>20 Credits</td>
<td></td>
</tr>
<tr>
<td>from FN380;</td>
<td></td>
</tr>
<tr>
<td>EC364;</td>
<td></td>
</tr>
<tr>
<td>EC381 (x2)</td>
<td></td>
</tr>
</tbody>
</table>

year one modules are compulsory worth 20 credits each.
## BSc (Hons) Business Management with Finance (3-year route)

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Core</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC163</td>
<td>Business Economics</td>
<td></td>
</tr>
<tr>
<td>HR173</td>
<td>Organisational Behaviour &amp; HRM</td>
<td></td>
</tr>
<tr>
<td>MK187</td>
<td>Principles of Marketing</td>
<td></td>
</tr>
<tr>
<td>FN163</td>
<td>Financial Knowledge &amp; Skills for Business</td>
<td></td>
</tr>
<tr>
<td>OS101</td>
<td>Managing Systems &amp; Operations</td>
<td></td>
</tr>
<tr>
<td>DB166</td>
<td>Enterprise Project and Skills</td>
<td></td>
</tr>
<tr>
<td><strong>120</strong></td>
<td><strong>120</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 5</th>
<th>Core</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC221</td>
<td>International Business Analysis</td>
<td></td>
</tr>
<tr>
<td>DB251</td>
<td>Business Problem Solutions</td>
<td></td>
</tr>
<tr>
<td>FN243</td>
<td>Understanding Finance &amp; Theory (PSRB required)</td>
<td></td>
</tr>
<tr>
<td>LW270</td>
<td>Corporate and Business Law (PSRB required)</td>
<td></td>
</tr>
<tr>
<td><strong>120</strong></td>
<td><strong>120</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 6</th>
<th>Core</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR380</td>
<td>Managing &amp; Developing People</td>
<td></td>
</tr>
<tr>
<td>ST372</td>
<td>Applied Strategy</td>
<td></td>
</tr>
<tr>
<td>DB366</td>
<td>Developing Professional Practice in Business</td>
<td></td>
</tr>
<tr>
<td><strong>120</strong></td>
<td><strong>120</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

### Business Electives
40 Credits

AND  
Specialist Elective 20 Credits
FN350 (PSRB required)

OR  
Specialist Elective 20 Credits

AND  
Specialist Elective 20 Credits
from FN380; EC364, EC381 (x2)

Specialist Research Elective 40 Credits
Level 5 and 6 options

In the second year (level 5) Business Management with Finance and Placement Year and Business Management with Finance students can choose two 20 credit options and in the final year (level 6) a choice of options totalling 60 credits). These options should be carefully selected to capitalise on your interests, career aspirations and placement experience (where appropriate) in order to build up specialist knowledge in your chosen business area.

First year students will normally be asked to choose their options for year 2 before the end of the Spring term. Second year students and students on industrial placements will also be required to indicate their final year choices about this time.

The range of options available, which will be run providing there is sufficient demand for them and appropriate staff can be timetabled, provides you with a great deal of choice, particularly in the general business area.

Your choice should be based upon your interests and desired career path and you should bear in mind possible exemptions from Professional Bodies’ qualifications.

To give you an idea of what is available, the current options for 2018-19 are listed below and copies of all module descriptors and further module information are accessible, by module code, via the school area on Studentcentral. Please note that there may be some changes to this list by the time you are required to select your choices.

Level 5 Options:

CA270 CREATIVITY IN ENTERPRISE (20)
EC224 ECONOMIC THEORY & APPLICATION (20)
FA266 PERSONAL FINANCIAL PLANNING (20)
HR270 LEADERSHIP & CHANGE INITIATIVES IN AN INTERNATIONAL CONTEXT (20)
IT282 DIGITAL MARKETING
MK291 DESIGN AND INNOVATION (20)
ML232 GAMIFICATION (20)

Level 6 Finance Options:

Final Year Electives on the Undergraduate Programme will be selected before the end of the Spring Term. The range of options available, which will be run providing there is sufficient demand for them and appropriate staff can be timetabled, provides you with a great deal of choice, particularly in the general business area.

Your choice should be based upon your interests and desired career path and you should bear in mind possible exemptions from Professional Bodies’ qualifications.

Important notes:
- Final year electives will run subject to demand and timetable constraints
- Content and assessment methods may change before the start of the academic year
- You may choose to study any other suitable module available within the Business School but note that some modules may only be taken where prerequisite subjects have been taken and passed
3.3 Exit awards

For students withdrawing from the course before completing the degree, the following Exit Awards may be offered:

**Certificate of Higher Education in Business Management** (upon successful completion of **all** level one modules)

**Diploma of Higher Education in Business Management** (upon successful completion of **all** level two modules)
## 3.4 Academic calendar

### BBS Academic Calendar 2019 / 2020

**ALL UNDERGRADUATE COURSES / LEVELS**

<table>
<thead>
<tr>
<th>SEM</th>
<th>Week</th>
<th>Timetable Commencing</th>
<th>Lectures &amp; Workshops</th>
<th>Seminars</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONE</td>
<td>1</td>
<td>23.09.19</td>
<td>Welcome Week</td>
<td>Welcome Week</td>
<td>Term Starts 23.09.19; Induction activities this week</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>30.09.19</td>
<td>Yes</td>
<td>Yes</td>
<td>All teaching starts this week*</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>07.10.19</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>14.10.19</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>21.10.19</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>28.10.19</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>04.11.19</td>
<td>Enrichment Week</td>
<td>Enrichment Week</td>
<td>Optional activities**</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>11.11.19</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>18.11.19</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>25.11.19</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>02.12.19</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>09.12.19</td>
<td>Yes</td>
<td>Yes</td>
<td>Term Ends 13.12.19***</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>24.12.19</td>
<td>Christmas Break</td>
<td>Christmas Break</td>
<td></td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>06.01.20</td>
<td>Yes</td>
<td>Yes</td>
<td>Term Starts 06.01.20</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>13.01.20</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>20.01.20</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>27.01.20</td>
<td>Enrichment Week</td>
<td>Enrichment Week</td>
<td>End Semester One 31.01.20. First semester exams during this week****.</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>03.02.20</td>
<td>Yes</td>
<td>Yes</td>
<td>Start Semester Two 03.02.20</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>10.02.20</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>17.02.20</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>24.02.20</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>02.03.20</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>09.03.20</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>16.03.20</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>23.03.20</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>30.03.20</td>
<td>Yes</td>
<td>Yes</td>
<td>Term Ends 03.04.20</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>07.04.20</td>
<td>Easter Break</td>
<td>Easter Break</td>
<td></td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>14.04.20</td>
<td>Yes</td>
<td>Yes</td>
<td>Term Starts 14.04.20. Module summary lectures - recap and review. Revision seminars</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>28.04.20</td>
<td>Exam Week</td>
<td>Exam Week</td>
<td></td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>05.05.20</td>
<td>Exam Week</td>
<td>Exam Week</td>
<td>Bank Holiday on 05.05.20</td>
</tr>
<tr>
<td></td>
<td>32</td>
<td>12.05.20</td>
<td>Exam Week</td>
<td>Exam Week</td>
<td>Term Ends 05.06.20</td>
</tr>
</tbody>
</table>

---

* 1st Block teaching week for DB251
** 2nd Block teaching week for DB251
*** 3rd Block teaching week for DB251
**** 4th Block teaching week for DB251
3.5 Placement Year

We strongly recommend that all students give serious consideration to doing the placement year and to talk with final year students and Placement Mentors about what they have gained from the experience before making a final decision. A placement is likely to significantly enhance your CV, skills and abilities and give you an advantage in gaining a good career position upon graduation in what is a competitive graduate jobs market. Many of the leading graduate recruiters expect students these days to have good work experience in addition to a degree and highly value the placement experience. Our research demonstrates that students who have been on placement often perform better in their final year subjects.

All students on Business Management with/and placement year routes are required to undertake a one-year placement and we offer lots of help to enable students to secure one. Any student who fails to gain a placement may go straight from level 5 to level 6 but will be transferred to the equivalent 3-year pathway course.

Any student on a 3-year Business course who is interested in undertaking a placement may be considered for transfer to the four-year route at the end of year one (level 4) providing he/she has gained an overall 60% or more in their first-year studies.

We have an excellent record in the placements area and expect to have every student placed before the start of level 5 examinations. However, keeping up this record depends on your enthusiasm, commitment and flexibility - we cannot place you if you do not register on Job Teaser and apply for jobs.

This is a fantastic opportunity for you to gain first-hand, real-life business experience, to acquire new skills and knowledge, to give you confidence in your abilities. Detailed information on the placement process is provided in both the first year and at the beginning of the second year.

The placement requires students to identify a project based upon relevant aspects of your work experience with the company and comprises three elements, a proposal, and presentation, which are formative and a 5000-word project report. The project should be a blend of theory and practice, addressing a real problem or opportunity facing the placement company. The placement project accounts for 20, final-year credits (from a total of 120 credits).

During the year you will normally receive one visit from your University supervisor at your place of work; this is a good opportunity to discuss your project ideas or progress and any work-related issues or problems. There are also two placement conferences during the year held in the University that placement students are required to attend. These also provide you with an opportunity to consult your academic tutor, other members of staff and to visit the library.

You should ideally aim to identify potential project ideas by the time your supervisor visits in September/October and have the research well under way by January when you are required to submit your proposal. The presentation takes places at the second Placement Conference in May. Placement Project Reports need to be submitted near to the start of your final year.

3.6 Careers, study and language support

For careers advice please visit the Employability Hub, Room 159a Mithras House at:

JobTeaser: https://brighton.jobteaser.com/en

The team in the Brighton Business School Employability Hub can help advise all students on placements – from writing CVs and cover letters through to interview and assessment centre
practice. They help with placement searches, discuss which roles would be suitable for each student, and provide guidance on making applications. For International Business students in particular, the team can help with finding placements abroad, either via JobTeaser, which is the placements platform, or through research on other sites. The Employability Hub also organises a wide range of events each year, including Employability Week, the local placements fair, and on-campus company talks, all of which are designed to develop students’ employability and prepare them for the workplace.

3.6.1 English Language Support (International Academic Study Kit – iASK)

The International Academic Study Kit (iASK) includes lectures, classes, tutorials, and online essay feedback and peer proof reading for students whose first language is not English. Access to the International Academic Study Kit (iASK) is FREE of charge and is designed to develop your existing academic language skills to help you succeed in your day-to-day academic tasks. For general enquiries students should email:

G.Hicks@brighton.ac.uk

The programme covers the following areas:

- Writing advisory service
- Peer proof reading service
- Academic English tutorials and weekends

FIND OUT MORE at:
https://tinyurl.com/y2lf496c

Students for whom English is not their first language are strongly advised to take advantage of this service.

3.6.2 Study support

The Student Services unit of the University run a series of study support sessions that may be particularly useful for students who have completed their previous studies outside the UK.

The sessions are offered on a weekly basis during the autumn term on each of the university sites. Topics covered include:

- Preparing for lectures and seminars
- Improving your time management
- Making your reading more effective
- How to plan essays/assignments
- Improving your oral presentations
- Effective group working
- How to revise and improve your exam performance

For more information about other study skills resources and topics, please see the ASK website at: https://tinyurl.com/y47jpx3b

3.6.3 Careers planning agreement

A Career Planning Agreement (CPA) for your course has been developed. Having a CPA means that your Course Leader and careers counsellors have mapped the course against the Employability Skills Framework and any competencies not covered within the course content are identified and delivered by the careers service.
The purpose of the CPA is to help you assess your skills, think about and choose what you want to do on graduation, how to get there, and how to develop the career management skills needed for the rest of your life.

The CPA covers four key areas:
- competencies in self-management
- competencies in communication
- competencies in enterprise, innovation and entrepreneurship
- competencies in research

Further details of your CPA are available on Studentcentral and from there you can explore the many helpful Career links.

There are also a range of workshops scheduled so if you are interested in these Career Planning workshops please check your timetable and look out for announcements on studentcentral. Wherever you see yourself in terms of your career position, we have plenty of resources here at the University of Brighton to help you.

3.7 Exemptions from professional institutions

Accredited by the Chartered Management Institute (CMI).

All Students successfully completing the Business Management award may be eligible to receive the Chartered Management Institute’s Level 5 Diploma in Leadership and Management. Note that all mapped modules will need to be passed at the threshold level as a minimum as the CMI will not allow modules relevant to their award to be compensated.

Accredited by the Chartered Institute of Marketing (CIM).

Students must take either level 5 option OP219 “Purchasing and Supply” or MK291 “Design and Innovation”. Students must take 40 marketing credits in Level 6, which must include MK328 “Marketing Communications”. These students will be exempt on an APL basis from the CIM modules “Marketing” and “Integrated Communications” when taking the CIM Certificate in Professional Marketing and exempt from the modules “Marketing” and “Consumer Behaviour” for the CAM Diplomas in Digital Marketing.

3.8 Academic prizes and scholarships

A number of prizes are awarded each year for exceptional performance, normally to final year students, sponsored by organisations and professional bodies. Current sponsors for prizes awarded on this degree include:

Brighton & Hove Chamber of Commerce
The Campaign Company
Chartered Institute of Marketing
Chartered Management Institute
Enterprise Rent-a-Car
Federation of Small Businesses
Graduate Recruitment Bureau
HSBC
Body Shop
Go-Ahead Group plc
Natural PR Ltd
Rally Strategic
Renewable Living Ltd
3.8 Academic prizes and scholarships

A number of prizes are awarded each year for exceptional performance, normally to final year students, sponsored by organisations and professional bodies. Current sponsors for prizes awarded on this degree include:

- Brighton & Hove Chamber of Commerce
- The Campaign Company
- Chartered Institute of Marketing
- Chartered Management Institute
- Enterprise Rent-a-Car
- Federation of Small Businesses
- Graduate Recruitment Bureau
- HSBC
- Body Shop
- Go-Ahead Group plc
- Natural PR Ltd
- Rally Strategic
- Renewable Living Ltd
- White Hat Media
4. ABOUT YOUR COURSE - MANAGEMENT AND ADMINISTRATION

4.1 Course management team, student staff forums and examination boards
4.2 Communications between staff and students
4.3 Where to turn for advice and guidance
4.4 Student representation and feedback
4.5 Annual academic health process

4.1 Course management team, student staff forums and examination boards

4.1.1 Course management team

Responsibility for the day-to-day running of your course lies with the course management team, comprising your course leader, your course administrator, your personal tutor, and the members of staff teaching on the course. The key members of the course management team are:

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Staff</th>
<th>Room no</th>
<th>Tel no</th>
<th>E-mail address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Leader</td>
<td>Bobby Kahlon</td>
<td>M143</td>
<td>01273 641395</td>
<td><a href="mailto:b.kahlon@brighton.ac.uk">b.kahlon@brighton.ac.uk</a></td>
</tr>
<tr>
<td>Course Administrator</td>
<td>Rachel Carver</td>
<td>M160</td>
<td>641253</td>
<td><a href="mailto:r.carver@brighton.ac.uk">r.carver@brighton.ac.uk</a></td>
</tr>
<tr>
<td>Industrial Placements Officer</td>
<td>Virginia Goodwill</td>
<td>M159a</td>
<td>642168</td>
<td><a href="mailto:v.goodwill@brighton.ac.uk">v.goodwill@brighton.ac.uk</a></td>
</tr>
<tr>
<td>Student Study Guidance Tutor (SSGT)</td>
<td>Stuart Bullen</td>
<td>M139</td>
<td>642571</td>
<td><a href="mailto:SSGTBusinessSchool@brighton.ac.uk">SSGTBusinessSchool@brighton.ac.uk</a></td>
</tr>
<tr>
<td>Deputy Head of Learning &amp; Teaching</td>
<td>Julie Fowlie</td>
<td>M153</td>
<td></td>
<td><a href="mailto:j.fowlie@brighton.ac.uk">j.fowlie@brighton.ac.uk</a></td>
</tr>
</tbody>
</table>

Profiles of academic staff may be found on the School website at:

https://www.brighton.ac.uk/about-us/contact-us/academic-departments/school-results.aspx?dept=k1

4.1.2 Student Support & Guidance Tutor (SSGT)

Stuart Bullen is available to you as your SSGT on a full time basis. He is here to help you with any issues that may be impacting upon your time at the university. He is a useful source of information and advice and to support you through any concerns or problems that you may have during your course here at Brighton. You can contact Stuart in person, by phone or by email: contact details are listed below.

Stuart Bullen, Student Support & Guidance Tutor, Mithras room 139, 01273 642571, SSGTBusinessSchool@brighton.ac.uk

This page has further info on the SSGT role: https://www.brighton.ac.uk/current-students/my-student-life/student-support-and-guidance-tutors/index.aspx
4.1.3 Student Staff Forums

The university is introducing Student Staff Forums in the 2019/20 academic year in place of course boards.

The forum has principal academic responsibility for the:

1. monitoring and maintenance of academic standards of the award(s);
2. quality of the student learning experience on the course (or programme) and its enhancement;
3. academic coherence and development of the course (or programme).

This is achieved through:

- keeping the course delivery: teaching, learning and assessment, and the curriculum under review and proposing course changes;
- collecting and considering all forms of student feedback, determining and monitoring agreed actions;
- reviewing the academic health of the course/programme, including student success and experience data and external feedback (external examiner and PSRB), supporting the periodic review of the course/programme, and determining and monitoring course/programme action plans.

Constitution and membership

<table>
<thead>
<tr>
<th>Chair</th>
<th>A member of staff or a student, as determined by the committee. Committees may also consider having students co-chairing with staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>Course Leader (or Programme Leader) (Ex Officio)</td>
</tr>
<tr>
<td></td>
<td>Academic staff with responsibility for the delivery of the course/programme</td>
</tr>
<tr>
<td></td>
<td>Representatives of staff from professional services and administrative services which support teaching and learning</td>
</tr>
<tr>
<td></td>
<td>Other members of staff may be invited to attend as appropriate e.g. partner college representatives</td>
</tr>
<tr>
<td>Students</td>
<td>Elected course reps for the course(s)</td>
</tr>
<tr>
<td></td>
<td>Guidance is that students should normally make up half of the membership.</td>
</tr>
<tr>
<td></td>
<td>The SU can be drawn on to increase student representative where necessary.</td>
</tr>
<tr>
<td></td>
<td>The School Academic Organiser and SU Officers may attend but should advise the Chair in advance</td>
</tr>
</tbody>
</table>

Quorum: no formal quorum. The Course Leader (or Programme Leader) should decide whether the business of the meeting can be conducted with the members present

Secretary: determined by the School

Frequency of meetings: at least one per semester

Further guidance on Student Staff Forums can be found here. Or by copying in the following URL https://tinyurl.com/y5kyqmk7
4.1.4 Examination boards

Each course within the School is allocated to an examination board, which considers each student’s overall performance and makes decisions on awards and progression. Details of the constitution and membership of examination boards are to be found in the University of Brighton General Examination and Assessment Regulations (GEAR). The membership of examination boards vary between courses, but will include a Chair (normally the Head of School or a Deputy Head), the Course Leader, external examiners and a representative cross section of module tutors.

4.2 Communications between staff and students

Effective communication between staff and students is very important, and the School facilitates this in a range of ways.

4.2.1 We contact you

- Primarily through StudentCentral
- Through event announcements on the plasma screens within the school
- By e-mail – using your University e-mail address (see 4.2.6 below)
- By mobile phone/text message

You will primarily receive updates via StudentCentral regarding changes to timetables, cancellations and re-locations, the membership of groups, notes about examinations and assessments, internal and external mail. Changes are frequent at the start of the academic year so please check the announcements daily. It is your own responsibility to keep up with any announced changes.

If you change your personal details (address, name etc) you must notify the Undergraduate Office immediately in writing (by letter or e-mail) and change your personal details on-line on studentcentral.

4.2.2 You contact us

- By knocking on the doors of academic and administrative staff
- By slipping messages under our doors when we are not there
- By calling us by phone
- By e-mail - e-mail addresses of all staff are readily available.
- Important messages and official documents can be handed in to the Undergraduate Office (M160)

4.2.3 Undergraduate office

The Undergraduate Office is located in Mithras House Room M160 and is staffed by Donna Clark and her team of course administrators. They have responsibility for all initial enquiries: for most queries you should see them first (what to do, where to go, requests for freely available handouts, information sheets, etc).

Opening times during term time

Mithras House:
07.00 – 21.00 (Monday- Thursday)
07.00 – 19.00 (Friday)
4.2.4 **How to locate an office or lecture room**

Most University room numbers are in two parts each of which convey information. For example, to find room M160, you need to go to Mithras House, then the first floor (the first digit is a “1”) and then look for room M160. The MA designation denotes a room located in Mithras Annexe and W321 indicates a room on the third floor of the Watts Building. Outside the School Office (M140) you will find on the wall a list of all the BBS staff with their telephone numbers, e-mail addresses and office numbers.

4.2.5 **University telephone numbers**

The standard University telephone exchange number is 01273 600 900. To directly reach a member of staff, once you know their internal extension number you need to add 64 before the internal extension number. For example, if a tutor’s extension is 2295. To reach him from outside you would need to dial 01273 642295. Alternatively dial 01273 600 900 and ask for a particular member of staff.

4.2.6 **Your email address**

Every member of the university has a central email address and for students this is usually in the form A.N.Other@uni.brighton.ac.uk. This is the address that we will use to contact you and it is your responsibility to ensure that the Undergraduate Office is kept fully informed of any changes.

You may already have your own e-mail account, for example, on Hotmail or Yahoo. If you prefer to continue to use only your private email account, then you **MUST** configure your email accounts to redirect mail automatically from your University of Brighton account - see section 7.4 below.

4.2.7 **Proof of enrolment**

If you need a letter confirming your enrolment on a University course (e.g. for the purposes of a career development loan from your bank) you must request this from the University Student Information Desk (Academic Services) Reception area, Ground Floor, Cockcroft Building. Please note that your School staff are **not** permitted to produce these letters.

4.3 **Where to turn for advice and guidance**

Although every effort is made by staff to ensure that your course runs without problems we recognise that these do occasionally arise. The following notes provide guidance on the procedures to be followed in the event of problems arising during the course or with assessment. At each stage it is expected that the staff involved will try to find a solution to the difficulty. However, you should bear in mind that in some cases it is not within their power to solve them and, as such, it may need to be referred on to another body. It is permissible to miss out a stage in these procedures when a problem is urgent and the appropriate lecturer/tutor is unavailable, or where for other reasons it may be appropriate.

4.3.1 **Administrative problems**

In the first instance, students should contact their course administrator in the Undergraduate or Postgraduate/Professional Office about problems of an administrative nature (for example, concerning registration, module choices, timetables, results and so on). If the
problem still remains unresolved, they should then contact their personal tutor or course leader for further advice.

4.3.2 Personal problems

In the first instance, students should contact their personal tutor or the SSGT. If the problem still remains unresolved, they should then contact their course leader.

4.3.3 Academic problems (unrelated to coursework and examinations)

The flow chart shows an escalation path, which is the ideal way of raising problems

<table>
<thead>
<tr>
<th>Stage</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Discuss with lecturer concerned</td>
</tr>
<tr>
<td></td>
<td>↓</td>
</tr>
<tr>
<td></td>
<td>Not Resolved</td>
</tr>
<tr>
<td></td>
<td>→</td>
</tr>
<tr>
<td></td>
<td>Resolved - No further action</td>
</tr>
<tr>
<td>2</td>
<td>Discuss with personal tutor, course leader or SSGT</td>
</tr>
<tr>
<td></td>
<td>↓</td>
</tr>
<tr>
<td></td>
<td>Not Resolved</td>
</tr>
<tr>
<td></td>
<td>→</td>
</tr>
<tr>
<td></td>
<td>Resolved - No further action</td>
</tr>
</tbody>
</table>

If you are not satisfied that your problem has been fully resolved, you may wish to make use of the complaints resolution procedure referred to in the Student Contract. The first stage (Early Resolution) requires you to raise your concern with one of the designated School Complaints Officers which you can do by emailing Lucy Fullbrook (l.fullbrook@brighton.ac.uk) with the details of your complaint. As well as being the Examinations Officer, Lucy is also responsible for the administration of the first stage complaints process within the school and she will ensure that your concern is dealt with appropriately.

4.3.4 Problems associated with completing coursework and/or sitting examinations

From 4.3.3 above, the School has a clear policy in relation to the procedure that a student should follow if they experience a problem or have a complaint of an academic nature, which normally requires them to raise the issue with the lecturer concerned first, but also provides for unresolved problems to be raised with their personal tutor, course leader, or the Student Support and Guidance tutor.

For problems relating to completing coursework the student should normally:

Stage 1 Discuss the issue with the lecturer concerned or if unresolved, with their personal tutor or course leader.

Stage 2 If necessary the student should complete/submit an Assignment Extension Form and appropriate supporting evidence to their Course Leader for consideration of a coursework extension or a Mitigating Circumstances Form and evidence via the BBSMItCircs@brighton.ac.uk email account for consideration by the mitigating circumstances committee.
For problems relating to sitting examinations the student should normally:

**Stage 1** Bring the problem to the attention of the invigilator

**Stage 2** Bring the problem to the attention of their personal tutor or course leader. This should be in writing, wherever possible, an assessment of the effect the problem had on performance and include any appropriate evidence.

**Stage 3** Lodge a copy of a mitigating circumstances form via the [BBSMitCircs@brighton.ac.uk](mailto:BBSMitCircs@brighton.ac.uk) email account for consideration by the mitigating circumstances committee.

*For further information about obtaining coursework extensions and information on mitigating circumstances please see the university’s General Examination and Assessment Regulations (GEAR) further information can be found in section 5.18.*

### 4.4 Student representation and feedback

#### 4.4.1 Student representation

Each year student representatives are elected for each course, and they are an important formal channel of communication between students and staff. The names and contact details of student representatives are published on Studentcentral from early November each year. All newly elected student representatives are offered training for the role by the University of Brighton Students Union, and support is available during the year as required.

#### 4.4.2 Student feedback

The School recognises the importance of formally obtaining and responding to the views of students in a systematic, consistent and transparent manner, taking action where necessary, and “closing the loop” by giving students feedback on resultant action, and the outcomes of student participation in decision making. Formal mechanisms for obtaining student feedback are inevitably, and often usefully, supplemented by informal channels and contacts with students. The School also analyses the feedback from the annual National Student Survey (see [www.thenationalsurvey.com](http://www.thenationalsurvey.com)) and other surveys and develops action plans in response to the issues identified.

Feedback from students may be formally considered, and responded to at Student Staff Forums, and as part of the annual academic health process. The minutes and action points emerging from these boards will normally be available on the school area on Studentcentral shortly after each board meeting.

### 4.5 Annual academic health process

The basic building block of the University’s quality assurance system, is the Annual Academic Health process, which ensures that all courses and their constituent modules are reviewed annually, drawing upon a range of data as appropriate. Reports are produced from module through to course level, and are synthesized into school reports which consider the range of courses within their portfolio. School reports are considered at university level. External examiner reports and student feedback are a vital part of this process.

Within Brighton Business School, all UG course academic health reports are considered and approved at the School’s Annual Academic Health Afternoon in October, to which student representatives are invited to attend and participate. Copies of all approved academic health
reports and the School Academic Health Report and action plan will normally be published on the school area by December.
5. ABOUT YOUR COURSE - ASSESSMENT

5.1 Nature of assessment

At the University of Brighton, the course documentation (module descriptors) etc. talk about two types of assessment: formative assessment, and summative assessment. These sound similar, but have different purposes.

Formative assessment is designed to ‘give you a steer’ and to help you to ‘check out’ whether your work is going in the right direction. All undergraduate modules will include some formative assessment. Undertaking these tasks and reading/listening to the feedback will help you to succeed in the module.

Your overall performance in the module will also be assessed via assignments, projects, tests and/or exams which evaluate your achievement of module learning outcomes. These summative assessments will be graded, and will contribute towards your overall mark for the module. The formative assessments are designed to help you succeed in the summative assessments.

You will be assessed in each of the modules that you study, which is designed to enable you to demonstrate that you have achieved the learning outcomes for the module.

The learning outcomes and assessment regime for every module may be found in the relevant module descriptors. Copies of all module descriptors are accessible on studentcentral.

Your coursework assessment tasks will be distributed to you by your module tutors, usually at the commencement of the academic year, along with details of the submission date(s).

In Year Module Retrieval (IYMR)

The purpose of In Year Module Retrieval (IYMR) is to encourage first year undergraduate students to engage with academic feedback and become more confident in using feedback to improve their work.
Level 4 modules (first year undergraduate) will normally offer IYMR for summative assessments which take place up to and including week 17 of the teaching calendar (week ending 7th Feb). Student participation in IYMR is optional, and will offer students who have failed an assessment at the first attempt an opportunity (with academic guidance) to revise their work in-year and prior to the end of year examination boards. The revised work is capped, but will not use up one of the three attempts that students are allowed under GEAR. Information for students will appear on StudentCentral (under the 'Support' area in the Studies tab). A list of the participating modules by School will be flagged with the IYMR Logo.

5.1.1 Group work at Brighton Business School

Learning how to work effectively as part of a team will be an important element of your studies and will enable you to develop a key attribute of future managers and leaders. Sharing and discussing in groups will provide you with opportunities to explain your thinking, test and justify your ideas, and embrace alternative perspectives from diverse viewpoints. It is likely that group work will take different forms across your course in order to develop your team skills in varying ways and achieve a range of educational aims. You might be tasked as a team, for example, to research a new business idea. You will need to divide up the work and organise yourselves to research and investigate different aspects. With a good plan in place, the research you can conduct as a team over a short time period will be more extensive than an individual could achieve. In some cases you will be working for real clients, for example, and it will be important to focus on establishing good working practices as a team to identify the problem, to work together to pool ideas and to identify possible solutions and finally deliver the required outcome to the client.

Depending on the task, you may be assessed on your individual contribution to the group task, or the overall group achievement in creating a solution for a specific context, or maybe a mix of the two. Module leaders will provide assessment guidance which will clearly state how your group work will be assessed and how to seek any help or clarification. Maintaining a log of group work activity can be helpful for understanding group processes and aid development of effective team working skills. Should you have concerns you will likely consult your module tutor and/or SSGT in the first instance, and thereafter the module leader.

5.2 Coursework grading criteria

The following grading criteria, based on the University’s undergraduate marking/grading descriptors, indicate the marks and classifications to be awarded for various standards of written work. Your work will be marked in percentages, with the exception of those few modules that are assessed on a pass/fail basis. As each subject has its own emphases and as assignments may vary in their approach (e.g. essays, reports, projects etc.) so descriptions offered here are inevitably generalised and will need to be interpreted and adapted to the specifics of each assignment. Sometimes you will be issued with supplementary grading criteria which are specific to the particular task you have been set.

FIRST (1)

Outstanding (80-100%)
An outstanding response to the task: all learning outcomes/assessment criteria have been achieved to an exceptionally high level. The work demonstrates most or all of the following characteristics beyond that expected for work at the given level of study within the discipline:
- Exceptional display of understanding, exploration, insight and/or research
• All specifications for the assessment task, including word limit/time limit where appropriate, have been strictly adhered to
• The organisation, structure and standard of presentation of the work, including referencing where appropriate, are exemplary throughout
• The work has been approached and/or executed/perform in an original way
• Inspirational, innovative and authoritative - evidence of intellectual rigour, independence of judgement and insightful contextualisation including relevant theory/literature/artefacts/performance
• Evidence of very high quality analysis, synthesis, evaluation and critical appraisal
• Consistently displays very high levels of initiative, personal responsibility, decision-making and achievement

Excellent (70%-79%)
An excellent response to the task: all learning outcomes/assessment criteria have been achieved to a high standard and many at an exceptionally high level. The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:
• In-depth understanding, exploration, insight and/or research
• All specifications for the assessment task, including word limit/time limit where appropriate, have been adhered to
• The organisation, structure and standard of presentation of the work, including referencing where appropriate, are excellent throughout.
• The work has been approached and/or executed/perform in an original way
• Insightful contextualisation, including relevant theory/literature/artefacts/performance
• Evidence of high to very high quality analysis, synthesis, evaluation and critical appraisal
• Demonstrates high levels of initiative, personal responsibility, decision-making and achievement

UPPER SECOND (2.1)
Good/Very good (60-69%)
A good to very good response to the task: all learning outcomes/assessment criteria have been met fully at a good or very good standard. The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:
• Good to very good understanding and exploration, some insight and/or thorough research
• No significant inaccuracies, misunderstandings or errors
• The specifications for the assessment task, including word limit/time limit where appropriate, have been adhered to
• The work is well organised, coherent and the standard of presentation, including referencing where appropriate, is at least good
• The work has been approached and/or executed/perform in a comprehensive and appropriate way
• Appropriate contextualisation, including relevant theory/literature/artefacts/performance
• Evidence of high quality analysis, synthesis, evaluation and critical appraisal
• Demonstrates good levels of initiative, personal responsibility, decision-making and achievement

**LOWER SECOND (2.2)**

**Sound/competent (50-59%)**

A sound, competent response to the task: all learning outcomes/assessment criteria have been met and some may have been achieved at a good standard. The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:

- Sound understanding and exploration, some insight and/or appropriate research
- No significant inaccuracies and/or misunderstandings
- No significant aberrations from the specifications for the assessment task, including word limit/time limit where appropriate
- The work is suitably organised\(^1\) and the standard of presentation, including referencing where appropriate, is at least sound
- The work has been approached and/or executed/ performed in a standard way
- Sound analysis, synthesis, evaluation and critical appraisal

**THIRD (3)**

**Adequate but weak (40-49%)**

An adequate, but weak response to the task: all learning outcomes/assessment criteria have just been met. The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:

- Adequate understanding and/or exploration of major ideas with little insight and/or minimal research
- Some minor inaccuracies and/or misunderstandings
- Some minor aberrations from the specifications for the assessment task, including word limit/time limit where appropriate
- The work is largely descriptive\(^2\), some parts of the work are disorganised and the standard of presentation, including referencing where appropriate, is barely adequate
- The work has been approached and/or executed/ performed in a basic and/or poor way
- Some, but limited, evidence of analysis, synthesis, evaluation and critical appraisal

**FAIL**

**Marginal fail (35-39%)**

An unsatisfactory response to the task. One or more of the learning outcomes/assessment criteria just fail to reach the minimum standard to pass the module. The work may display some strengths but these are marginally outweighed by several weak features in relation to the expectations for the given level of study within the discipline, such as:

---

\(^1\) Clearly presented but with little development

\(^2\) Although generally coherent there is some lack of clarity of thought or expression. Poor quality in at least one area
• Limited understanding and/or exploration of major ideas with very little insight and/or minimal research
• Some significant inaccuracies and/or misunderstandings
• Insufficient attention paid to some of the assessment criteria and some significant aberrations from the specifications for the assessment task\(^3\)
• The work is too descriptive, parts of the work are disorganised and unclear and the standard of presentation, including referencing where appropriate, is poor
• The work has been approached and/or executed/performed in a poor way
• Insufficient evidence of analysis, synthesis, evaluation and critical appraisal
• Little evidence of initiative, personal responsibility, decision-making and achievement

NOTE: Where the assessment for a module comprises a number of tasks (e.g. a piece of coursework and an examination), and a student receives a mark between 35% and 39% for one of the tasks, they may still pass the module, providing that they pass the other task, and achieve an overall average mark of at least 40%.

Weak fail (30-34%)
An unsatisfactory response to the task. One or more of the learning outcomes/assessment criteria clearly fail to reach the minimum standard to pass the module. The work may display some strengths but these are outweighed by several weak features in relation to the expectations for the given level of study within the discipline, such as:
• Limited understanding and/or exploration of major ideas with very little insight and/or minimal research
• Some significant inaccuracies and/or misunderstandings
• Insufficient attention paid to some of the assessment criteria and some significant aberrations from the specifications for the assessment task\(^4\)
• The work is too descriptive, parts of the work are disorganised and unclear and the standard of presentation, including referencing where appropriate, is poor
• The work has been approached and/or executed/performed in a poor way
• Insufficient evidence of analysis, synthesis, evaluation and critical appraisal
• Little evidence of initiative, personal responsibility, decision-making and achievement

NOTE: Where the assessment for a module comprises a number of tasks (e.g. a piece of coursework and an examination), and a student receives a mark below 30% for one of the tasks, they will not normally pass the module, regardless of how well they perform in the other tasks.

Unsatisfactory (10-29%)
An unsatisfactory response to the task. Most of the learning outcomes/assessment criteria have not been met. Any strengths of the work are heavily outweighed by many weak features in relation to the expectations for the given level of study within the discipline, such as:

---

\(^3\) Such as not keeping to the word limit/time limit and/or minor elements of the work missing
\(^4\) Such as not keeping to the word limit/time limit and/or minor elements of the work missing
• Very limited understanding and/or exploration of major ideas with little or no insight and/or minimal research
• Several significant inaccuracies and/or misunderstandings
• Insufficient attention paid to several of the assessment criteria and some serious deviations from the specifications for the assessment task\(^5\)
• The work is mainly descriptive and the standard of presentation including referencing where appropriate is very poor
• The work has been approached and/or executed/performed inadequately
• Little evidence of analysis, synthesis, evaluation and critical appraisal
• Little to no evidence of initiative, personal responsibility, decision-making and achievement

** Unsatisfactory (0-9%) **
An unsatisfactory response to the task. Almost none of the learning outcomes/assessment criteria have been met. The work fails to meet the requirements in relation to those expected at the given level of study within the discipline, exemplified by most or all of the following:
• Almost no understanding and/or exploration of ideas
• Many serious inaccuracies and/or misunderstandings
• No attention paid to all or most of the assessment criteria and/or to the specifications for the assessment task\(^6\)
• Very poor standard of presentation including referencing where appropriate
• The work has been approached and/or executed/performed inadequately
• No evidence of analysis, synthesis, evaluation and critical appraisal
• No evidence of initiative, personal responsibility, decision-making and achievement

5.3 Coursework presentation

These guidelines are based on our requirements for placement projects and dissertations, but should be valid for most written work produced during your course. Please note, however, that special conventions apply to the presentation and referencing of legal scholarship. Therefore, if you are submitting a piece of law coursework please refer to the detailed guidance in the Studying Law at Brighton Business School Handbook. An electronic copy of the Handbook is available on the School area of studentcentral.

The report should be of A4 paper size with one-and-a-half spacing between the lines, single or double sided. Appendices may be single-spaced. Each page in the main report should be numbered with page numbers at the foot of the page.

There should be a margin of at least 1.5 inches (4 cm) on the left side of the page, both for the text and for any diagrams. Top, right and bottom margins should be at least 1.25 inches (3 cm). The right margin should be unjustified (i.e. left 'ragged') to aid readability.

The main text should be in a single 12-point font, e.g. Times New Roman or similar. An alternative font such as Arial in a smaller point size may be more appropriate in diagrams

\(^5\) Such as not keeping to the word limit/time limit and/or major elements of the work missing
\(^6\) As footnote 5
and tables. Use bolding for emphasis within the text and for section headings.

Any material copied directly from another author must be enclosed in quotation marks, followed immediately by a reference to the source. Individual quotations should not normally exceed one paragraph, and quotations should not exceed 5% of the length of the report.

Colour printing may be used for charts, screen-shots etc. Clarity is more important than fancy graphics. Avoid clip-art except where required for drawing diagrams.

You are responsible for the accuracy of the finished work so after it has been completed you should use the spell-checker to catch any typographical and spelling errors. You should also proof read it yourself (or have it read by someone else), as the spell-checker is not likely to catch every error.

5.4 Referencing your work

It is important in academic writing to reference all the important ideas and facts in your work. It is also the best way to avoid any risk of plagiarism (see 5.16 below). You should do this:

- When you quote directly using others' words in quotation marks
- When you paraphrase the arguments or theories of others in your own words
- When you use evidence from the work of others to support your own arguments
- When you rework published data or use it as the basis of your own calculations.

To ensure that you reference properly, you should carefully read and follow the guidance contained within the Brighton Business School Referencing Handbook, which is based on the Harvard referencing system. All first year undergraduate students will be provided with a paper copy of the Handbook as part of their academic skills module. An electronic copy of the handbook is also available on studentcentral. Please note, however, that special conventions apply to the presentation and referencing of legal scholarship. Therefore, if you are submitting a piece of law coursework please refer to the detailed guidance in the Studying Law at Brighton Business School Handbook. An electronic copy of the Handbook is available via studentcentral.

Therefore, no student has any excuse for not referencing properly, and poor referencing may have a negative impact on the mark that you receive for your work. Non-referencing will constitute plagiarism, which is considered a very serious form of academic misconduct (see 5.15 below).

5.5 Coursework word limits and word ranges

Every piece of coursework you are set will either have a word limit or a word range, which you should make sure you observe. Normally, if your coursework has a word limit e.g. 2,000 words, then the marker will stop reading the work once you have exceeded the word limit by 10%. If you write less than the word limit you risk not maximising your potential mark. If your coursework has a word range e.g. 1,500-2,000 words, then the marker will stop reading the work once you have exceeded the upper figure. If you write less than the lower word limit you risk not maximising your potential mark. For the purpose of calculating the word count, footnotes are included (apart from law coursework where they are excluded), whereas contents pages, executive summaries, tables, appendices and reference lists/bibliographies are not usually included. If in doubt, check with one of your module lecturers.

You are required to declare a word count for every piece of work you submit.
5.6 In-class assessments

In-class assessments may be used on certain modules as the assessed coursework component (or part of the assessed coursework component). In-class assessments may take the form of test pieces of work, or the grading of performance/contribution to seminars.

5.7 Coursework submission

Your lecturer will specify the date by which your assessed coursework has to be submitted.

Coursework needs to be submitted by 10am on the date specified by your lecturer.

You must keep to this deadline unless you have been granted an extension by the Course Leader (see later sections). If you are likely to face difficulties submitting at the specified time, then submit your work in advance.

All coursework must be submitted digitally either via a Turnitin or StudentCentral submission point. We only accept coursework for marking on submission of the digital version and reserve the right to scan versions for plagiarised material.

5.7.1 Submission of digital copy

Each module has its own area on StudentCentral and, if the module involves coursework, you will find a link in the menu called “Assessment” through which you should submit your work.

Details on how to submit the digital copy on StudentCentral and other tips can be found here:

https://tools.brighton.ac.uk/studentcentral/about.htm

5.8 Late coursework

Submission deadlines are sacrosanct. Students must submit all work for assessment in the manner and by the date previously notified to them unless an extension to deadline has been granted (see 5.9 below). Assessed work submitted after the published submission deadline will be considered late submission and will be subject to a standard penalty. Students submitting work within two weeks after the submission deadline (this includes a new submission deadline following an agreed extension to deadline) or the last working day immediately prior to the feedback date where this is shorter than two weeks can be provided with feedback. Beyond this date assessed work will not be accepted and a mark of zero will be awarded for non-submission. The penalty for submitting late work is that the work will be capped at the pass mark i.e. 40% or the actual mark where it is a fail. There is no entitlement to submit late for the submission of referred work. Individual members of staff cannot waive these penalties as this is University policy.

5.8.1 Ensuring your submission is successful is your responsibility

If submitting to Turnitin you will receive a digital receipt, a copy of the receipt will be available from your Turnitin inbox in your Messages, but if in doubt return to the submission point and you will be able to see your paper if the submission was successful. If submitting to a studentcentral assignment point there will be no digital receipt but the final screen confirms the successful submission, again if you return to the submission point as if resubmitting you will see any files you have already submitted.
5.8.2 What if the StudentCentral or Turnitin goes down?

System failures are recorded centrally. If Turnitin or studentcentral has a technical failure at the time of a deadline preventing you from submitting by the deadline all affected students will be given an appropriate extension to the deadline.

5.9 Coursework extensions

In exceptional circumstances students may apply for an extension to the submission date. An extension is granted in order that an assignment can be submitted as if on time i.e. the deadline for students with extensions is effectively put back to a later date. Advice on the process and copies of the extension form are available from the Undergraduate Office, or SSGT. The forms must be submitted for approval to the course leader along with independent supporting evidence 48 hours before the original submission deadline. For full procedure and guidance see GEAR (see links in 5.17 below).

5.10 Feedback on coursework

Your module tutors will indicate when you should receive feedback on your coursework, which will normally be available within 20 working days if the work has been submitted on time. However, where work is due for submission during or after the first week of the Summer term, the marks will not be made available to students until after the relevant examination board has met to agree the results. Occasionally, due to unforeseen circumstances (such as staff illness), there can be delays in publishing provisional marks and where that happens your module tutor will let you know and provide you with a revised date.

However, please note that all coursework marks provided prior to the relevant examination board are provisional, and are subject to approval of the examination board. Normally examination scripts are not returned to students although students may request a copy via their course administrator.

5.11 Anonymity in assessment

From the 2019/20 academic year onwards, the university is moving toward anonymity in assessment wherever possible.

The meaning of ‘anonymity in assessment’ is that 'At the point of assessment submission/marking, the member of staff marking the assessment will not be made aware of the identity of the student whose work it belongs.’ The university has operated anonymity in assessment for examinations for many years, and this policy is being gradually extended to coursework for the following reasons:

- To give greater assurance to students and external parties about the objectivity of the University’s assessment procedures.
- To avoid any suggestion of predetermined unconscious bias
- To enable a lawful defence under the Equality Act 2010 for the University should allegations of bias in assessment be made by students with a protected characteristic.

5.11.1 Exemptions

Due to the nature of certain assessment tasks and/or associated processes (i.e. assessment undertaken on a 'known' basis) anonymity in assessment may be deemed inappropriate.

Automatic exemptions from anonymity in assessment include:
1) Assessment tasks where direct contact is required between the student and assessor to complete the assessment activity, e.g. presentations, performances, field/placement/practical/laboratory work;

2) First marker of dissertations/major projects and similar negotiated assessments;

3) Portfolios, group work and/or reflective assessments which would be difficult to anonymise or require the need to coalesce individual assessment tasks into one final grade;

4) Assessment tasks which due to the specific nature of the pedagogical processes related to them (e.g. tutorial support provided by the assessor), results in the assessor recognising the student and/or work for assessment.

Other exemptions may be required due to the nature of either the pedagogic/operational processes associated with the assessment tasks. All assessments exempt from the policy require reporting to the School Quality and Standards Committee (SQSC) and annually to the University Quality and Standards Committee (UQSC). Within Brighton Business School, there are a significant number of large modules where several markers are involved in marking and moderating students’ work. Unfortunately, the current set of information systems do not adequately support anonymity for large modules, and during 2019/20 these modules will be deemed exempt from anonymity in assessment.

5.12 Examination timetables

5.12.1 Main examinations

Examination timetables will be published on StudentCentral. It is your responsibility to obtain the details of your examinations, and make sure that you attend at the right location, on the correct day and at the correct time. If you arrive late for an examination, you will not necessarily be given extra time, and if you arrive more than 30 minutes after the start of the examination you will not be permitted to enter the examination room. If you are unable to attend an examination you should submit a Mitigating Circumstances Form (see 5.14 below).

5.12.2 Resit examinations

Where a student is required to take a resit examination, it is the responsibility of the student to ascertain the date of the examination and make themselves available on that date. Note: failure to attend a resit examination on the specified date may preclude a student from proceeding with their course the next academic year.

5.13 Examination past papers

Copies of the past two years examination papers for all modules are available on StudentCentral. Where a new module is offered, your lecturers will advise you of the format of the exam and an indication of the type/style of question you may be asked.

5.14 Examination results

As soon as possible after the Examination Board students will receive written notification of their results – normally within two weeks of the Board. Announcements will also be posted on StudentCentral advising when results will be available to view on Grade Centre.

Please do not ask the tutors, course leader or course administrator for your results. They are under a lot of pressure to get the results out to you as speedily and as accurately as possible.
and any such requests just slow them down. Under no circumstances will results be given by telephone or e-mail, nor will they be provided to anyone other than the individual student.

5.15 Mitigating circumstances

Where you consider that your performance in an assessment has been adversely affected by circumstances beyond your control and you wish the Examination Board to take this into account you should complete a Mitigating Circumstances form. If you are unable to attend an examination you should also submit a Mitigating Circumstances form. This is an on-line process and, once completed, the mitigating circumstances form should be submitted to the following address:

BBSMitCircs@brighton.ac.uk

Submission dates for mitigating circumstances forms will be published on studentcentral and Stuart Bullen, the School Support and Guidance Tutor can help advise students on the process. Full details on mitigating circumstances can be found in GEAR. (See links in 5.18 below).

5.16 Plagiarism, collusion and cheating in assessment

If you attempt to gain a grade by fraudulent means you can be severely punished in accordance with university regulations – see GEAR. (See links in 5.18 below).

Academic misconduct includes, but is not limited to:

- Plagiarism. Where a student submits work originated in sum or in part by someone else, with or without their consent but without acknowledgement;
- Collusion. A type of plagiarism defined as collaborating with another student(s) in the completion of assessed work and submitting this as being entirely the student’s own work;
- Falsification or fabrication of results, data or references
- Duplication. Where a student submits work for assessment that is the same as, or broadly similar to, work submitted earlier for academic credit, without acknowledgement of the previous submission;
- Cheating in an invigilated examination. Where a student copies from unauthorised material or from another student's script within an examination room, communicates with another person during an examination, consults information or individuals while absent from the examination room, or attempts to gain a higher grade by fraudulent means;
- Impersonation. Where one person assumes the identity of another with the intention of gaining unfair advantage for that person;
- Ghosting. Where a student submits as their own, work that has been done as a whole or in part by another person on their behalf, or deliberately makes available or seeks to make available material to another student with the intention that the material is to be used by the other student to commit academic misconduct;
- Unethical behaviour. Conduct which deviates from accepted ethical behaviour, including failure to gain ethical approval, coercion or bribery of project participants, breach of confidentiality or improper handling of privileged or private information on individuals gathered during data collection

PLEASE NOTE that in accordance with the SRA Suitability Test 2011 deliberate academic misconduct and/or ‘behaviour not compatible with that expected’ of a prospective solicitor/barrister may result in a person being refused admission as a solicitor or barrister.
A finding of academic misconduct (which includes plagiarism) makes it much more difficult to enter the legal profession in any capacity.

5.17 Appealing the decision of an examination board

Examination Boards are conducted under the University of Brighton’s General Examination and Assessment Regulations (GEAR), a copy of which is available on StudentCentral.

Following notification of results, students may wish to request a results review meeting with their Course leader or Personal Tutor in order to discuss any concerns before deciding whether or not to submit a Formal Appeal see GEAR. (See links in 5.18 below).

5.18 University academic regulations – GEAR

Academic regulations ensure that all students are treated in a fair way – from your admission to the university, to assessments and the qualification that you are awarded. They describe the academic conduct expected of our students and staff, and set out criteria for making judgements about students’ academic performance. They also protect the academic standing of the university and the academic integrity of our awards.

The university regulations, in full, can be found at the following website https://www.brighton.ac.uk/current-students/my-studies/student-policies-and-regulations/index.aspx

We advise all students to read and take note of the university’s regulations; below are the sections of GEAR you may find most useful (which can be accessed via the website above)

- Assessment Regulations
  (Extensions, mitigating circumstances, pass marks, exam regulations)

- Progression regulations
  (Referrals, repeats, compensation)

- Academic Misconduct
  (Plagiarism, Collusion, Misconduct)

- Academic Appeals
  (Guidance and procedure)

- Learning Support Plans (guidance for students who require additional support)
6. YOUR COURSE-SPECIFIC REGULATIONS

6.1 Undergraduate modular programme

Your course forms part of the Brighton Business School's Undergraduate Programme. The general rules governing the assessment of the programme are to be found in the University's General Examination and Assessment Regulations (GEAR) (a copy of which can be found on studentcentral). The regulations are necessarily detailed and complicated. For the sake of simplicity we have extracted some of the most relevant details from the regulations and attempt to explain them in an easy to understand manner.

6.2 Minimum pass mark

The minimum pass mark for a module is 40%. Where there is a combination of coursework and examination assessment for a module the rule is that for:

**Level 4, 5 and 6: modules**

The pass mark for each category of assessment (coursework and examination) and the module as whole is 40%. However, a stronger performance in one category of assessment may be allowed to compensate for a weaker performance in the other category providing there is a weighted aggregate mark of 40% for the module as a whole and a minimum of 30% in each element of assessment. (Exceptionally, where there is a Professional Body requirement, some courses may apply a higher threshold to some or all assessment tasks.) Any component below 30% will normally receive a Refer.

Examples of how this applies to individual students follow:

<table>
<thead>
<tr>
<th>Module Result with weighting</th>
<th>Course work (CW)</th>
<th>Examination (EX)</th>
<th>Overall Mark (OM)</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A:</td>
<td>50</td>
<td>38</td>
<td>40</td>
<td>Pass</td>
</tr>
<tr>
<td>Student B:</td>
<td>32</td>
<td>38</td>
<td>37</td>
<td>Refer CW &amp; EX</td>
</tr>
<tr>
<td>Student C:</td>
<td>28</td>
<td>50</td>
<td>46</td>
<td>Refer CW</td>
</tr>
</tbody>
</table>

The pass mark is 40% BUT marginal fails in one category of assessment can be compensated IF AND ONLY IF the mark in the other category of assessment is good enough so that the weighted aggregate for the module is 40% or above.
6.3 What happens if I fail a module?

If you do not achieve a minimum pass mark for a module the Examination Board will normally decide to REFER you in that module. A REFERRAL is classed as a provisional failure, which can be overturned as a result of you providing additional satisfactory evidence of achievement of the objectives of the module. To present evidence you will be re-assessed and asked to undertake additional assessment(s). The type of assessment will be specified by the Examination Board and must normally be completed before the start of the next academic year.

As a general rule any referred coursework has to be received by mid August whilst referred examinations almost always take place during the late August/early September period. You should always check dates with the undergraduate office and on studentcentral before arranging other commitments because if you do not submit outstanding referred coursework or attend a referred exam at the required time you will automatically fail the module and may not be able to progress to the next year of the course.

A referral is only awarded to students who at the first attempt have demonstrated that they could achieve a pass by undertaking additional assessment. A referral is not an automatic right and the Examination Board will not normally sanction referrals in more than the equivalent of three modules (60 credits) in any one academic year. Students with more than three referrals or failures will normally be required to leave the course.

The pass mark for any referred module is normally set at 40%.

In the case of referred modules which have separate coursework and examination assessment components, referred work will usually be set for the component(s) with any mark below 40%. Both elements of the referred assessment must be passed in order to be credited with the module.

Should you pass the referral a maximum mark of 40% for the module will be credited to you. If you do not pass the referral, you fail the module and may be allowed to repeat the module, normally with attendance in the following year. Normally, repeating a module means attending all the classes/seminars/workshops and undertaking the referred assessment component(s), as determined by the Examination Board, for that module the following year (see 6.5 below).

Note: where a student is required to repeat a module or modules with attendance, this may preclude them from progressing to the next year of their course.

6.4 More on Referrals

The University of Brighton’s General Examination & Assessment Regulations state that permission to undertake a referral is at the discretion of the Examination Board, except in the following circumstances when a referral is not permitted:

1. A student initially failing a module as a result of not attempting any or some of the assessment tasks (unless there are mitigating circumstances when the student would be deferred and then be required to make good the assessment tasks at a later date)

2. A student failing to satisfy the learning contract associated with a module.

So if you do not submit a coursework assessment task or fail to attend an examination and do not have acceptable mitigating circumstances which would allow an extension to a set deadline, or to a defferent to some future occasion, then you will fail the module, not be allowed an opportunity to be referred, and may be required to repeat the module again with attendance the following year.

38
6.5 What happens if I then fail a Referral?

A student who fails a referral may be given the opportunity to repeat their failed modules in full once only with attendance i.e. attending all the classes/seminars/workshops.

The opportunity to repeat a module is not a right and will be at the discretion of the Examination Board. Where a module is repeated, the Examination Board may permit a student to carry forward any passed marks for assessment components within the module. The carrying forward of passed marks is at the discretion of the Examination Board and is normally only permissible where there is no change in the assessment method.

Decisions in relation to the repeat performance will not be as if the module were being assessed for the first time. Any module that is passed after having been repeated will only be credited with a mark of 40%.

The normal expectation is that students have to pass all modules at a particular level before being allowed to progress to the next level.

A maximum of up to three attempts may be allowed on a piece of assessment.

6.6 Deferrals

It unfortunately happens sometimes that a student has serious mitigating circumstances whilst undertaking assessment in one or more modules that prevents them from passing those modules. In such circumstances, where there is verifiable evidence that this is so and the student has submitted a properly completed Mitigating Circumstances form in advance of the meeting of the Course Examination Board meeting, the Course Examination Board may allow a student to be DEFERRED in the affected modules. This is not an automatic right and it is up to the discretion of the Course Examination Board to allow this.

Where the Course Examination Board has agreed a deferral the student must assume that they will be asked to submit themselves for assessment at the next available opportunity offered by the Course Examination Board.

It is hoped that such a student will then pass all of their outstanding modules. Where this does not happen and a referral or deferral (if mitigating circumstances are ongoing) has to be satisfied, the Course Examination Board may allow a student to take the assessment at the next available sitting.

For examinations, that would normally be at the end of the year if that is the first opportunity that the examination may be sat. If the nature of the outstanding referral is coursework, then it would again depend on when this was being set.

Students normally have to pass all modules at levels 4 and 5 before being allowed to progress to the next level.

6.7 What happens if I fail a Level 6 module?

If a module mark is less than 40% it will be recorded as a failure and normal referral regulations will apply unless Professional Body requirements do not allow this.

The effect of failure may, at the discretion of the Course Examination Board, be as follows:

One failure (up to 20 credits) may be compensated and allowed;

The Course Examination Board will consider each individual case and may take into account the type of module and the severity of failure in the module in exercising its discretion.
6.8 Calculation of the final mark for the degree classification

The final mark to determine your degree classification will normally be calculated from the weighted average of the Level 6 and Level 5 modules with 75% weighting given to the Level 6 modules and 25% to the Level 5 modules. Thus, if

\[\begin{align*}
A &= \text{The weighted average of the marks for ALL Level 6 modules} \\
B &= \text{The weighted average of the marks for ALL Level 5 modules} \\
\text{Final Mark} &= (0.75 \times A) + (0.25 \times B)
\end{align*}\]

Each module will be weighted according to its credit points for the purposes of the above calculations.

6.9 Awarding honours

Once the final mark has been calculated according to the formula shown above the Course Examination Board will use the following as guidelines when determining individual degree classifications:

<table>
<thead>
<tr>
<th>Classification of Award</th>
<th>Final Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class Honours</td>
<td>70 to 100</td>
</tr>
<tr>
<td>Second Class Honours (Division I)</td>
<td>60 to 69</td>
</tr>
<tr>
<td>Second Class Honours (Division II)</td>
<td>50 to 59</td>
</tr>
<tr>
<td>Third Class Honours</td>
<td>40 to 49</td>
</tr>
</tbody>
</table>

If the Course Examination Board is unable to recommend the award of a classified degree, it may decide to recommend the award of an Ordinary degree (i.e. non-honours degree) providing the University’s General Examination & Assessment Regulations (GEAR) are satisfied for such an award.

6.10 Border zone decisions

In cases where the final mark is within 2% of a classification borderline students may be considered for the higher class of award. In such cases, using the criteria laid down in GEAR, the Course Examination Board will consider the student’s overall profile at both level 5 and level 6. Mitigating circumstances deemed to have had a significant impact on performance may also be taken into account.

A number of people in the past have put in stronger performances in their final year but have been let down by a much weaker performance in their second year. The message is clear - that second year counts so don’t wait until the final year to perform strongly!

It should therefore not be assumed that borderline cases are automatically upgraded and usually only a small number of students gain the upgrade. The decision rests with the Course Examination Board who will, when considering results, exercise its academic judgement in determining the degree classification.
The Information Services department provides library, computing and media services in support of learning, teaching and research at the University of Brighton.

7.1 The library service

7.1.1 The University of Brighton libraries
- There are four libraries at the University of Brighton; the Aldrich, Falmer and St Peters House libraries in Brighton and the Queenwood Library in Eastbourne.
- You will be issued with a student identity / library card (Unicard) when you enrol, which will enable you to borrow material from all University of Brighton libraries. Your Unicard will also allow you reference access to the University of Sussex library.
- The Aldrich Library is located in the Cockcroft Building on the Moulsecoomb site. It stocks a broad range of books and other materials relevant to your studies, covering all aspects of business studies, accountancy, management and law.

7.1.2 Opening hours
Information about the opening hours for all site libraries can be found in the Information Services website.

7.1.3 Borrowing entitlements
You may borrow up to 99 items at any one time. The standard loan period is three weeks but items in heavy demand are seven day loan or in the Desk Loan Collection. You will normally be charged a fine if you return late an item which has been reserved by another user and recalled by the library.

7.1.4 Renewing items
Your items are automatically renewed on the day they are due. You will be able to keep your loans until you have finished using them, or until someone else reserves one of them. If one of the items is reserved by someone else however, you will need to return it or you'll incur a fine. You will need to check your university email and library account regularly to check the status of all your loans.

Providing they have not been requested by another user, you can also renew your loans yourself:
- In the library at the Help Desk or on the self-service machines using your Unicard.
- By telephoning the library (01273 642770). Outside of library opening hours there is an answerphone where you can leave a message requesting a renewal.
- Online using the My Account tab in the library catalogue. You will need to log in using your University of Brighton username and password.
7.1.5 Returning items
• If the library is open, return your items to the library using the self-service machines.
• When the library is closed, you can use the secure book-drop bins situated at the site libraries.
• Items can be returned by post; however, they remain your responsibility until received by the library.

7.1.6 The library catalogue
The library catalogue is available on dedicated terminals in each library and is also accessible online via the Online Library and your library subject guide. The catalogue has information about all the material held in all of our site libraries. You can use the catalogue to search for books, eBooks, print and online journals and audio-visual items and to access your own borrower record for renewing books and to see your current loans. You can also use the catalogue to reserve items when all copies are on loan.

7.1.7 Requesting items from other libraries
Undergraduate and postgraduate students are entitled to inter-library loans. This means that you can obtain books or articles from other libraries (usually the British Library) when we do not hold them in stock. For more information please refer to the Inter Library Loan section of the Information Services website here under Libraries > Borrowing, ask at the library Help Desk or contact the Aldrich Library Business Team.

7.1.8 Photocopying
All the libraries offer self-service photocopying and scanning facilities - you should read the notices about copyright to ensure you stay within the legal limits of copying from printed materials.

7.1.9 Audio-visual material
All the libraries have relevant collections of DVDs which you can use in the library or borrow for home use. You can use the library catalogue to search for audio-visual items. There is also a service called BOB: Box of Broadcasts, for watching and making clips from TV and radio programmes, available from the Online Library http://library.brighton.ac.uk

7.1.10 Communications
The library uses your university Email address for all correspondence (e.g. recalled, loans or notification of reserved items awaiting collection).

7.1.11 Library Rules and Acceptable Behaviour Policy
All students are advised to read these documents which supplement the university regulations. They are available on the Information Services website under Libraries > Borrowing > Library rules

7.1.12 Referencing
Cite them Right
This interactive guide helps you learn how to correctly reference a huge variety of sources; references can then be exported straight into coursework. It is available via the Online Library and subject guides.

EndNote
EndNote allows you to store and organise your references and create bibliographies or insert correctly formatted references into assignments in whichever style you require eg. Harvard, Chicago, APA etc. The online version is available free to all staff and students registered at the University of Brighton. Further information can be found on the Online Library in the Endnote subject guide.
7.1.13 Enquiries and further help
A Help Desk can be found in each of our libraries. You can also contact the Aldrich Library:

By phone:
Aldrich Library Help Desk: 01273 642770

By email:
General enquiries: AskAldrich@brighton.ac.uk
Subject support team for Business and Law: AldrichBBS@brighton.ac.uk.

Accessibility support: we aim to provide the same level of access to our services for all staff and students. For more information on how we can support you, see the Accessibility Support page on the Information Services website.

7.2 Library services for part-time students
If you are studying part time and living away from the university, please ask at your University of Brighton home library about using another university library under the SCONUL Access scheme. Ask at your home library Help Desk for more information and you can also visit https://www.sconul.ac.uk/sconul-access to check whether the library you want to use is part of the scheme.

Part time students may also be eligible to join the University of Brighton’s Postal Loan Service whereby items can be posted to you. More information is available on our Part-time students web pages.

7.3 The Online Library
The Online Library (available via the Library link in StudentCentral contains:

- **OneSearch**: for searching across a number of our resources at once. N.B. OneSearch doesn't include all of the resources available to you. For a comprehensive search you should look at the key resources for your subject.

- Links to our library catalogue, the catalogues of other local libraries and the British Library’s catalogue.

- **Subject Guides**: Linked to from StudentCentral, subject guides provide links to OneSearch, key resources for your subject and research assistance.

- **Resources A-Z**: includes the databases used to search for articles and papers relevant to your subject. A selection of the databases you may find useful are:
  - Business Source Premier
  - Emerald
  - FAME
  - Passport (global market/industry information)
  - IBIS World (industry and market research reports)
  - Lexis Library
  - European Newstream (Financial Times, Guardian, Times etc)
  - Westlaw

The majority of these resources are available both on and off campus using your university username and password.

If you would like more information or assistance with using the Online Library please ask at your library Help Desk or email AldrichBBS@brighton.ac.uk.
7.4 Computing services for students based at Moulsecoomb

7.4.1 Locations and opening hours for computer access
The Aldrich Library has computers on each floor and the majority of study spaces have connection points for laptops. The Aldrich Library is wireless enabled. For more information on the location and opening times of open access computer rooms, see the Information Services website.

PC bookings
You can log on to any computer in our open access areas without having to book in advance, but advance booking guarantees you access during busy times. For more information and to book a PC, go to the PC bookings pages on the Information Services website.

NB. LIBRARIES AND COMPUTER POOL ROOMS MAY BE CLOSED ON PUBLIC HOLIDAYS

7.4.2 Usernames and passwords
Your university username and password is used to access all the open access computers in libraries and computer rooms, studentcentral and the majority of resources available via the Online Library. If you wish to change your password to something easier to remember, you can do this in studentcentral by clicking on Personal.

7.4.3 Student email
You will be provided with your university email address when you activate your computer account. You can access your email via the email tab on the homepage of studentcentral.

Email is used as the primary means of communication throughout your course of study. Your lecturers and other staff and students will send email to your Brighton University address. You may wish to look at the Information Services website under Computers and mobile devices > Email (student) where you can also find instructions on how to set your email to be forwarded to a personal email account and to set up Email on your mobile device.

NOTE: If forwarding email to your personal address you will need to clear out your university email account from time to time; if you exceed your disc space you will stop receiving emails.

7.4.4 Connecting your own computer/ Software for students
You can connect your own computer via the network sockets in libraries and most halls of residence using an Ethernet cable or via the Eduroam wireless network on each site. Once connected, your computer is part of the university network and is therefore subject to our conditions of use. Please see the information on using your own computer for information on how to download anti-virus software, which is one of the conditions, how to connect your laptop to the University network in the libraries and in halls of residence, and computer clinics.

As part of our Office 365 subscription, University of Brighton students are entitled to download Microsoft Office ProPlus on up to five devices plus any mobile devices for free. Further information is available on the Software for students web pages.

7.4.5 The Computer Store
The Computer Store in the Watts Building at Moulsecoomb sells a range of consumables such as USB sticks, cables, software, computers etc. Many items are available at special educational discount rates. Details of the opening hours can be found on their website.

7.4.6 PrintingPrint/Copy/Scan machines are available throughout the university in computer rooms and libraries. You can use them to print from university computers or your own devices (laptops, mobile phones or tablets)
You will need to add credit to your Unicard account online or via the blue Printer Credit Stations which you will find located in the open access computer pool rooms. More information on printing is available on the Information Services website.
7.4.7 Scanners

Scanners are located in all open access computer pool rooms.

7.4.8 Software available in the open access computer poolrooms as standard is as follows:

- Adobe Reader
- EndNote (bibliographic software)
- InfoZip
- Internet Explorer
- MS Office 2010 (Word, Excel, PowerPoint, Publisher and Access)
- MindGenius (mind-mapping software)
- Minitab
- PhotoShop Elements
- Sophos (anti-virus software)
- SPSS
- TextHelp Read & Write Gold (screen reading and reading/writing tool)

In addition there is specialist software available in the different rooms/libraries. For a full, up to date list go to the Software section of the Information Services website >Computers and mobile devices>Software.

7.4.9 Computing help

Online help is available in studentcentral (see below) and the Information Services website here. You can bring your personal computer to a Computer Clinic for help and advice. To find out the location and times of Computer Clinics, see the Information Services website under Computers and mobile devices> Computer Clinics. For help with username and password problems you can contact your local library Help Desk.

7.5 Media Services

The Central Media Services Team can help with the recording and editing of media production to assist students as part of their assignments. See here for further information.

7.6 StudentCentral

Studentcentral is the student website for the University of Brighton; it is how you access most online information whilst studying here. You can access your study information and materials,
submission points for your assignments, your grades, email, and the online library as well as keep your personal information up-to-date. If you need technical support with any aspect of using studentcentral please contact the service@brighton.ac.uk.

The home page includes links to your timetable, email, Unicard top-up, free software and the library. The Studies ‘Tab’ is where you will see your school, course and modules. The school area contains information about the school and includes timetables and exam schedules. The course area contains information about the course and the module areas are where the online teaching takes place and is also where you will be submitting any coursework (speak to your tutors for more information). You will also find a link to your Reading List providing access to information about recommended reading including books, eBooks, journal articles, websites and videos.

7.7 Academic Study Kit (ASK) Website
In addition to course-specific guidance, online resources to help you study effectively are available through the ASK Academic Study Kit website http://blogs.brighton.ac.uk/askbusinessschool/ The ASK website offers advice on how to develop the study skills required for academic success at University. There are a range of resources and study tips on how to make the most of seminars and lectures, reading and note-making, preparing for exams, tackling stress, essay writing, oral presentations, group work and many other topics. You will also find information about the Study Support workshops held at all university sites,

7.8 Useful web addresses
Information Services web site http://staff.brighton.ac.uk/is/
Online Library http://library.brighton.ac.uk
studentcentral http://studentcentral.brighton.ac.uk/

8. Student Services
Opportunities and support to help you get the most out of your time at university

Student Services is a central department that provide a range of services to support you through university and to help you get the most from the student experience. Our experienced and supportive staff offer advice on a range of issues, including:
– Advice about money worries and how to live on a budget.
– Support in finding jobs and volunteering opportunities.
– Help accessing academic support if you have a disability, learning difficulty or long-term medical condition.
– One to one support for students with worries or concerns in a safe, confidential space.

Here for you, whatever the issue
Below is an outline of some of the ways in which we can help you during your time here.
**Careers and Employability**
Build your employability skills and boost your graduate potential, with careers guidance, enterprise skills, and employment and volunteering opportunities.

You can find further information about Careers and Employability at [https://www.brighton.ac.uk/careers/index.aspx](https://www.brighton.ac.uk/careers/index.aspx)

**Student Advice**
The Student Advice Service provides support to students on finance-related issues. These include checking you are getting the correct funding, accessing DWP benefits, how to make your money go further, and additional help if you are facing financial difficulties. They can also help if you are an international student needing immigration advice, or support if you’re experiencing culture shock and homesickness.

Get ahead of the game and subscribe to the Money Matters blog which has all the latest money news, advice and tips.

You can find further information about Student Advice at [https://www.brighton.ac.uk/current-students/contacts/index.aspx](https://www.brighton.ac.uk/current-students/contacts/index.aspx)

**Student Wellbeing**
We take a holistic approach to wellbeing and provide a range of wellbeing support services including:

**Chaplaincy**
The University Chaplaincy is here to offer pastoral care and support to all students and staff, whatever their faith. There are also a range of activities to get involved with including social events, retreats, worship, and discussions.

**Childcare**
Our two Ofsted rated nurseries provide a safe, caring and stimulating environment for children whose parents study or work at Brighton or in the local community.

**Counselling**
We offer a range of support to students experiencing stress, anxiety and other mental health issues. Your Student Support and Guidance Tutor (SSGT) may be the best person to support you initially. Or counselling may be more suitable for you. Counselling offers you the opportunity to talk about how you feel and to share your concerns. You can register with our service and a professionally qualified counsellor will then call or email you as soon as possible, within two weeks, to determine how best we can help you.

**Disability and dyslexia support**
If you have a medical condition, physical disability, mental health condition or Specific Learning Difficulty (e.g. dyslexia), please let us know as soon as possible so we can talk to you about the support we can offer. We have a dedicated team who will support you, and we can talk to you about which facilities and equipment may be appropriate to help you make the most of university.

**Health services**
When you arrive at university, it’s important to register with your local health services so you can get help if problems arise. You can register with our Medical Centres on the Eastbourne and Moulsecoomb campuses. Or you may want to register with a doctor and dentist surgery in your city.

**Residential Life**
If you’re a student living in halls, you can access a range of wellbeing support from your Residential Life team. We are here to make you feel welcome and help with the transition to university life. We provide wellbeing support plus community building and social opportunities to enrich your student experience.
**Student Support and Guidance Tutor (SSGT)**
Student Support and Guidance Tutors (SSGTs) are an invaluable source of information and advice, working to provide relevant and timely assistance on a range of issues that might be impacting your studies. SSGTs are part of the Student Services department but work within schools alongside academic staff, meaning that information is only shared with schools with your permission.

**Wellbeing**
Our Wellbeing team provide a range of support including: self-help guides, the peer led programme Mood Boost, wellbeing workshops, and coaching. We also have a daily Wellbeing Drop-in that you can access without booking and speak to our Wellbeing Practitioner. Whatever the problem might be, we are here to listen, support and guide you. You can find further information about all our Student Wellbeing services at https://www.brighton.ac.uk/current-students/my-student-life/my-wellbeing/index.aspx

**Get in touch**
You can find further information about our services and answers to your student life queries at https://www.brighton.ac.uk/current-students/my-student-life/index.aspx

We can help answer your questions in confidence via email, at studentservices@brighton.ac.uk or you can access our services at each campus by visiting our student centres, or call us to find out more or book an appointment.

**Eastbourne** – Trevin Towers, Gaudick Road T: 01273 643845
**Falmer** – E354, Checkland Building T: 01273 643584
**Grand Parade** – Student Centre, Ground Floor, main building T: 01273 643187
**Moulsecoomb** – Manor House, Moulsecoomb Place T: 01273 642895
9. STUDENT ENTITLEMENTS AND RESPONSIBILITIES

9.1 Student Charter

Our charter has been co-created by students and staff to realise the potential of our learning community. It sets out what we should all anticipate from our partnership in terms of expectations and commitments for students, the university, and the Students' Union. This Student Charter is not intended to have legal effect, for full details of your agreement with the University of Brighton please refer to the Student Contract.

Follow this link to the Student Charter:
https://www.brighton.ac.uk/current-students/my-studies/student-policies-and-regulations/our-student-charter.aspx

9.2 Brighton Business School – Attendance and Engagement policy

Engagement with your studies

You are expected to engage with all the learning activities which form part of your programme and attend all scheduled course workshops, lectures and seminars. Attendance registers will be maintained by your course team and should your individual attendance fall below an average of 75%, this may be taken into consideration by Examination Boards when deliberating on the granting of referrals.

You may however be unable to attend scheduled workshops, lectures and seminars from time to time due to exceptional circumstances (for example personal illness, family bereavement, hospitalisation etc.). In such cases, it is the responsibility of the student to ensure that the course management team are informed at the time and that such absence is discussed with and recorded by the course team. Where possible, students are expected to provide evidence supporting their absence and a lack of evidence may limit the decision making options of the course leader and/or examination board.

Should your record of attendance be consistently poor (i.e. fall below the 75% minimum requirement), you may be required to attend a meeting with your Course Leader to discuss your absences. In the event you fail to attend the meeting without due notice, you will receive a further letter inviting you to a re-arranged meeting. If you do not attend this meeting, you will then be considered to have withdrawn from the course.

Your responsibilities as a student

We encourage you to make use of all the facilities and resources available to you, including libraries and ICT facilities, to enable you to pursue your studies diligently and take responsibility for your own learning. You should familiarise yourself with University and Brighton Business School Rules and Regulations including any relating to your course and should be aware of the requirements of your course. Your course programme team, including the course administrators are available to clarify any questions you may have. Contact details of all the course team are available in your course handbook.
UKVI monitoring

International students who are attending the university on a Tier 4 student visa will be aware of the university’s requirement to monitor their engagement and attendance throughout the duration of their studies. The full policy is available here:

https://www.brighton.ac.uk/current-students/my-studies/student-policies-and-regulations/index.aspx

The university is committed to supporting all students to successfully complete their studies and students are expected to engage with, and actively participate in, all learning activities for their course. For students with visas issued under Tier 4 of the points based immigration system, some of these expected engagement points will be monitored in line with Home Office requirements.

Students are expected to comply with this policy and any related procedures, and cooperate with university staff in order to meet the requirements, including attending meetings on request or providing evidence as necessary. Students who have any queries or concerns are asked to contact their course administrator, personal tutor or course leader for advice.

9.3 Disability Support

Within the Business School the first point of contact and liaison with the Student Services team is Lucy Fullbrook, the examinations officer (L.fullbrook@brighton.ac.uk) – Lucy is based in the Undergraduate Office, room 160 Mithras House. Lucy will advise on the university processes for students requiring a Learning Support Plan and personal evacuation plans (see 9.4.1 below). Once an LSP is in place students will also be invited to meet the Student Support Guidance Tutor, Stuart Bullen, who can be found in room 139, Mithras House.

9.4 Fire evacuation

On hearing the fire alarm
Leave the building by nearest route
Close all doors behind you.
Report to assembly point as shown on nearest fire action notice.

At all times:
Use the nearest available exit.
Do not stop to collect personal belongings.
Do not run or try to pass the person in front.
Do not use the lift.
Do not re-enter the building.
Do not congregate outside the main entrance.

NB These are generic procedures; please refer to any additional specific procedures associated to individual buildings.

9.4.1 Personal evacuation plans

Any staff, student or visitor, who requires assistance in exiting any University of Brighton premises during any alarm activation, must have a personal emergency evacuation plan (PEEP) or a generic (GEEP).

These arrangements will be carried out centrally by Occupational Safety and Health Services. The department can be contacted, via e-mail H.A.Safety@brighton.ac.uk or by phoning 01273 643144.

A meeting will be arranged and a personalised plan agreed.
A completed report of the assisted arrangements will be given to the recipient.

Alice Bush is the PEEP Coordinator for the university and can be contacted, via e-mail a.bush2@brighton.ac.uk or by phoning 01273 641271.

Assessments can also be arranged by ringing or via text messages on 07989 203741

For further information on health and safety procedures at the University go to: https://staff.brighton.ac.uk/safety/Pages/Health-and-safety.aspx

9.5 Observing copyright laws

Under UK copyright law, you must not copy someone else’s copyright material unless (a) you have their permission or (b) it falls within the limits of what is known as ‘fair dealing’. Most works remain in copyright for 70 years after the death of the author/creator.

‘Fair dealing’ for ‘private study or research for a non-commercial purpose’ permits you to make a single copy of a ‘reasonable proportion’ of a copyright work. ‘Reasonable’ is not legally defined but it is recommended that you keep within the following limits:

- one complete chapter or up to 10% of a book;
- one article from any one issue of a periodical or set of conference proceedings;
- up to 10% (up to a maximum of 20 pages) per short book (without chapters), report, standard or pamphlet;
- one poem or short story (maximum 10 pages) from an anthology;
- one separate illustration or map up to A4 size;
- short excerpts only from musical works (not whole works or movements) and no copying for performance purposes.

In all cases, you should acknowledge the source of the work.

9.5.1 Multiple photocopies

Should you need to make multiple copies of copyright material for classroom use, please look at our Copyright Teaching FAQs - https://staff.brighton.ac.uk/is/learningandteaching/Pages/Copyright/FAQs.aspx.

9.5.2 Copyright and the internet

Do not assume that just because something appears on the internet, it must be in the public domain. Material on the internet is protected by copyright. Look for a copyright statement (often on the website’s home page under ‘copyright’, ‘terms and conditions’, ‘disclaimer’ or similar) and unless copyright has been explicitly waived, seek permission before re-using it in any document. A Creative Commons license is one of several public copyright licenses that enable the free distribution of an otherwise copyrighted “work”. There are several types of Creative Commons licenses which differ the terms of distribution.

If you are looking for an image to use in your coursework, remember that images retrieved from Google, Flickr etc. are often subject to copyright. Again check for a Creative Commons licence and start by checking the sources listed in the Images subject guide (http://libguides.brighton.ac.uk/images)

Many of these collections are available for non-commercial use without payment.

9.5.3 Scanning

You may scan a ‘reasonable proportion’ of a printed document for ‘private study or research for a non-commercial purpose’ (using the fair dealing limits outlined under ‘single photocopies'
above) but it must remain for your personal use only. Do not put scanned copyright material on a computer network and do not distribute it by email. If you use any scanned copyright material in your course work, do not alter it, always put text between quotation marks, and always acknowledge your source. Remember, unacknowledged use of scanned material in your course work could make you liable to accusations of copyright theft and plagiarism.

9.5.4 For further information on copyright

The UK Intellectual Property Office website (http://www.ipo.gov.uk/) is a useful starting point for copyright information but much of the university’s use of copyright material is determined by individual licence agreements covering material such as print materials, digitised texts, OS maps, newspapers, T.V. and radio programmes, e-journals etc. If you need any further information on this subject, please check out the documents on copyright at https://staff.brighton.ac.uk/is/learningandteaching/Pages/Copyright/Copyright.aspx.
10. MISCELLANEOUS

10.1 University of Brighton Alumni Association: your professional home

The alumni association is here for all of our alumni (former students) whether they graduated last year or 50 years ago, but it is also here for current students.

Alumni Advice Network
University of Brighton students can access the expertise and experience of our worldwide alumni network from a full range of courses. The Alumni Advice Network is a flexible, diverse community of international alumni experts who make a huge impact on our current students. Over the past year, Alumni Advice Network members have:

- delivered industry-specific talks
- provided one-to-one advice
- offered networking opportunities
- participated in careers interview panels
- mentored students through the award-winning Momentum scheme
- lent their talents to student and university projects
- given work experience opportunities.

Experience counts: ask our alumni
We know that the expertise, skills and knowledge possessed by our alumni community (currently numbering over 170,000 worldwide) could be of significant benefit to you, our current students. You can access the expertise and experience of our global alumni network from a full range of courses through the Alumni Advice Network.

If you want to ask a question of one of our alumni, you can use the Ask Alumni tab on the Alumni webpage.
Learning Support Plans (LSPs)

The University is committed to ensuring that all enrolled students have an equal opportunity to succeed on their course. This includes ensuring that the university’s teaching and assessment processes are as inclusive as possible for disabled students and students who are experiencing temporary conditions (such as pregnancy), to minimize any adverse impact on their access to learning. Recommendations for adjustments to teaching, assessment and examinations are made by the university’s Disability and Dyslexia Team.

You can find further information about groups that may be eligible for Learning Support Plans in Section G of the General Examination and Assessment Regulations, on studentcentral.

In the Business School the first point of contact for advice and guidance is the Examinations Officer, Lucy Fullbrook (L.fullbrook@brighton.ac.uk) who is based in room 160 Mithras House.

What sort of adjustments are included in a Learning Support Plan?

Each Learning Support Plan is tailored to the individual needs of a student that arise because of their disability or other condition. For example, it may include recommendations to teaching practices, assessments and examinations.

In some cases, more significant Variations to Assessment can be recommended. In these cases, the academic Learning Objectives of your course are fundamental to the decision as to what individual adjustments can be made.

How can I get a Learning Support Plan?

If you have a condition that you think might entitle you to a Learning Support Plan, you should contact the Disability and Dyslexia Team in Student Services either in person, by visiting your local Student Services office, or by telephoning 01273 643799 or emailing disability@brighton.ac.uk

The Disability and Dyslexia Team will ask you to provide evidence of your circumstances, such as a note from your doctor or an Educational Psychologist (EP) Report. They can provide guidance and help you to obtain this evidence if you do not already have it.

Once you have this evidence, you should then book an appointment with a Learning Support Coordinator in the team, who will discuss what individual recommendations can be included in your Learning Support Plan and share this information with your school.

The process of implementing a Learning Support Plan can sometimes take time and so it is recommended that you contact the Disability and Dyslexia Team as soon as possible to discuss your requirements.

Adjustments for examinations cannot be guaranteed if information is received within 6 weeks of the assessment date.

When you meet with the Disability and Dyslexia Team, they will also provide you with information about other elements of disability support – such as funding that is available through the Disabled Students Allowance (DSA) and 1-2-1 support services.
I've told the university about a disability when I applied. Do I need to do anything else?

Even if you disclosed a disability as part of your application, you will still need to contact the Disability and Dyslexia Team to provide evidence and so that your personal Learning Support Plan can be drawn up.

**Temporary Conditions**

These are usually quite sudden and normally result from physical injury. If time permits, you should make an appointment through your site Student Services Administrator to see the Disability and Dyslexia Team, and take your written evidence (e.g. medical certificate). If there is insufficient time to do this, take the documentary evidence to the School Office, where the administrative staff will be able to check with the Disability and Dyslexia Team. While every effort will be made to help, obviously the closer to the assessment period the more difficult it will be to make alternative arrangements.

**What other support is available from the Disability and Dyslexia Team?**

As well as helping with Learning Support Plans, the Disability and Dyslexia Team can also help with applications for Disabled Students Allowances and other disability funding. This can help to finance 121 support such as (but not limited to) notetakers, scribes, mentoring and/or learning support tuition. The type of support provided will depend on the impact that your disability has on your studies. More information about the support that the team provides can be found at [www.brighton.ac.uk/disability](http://www.brighton.ac.uk/disability)
APPENDIX II

**Employability**

Work experience of any kind can enable you to broaden your experience, develop confidence, gain skills, maximise your potential, acquire business experience and learn to sell yourself. It is also an opportunity to find out what a job or occupation is really like before you commit to working in it.

It has always been crucial in helping you get ahead in competitive industries, but in the current climate work experience is crucial in giving you the advantage over other applicants – your qualification is only part of the package employers are looking for.

There are many opportunities to get involved in different paid and unpaid activities, both across the university and beyond.

Visit the Careers Service website here:

https://www.brighton.ac.uk/careers/index.aspx

**Volunteering**

Volunteering can equip you with invaluable work-related skills such as team work, communication and being able to demonstrate initiative and commitment.

- Active Student provide a supported volunteering programme for students, which aims to match the placement to your current skills as well as looking at what you would like to gain from participation. More information about the benefits of volunteering and the opportunities available can be found here:

  https://www.brighton.ac.uk/careers/volunteering/index.aspx

- Within the University you can also volunteer with the Student Union

  www.brightonsu.com/volunteering/

- Some courses also have the opportunity to undertake volunteering as a part of your university course

**Doing internships and placements**

Many of our courses are designed to include compulsory professional placements as part of the curriculum, while others offer placements and volunteering opportunities as optional parts of specific module choices. Employer and graduate feedback consistently suggests that these choices offer a real chance to improve your employability, your confidence and to start linking up your academic skills within the professional environment. If you want to know more about what opportunities may be available within your course structure, talk to your Course Leader, Personal tutor or Student Support Tutor and they will be able to provide you with further details.

**Working part-time**

Many students now work part-time to fund their studies. Even the most basic jobs will help you to gain additional skills to put on your CV. The Careers Service runs a vacancy and events service which students can register for and get alerts when vacancies become available.
Careers fairs, recruitment events and workshops

The Careers Service run different events that provide the opportunity to network with employers and find out about the skills they are looking for in employees. There are also a host of employability workshops to help you identify and learn new employability skills. Find out what’s events are coming up on our website.

Beepurple

Beepurple is the university’s entrepreneurship network, made up of students, graduates and staff who are interested in developing their enterprise and creativity skills and/or their business ideas. They run a variety of activities, workshops and talks throughout the year as well as providing the opportunity to network with current and former students. For further details, please see www.brighton.ac.uk/careers/enterprise/

Get involved in the Students’ Union

The student union offer a range of activities and opportunities that can help you to develop different skills such as team-working, confidence and self-management. This includes opportunities for part-time work and volunteering, the chance to stand for election as a student-representative or sabbatical officer, and through getting involved in the hundreds of student union societies, clubs and activities. For more information please see website www.brightonsu.com/

Mentoring

Mentoring can provide an excellent forum for personal development, not just for the mentee but for the person mentoring too. This can include improved confidence, listening skills, cooperation and strategic thinking. The Careers Service runs mentoring schemes – information can be found here: https://www.brighton.ac.uk/careers/mentoring/index.aspx

Leadership development

There are several student roles within the institution that may particularly suit students who are looking to develop their leadership skills. These include opportunities to work as Student Ambassadors at open days or within local schools, working as a sabbatical officer or a course rep for the students union, being captain of a sports team or chair of a student society, or by working as a leader for the Peer Assisted Student Support (PASS) programme www.brighton.ac.uk/ask/pass/