University of Wales

Master of
Business Administration
(MBA) General and Pathways

Student Handbook

For Online Candidates

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This handbook has been prepared
by the Programme Team of RDI.

RDI wishes to emphasise that, while every effort is made to ensure accuracy, the material in this Handbook is subject to alteration or amendment in the light of changes in regulations or in policy or of financial or other necessity.

Foreword

It is a pleasure to welcome you to RDI and wish you well in your studies.

Resource Development International (RDI) is at the forefront of distance learning provision, not only in the UK but also all over the World. It intends to maintain this position as a leader in supported open learning. This means combining appropriate communication technologies and knowledge media with personal tuition and counselling to ensure that you can learn effectively and enjoyably. In particular, RDI is making investment into new administrative mechanisms to ensure first class customer services are in place to provide you excellent support.

RDI takes its obligations to each of its students very seriously. You have registered for an online distance learning course with particular personal goals in mind, and all the staff want to help you achieve those goals successfully.

The purpose of this handbook is to describe the procedures and policies that are an essential element in sustaining an effective relationship between RDI and its students. These policies make explicit the expectations on both sides. I advise you to familiarise yourself with the contents pages and to read any sections that are of interest to you. The handbook should then be kept for more detailed consultation as particular issues arise. Most of the questions you have about RDI practices will be answered in these pages.

I trust that you will find your association with RDI a stimulating and rewarding experience.

Dr Philip Hallam
CEO
Resource Development International

Contents

Welcome from Resource Development International (RDI)

Welcome to the Master of Business Administration, you have joined one of four intakes: January, April, July or October.

The course you have enrolled on is challenging and will enable you to develop your knowledge about the various elements of management.

Though you are expected to invest time and effort into your studies you should also take every opportunity to have fun and enjoyment. You will be studying alongside students from a variety of backgrounds.

We hope that you will find your learning experience to be productive, enjoyable and successful. Our aim is to provide you with the opportunity to establish a firm foundation for a successful career in management.

Aims of the Master of Business Administration

The Master of Business Administration programme is designed to enable you to acquire knowledge and understanding of key management disciplines while developing your skills as a manager. The taught stage (stage 1) of the Master of Business Administration programme will facilitate your understanding of the key areas of business as well as specialist modules if you are studying an MBA pathway. The dissertation phase of the course will provide you with the opportunity to put into practice the learning you have acquired.

Purpose of this Handbook

The purpose of this Handbook is to introduce candidates to the structure and content of the Master of Business Administration programme and outline key points about the online distance learning provision through RDI.

In addition, we lay down the standards which RDI requires from students and set out the criteria by which we operate.

Key themes are outlined and initial guidance is given regarding various key personal skills (such as reading and writing), which underpin effective study and also contribute directly to good business.

1 General Information

1.1 Introduction to RDI

RDI has been working with various Universities and Professional Bodies, providing distance-learning courses to high-achieving students for almost 20 years. We are dedicated to providing you with a high standard of tutor and administrative support throughout your studies and always listen to the comments of our students in order to ensure the learning process is a satisfying and rewarding experience for all involved.

1.2 Access to help and advice

The RDI Student Support team are here to support you throughout your studies and will make regular contact with you to ensure you are progressing well with your studies.

Your Student Support Team will be able to help you with any administrative query relating to your studies.

1.3 Contacts

Student Support Team Carly Robson Joanna Pritchard Katie Aubrey Samantha O'Grady Tracey Parker	Tel: +44 (0) 24 76 515700 e-mail: walessupport@rdi.co.uk
Examinations Co-ordinator Jane Bush Emily Merrick	Tel: +44 (0) 24 76 515700 e-mail: exams@rdi.co.uk
Dissertations Team Carly White Craig McGrory	Tel: +44 (0) 24 76 515700 e-mail: walesdissertations@rdi.co.uk
Progression Team Hannah Moore Joanna Titley	Tel: +44 (0) 24 76 515700 e-mail: studyprogress@rdi.co.uk
Student Support Manager Helen Bagnall	Tel: +44 (0) 24 76 515700 e-mail: hbagnall@rdi.co.uk
Head of Student Support Catherine Gordon	Tel: +44 (0) 24 76 515700 email: cgordon@rdi.co.uk
RDI CEO Dr Philip Hallam	Tel: +44 (0) 24 76 515700 e-mail: phallam@rdi.co.uk

1.3 Relationship with University of Wales

The University of Wales is the Awarding Body who has validated and approved this Master of Business Administration programme. As such, RDI is responsible for making sure that the quality of provision meets their prescribed levels and standards.

To enable quality to be monitored, the University of Wales appoint External Examiners to approve assessment procedures and results, as well as seeking feedback from students on the courses.

2 Learning Support

2.1 Induction

Before you commence study on your programme you are required to undertake an Induction programme which contains all the information you need to get you started on your study and an interactive quiz to consolidate your understanding of the processes and procedures you will encounter during your studies. The aims of the Induction are for you to:

- Get to know staff and fellow students
- Gain a comprehensive understanding of all aspects of your programme of study.
- Ask questions relating to any aspect of the learning experience.
- Become acquainted with University of Wales and RDI procedures and policies.

At the start of your intake, you will receive your username and password for ilearn, RDI's Online Learning Environment. You will access your Induction module by logging onto ilearn.

After you have completed the Induction tasks and successfully passed the interactive quiz, your results will be sent to your Student Support Team and you will be given access to your first module, normally within one working day. You should aim to complete your Induction within the first two weeks of your intake. If you experience any difficulties accessing any of this information please contact your Student Support Team.

2.2 Learning Materials

You will access all of your learning material for the programme via ilearn.

The module learning materials are designed to facilitate your learning and to allow you to achieve the learning outcomes for each module. The material is interactive and contains practical activities, which have been designed to enable you to apply theoretical principles and frameworks.

Try to use your own background when completing the activities and draw the best ideas and solutions you can from your work experience. You are encouraged to discuss your ideas with other students or your colleagues; this will make learning much more stimulating. Remember, if in doubt, or if you have any questions about the modules or how to study, ask your tutor.

You will also have access to the **University of Wales Online Library**. This is offered as an additional library resource to supplement the resources available on ilearn. The Online Library will not provide suggested reading list texts but, instead, is a resource designed to provide you with an opportunity to read more widely around the subject.

If you wish to purchase your own textbooks, suggested reading is included within each module descriptor.

2.3 Tutors

For each module you study there will be an allocated tutor. All tutors appointed are senior academics and subject specialists approved by the University of Wales. They will help you by facilitating your academic progress and to this end they will set tasks and activities in the appropriate discussion areas of ilearn.

The primary means of support will be delivered on-line through ilearn.

Where appropriate, tutors may also provide support by other means, e.g. by email.

The tutorial process is viewed as an essential aspect of development and support for students. It is informally based and designed to encourage two-way communication, either peer-to-peer or student-to-tutor. As such it includes the following:

- The channelling and dissemination of information
- The facilitation of discussion between peers on the programme
- The giving and receiving of formative, as well as summative assessment feedback
- Discussion regarding candidate personal development needs
- Counselling, where appropriate.

2.4 Student Support

Your module tutors will provide you with academic advice and guidance and answer your questions of an academic nature. For all other queries you are encouraged to contact your Student Support Team at RDI direct for support. You can contact the Student Support Team via:

- ilearn
- e-mail
- telephone

2.5 ilearn

ilearn is an online facility designed to enhance your learning experience and help you through your studies. It provides access to:

Your module materials	Assignment Area
Discussion forums	Online electronic resources
News forums	Course Information
Group Learning Space	E-mail/Messaging facility
My Learning Space	Links to Rules and Regulations

You will find a detailed explanation of the key functions of ilearn and how to use them during your Induction. The site will be updated regularly with new and relevant information as it becomes available. Tutors may make announcements or add notes to relevant sections or they may even use it to engage with you in discussion forums.

There is also a page for your own personal profiles and photos. You are encouraged to add further information about yourself, as other students may find it interesting.

How to access ilearn

You can access ilearn from RDI's homepage:

1) Go to RDI's homepage at www.rdi.co.uk
2) Click on the **Student Login** link and select **ilearn**
3) Enter your username and password and click 'Login'.
4) Select the relevant Module from the "My Modules" menu on the right hand side.

Alternatively you can access the ilearn site directly by entering the following web address in your web browser: www.ilearn.rdi.co.uk

2.6 Module Release

Access to modules will be given on the start date of each new study period. You will be required to release your module on ilearn to begin studying. You will have up to **four weeks** from the module start date in which to release your module.

Please remember if you miss this deadline you will have to wait to join the module at the next study period. Unfortunately no exceptions can be made to this rule.

3 Staff/Student Obligations

3.1 Learning Contract

By embarking on this programme of study, you confirm your commitment to RDI's **Learning Contract** (Annex 1).

This learning contract is a 'partnership' between you, the student, and RDI as your learning provider to help you understand the roles and responsibilities of each party during the learning process.

As you read through the Learning Contract, you will note that there is a specific regulation about plagiarism. RDI and the University of Wales take plagiarism very seriously and strict penalties apply when students cheat in written assessment or present someone else's material for assessment as if it were their own (this is called plagiarism). In order to avoid plagiarism it is imperative you reference your work appropriately. Please be referred to the Academic Impropriety and to the Reference Policy documents in Section 7 of this handbook.

Very few students commit such offences, but RDI believes that it is important that all students understand why academic honesty is a matter of such concern and why such severe penalties are imposed.

3.2 What you can expect from your tutor

The tutor shall provide learning support and advice to learners in the following manner:

- A welcome forum post at the start of the module
- A response to your email, wherever possible within 2 working days (Monday – Friday).
- Initiating task and discussions via the module discussion forum on ilearn.
- Moderate discussion boards and input as required.
- Live online chat sessions, if appropriate.
- Monitor student participation and progress.

3.3 Student Feedback and Questionnaires

As part of RDI's quality assurance processes, you will be asked to complete an online module feedback questionnaire at the end of each module. A link to the online questionnaire can be found on each module page.

In addition, you may be contacted by the Student Representative via e-mail 1-2 weeks prior to Course Committee meetings to give you the opportunity to raise any concerns or to highlight any positive feedback you wish for the Committee to discuss.

Note: All information is dealt with in strictest confidence and anonymity is maintained.

3.4 Complaints/Appeals

RDI is committed to providing the highest quality of education possible within the limits imposed by the resources available, to ensure that you benefit from the academic, social and cultural experience. Where candidates feel that their legitimate expectations are not being met, whether it is an academic or non-academic matter, they have the right of access to the **Complaints Procedure** and **Academic Appeals Policy** contained in this handbook (Section 7) although it is hoped that most complaints can be settled at a local level.

4 The Programme

4.1 Introduction

The following pages contain a brief description of the programme structure of general MBA and the MBA pathway programmes listed below.

MBA
MBA (Human Resource Management)
MBA (Management Consultancy)
MBA (Service Excellence)
MBA (Law)
MBA (Project Management)
MBA (Finance)
MBA (Maritime)

4.2 The Programme Structure

The Master of Business Administration is usually studied over a period of 18-24 months. The maximum period of registration on the MBA is four years. There is also maximum registration period in place for each module (see section 5.8 for details).

- All course materials are provided in flexible learning study modules including related tasks and exercises to enable you to consolidate and harvest learning.
- Most modules are equivalent to 150 guided learning hours of study.
- The Master of Business Administration is divided into two stages, a taught stage (Stage 1) consisting of eight modules and a final stage (stage 2), consisting of a dissertation.
- In order to progress from Stage 1 (taught stage) to Stage 2 (dissertation) of the MBA, a candidate should have achieved a pass on each Stage 1 module and an overall average mark of 40% at Stage 1. Grades must be confirmed by the Examining Board.
- To gain the respective qualification aims, each of the eight taught modules and the dissertation must be successfully completed.
- Details of the compulsory modules required for the general MBA and each of the MBA pathways are shown in the table below.
- If you have enrolled on an MBA pathway, in addition to key business subjects you will study two specified pathway modules and complete a subject specific dissertation. The title of the pathway will be stated as your qualification.

General MBA and MBA Pathway programme structures are shown below. All modules listed under each programme heading are compulsory and must be successfully completed in order to achieve the named qualification.

MBA	**MBA (Human Resource Management)**	**MBA (Management Consultancy)**	**MBA (Service Excellence)**	**MBA (Law)**	**MBA (Project Management)**	**MBA (Finance)**	**MBA (Maritime)**	**Credits**
Taught Stage (Stage 1)								
Personal Skills Development	Managing Change in Organisations	Operations Management	Managing Change in Organisations	Operations Management	Managing Change in Organisations	Managing Change in Organisations	Managing Change in Organisations	15
Managing Change in Organisations	Financial Management	Financial Management	Financial Management	Financial Management	Financial Management	Financial Management	Financial Management	15
Financial Management	Marketing Management	Marketing Management	Marketing Management	Marketing Management	Marketing Management	Marketing Management	Marketing Management	15
Marketing Management	Managing the Human Resource	Managing the Human Resource	Managing the Human Resource	Managing the Human Resource	Managing the Human Resource	Managing the Human Resource	Managing the Human Resource	15
Operations Management	Strategic Management	Strategic Management	Strategic Management	Strategic Management	Strategic Management	Strategic Management	Strategic Management	15
Managing the Human Resource	Planning Human Resources	Consultancy Practice	Quality and Excellence	Managing Contract Risk	Management of Projects	Strategic Investment Management	Shipping Management and Logistics	15
Strategic Management	Employee Relations	Developing Consultancy Skills	Quality Management	Ethics and the Law	Project Management Techniques	Performance Management	Maritime Law	15
Research Methods	Research Methods	Research Methods	Research Methods	Research Methods	Research Methods	Research Methods	Research Methods	15
Final Stage (Stage 2)								
Dissertation	Dissertation*	Dissertation*	Dissertation*	Dissertation*	Dissertation *	Dissertation*	Dissertation*	60

*Dissertations topics should be substantially in the area of the specialism.

4.3 Module Content

Personal Skills Development

Module Title: Personal Skills Development

Level: M(7)

Credits: 15

Learning Hours: 150

Aims:

- To help participants develop the common skills needed to succeed on the programme and in business organisations.
- Provide an opportunity for the participants to develop, apply and assess their skills using appropriate methods.
- Encourage and enable a reflective approach to learning.
- To develop a personal portfolio of evidence which demonstrates development in the common skills.
- Establish a foundation for personal development and applying learning to a future workplace.

Learning Outcomes:

After completing the module the student should be able to:

1 Identify collective goals, individual roles and responsibilities in the context of a group project.
2 Relate to and interact effectively with individuals and groups.
3 Effectively work to collective goals and contribute successfully to a team project.
4 Assimilate and respond to a variety of information.
5 Communicate both formally and informally in ways appropriate to managerial situations.
6 Select and make use of appropriate IT packages.
7 Demonstrate an ability to reflect on own learning and identify targets to improve own learning and performance.

Indicative Content:

- Introduction to research skills
- Office software: word-processing, spreadsheets, databases, presentation packages
- Group dynamics. Team building. Dealing with difficult team types
- The communication process and effective listening
- Verbal and nonverbal forms of communication - presentation skills
- Report writing skills
- Learning to learn, preferred learning styles and the learning cycle
- Target setting & factors which may effect own perceptions of strengths and weaknesses
- Time management
- The portfolio approach, portfolio building and evidence criteria

Assessment:

100% coursework requiring the production of a portfolio evidencing the demonstration of the learning outcomes. At the commencement of the module students will be required to undertake a self analysis based on the module learning outcomes. From this they will produce a personal development plan to be achieved whilst studying alongside the other modules. They will be required to submit a portfolio evidencing how they have achieved this plan with a reflective commentary. This piece of work will be submitted at the end of the course before the dissertation.

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to texts in the recommended reading list.

Optional Reading:

Hannagan, T., 2008. *Management.concepts & practices*. 5th Ed: Prentice Hall.

Pedler, M., Burgoyne, J & Boydell, T., 2007. A manager's guide to self development. 5th Ed. London: McGraw Hiill.

Strategic Management

Module Title: Strategic Management

Level: M(7)

Credits: 15

Learning Hours: 150

Aims:

- To introduce students to the strategy process in a range of organisational contexts.

Learning Outcomes:

After completing the module the student should be able to:

1. Critically analyse a range of strategic decision making models.
2. Undertake a strategic analysis of an organisation.
3. Apply a range of strategic choice frameworks to generate and evaluate an organisation's strategic options.
4. Demonstrate the need to reflect cultural, structural and behavioural issues in the strategic process.
5. Develop and justify plans for the implementation of agreed strategies.

Indicative Content:

– The nature and scope of strategic management in different organisational contexts and its historical development.
– Review a range of strategic decision making styles, eg. cultural, planning, command, incrementalist.
– Role of market positions and resource capability in delivering competitive advantage.
– Competitor and market analysis techniques.
– Strategic capability analysis.
– Sources and sustainability of competitive advantage.
– Implementation of strategic change.

Assessment:

Time constrained assessment. Students will have 24 hours to complete a case study based examination. This will require students to demonstrate an ability to analyse a strategic situation; justify the application of strategic models; generate options; and develop an implementation strategy.

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to texts in the recommended reading list.

Optional Reading:

- Grant, R., 2009. *Contemporary strategy analysis*. 5th Ed: Blackwell
- Johnson, G., Whittington, R. & Scholes, K., 2010. Exploring strategy, 9th edition, Prentice Hall

Marketing Management

Module Title: Marketing Management

Level: M(7)

Credits: 15

Learning Hours: 150

Aims:

- To investigate the role and function of marketing within the context of changing markets and increasing international competition.

Learning Outcomes:

After completing the module the student should be able to:

1. Critically evaluate the information needs of the marketing function in terms of its contribution to the strategic processes and tactical decision making.
2. Integrate marketing decision making with organisational strategy.
3. Establish a broad base of marketing knowledge and the strategic implications.
4. Develop and implement marketing plans for a product or service.
5. Reflect an international perspective and the global context of decision making in marketing planning.
6. Evaluate the appropriateness of e-business strategies.

Indicative Content:

- Marketing environment - the internal and external factors affecting competitiveness.
- Strategic marketing concepts: the link with corporate strategy and differentiation from operational concepts.
- The marketing planning process.
- Marketing segmentation and positioning. Niche approaches to market development.
- Application of the marketing communications mix and its rationale. Principles of promotion. The roles of Advertising, Personal Selling, PR, Sales Promotion and Packaging in overall strategic development. Media characteristics.
- Development of Marketing with reference to international trends in Marketing: eg. Globalisation. International logistics and patterns of distribution.
- Role of IT and the Internet in changing patterns of distribution.

Assessment:

100% coursework requiring an analysis of a case study and the formulation of appropriate strategies based on the findings. This will require the analysis of a marketing problem with an international dimension and the application of marketing theories to propose solutions.

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to texts in the recommended reading list.

Optional Reading:

- Doyle, P., 2006. *Marketing management and strategy*. 4th Ed: Prentice Hall.
- Kotler, P., 2005. *Marketing management*. 12th Ed: Prentice Hall.
- Wilson, R.M.S., Gilligan, C., 2005. *Strategic marketing management: Planning, implementation and control* 8th Ed: Butterworth-Heinemann.
- Journal 'Journal of Marketing'
- Journal 'Long Range Planning'
- Journal 'Harvard Business Review'

Managing the Human Resource

Module Title: Managing the Human Resource

Level: M(7)

Credits: 15

Learning Hours: 150

Aims:

- To develop a critical awareness of the contribution the human resource can make to workplace effectiveness.
- To develop the ability to apply theoretical human resource models and concepts to a wide variety of work situations.
- To stimulate thought on how organization design can impact on the effectiveness of people.

Learning Outcomes:

After completing the module the student should be able to:

1 Critically appraise the contribution people can make to an organisation.
2 Analyse how factors concerning the management of the human resource vary within an organisation and across situations.
3 Compare and contrast the concepts of management and leadership
4 Demonstrate how to lead and develop effective teams
5 Analyse a human resource problem and apply appropriate models to develop solutions.

Indicative Content:

– Principles of HRM
– Effective selection of people
– Performance and reward
– Organisational structure
– Strategic contribution of people
– Nature of organizational behaviour
– Motivation and satisfaction
– Groups and teams
– Learning and the development of people
– Ethics and culture
– Leadership and Management
– International issues

Assessment:

Coursework: Case study analysis of HR problems in the workplace. This will require students to analyse a HR problem relating to the leadership of a group of people and, using an appropriate theoretical basis, propose possible solutions.

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to texts in the recommended reading list.

Optional Reading:

- Harris, L., Brewster, C., & Sparrow, P., 2004. *International HRM:* CIPD.
- Price, A., 2004. *Human resource management in a business context*: 2nd Ed.:Thomson

Operations Management

Module Title: Operations Management

Level: M(7)

Credits: 15

Learning Hours: 150

Aims:

- To investigate the context and processes of management operations.
- To show how operations management is central to the achievement or organisational aims.
- To develop skills in the use of operational management techniques.

Learning Outcomes:

After completing the module the student should be able to:

1 Evaluate problems in operations and identify approaches to overcoming them.
2 Critically evaluate operating plans and identify areas for improvement.
3 Justify, implement and evaluate changes to operations in line with modern approaches.
4 Develop outline plans for investment in new capacity, including location and layout.
5 Evaluate operation processes so that customer requirements including quality, delivery and reliability are achieved.
6 Differentiate and devise suitable control systems.
7. Apply principles of project management.

Indicative Content:

- The role of the customer in the operating system
- Queuing theory and systems, and facility layout principles.
- The notions of planning and control in a systems framework.
- Capacity management.
- Long and short term planning and scheduling; stock management; kanbam; JIT and OPT.
- Quality; TQM and its limitations; QA procedures including sampling, control charts, SERVQUAL.
- Control of processes and inventories
- Project management techniques

Assessment:

Individual coursework applying principles of operations management to an organisation and developing recommendations, which would be of use to the organisation. Students will be required to develop a case study of an operations management decision. They will then undertake a critical analysis of the implementation and, utilising appropriate theories, suggest ways in which this could have been improved. (Approx 4,000 words)

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to texts in the recommended reading list.

Optional Reading:

- Slack, N., Chambers., S & Johnson., R., 2010. *Operations management*: 6th Ed: Prentice-Hall.
- Naylor, J., 2002. *Operations management.* ' 2nd Ed. Harlow: FT Prentice Hall.
- Journal - 'International Journal of Production and Operations Management'

Financial Management

Module Title: Financial Management

Level: M(7)

Credits: 15

Learning Hours: 150

Aims:

- To provide participants with the tools to interpret and evaluate financial information and to utilise financial information for decision making purposes.

Learning Outcomes:

After completing the module the student should be able to:

1. Draft financial statements.
2. Critically analyse information contained in published financial statements.
3. Select and apply financial decision making techniques to appraise projects.
4. Evaluate complex investment decisions.
5. Utilise spreadsheets to present and analyse financial information.
6. Appreciate differences between financial decision making in the public and not for profit sectors as compared to the private sector.
7. Apply appropriate techniques to protect against currency loss.

Indicative Content:

- Introduction to financial statements. The contents of the balance sheet, income statement and cash flow statement.
- Evaluation of company performance utilising ratio analysis.
- Analysis of working capital management including stock, credit control and cash management.
- Cash budgeting.
- Cost evaluation and break even analysis.
- Long term investment decision making and discounted cash flow analysis.
- Cost of capital evaluation and risk adjustment discount rates.
- Managing risk and uncertainty in international financial transactions.
- Financial decision making in the international public/NGO sectors: capital budgeting, social and ethical costs and benefits and the use of cost benefit analysis

Assessment:

Three-hour closed book examination to be undertaken at an RDI approved venue.

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to texts in the recommended reading list.

Optional Reading:

- McLaney. E., 2006. Business *finance: Theory and practice.* 7th Ed: Longman.
- Watson., D., & Head. A., 2006. *Corporate finance principles and practice.* 4th Ed: Prentice Hall.
- Pike., R., & Neale., B., 2006. *Corporate finance and investment decisions and strategies*: 5th Ed: Prentice Hall.
- Arnold, G., 2005. *Corporate financial managemen*t. 3rd Ed: Prentice Hall.

Managing Change in Organisations

Module Title: Managing Change in Organisations

Level: M(7)

Credits: 15

Learning Hours: 150

Aims:

- To provide students with: an understanding of the nature of organisational change; the role of a manager in dealing with that change; and skills which will allow them to contribute positively to the change process.

Learning Outcomes:

After completing the module the student should be able to:

1. Critically evaluate and define the nature of the change process.
2. Apply a range of appropriate conceptual tools applicable to the management of change situations.
3. Critically review how organisations have responded to change.
4. Synthesise and analyse the links between knowledge management, knowledge tracking and knowledge migration in organisational/change management.
5. Design strategies to deal with resistance to change.

Indicative Content:

– Identification of the sources of change influencing organisations, managers and employees.
– Design of strategies for dealing with change at an individual level.
– Use of projects to encourage the change process.
– Management of the change process.
– Development of change management skills: information gathering; dealing with resistance; leading effective change.
– Innovation and change.
– Change management, Total Quality Management and Business Process Re-Engineering.
– Knowledge management, people and information, knowledge management and organisational change.

Assessment:

Individual coursework based on individual analysis and critique of an organisational change which the student has experienced or has knowledge of. The work must explain the reasons for the change; provide a critique of the process; and, using appropriate models, suggest how the process could have been improved. (Approx 4,000 words)

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to texts in the recommended reading list.

Optional Reading:

Carnall, C., 2007. *Managing change in organizations'.* 5th Ed: Harlow: FT Prentice Hall
Burnes B., 2004. *Managing change: A strategic approach to organisational dynamics*. 4th Ed: Prentice Hall.
Journals:

- 'People Management' Harvard Business Review
- 'International Journal of Change Management '
- 'Management Learning'
- 'Journal of Management Studies'

Research Methods

Module Title: Research Methods

Level: M(7)

Credits: 15

Learning Hours: 150

Aims:

- To provide a conceptual framework from which research philosophies, strategies and methods associated with business management can be critically reviewed.
- To develop research competencies, in particular those relating to data collection and analysis, that enable students to design, undertake and evaluate independent research in an organisational setting.

Learning Outcomes:

After completing the module the student should be able to:

1. Critically appraise research undertaken by others.
2. Propose and justify a report for a research project in business management that will stand up to critical scrutiny.
3. Critically appraise the contribution primary and secondary data sources can make to research studies, particularly with respect to sampling, statistical analysis and data presentation techniques.
4. Synthesize research findings to improve the quality of decisions in management.

Indicative Content:

- Research philosophies and strategies.
- Purpose and practice of literature and data sourcing.
- Data gathering techniques - focus groups, interview and questionnaire.
- Analysis of quantitative and qualitative data.
- Ethical issues in organisational research.
- Managing the research process.
- Research design and presentation

Assessment:

Submission of a research proposal demonstrating understanding of methodological and other issues. The proposal must have: clear and appropriate aims; a justification of the methodology chosen; a brief literature review; and a project plan. (Approx 4,000 words)

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to texts in the recommended reading list.

Optional Reading:

- John G., & Johnson, P., 2010. *Research methods for managers*. 4rd Ed: Sage.
- Aaker, D. A., Kuman, R., Day, G.S., 2003. *Marketing research*. 8th Ed: Wiley & Sons.
- Coffey, A., Atkinson, P., 1997. *Making sense of qualitative data*. Sage.

Planning Human Resources
MBA (Human Resource Management) Pathway

Level: M(7)
Credits: 15
Learning Hours: 150

Aims
To develop a critical awareness of the played by human resource management within an organisation.
To apply a range of theoretical models in a variety of workplace environments.
To examine the impact of new technology and working methods in the management of the human resource.

Learning Outcomes
After completing the module the student should be able to:

1. Understand the role of human resource planning in different organisations.
2. Apply principles of resource forecasting.
3. Develop strategies to meet a range of legal obligations.
4. Demonstrate awareness of the international dimension of HR planning.
5. Integrate concepts relating to virtual environments into HR planning

Indicative Content
- The need and use of HR
- Job analysis
- Limitations of supply and demand forecasting
- Employment law
- Maximising employee capabilities
- International HR
- E-learning, virtual environments

Assessment
Individual report analysing HR planning aspect of an organisation. (4,000 words)

Bibliography
The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to texts in the recommended reading list.

Recommended Reading
Armstrong. M., 2003. *A handbook of human resource management*. 8th Ed: Kogan Page.

Employee Relations
MBA (Human Resource Management) Pathway

Level: M(7)
Credits: 15
Learning Hours: 150

Aims
To develop assessment and reward skills.
To understand factors relating to motivation.
To understand the role of industrial relations within a workforce.

Learning Outcomes
After completing the module the student should be able to:

1. Critically assess the value and use of performance management.
2. Understand different approaches to reward management.
3. Design and develop appropriate training and development plans for individual employees.
4. Assess and evaluate theories of motivation and empowerment.
5. Evaluate industrial relations' practices and the process of collective bargaining

Indicative Content
- Performance appraisal
- Reward management
- Training and development
- Motivation
- Grievance, discipline and dismissal
- Role of employee organisations
- Industrial relations and collective bargaining

Assessment
Assessment 1 (50%)

Case study assessment considering individual and collective issues of a problem. (4,000 words)

Bibliography
The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to texts in the recommended reading list.

Recommended Reading

Armstrong. M., 2003. *A handbook of human resource management*. 8th Ed: Kogan Page.

Consultancy Practice
MBA (Management Consultancy) Pathway

Level: M(7)
Credits: 15
Learning Hours: 150

Aims
To critically evaluate the role played by management consultancy.
To distinguish between the consultancy function in different types of organisation

Learning Outcomes
After completing the module the student should be able to:

1. Recognise the role played by management consultancy and the different types available.
2. Understand different consultancy needs of a range of organisations.
3. Evaluate links between political and business influences.
4. Investigate the importance of change.
5. Demonstrate an understanding of consultancy costing principles.
6. Analyse consultancy issues related to negotiation and contracts.

Indicative Content
- Role of a management consultant
- Different types of consultancy
- The consultancy environment
- Politics and organisational culture
- Change management
- Current practice and legislation

Assessment:
Assessment 1 (100%)

Students will be given a brief and will be required to submit a proposal for a piece of consultancy to an organisation. (4,000 words)

NB To provide formative feedback an outline of the proposal must be submitted for tutor comment and will receive 20% of the mark. The final report will receive 80% of the mark.

Bibliography
The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to texts in the recommended reading list.

Recommended Reading
Sadler.P., 2001. *Management consultancy: A handbook for best practice:* Kogan Page.

Wickam, A., Wickam, L. 2007., *Management consulting: Delivering an effective project.* 3rd Ed: Prentice Hall.

Developing Consultancy Skills
MBA (Management Consultancy) Pathway

Level: M(7)
Credits: 15
Learning Hours: 150

Aims
To develop appropriate skills for management consultancy.

Learning Outcomes
After completing the module the student should be able to:

1. Identify a range of essential consultancy skills.
2. Demonstrate how skills can be developed and improved.
3. Understand the need for effective planning and problem solving skills.
4. Identify key communication skills.
5. Critically review aspects of leadership.

Indicative Content
- Management of people and relationships
- Planning and problem solving
- Specific skills needs for marketing and sales
- Action planning
- Communication: reports and proposals
- Leadership

Assessment
Assessment 1 (100%)

Students will be required to analyse a work based problem from a consultancy perspective. (LO 1, 2, 3, 4, 5) (4,000 words)

NB To provide formative feedback an outline of the proposal must be submitted for tutor comment and will receive 20% of the mark. The final report will receive 80% of the mark.

Bibliography
The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to texts in the recommended reading list.

Recommended Reading
Sadler.P., 2001. *Management consultancy: A handbook for best practice:* Kogan Page.

Wickam, A., Wickam, L., 2007. *Management consulting: Delivering an effective project.* 3rd Ed: Prentice Hall.

Quality and Excellence
MBA (Service Excellence) Pathway

Level: M(7)
Credits: 15
Learning Hours: 150

Aims
To develop an understanding of the need for service excellence.
To identify appropriate methods to develop service excellence.
To create strategies to maximise customer retention.

Learning Outcomes
After completing the module the student should be able to:

1. Demonstrate an understanding of the strategic importance of service excellence.
2. Differentiate between the roles of management and employees in seeking service excellence.
3. Identify and respond to training needs to ensure quality.
4. Critically assess methods for achieving quality control.
5. Develop strategies to maximise customer loyalty through customer care.

Indicative Content
- Principles of service excellence
- Roles of management and employees
- Measurement of customer satisfaction
- Quality control processes eg TQM
- Continuous improvement
- Customer loyalty
- Problem resolution, complaints handling and the customer and the law

Assessment
Individual assignment based on customer service issue. (4,000 words)

Bibliography
The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to texts in the recommended reading list.

Recommended Reading

Brown, A.S., 1999. *Strategic customer care: An evolutionary approach to increasing customer value and profitability:* John Wiley.

Cook, S., 2002. *Customer care excellence. How to create an effective customer focus.* 4th Ed. Professional Paperbacks: Kogan Page.

Nash, S. & Nash, D., 2002. *Deliver outstanding customer service – gain and retain customers and stay ahead of the competition*. HowtoBooks.

Quality Management
MBA (Service Excellence) Pathway

Level: M(7)
Credits: 15
Learning Hours: 150

Aims
To develop knowledge and critical skills in applying principles quality management systems in manufacturing and service based organisations

To integrate the application of quality management tools when responding to business needs and objectives.

Learning Outcomes
After completing the module the student should be able to:

1. Apply the concepts and principles of total quality management in different commercial environments
2. Apply a range of quality management tools and techniques to both diagnose the effectiveness of, and improve systems and processes
3. Incorporate quality initiatives in the implementation of business objectives

Indicative Content
Implementing Service Quality: Managing customer expectations, integrating service quality and delivery, service productivity, service and relationship Total Quality Management and the Quality Gurus: cost of quality, role of problem solving
Measuring Quality and Improvement: continuous improvement, benchmarking, metrics
Quality Management Systems - Standards and Models: ISO 9000:2000, ISO 14001, EFQM Business Excellence Model
Organising for Quality Management: environmental effects of business, measurement of environmental performance, EMS
Service Quality and Customer Satisfaction: defining customer satisfaction and elements of service and perceptions of performance, determinants of service quality measuring service quality, SERVQUAL
marketing
Quality Management Tools: FMEA, QFD and SPC

Assessment
Assessment 1 (100%)

An individual report analysing an aspect of delivery in the student's organisation (or one in which he/she is familiar) in relation to quality management. (4-5,000 words)

NB To provide formative assessment, students will be required to submit a plan for tutor feedback. 20% of the mark to be allocated to the plan, 80% to the final submission.

Bibliography
The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to texts in the recommended reading list.

Recommended Reading

Brown, A.S., 1999. *Strategic customer care: An evolutionary approach to increasing customer value and profitability:* John Wiley.

Cook, S., 2002. *Customer care excellence. How to create an effective customer focus.* 4th ed. Professional Paperbacks: Kogan Page.

Nash, S., & Nash., D., 2002. *Deliver outstanding customer service – gain and retain customers and stay ahead of the competition:* HowtoBooks.

Managing Contract Risk

MBA (Law) Pathway)

Module Title: Managing Contract Risk

Level: M(7)

Credits: 15

Learning Hours: 150

Aims:

To provide students with opportunities to anticipate risk and develop risk management strategies to minimise it.

Learning Outcomes:

After completing the module the student should be able to:

1 Analyse a situation to indentify key contractual risks.
2 Demonstrate an understanding of relevant legal principles.
3 Identify alternative methods to minimise risk.
4 Contribute to management decision making.

Indicative Content:

- Risk management principles.
- Principles of English contract law.
- Remedies
- Terms
- Key issues of contract risk.
- Financial risk
- Default risk
- Performance
- Breach of contract
- Carriage of goods
- Insurance principles
- Insolvency

NB Students are not required to show an in-depth knowledge of the substantive legal areas indicated above. English law will be used to provide the framework on which discussions are based. Students will be expected to have some familiarity with common law principles and referred to appropriate texts for specific support.

Assessment:

An individual coursework. Students will be required to identify a relevant issue within their organisation and critically analyse the ways in which the risks faced by the organisation have been handled legally. Examples would include: an international contract; a major contract with a new customer; a contract that has been defaulted on; or a contract that opens the organisation to significant risk.

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to texts in the recommended reading list.

Recommended Reading:

Boyce, T., & Lake., C., 2007. *The commercial manager*: Thorogood.
Clarke, M. 2005., Policies *and perceptions of insurance law in the twenty-first century*: Oxford University Press.
Merna, T., & Faisal., F, F., 2008. *Corporate risk management*. 2nd Ed: Wiley.
Poole, J., 2008. Textbook on contract law. 9th Ed: Oxford.
Sadgrove, K., 2005. The *complete guide to business risk management*. 2nd Ed. Gower.

Ethics and the Law

MBA (Law) Pathway

Module Title: Ethics and the Law

Level: M(7)

Credits: 15

Learning Hours: 150

Aims

To provide opportunities for students to contrast legal and ethical aspects of managerial decisions.

To establish an ethical framework to govern managerial decision making responsive to the needs of stakeholders.

Learning Outcomes:

After completing the module the student should be able to:

Critically analyse the relationship between business ethics and law

Appraise stakeholders of the legal, moral and ethical dilemas within business

Critically analyse the concept of ethical behaviour within a business context.

Indicative Content:

Business ethics and the law
Definition of terms and the nature of the relationship, synergies and conflict
Stakeholder theory
Regional Approaches to business ethics and law
Govenment, civil society, NGOs, coroporate responsibility
Defining acceptable business behaviour - according to the stakeholder and legal response in a range of issues e.g.
- environmental issues
- animal testing
- fair trade
- child labour
- financial incentives and bribery
- selling & promoting unethical products
- corporate scandals: Enron, Worldcom, Arthur Anderson
- credit crunch & the ethics of the company bonus
- employment - unethical behaviour in the workplace

Impact of globalisation
Impact of culture

Assessment:

An individual coursework based on a case study.

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to texts in the recommended reading list.

Recommended Reading:

Blowfield., M. & Murray., A., 2008. *Corporate responsibility: A critical introduction*: Oxford University Press.
Burchell, J., 2008. *The corporate social responsibility reader*: Routledge.
Cadbury, A., 2002. *Corporate governance and chairmanship*. A personal view: OUP.
Ferrell., O.C., Fraedrich J., & Ferrell L., 2000. *Business ethics, ethical decision making and cases:* Houghton Mifflin.
Fisher, C. & Lovell, A., 2006. *Business, ethics and values. individual, corporate and international perspectives*. 2nd Ed: Pearson.
Hendry J., & Sorrell T., 2000. Business ethics: Butterworth-Heinemann.
Pinnington, A., Macklin, R & Campbell, T., 2007. *Human resource management. Ethics and employment*: Oxford University Press.

Management of Projects

MBA (Project Management) Pathway

Level: M(7)
Credits: 15
Learning Hours: 150

Aims
To critically evaluate the role of project manager.
To develop knowledge of areas surrounding project control.

Learning Outcomes
After completing the module the student should be able to:

1. Distinguish between types of projects and the responsibilities of those involved.
2. Critically evaluate different approaches to projects, including process models, prototyping.
3. Apply principles of leading and managing teams.
4. Assess and evaluate project scope.

Indicative Content
- Nature of projects
- Financial and commercial aspects
- Cost management
- Strategy, techniques and control
- Managing progress: monitoring, evaluation and closure.
- Principles of project constraints and legal instruments.

Assessment
Individual coursework on aspects of role of project manager within an organisation. (4,000 words)

Bibliography
The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to texts in the recommended reading list.

Recommended Reading
Lock. D., 2003. *Project management*. 8th Ed: Gower.

Project Management Techniques
MBA (Project Management) Pathway

Level: M(7)
Credits: 15
Learning Hours: 150

Aims
To develop appropriate skills for project planning and scheduling.
To respond to resource requirements within a project.

Learning Outcomes
After completing the module the student should be able to:

1. Reflect on the process of project management.
2. Identify and apply appropriate techniques for planning and scheduling in different situations
3. Critically analyse different organisational and project structures.
4. Develop strategies for the control of target setting, slippage, benchmarking.
5. Select and prepare necessary project documentation.

Indicative Content
- Project overview
- Planning and scheduling
- Work breakdown structures
- Network analysis and critical path analysis
- Gantt charts
- Scheduling resources and budgeting
- Problem solving principles and software applications

Assessment
Coursework requiring preparation of a project plan. (No word limit specified, students to prepare Gantt chart etc and brief commentary)

Bibliography
The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to texts in the recommended reading list.

Recommended Reading
Lock. D., 2003. *Project management*. 8th Ed: Gower.

Strategic Investment Management

MBA (Finance) Pathway

Module Title: Strategic Investment Management

Level: M(7)

Credits: 15

Learning Hours: 150

Aims

- To develop in the student a deeper understanding of strategic financial decisions in organisations;
- To permit the student to explore and critically analyse a range of quantitative methodologies used in the evaluation of strategic options;
- To consider the qualitative and wider implications of investment decisions on the organisation and its key stakeholders.

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Learning Outcomes

After completing the module the student should be able to:

6. Identify key sources of business finance and calculate the cost of capital of an organisation;
7. Quantify and demonstrate the impact of risk on the cost of capital and on investment decisions;
8. Undertake strategic investment decisions using a range of methodologies;
9. Critically appraise the strengths and weaknesses of a number of investment decision techniques;
10. Communicate the potential impact of investment decisions on key stakeholders within the organisation.

Indicative Content:

- Strategic decisions and shareholder value;
- Sources and cost of finance, value of the firm, gearing and cost of capital;
- Risk and uncertainty in Investment Appraisal including Capital Asset Pricing Model (CAPM);
- Capital rationing;
- Behavioural aspects of investment appraisal.
- Exchange rate risk and management

Assessment

Individual case study assignment based on a strategic decision scenario within an organisation. (4,000 words)

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to texts in the recommended reading list.

There is no 'one' textbook which will supplement the learning materials for the module in its entirety, but of the following, Northcott, in particular is a more compact but comprehensive text which deals with some of the wider, behavioural aspects of the topic.

Recommended Reading

Arnold, G., 2008. *Corporate financial management.* 4th Ed: FT Prentice Hall.

Brealey, R. and Myers, S., 2008. *Principles of corporate finance.* 9th Ed: McGraw-Hill Education.

Lumby, S., Jones, C., 2003. *Corporate finance; Theory and practice.* 7th Ed: FT Prentice Hall.

McLaney, E.J., 2005. *Business finance: Theory and practice.* 7th Edi: FT Prentice Hall.

Northcott, D., 2000. *Capital investment decision-making:* Thomson.

Performance Management

MBA (Finance) Pathway

Module Title: Performance Management

Level: M(7)

Credits: 15

Learning Hours: 150

Aims

- To develop the student's awareness and understanding of the nature and role of strategic planning within an organisation and of the impact of wider global and non-financial issues on this process;
- To demonstrate and examine critically a wide range of strategic performance measurement techniques and models including non-financial performance indicators.

Learning Outcomes

After completing the module the student should be able to:

4. Critically analyse and apply a range of strategic planning models;
5. Respond to the differing control needs within a product or service life cycle and within divisions of an organisation;
6. Calculate and interpret a range of strategic performance measures such as Return on Capital Employed (ROCE) and Return on Investment (ROI);
7. Use financial models to predict potential business failure;
8. Appreciate the impact of strategic performance measurement on the human resource within an organization.

Indicative Content

- The nature of strategic decisions, the role of strategic planning and control, product life cycles and the impact of global, environmental, social and ethical issues;
- Strategic performance measurement and management, performance hierarchy and strategic objectives;
- Management accounting and information systems;
- Strategic planning and evaluation models including balanced scorecard;
- Prediction of corporate failure;
- Divisional performance and transfer pricing;
- Benchmarking, Total Quality Management and Just-in-Time systems
- Non-financial performance measures and behavioural aspects of performance measurement.

Assessment

Individual case study assignment based on a strategic performance management scenario within an organisation. (4,000 words)

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to texts in the recommended reading list.

Recommended Reading

Collier, P., 2008. *Accounting for Managers.* 3rd Ed: Wiley.

Drury, C., 2004. *Management and cost accounting*. 6th Ed: Thomson.

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Horngren, Charles T., Foster, George M., Datar, Srikant, Rajan, Madhav, and Ittner, Chris., 2009. *Cost Management: A managerial emphasis.* 13th Ed.:Prentice-Hall.

Johnson, G., Scholes, K., Whittington, R., 2009. *Exploring corporate strategy, Text and cases.* 8th Ed: FT Prentice Hall.

Kaplan, Robert s., & Atkinson, Anthony A., 1998. *Advanced Management Accounting.* 3rd Ed: Prentice Hall.

Shipping Management and Logistics

MBA (Maritime) Pathway

Module Title: **Shipping Management and Logistics**

Level: M(7)

Credits: 15

Learning Hours: 150

Aims:
- To introduce the strategic importance of all elements of the maritime and international trade environment
- To highlight the aspects driving change and decision making processes
- To focus on the future developments in the context of ship management and logistics
- To develop a strategic focus on budget formulation and planning

Learning Outcomes:
After completing the module the student will be able to:

1 Assess the strategic issues associated with ship management activities
2 Critically evaluate the strategic rationale of outsourcing ship management and interface activities
3 Evaluate shipping company structures in line with modern approaches.
4 Develop outline fleet management plans
5 Highlight the operations associated with ship vetting
6 Interface maritime transport/international trade global logistics
7. Apply principles of supply chain management and logistics

Indicative Content:
- International trade environment and ship management and logistics in global trade and maritime environments
- Maritime marketing and reconciliation with fleet operation ship management
- Budget formulation and ship management planning
- Third party ship management
- Strategic aspects of planning embracing business planning and fleet management
- Shipboard Management
- BIMCO shipman and crewman agreements, ship vetting, and shipping company structure
- Supply chain management and logistics techniques
- Supply chain management interface with maritime transport
- Ship management partnership with e-commerce

Assessment:
Individual coursework applying principles of shipping management and logistics to an organisation and developing recommendations which would be of use to the organisation. Students will be required to develop a case study of a shipping management decision. They will then undertake a critical analysis of the implementation and, utilising appropriate theories, suggest ways in which this could have been improved. (Approx 4,000 words)

Bibliography
The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to texts in the recommended reading list.

Recommended Reading:

– Shipping Strategy: Innovating for Success, (2009) Peter Lorange (Cambridge University Press)
– Logistics and Supply Chain Management, (2008) Patrick Jonsson (Mc Graw Hill)
– Operations Management (2006) N. Slack (FT Prentice Hall)
– Logistics Management Strategy, (2007) A. Harrison and R. Van Hoek (Prentice Hall)
– Shipboard Operations, (1990) H.I. Lavery (Heinemann)
– Lloyds List

Maritime Law

MBA (Maritime) Pathway

Module Title:	**Maritime Law**
Level:	M(7)
Credits:	15
Learning Hours:	150

Aims
To familiarise students with the most important legal issues pertaining to the law of carriage of goods by sea and to advise students on how legal challenges or disputes may be resolved

Learning Outcomes
After completing the module the student will be able to:

1 Evaluate legal problems associated with the operations of shipping organisations
2 Advise on the key aspects of the law of carriage of goods by sea
3 Explain how legal issues and disputes can be resolved on the basis of legislation and judicial guidelines
4 Advise on how legal challenges can be avoided
5 Explain key aspects of maritime arbitration
6. Apply principles of shipping law

Indicative Content
– Nationality and registration of vessels. Ownership, co-ownership, registration, registrar of British ships, transfer of ownership, flags of convenience.
– Nature and characteristics of mortgages, sale of mortgaged ships, rights of charterers, creation of maritime liens, categories and priorities between liens
– Position of a master and a crew, rights and duties of the parties, safety disciplinary procedures
– Types and features of charterparties, implied duties at common law, seaworthiness, cargoworthiness, laytime and demurrage
– Liability issues with regards to master, shipowner and third parties
– Procedure after a collision, negligence, causation, burden of proof and damages
– Elements of maritime salvage
– Maritime arbitration
– Terms of an implied towage contract, exclusions and indemnities and towage contracts

Assessment
Individual coursework based on a case study. Students will be required to make recommendations on courses of action to be implemented within the framework of shipping law and critically analyse the ways in which the risks faced by a shipping organisation have been handled legally.(Approx 4,000 words)

Bibliography
The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to texts in the recommended reading list.

Recommended Reading

- Maritime Law, (2003) Christopher Hill, LLP
- Shipping Law, (2009) Simon Baughen, Cavendish Publishing
- Law of International Trade, (2009) Jason Chuah, Sweet and Maxwell
- Carriage of Goods by Sea, (2007) J.F. Wilson, Pearson
- London Maritime Arbitration, (2009) C.Ambrose and K. Maxwell, LLP
- Lloyd’s List

Dissertation

Module Title: Dissertation

Level: M(7)

Credits: 60

Learning Hours: 600

Aims:

- To enable the student to prepare a dissertation that applies managerial concepts and research techniques to a significant organisational issue or problem.

Learning Outcomes:

After completing the module the student should be able to:

1. Select, evaluate and apply critical management thinking to an organisational issue or problem.
2. Critically evaluate the techniques and processes used to investigate an important organisational issue or problem.
3. Synthesise information to arrive at a coherent conclusion.
4. Critically evaluate the implications for the recommendations presented.
5. Critically reflect on his or her development of knowledge, skills and techniques used during the preparation of the dissertation.

Indicative Content:

Working in conjunction with the supervising tutor, the student will identify the precise area to be researched. Building on previous studies of Research Methods, students will develop and apply critical researcher skills, both with regard to methodological justification and subject specific issues.

Assessment:

100% individual coursework. Production of dissertation of approx 20,000 words with recommendations, which would be of value to an organisation.

Please note: The Dissertation can only be submitted once all assessments on the taught stage (Stage 1) have been successfully completed and confirmed by the Examining Board. For further details please refer to the Dissertation module page on ilearn.

Bibliography

The on-line learning material with associated links to websites and journal articles will provide the student with the material necessary to achieve the module learning outcomes. Those requiring further background can refer to texts in the recommended reading list.

Please note: should you fail your dissertation, the resubmission fee is charged at £295.00. Dissertations may only be resubmitted once the grade has been confirmed by the External Examiner. You will have one opportunity to resubmit your dissertation.

Please contact your Student Support Team for details.

Optional Reading:

Hart, C., 2004. *Doing your masters dissertation: Essential study skills*: Sage Publications.

Saunders, M., Lewis, P., and Thornhill, A., 2009. *Research methods for business students. 5 Ed.* : FT Prentice Hall.

Swetnam, D., 2000. *Writing your dissertation: The bestselling guide to planning, preparing and presenting first class work*: How to Books.

5 Assessment

5.1 Assessment Methods

The assessment methods used for each module are shown below.

Module Title	***Assessment Type***	***Weighting***
Personal Skills Development	Portfolio	100%
Managing Change in Organisations	Organisation based coursework	100%
Financial Management	Examination	100%
Marketing Management	Case based coursework	100%
Operations Management	Organisation based coursework	100%
Managing the Human Resource	Case based coursework	100%
Strategic Management	Case based 24 hour assessment	100%
Research Methods	Dissertation proposal	100%
Specialist Pathway Modules		
Planning Human Resources	Organisation based coursework	100%
Employee Relations	Case based coursework	100%
Consultancy Practice	Consultancy Proposal	100%
Developing Consultancy Skills	Organisation based coursework	100%
Quality and Excellence	Individual Coursework	100%
Quality Management	Organisation based coursework	100%
Managing Contract Risk	Individual Coursework	100%
Ethics and the Law	Case based coursework	100%
Managing of Projects	Individual Coursework	100%
Project Management Techniques	Project Plan	100%
Strategic Investment Management	Case based coursework	100%
Performance Management	Case based coursework	100%
Shipping Management and Logistics	Individual Coursework	100%
Maritime Law	Case based coursework	100%
Dissertation	Dissertation	100%

5.2 Types of assessment

A brief description of each of the types of assessment that are used for the MBA is provided as follows. Please note that the processes set out in section 5.4 “Applying for Assessment” apply all of the assessment types listed below, with the exception of the PDP.

Portfolio
The Personal Skills Development module is different to the other modules on the course as it is studied and applied progressively throughout the programme. At the beginning of the MBA

programme you are required to study the module content, and to create a personal development plan (PDP) that is submitted to your tutor, who will provide you with formative feedback. This formative PDP feedback does not count towards your final grade in the module; however it is compulsory to complete it. At the end of Stage 1 you are required to submit your portfolio as part of your summative assessment for this module.

Case based 24-hour assessment
A 24-hour assessment is a time-constrained assessment. It is designed to emulate a 3-hour open-book exam with the difference that you will have a 24-hour period within which to complete the assessment tasks. The assessment tasks are released at 12-noon UK time of the date shown on your timetable (this will always be a Friday) and you must submit your work no later than 12-noon of the following day (this will always be a Saturday). If you miss this deadline, you will be awarded a fail and you will be required to re-take the assessment at a future assessment point.

The only difference with a case-based 24-hour assessment is that a case study will be released approximately one week in advance of the release date of the assessment tasks. The assessment tasks will be based on that case study.

Examination
This is a traditional examinations that you are required to undertaken under examined condition at one of RDI's approved venues. Please refer to sections 5.6 and 5.7 of this handbook for details regarding the arrangements and costs of examinations.

Coursework
This is an individual piece of work that will be based on the analysis of either a case study provided to you with the coursework task, a case study that you are required to research independently, or of an organisation of your choice with which you are familiar (e.g. your employer).

Dissertation proposal
The Research Methods module requires the submission of a research proposal demonstrating understanding of research design led issues. The proposal will form the basis of your dissertation. It is therefore important you consider carefully what it is you would like to research and how to go about this.

Dissertation
The Dissertation module consists of an individual project resulting in the production of a dissertation of approximately 20,000 words with recommendations, which would be of value to an organisation.

Please note: To proceed to the dissertation you must have submitted and passed all other assessments with grades confirmed by the Examining Board.

5.3 Coursework Assignments

The skills that you employ in your studies, and in writing assignments, are not simply a set of academic skills, which are relevant only to doing coursework, but are 'job skills'.

As a Master of Business Administration student, you need to develop coherent arguments, which reflect an understanding of the matters in hand; use tools and techniques appropriately and accurately; base your assertions and ideas upon evidence; be original and creative. The processes you use are the everyday processes of management, employed in a particular situation. So, in writing assignments, you should bring to bear the lessons about reasoning, thinking, reading, note-taking, communicating, handling information, using charts, diagrams and numbers, project management, problem-solving, writing and presenting, all of which are part of the course.

You should keep any relevant assignment in mind as you study, and at least start collecting ideas from the moment you begin the relevant study modules. You may want to do the assignment in parallel with your study; or you might prefer to leave it until the end of the module. It depends on your own learning and management style, and on the circumstances, as well as the nature of the assignment. As in life and business, **you leave it all to the last minute at your peril!**

5.4 Registering to take Assessments

This programme is designed to be as flexible as possible, so you can study it in your own time, and ensure it fits into your life pattern.

There are four assessment points during each calendar year: January, April, July and October. You are normally required to undertake assessment in a module at one of these assessment opportunities.

You must register to take each assessment with RDI. This must be done at least **six weeks** before the due date. **It is your responsibility to register to take each assessment yourself.** If you fail to do so, you will not be permitted to take the assessment and any work submitted will not be marked.

To register for an assessment, you must complete an electronic *Intent to Submit* (ITS) form on ilearn. The ITS electronic form can found on each module page on ilearn.

You may only register to take assessment in a maximum of three modules at any one time, including deferrals and referrals.

5.5 Release of Assignments

Once you have registered to take an assessment, a new assignment brief will be released to you approximately 5 weeks before the deadline for submission. 24 hour assessments will be released 24 hours before the deadline for submission.

Please note that the assessment brief will change for each assessment period. If you are retaking a referred assessment you will be required to complete the new assessment brief.

The assessment briefs will contain the following information:

1. Module title, Assignment title, submission date, word count
2. Submission instructions
3. Assignment brief/tasks detailing what the candidate needs to do.
4. Student Guidelines where applicable to assist you in your understanding of the exact requirements of the assessment.
5. Specific performance criteria mapped against the grading structure.

5.6 Registering to Take an Exam

Students are required to register to take an examination in a module a minimum of 6 weeks prior to the date of the exam. To register for your exam you must complete the *Intent to Submit* form as detailed in section 5.4.

If you are taking an examination, please ensure you clearly mark details of the venue where you wish to take your examination and that you include the appropriate examination fee (please see section 5.7 below).

5.7 Notice to all students regarding Examination Arrangements for North America/Caribbean Special Centres

From **January 2013** examination arrangements for North America/Caribbean Special centres will change and students will no longer pay RDI a fee of $165 to organise a local examination venue.

Please see below the new arrangements.

5.8 Cost of Examinations

Students can register to take their exams at one of the following RDI venues at no additional cost by contacting the Examination Officer at exams@rdi.co.uk.

Coventry Venue

(Full details to be confirmed by the Examination Officer)

Hong Kong

Students registered via RDI Hong Kong can arrange to take their examination at the RDI Hong Kong Office free of charge – to do this please annotate your venue on the Intent to Submit form as RDI HK.

RDI Management Learning
7th Floor
South China Building
1-3 Wyndham Street
Central
Hong Kong

***An additional fee will apply to all examinations undertaken at any other venue, as detailed below.**

UK Special Centres

If you are in the UK but are unable to take your examination at one of the above-mentioned venues, you may organise a more convenient venue to take the examination. Students will be responsible for identifying and arranging the local venue. Venues must be a registered College or University that is approved to facilitate Distance Learning examinations.

Students will also be responsible for paying venue charges directly to the venue. Charges are set by the venue and will therefore vary.

Once you have identified a venue, you will need to provide the Exams Team with details so quality assurance checks can be undertaken. Details should include the main contact person, email address, telephone number, postal address and website of the venue.
RDI will contact the venue to confirm the examination arrangements and despatch of the examination documents.

North America/Caribbean Special Centres

Students will be responsible for identifying and arranging the local venue. Venues must be either a British Council or a registered College or University that is approved to facilitate Distance Learning examinations.

Students will also be responsible for paying charges directly to the venue. Charges are set by the venue and will therefore vary.

Once you have identified a venue, you will need to provide the Exams Team with details so quality assurance checks can be undertaken. Details should include the main contact person, email address, telephone number, postal address and website of the venue.

RDI will contact the venue to confirm the examination arrangements and despatch of the examination documents.

Special Centres Elsewhere

If you are located elsewhere in the world, you should make arrangements to take your examination at your nearest British Council offices. Once you have agreed the arrangements with your local British Council, you will need to provide the details of the venue on your Intent to Submit form. Details should include the main contact person, email address, telephone number, postal address of the venue and website.

Students will be responsible for paying British Council charges directly to the venue. RDI will contact the venue to confirm the examination arrangements and despatch of the examination documents.

5.9 Maximum Module Registration Timeframe

There is a maximum registration timeframe in place for each module to assist in your progression on the programme. The maximum registration timeframes apply from the start date of the study period at which you first register on and gain access online to a module. You are normally required to submit assessment and pass the module during the maximum registration timeframe. Normal validated regulations on ‘intent to submit’; re-assessment, extensions and deferrals apply during the period.

If you have not achieved a pass for assessments submitted during the maximum modular registration timeframe, the module will expire and you must re-purchase the module in order for it to be reinstated. When you re-purchase a module, your assessment history (i.e. any previous referral on the module) will still apply. If you have undertaken the maximum permitted re-assessment opportunities on a module you will not be permitted to re-purchase the module.

At the discretion of the Programme Director, you may apply and be granted 'leave of absence' during the maximum registration timeframe. Periods of authorised 'leave of absence' will not count towards the maximum module registration timeframe. It should be noted that an authorised leave of absence will not allow you to exceed the maximum study period on the programme.

If you would like to apply for a leave of absence, please contact the progression team studyprogress@rdi.co.uk detailing the reasons for your request.

Please see the table below for details of the maximum module registration timeframes:

Programme or Module	Maximum module registration timeframe	Programme maximum study period
MBA Stage 1 modules (except Personal Skills Development)	9 months	4 years
MBA Personal Skills Development module	30 months	4 years
MBA Stage 2: Dissertation	24 months	4 years

5.10 Cancellation of Assessment Registration and Non-Submission

Submission dates are printed on each assignment paper in line with the published assessment timetable. Please note that assessments will normally change for each assessment period.

If you are unable to meet a **coursework, dissertation proposal or dissertation** assessment deadline after you have registered, you have the opportunity to cancel your assessment registration up to 48 hours before the submission date by informing a member of the Student Support Team.

If you have registered to take an examination, you may also cancel your registration up to 48 hours before the start time of the examination. Please note that for examination cancellations a charge may be payable to your exam venue.

If you fail to take an assessment or exam for which you have registered without cancelling your registration, you will automatically receive a mark of zero. Any referral opportunities will be capped at 40%,You will also be liable to complete a new assessment. It will not be appropriate for you to submit your original assessment. It is your responsibility to ensure that you submit the correct assessment for your chosen assessment period. Incorrect submissions will be awarded a mark of zero.

5.11 Word Count Policy

Below are the rules relating to all text assignments, i.e. those for which words can be counted:

- Word limits will be required for all written (text based) assignments;
- These word limits will always be maxima, although it will, of course, be possible to provide further guidance on good academic practice;

Policy Relating to Word Count for Assessments

1. Each Assessment Brief issued to students will include an indicative word count. The word count excludes the **title page, executive summary, reference list and appendices.** Where assessment questions have been reprinted from the assessment brief these will also be excluded from the word count. **ALL other printed words ARE included in the word count. Printed words include those contained within charts and tables.**

2. Students should be aware that where they exceed the word count then this may result in a reduction in grade. Where the word count is exceeded the marker will take this into account in the grading of the work. This is an academic judgment and will be explained in the feedback to the student.

3. When work is marked the word count is one of the factors taken into account along with content, analysis etc. Relatively minor excess word counts will be ignored. Work below the word count will not receive any additional penalty.

4. Where the module has specific requirements, for example writing in a succinct way, which mean that exceeding the word count involves specific penalties, this will be clearly specified. Such variations will be rare.

5. Students are required to indicate the exact word count, as defined above, on the Title Page of the assessment. The quotation of an incorrect word count will be treated as an attempt to deceive and will be considered as a disciplinary offence under the appropriate University regulations.

6. Academic staff will not be able to indicate in advance, for example in reviewing a draft, the extent of any penalty.

5.12 Submitting your assignment

Assignments will normally be submitted electronically to the assessment submission area in ilearn. You can find instructions on how to submit your work in the Guide to Submitting an Assessment document on ilearn.

Please remember that all of your assignments are to be submitted in this way unless you have agreed an alternative submission method in advance with your Student Support Team. If you know of a reason why you will not be able to submit your assignment electronically via ilearn, please contact your Student Support Team immediately to arrange an alternative submission method.

By submitting your assignment you will be agreeing to the Student Assignment Declaration, which confirms the submitted work is your own. You will also be agreeing for your work to be scanned through RDI's plagiarism detection system. It is RDI's policy to scan all assessments through the Turnitin plagiarism detection system. (Please refer to Section 7 for clarification on plagiarism and referencing issues).

Before your assignment submission deadline, you are advised to upload a draft assessment to Turnitin.
Turnitin, when used appropriately, is an excellent tool to help ensure you both reference your work and paraphrase correctly. In order to make use of this you should be uploading your draft work to turnitin and examining the turnitin originality report at an early stage. You can upload your work <u>as many times</u> as you like leading up to an assessment deadline. You should therefore be making good use of this facility. No student should be uploading their work for the first and only time when submitting work; this is a recipe for problems which may result in your work being sent for investigation for Unfair Practice. To view your turnitin originality report you need to click on the 'similarity index score', having uploaded your work.

Further guidance on using Turnitin to review your draft assignment can be found on each module page on ilearn.

Please note that if your assessment is uploaded for a second time e.g. after amendments are made, it will take 24 hours for the Turnitin report to update.

Once the assignment deadline has elapsed your submission will be final and your tutor will use the originality report to assist with the marking of your work.

5.13 Help on Referencing and Avoiding Plagiarism

A range of useful resources aimed at helping students to avoid committing plagiarism can be found on the Student Support area of the University of Wales online library under the heading Gateway and Links:

http://www.library.wales.ac.uk/study_support.htm

Additionally you can download a comprehensive guide to referencing your work at:

http://www.bournemouth.ac.uk/library/citing_references/docs/Citing_Refs.pdf

You should also ensure that you carefully read the information on plagiarism provided within your Induction module on ilearn and complete the Plagiarism Quiz. You can return to this quiz later in your study to refresh your understanding of key definitions relating to plagiarism and referencing.

The Turnitin system allows your tutor to check your work for improper citation or potential plagiarism by comparing it against continuously updated databases. All assessments submitted will be scanned through Turnitin software. This software will allow students and markers to check the work improper citation or or potential plagiarism by comparing it against continuously updated databases.

When you submit your assignments on ilearn, an originality report will be generated by Turnitin. If you submit a draft assessment to ilearn in advance of the deadline, you will be able to view the draft originality reports generated by Turnitin and thus have an opportunity to make corrections to your assessment prior to making your final submission. A guide to help you to review your Turnitin originality report and identify any problem areas is available on ilearn. It is essential for you to read this information before you start planning for your first assessment.

Please note that on the deadline Turnitin will automatically re-scan your work and produce the final originality report. It is this final originality report that will be visible to the marker.

5.14 Referencing Correctly

It is very important that you reference all your written work correctly using the Harvard system. According to Saunders *et al* (1997) there are three important points in relation to referencing:

- Credit must be given when quoting or citing other people's work, words and ideas
- Adequate information must be provided in the reference list to enable a reader to locate the references for themselves; and
- Referencing should be as consistent as possible.

Referencing is a two-stage process: you need to reference in the text of the report or essay <u>and</u> at the end in a reference list.

<u>**Referencing in the Text**</u>

The Harvard system uses the **author's surname and date of publication** to identify cited documents **in the text of an essay or report**. For example:

> Brown (1994) notes that traditionally occupations within museums have been undertaken on perceived gender roles.

Or

> Traditionally, occupations within museums have been undertaken on perceived gender roles (Brown, 1994).

When referring generally to the work of a number of different authors on a topic, put the authors in **alphabetical order**:

> Tourism is the world's fastest growing industry (Holloway, 1998; Pearce, 1987; Williams, 1999)

When there are **two authors**, give both names in the order they appear on the publication:

> Shaw & Williams (1994) suggest that the concept of themes is now widespread in the tourism industry.

When there are **more than two authors**, use the surname of the first author and *'et al'* (Latin for 'and others'):

> According to Cooper *et al* (1997), tourism planning can fail at both the design and implementation stages.

For **corporate authors**, for example a company report, use the company or organisation's name:

Over 35,000 volunteers worked for the National Trust in 1997 (The National Trust, 1998).

For publications with **no obvious author**, for example a government publication, give the title:

Employment Gazette (1999).

For **direct, i.e. word-for-word quotes**, put the quotation in inverted commas and give the author's surname, date, and page number from which the quote was taken:

"A sound tourism strategy will therefore seek a balance between large, tourism-orientated events and local and regional events" (Getz, 1991, p.128).

Or

Markwell *et al* (1997, p.96) note that the 'typical' historic property is small scale, with "incomes insufficient to warrant full-time professional management".

If you have several references by the **same author**, they should be put in the order of date of publication, the earliest first.

You can use a, b, c etc in the text to differentiate between publications by the same author, but be sure to use them in your reference list and make sure they correspond. For example:

Binning this data vector gives the fold of the operator in model-space and its inverse (Claerbout, 1998a).

With the development of the helical coordinate system, recursive inverse filtering is now practical in multi-dimensional space (Claerbout, 1998b).

Quoting from the **Internet**:

The recently published Global Code of Ethics for Tourism state that tourism should contribute to a "mutual understanding and respect between peoples and societies" (WTO, 1999, p.1).

How the Reference List should look

The reference list at the end of the work should only include those sources that have been *directly* referred to in your text, i.e. all texts mentioned in the report or essay should be on your reference list, and vice versa: all the text on your reference list should be in your discussion. If you wish to include other sources that might be of interest to the reader but which you have not directly referred to you need to include a separate list called the **Bibliography**. References should be in **alphabetical order** by authors' surnames.

The following sequence ought to be followed when writing a reference for a reference list:

For **books**, record:

- The author's or editor's name (or names)
- The year the book was published
- The title of the book
- Edition-If it is an edition other than the first
- The city the book was published in
- The name of the publisher

For **journal articles** record:

- The author's name or names
- The year in which the journal was published
- The title of the article
- The title of the journal
- the volume and issue numbers where applicable
- The page number/s of the article in the journal

You <u>MUST</u> be consistent with all your references.

<u>Some examples:</u>

One author:

Williams, S., 1999. *Tourism* g*eography*. London, Routledge.

Two authors:

Shaw, G. & Williams, A. M., 1994. *Critical issues in tourism: a geographical perspective.* Oxford, Blackwells Publishers Ltd.

More than two authors:

A text with more than two authors can be cited in the text as Dobbin *et al* (2004), however, in the reference list all the authors must be named.

Dobbin, C., Miller, J., van de Hoek, R., Baker, D.F., Cumming., R. & Marks, G.B. , 2004. The effects of age, death period and birth cohort on asthma mortality rates in Australia. *The International journal of tuberculosis and lung disease,* 8(12), 1429–36.

More than one edition:

Cooper, C., 1998. *Tourism: principles and practice.* Second Edition. Harlow, Longman.

More than one reference by the same author:

Claerbout, J. F., 1998a. *Geophysical estimation by example*: Stanford Exploration Project.

Claerbout, J. F., 1998b. Multidimensional recursive filters via a helix. *Geophysics*, 63, 1532-1541.

A journal article:

Remember to include the pages and the issue number.

Devenny, A., Wassall, H., Ninan, T., Omran, M., Khan, S.D., & Russell, G., 2004. Respiratory symptoms and atopy in children in Aberdeen:

questionnaire studies of a defined school population repeated over 35 years. *British medical journal*, 329, 489–90.

Common Errors

- Check that all the authors/text referred to in the text are in the reference list and vice versa
- Reference the source of statistics, including data in tables and figures
- Put the page number when using a direct quotation, and put the quote in "inverted commas"
- In your reference list, put page numbers for journal articles and book chapters.
- And remember: **be consistent!**

5.15 Grade Criteria

The following generic grade criteria are in place for Postgraduate degrees (taught and dissertation component):

Indicative Grade	UK % Marks	Characteristics
A	70%+	Very high standard of critical analysis using appropriate conceptual frameworks Excellent understanding and exposition of relevant issues Clearly structured and logically developed arguments Good awareness of nuances and complexities Substantial evidence of well-executed independent research Excellent evaluation and synthesis of source material Relevant data and examples, all properly referenced
	Distinction 70% and above	
B	69-60%	High standard of critical analysis using appropriate conceptual frameworks Clear awareness and exposition of relevant issues Clearly structured and logically developed argument Awareness of nuances and complexities Evidence of independent research Good evaluation and synthesis of source material Relevant data and examples, all properly referenced
C	59-50%	Uses appropriate conceptual frameworks Attempts analysis but includes some errors and/or omissions Shows awareness of issues but no more than to be expected from attendance at classes Arguments reasonably clear but underdeveloped Insufficient evidence of independent research Insufficient evaluation of source material Some good use of relevant data and examples, but incompletely referenced
D	49-40%	Adequate understanding of appropriate conceptual frameworks Answer too descriptive and/or any attempt at analysis is superficial, containing errors and/or omissions Shows limited awareness of issues but also some confusion Arguments not particularly clear Limited evidence of independent research and reliance on a superficial repeat of class notes Relatively superficial use of relevant data, sources and examples and poorly referenced
	UW Pass Mark = 40%	
E	39 – 30%	Weak understanding of appropriate conceptual frameworks Weak analysis and several errors and omissions Establishes a few relevant points but superficial and confused exposition of issues No evidence of independent research and poor understanding of class notes Poor or no use of relevant data, sources and examples, and no references
F	29% and below	Very weak or no understanding of appropriate conceptual frameworks Very weak or no grasp of analysis and many errors and omissions Very little or no understanding of the issues raised by the question No appropriate references to data, sources, examples or even class notes

NB: Distinction marks (70% +) are awarded only to exceptional pieces of work.

5.16 Notification of Assignment Grades

For all Stage 1 MBA assessments, RDI normally returns marked feedback forms directly to candidates within six weeks from the official submission date. You will receive your provisional grade and comments from RDI via email.

All grades must be confirmed by the Examining Board before confirmed grades can be released to students. Grades are therefore provisional and subject to change until they have been confirmed by the Examining Board. Where marks have not been confirmed by the Examining Board, the feedback will indicate this.

Examining Boards will consider and confirm students' progress and final award classifications. Examining Boards are a key part of the quality assurance processes to ensure that standards are comparable with those of other schemes within the University of Wales and the UK.

The Examining Board has attendance from External Examiners who will review the work of students, the marks awarded and the assessment process as a whole before confirming grades.

Examining Boards normally take place in June and December of each year. Students will normally receive notification of confirmed grades within 5 working days of the Examining Board.

For assessments, provisional grades will normally be released within six weeks from the official submission date. Confirmed grades will normally be published within 12 weeks of the official deadline.

For dissertations, provisional grades will normally be released within 6-8 weeks after the date of submission. Confirmed grades will normally be published by the University of Wales within 16 weeks of the official deadline.

Final certificates will be issued once grades have been confirmed and may take up to a further 8 weeks (24 weeks after the submission deadline).

5.17 Re-assessment

If you are referred in a module (i.e. you do not achieve a pass grade) you will have one final opportunity to take a new assessment in the module at the next available submission period.

If you fail a module at your second attempt, you will have no further assessment opportunities in that module. Students in this position would not normally be able to continue studying towards the MBA but may be eligible for an exit award at the discretion of the Examining Board (see section 5.18). The Examining Board will notify you of the decision taken.

The maximum grade that can be awarded for a re-assessment is the minimum pass of 40%. Please note that a £50 re-assessment charge will normally apply to standard modules. Resubmission fees for the Dissertation are charged at £295.00. Please contact your Student Support Team for details.

As assessments change at every assessment period, please note that it is your responsibility to ensure you submit the correct paper. If in doubt, please contact the Wales Support Team.

Dissertations may only be resubmitted once the grade has been confirmed by the External Examiner. Dissertation resubmissions must be received no more than twelve months after the date of communication of the original result.

5.18 Criteria for Master of Business Administration Award

Successful completion of 180 credits entitles you to the full Master of Business Administration award. However, should you exit the course with 120 or 60 credits, you will be respectively entitled to the award PGDip or PGCert.

Candidates must pass Part One of the scheme of study successfully before being permitted to proceed to Part Two. The dissertation shall embody the methods and results of a research project. Its length shall not exceed 20,000 words.

Both Part One and Part Two must be completed successfully before a candidate may qualify for the award of a degree. The examiners may require candidates to undergo an oral examination at any stage of the scheme of study.

The modular pass-mark is 40%. In respect of Parts One and Two, Examining Boards may award <u>overall</u> marks according to the following scales established by the University:

Part One (the taught element)

70% and over	:	Distinction level
40-69%	:	Candidate eligible to proceed to Part Two
0-39%	:	Fail

Part Two (the Master's dissertation)

70% and over	:	Distinction level
40-69%	:	Pass
39%	:	Fail

In order to gain a Master's Degree with Distinction, candidates shall achieve an overall mark of not less than 70%, having achieved not less than 65% in Part One and not less than 70% in Part Two. A candidate who has re-presented his/her dissertation for examination shall be eligible for the bare pass mark only (40%) and shall subsequently not be eligible for the award of distinction.

Notwithstanding the above, a candidate who has failed either Part of a scheme through unfair practice shall not, if permitted to attempt to retreive such failure, be eligible for for the award of a Distinction overall if successful.

5.19 Graduation Ceremony

Once you have successfully completed your programme and your award has been confirmed, the University of Wales will invite you to attend a graduation ceremony.

Graduation ceremonies will take place in Cardiff once a year usually around May. Exact details of the date, venue and how to register will be published by the University of Wales in January of each year.

To attend a graduation ceremony in May you will normally need to have had your dissertation grade confirmed by the preceding January.

For further details about graduation ceremonies please see www.wales.ac.uk

6 Study Guidelines

6.1 Introduction

To attain the optimum result and reward from time devoted to study, the following sections may prove a worthwhile aid to planning.

6.2 Managing your Study Time

For every hour you spend in the classroom you will normally spend 2 hours of self directed study outside of the classroom. We strongly advise you to 'manage' your study time carefully. You should clarify your aims, identify your strengths and weaknesses, consider the context in which you will be studying and generate a broad strategy for successfully covering the material and completing this course.

You should take a broad overview of the requirements of any particular module and unit; consider your situation, workload and home responsibilities in the relevant study-period, then develop specific and realistic plans for active study and writing.

You should bear in mind the overall aims that we suggest for each module, but you may also find it useful to formulate more personal and specific objectives for yourself. These will help you to focus your study, assess material and apply ideas.

For example, in relation to the process of studying, you might want to set yourself targets for:

- The amount of time within which you will seek to complete a task
- The quantity of work you aim to do in a particular week
- Progress through the modules and units, bearing in mind your other responsibilities and tasks
- Progress on assignments

You should plan and monitor what you do, and where necessary, act to improve the process, quantity and quality of your work. You should make decisions about the importance you will attach to tasks, the time you choose to allocate to them, and the sequence in which you will do them.

People learn in different ways. Creativity, the unexpected and discovery, have an important part to play in education. We do not expect that all students will approach the business of study in the same way, or in a way we prescribe. We advise and expect you to be able to manage your study and to be disciplined about how you do it.

6.3 Preparing to Read and Study

When you are faced with any study-task or reading, it is helpful to spend a couple of minutes making notes on what you currently know about the topic, or think about the question. This will bring your own ideas and experience into focus. It could remind you of previous relevant information from the course. It will prepare you to respond critically to what you read and to integrate whatever you learn into your current knowledge and practice.

Creating a mind-map is sometimes a useful way to start such notes and to ensure that you generate a comprehensive range of points. By this, we mean the rapid gathering of ideas, which seem relevant to a particular topic or problem, within a brief time limit and without judgement. You can then reflect on each idea, develop and analyse the material as a whole, and make connections. Mind-mapping is a technique you can use on your own, as well as in groups.

6.4 Effective Reading

There are various styles of reading, which are appropriate for different purposes. For studying in depth, learning and remembering, you should not necessarily start at the beginning and finish at the end of something you plan to read.

First, look briefly at the whole item to see what is there. Look at headings and tables. Read any introduction or introductory paragraphs, any summary, and any concluding section. You will already be developing an understanding of what is said, without any detailed reading. Skim read each section to amplify your understanding. Finally, read the text in detail. Using these styles of reading, you gradually build up your understanding.

6.5 Evaluating Ideas, Action and Learning

People generally seem to find it easier to focus on weaknesses and negative points when they are evaluating propositions, people and projects. However, evaluation should cover positive points and strengths, too. To counteract this tendency, and to explore a range of factors relevant to analysis, it is useful at the beginning of a period of evaluative thought to brainstorm (say for a minute each) first the positives and <u>then</u> the negatives, then the interesting things about the matter in question. This approach will bring key ideas to the surface before you consider them in more depth. Of course, the same idea may fall under more than one category. At this stage, that does not matter; you are simply examining ideas. This process is a tool and a technique to help a certain type of thinking, which you will find helpful throughout this course.

6.6 Harvesting your Learning

It is important to "harvest" periods of reading and study, in order to derive maximum benefit from them. At stages along the way, summarise key things you have learned, both about the topic under discussion, and the process of thinking and learning. It is easy to forget new ideas. New tools, methods and skills require practice. To aid your memory, you should review your notes regularly. To help develop your skills by using new tools, try them out at work.

6.7 Assignment Guidelines

1 Read the assignment questions thoroughly and identify key words and points of issue.

2 Formulate a draft assignment plan featuring the main headings and sub-headings of the assignment.

3 Ensure you have good paragraphs of introduction and conclusion with a bibliography reflecting research sources.

4 Produce a contents list at the commencement of the assignment.

5 The assignment must be in English and preferably typed with each page numbered. Appendices may be included to feature tabulations and other specified relevant data.

6 The sequence of points discussed in the assignment should be logical.

7 The text should be a rational and analytical commentary. Assignments full of assertions and opinions will receive poor (even failing) grades. Logical and well-reasoned arguments will receive higher marks. Avoid checklists and any slang language. Summary lists should be fully explained in the text. Ideally use shorter sentences rather than longer sentences. Overall the assignments should have a strategic focus. It should be professionally presented and, where appropriate, be illustrated by examples drawn from your own experiences.

8 All research data used should be referenced in the text and the Reference Page.

9 The assignment must represent all your own work and not extracts without acknowledgement from research sources or colleagues/students. Assignments, which copy material from the module or textbooks without acknowledgement, will be given a Fail grade. Do **NOT** copy **any** material from a fellow students' assignment. **BOTH** assignments will be given a Fail grade so don't give your assignment to another student.

10 Keep to the terms of the assignment and do not introduce irrelevant information. Answer the question set, not the one you wish had been set.

11 Ensure the assignment is completed by the date specified and has the required number of words.

6.8 Using Turnitin to Review Draft Assignments

Turnitin alongside academic judgement is used to identify potential cases of unfair practice. Please remember you can upload your draft work via Turnitin ‘as many times as you like’ leading up to the assessment deadline. You are strongly advised to take advantage of this to avoid any possibility of allegations of Unfair Practice being made at a later stage of the assessment process. Please also remember to use the same file name when uploading your work multiple times.

Further guidance on how to interpret your Turnitin report can be found on ilearn. See also section 7.6 for details of the Unfair Practice policy.

7 Policies

7.1 Academic Appeals

The University has established the following appeals procedures for candidates wishing to appeal against an academic decision. Candidates should note that appeals against the academic judgement of examiners cannot be accepted. Please refer to the relevant policy below for full details of the appeals process. Each of these policies can be accessed via the University website www.wales.ac.uk

The University of Wales Interim Verification Appeals Procedure is applicable to candidates that have part completed their studies and wish to appeal against a decision of the Examining Board.

http://www.wales.ac.uk/Resources/Documents/Partners/Validated/RegulationsandProtocols/InterimVerificationandAppealsProcedure.doc

The Verification and Appeals Procedure is applicable to students that have completed their period of study or have exited with a University of Wales intermediate award (Certificate or Diploma)

http://www.wales.ac.uk/Resources/Documents/Partners/Validated/RegulationsandProtocols/VerificationandAppealsProcedure.docx

Appeals Procedure (Unfair Practice Decisions) is applicable to students who wish to appeal against the decision of a Committee of Enquiry convened to consider an allegation of Unfair Practice.

http://www.wales.ac.uk/Resources/Documents/Partners/Validated/RegulationsandProtocols/UnfairPracticeProcedure.docx

7.2 Mitigating Circumstances Guidelines

A claim for mitigating circumstances will only be accepted in exceptional circumstances. A successful claim for mitigating circumstances will normally be based on evidence of circumstances that satisfies the criteria below. Namely that the circumstances are: *non-academic; unexpected; significantly disruptive; arising from matters beyond a student's control; likely to have affected the student's academic performance to an extent that is material.*

In order to be admissible, evidence submitted in support of a claim for mitigating circumstances should satisfy as many as possible of the following criteria: the evidence should be objective (for example medical certificate, death certificate or evidence from a counsellor), verifiable, and relevant. Self-certification will not normally be admissible. The burden of proof is on the student to establish the claim and to submit supporting evidence.

Claims for mitigating circumstances will normally be limited to:

(a) serious personal Illness which is not a permanent medical condition in the run-up to an assessment deadline, or during an examination;

(b) acute personal or emotional trauma, e.g. acute anxiety or depression, family breakdown, breakdown of close personal relationship;

(c) the death or serious illness of a family member, or other person with whom the student had a close relationship, before the date of the assessment;

(d) significant and unplanned changes to employment circumstances or patterns of employment (EXCEPT Full Time study students);

(e) traumatic event (e.g. being assaulted, or witnessing an accident or assault);

(f) Domestic upheaval (for example fire, burglary or eviction);

(g) impact of natural disaster, civil disruption or other major hazard.

A student may not claim extenuating circumstances on the grounds that:

(a) lack of preparation at an assessment event;

(a) s/he considers the marks given to be too low;

(b) s/he did not understand or was unaware of the programme regulations;

(c) s/he misread or missed the published assessment timetable;

(d) normal assessment stress or anxiety experienced running up to the assessment (unless corroborated by medical evidence as a chronic condition and undergoing treatment);

(e) non-serious domestic or personal disruptions (for example moving house, change of job, holidays, weddings, normal job pressure, failed travel arrangements);

(f) study related circumstances (equipment failure or lack of suitable equipment) including failure to have taken back up copies, bunching of deadlines, poor time management).

(g) uploaded wrong assessment

The examples detailed in both lists are not exhaustive, and are intended only as a guide. In all cases, the convening Board has the ultimate authority to use its discretion, taking into account the full circumstances of a particular case.

Requests for consideration of mitigating circumstances should normally be submitted within 14 days of the date of the assessment affected. Students should complete the *Evidence of Mitigating Circumstances form* (Annex 2) and submit to your Programme Co-ordinator along with any supporting evidence.

7.3 Complaints Procedure

This procedure applies to:

- Complaints arising from a student's educational experience, other than disputes relating to assessment and examinations (see below);
- Complaints in respect of academic and/or administrative support or other services provided by a validated institution or the University of Wales;
- Complaints regarding alleged harassment by staff of the validated institution or of the University of Wales;
- Complaints arising from alleged discrimination by staff of the validated institution or of the University of Wales in relation to gender, race, disability, sexual orientation or otherwise.

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

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

This procedure does not apply to:

- Candidates wishing to appeal against an academic decision – separate procedures exist for such appeals. Candidates should also note that appeals against the academic judgement of examiners cannot be accepted;
- Disciplinary matters – these should be dealt with in accordance with separate procedures in place within the validated institution, though complaints will be accepted against the disciplinary procedure process and/or outcome;

Informal Process

Wherever possible, the University and RDI would wish to see any complaint resolved as close as possible to its point of origin, and with a minimum of formality.

The complaint should be discussed with the person involved and if the matter is not resolved the student should proceed to Stage One of the formal process outlined below.

Formal Process- Stage 1

- The complaint should be put in writing to the Student Support Manager.
- A formal response will be provided and/or a meeting will be convened to discuss the issue. This will normally be within 5 working days of receipt of the complaint.
- If there is no resolution, the complaint will be copied to the Principal. A further meeting will be convened to discuss the issue normally within 5 working days.
- If there is no resolution of the complaint, the student has the right to make a formal complaint to the University

Formal Process Stage 2

- The student may appeal directly to the University of Wales as detailed in the *University of Wales Complaints procedure which can be found on the University of Wales website.*

http://www.wales.ac.uk/Resources/Documents/Partners/Validated/RegulationsandProtocols/StudentComplaintsProcedure.doc

7.4 Equal Opportunities Policy

Introduction
RDI is committed to providing equal opportunities for staff, external contractors and students and will not tolerate any discriminatory behaviour with respect to any of the following:

- Colour.
- Ethnic origin.
- Gender.
- Creed.
- Marital status.
- Sexual orientation.
- Disability.
- Other.

Aims
RDI will continually develop strategies and procedures to tackle the varying forms of discrimination, which may occur. These will broadly fit into the following categories:

- Direct discrimination – where a person in not treated equally due to any of the categories listed above.
- Indirect discrimination – where a requirement, situation or condition, which is applied for all groups, has an adverse effect on one or more groups.
- Harassment – where someone is subjected to unwanted conduct, i.e. unwelcome sexual attention or racial harassment.
- Victimisation – where someone is treated less favourable due to action taken against others.
- Segregation – where someone is segregated due to his or her beliefs, attitudes or opinions.

Roles and responsibilities
It is the duty of all individuals and groups associated with RDI to avoid discriminatory practices themselves to condone and discourage discriminatory practices from others.

RDI will encourage those who wish to report instances of discrimination and provide a confidential process by which all discriminatory matters can be dealt with by means of the formal Grievance Procedures.
A designated RDI senior manager who will be responsible for equal opportunity monitoring and the point of contact for those who may wish to discuss any discriminatory practice informally in the first instance.

RDI will take action against anyone who is in breach of the Equal Opportunities Policy.

Students
RDI will offer equality for access to all it's courses and will encourage the recruitment of students from the widest possible audience both nationally and internationally. RDI will also offer flexibility of access to the curriculum by enabling students to enrol for both units of programmes and full awards. This will be reinforced by:

- Marketing literature, which is produced for all courses.
- An admissions process, which is sensitive and supportive to the needs of all students, includes an enrolment process and provides for assessment of learning support for those students who may have special needs.
- The course review process will monitor the curriculum, student progress and achievement to ensure that equality of opportunity has taken place.
- All materials used for distance learning study and assessment will be subject to evaluation prior to issue to make sure that they do not contain anything which could be considered discriminatory or offensive to individual students or groups.

Statistical Analysis

Equal opportunities statistical information will be provided to monitor RDI provision and will focus primarily on:

- Comparing equal opportunities statistics of those who register for RDI courses.
- Data for analysis will be taken from the enrolment form.

Documentation relevant to Equal Opportunities

- Admissions Procedures.
- Induction Procedures.
- Assessment Policy.
- Grievance Procedure.
- Complaints Procedure.
- Assessment Policy.
- Staff Development Policy.
- Accreditation to Prior Learning (APL) Procedures.
- Unit Evaluation Forms.
- Academic Appeals Policy.

7.5 Unfair Practice

1. Definition of Unfair Practice

It is an unfair practice to commit any act whereby a person may obtain for himself/herself or for another, an unpermitted advantage. This shall apply whether the candidate acts alone or in conjunction with another/others. Any action or actions shall be deemed to fall within this definition whether occurring during, or in relation to, a formal examination, a piece of coursework, or any form of assessment undertaken in pursuit of a qualification of the University of Wales. The University of Wales has distinct procedures and penalties for dealing with unfair practice in examination or non-examination conditions.

Without prejudice to the generality of the foregoing, examples of unfair practice are shown below. These examples are not exhaustive and other cases may fall within the general definition of unfair practice.

2. Examples of Unfair Practice in Non-Examination Conditions

(i) Plagiarism, which can be defined as using without acknowledgement another person's words or ideas and submitting them for assessment as though it were one's own work, for instance by copying*,* translating from one language to another or unacknowledged paraphrasing. Further examples of plagiarism are given below:

- Use of any quotation(s) from the published or unpublished work of other persons, whether published in textbooks, articles, the Web, or in any other format, which quotations have not been clearly identified as such by being placed in quotation marks and acknowledged.
- Use of another person's words or ideas that has been slightly changed or paraphrased to make it look different from the original.
- Summarising another person's ideas, judgements, diagrams, figures, or computer programs without reference to that person in the text and the source in the bibliography.
- Use of services of essay banks and/or any other agencies.
- Use of unacknowledged material downloaded from the Internet.
- Re-use of one's own material except as authorised by the department.

(ii) Collusion, which can be defined as when work that has been undertaken by or with others is submitted and passed off as solely the work of one person. This also applies where the work of one candidate is submitted in the name of another. Where this is done with the knowledge of the originator both parties can be considered to be at fault.

(iii) Fabrication of data, making false claims to have carried out experiments, observations, interviews or other forms of data collection and analysis, or acting dishonestly in any other way.

(iv) Presentation of evidence of special circumstances to Examining Boards, which evidence is false or falsified or which in any way misleads or could mislead Examining Boards.

3. <u>Examples of Unfair Practice in Examination Conditions</u>

(i) Introduction into an examination room and/or associated facilities any unauthorised form of materials such as a book, manuscript, data or loose papers, information obtained via any electronic device, or any source of unauthorised information.

(ii) Copying from or communication with any other person in the examination room and/or associated facilities except as authorised by an invigilator.

(iii) Communication electronically with any other person, except as authorised by an invigilator.

(iv) Impersonation of an examination candidate or allowing oneself to be impersonated.

(v) Presentation of an examination script as one's own work when the script includes material produced by unauthorised means.

(vi) Presentation of evidence of special circumstances to Examining Boards, which evidence is false or falsified or which in any way misleads or could mislead Examining Boards.

7.6 Procedure for Dealing with Cases of Suspected Unfair Practice

Turnitin alongside academic judgement is used to identify potential cases of unfair practice. Please remember you can upload your draft work via Turnitin 'as many times as you like' leading up to the assessment deadline. You are strongly advised to take advantage of this to avoid any possibility of allegations of Unfair Practice being made at a later stage of the assessment process. Please also remember to use the same file name when uploading your work multiple times.

It must be stressed that a low Turnitin score of even 2% does not necessarily indicate your work is free from examples of potential Unfair Practice. It is YOUR responsibility to satisfy yourself that your work has been compiled appropriately so as not to expose yourself to Unfair Practice allegations. The Originality Report obtained through Turnitin informs the marking process as follows:

Where the match is **less than 30%** the assessment will be marked and any suspicion of unfair practice will be notified to the Chair of the Examining Board, together with evidence of the alleged offence;

Where the match is **30% or above** the assessment will be marked using normal academic criteria. The tutor responsible will automatically inform the Chair of the Examining Board of possible unfair practice. It is then the responsibility of the Chair of the Examining Board to individually investigate this work to ascertain whether unfair practice has potentially occurred.

In order to prevent your work reaching this stage and being progressed to the Committee of Enquiry you should, if in any doubt about how to reference your work or what collusion is, take the following actions:

- Revisit the referencing quiz contained within the induction module.
- Revisit the programme handbook that also gives further guidance on Unfair Practice.
- Revisit the guide on how to interpret turnitin reports. This is located under resources within the induction module.
- If still in doubt, please contact your tutor for advice.

Where collusion has deemed to have taken place, the student work implicated can be 'retrospectively' penalised, irrespective if the mark has been agreed. It is therefore important that you do not share your work either with students when preparing the assessment or at any point in the future.

Details of the University of Wales Unfair Practice can be found on the University of Wales website:
http://www.wales.ac.uk/Resources/Documents/Partners/Validated/RegulationsandProtocols/UnfairPracticeProcedure.docx

7.7 Student Engagement Policy

Introduction

RDI is committed to ensuring that the student voice is fully represented in decision making. This occurs through both feedback and representative activities. This policy draws on Appendix 47 of the University of Wales Validation Unit Quality Handbook.

Feedback is achieved through completion of module and programme surveys. The latter is an annual event but modules are reviewed after each delivery iteration. Information from these surveys is taken to Course Committee; Joint Board of Studies; and RDI's Academic Board. Students are also provided with contact details of named staff from RDI's student support team who can deal with specific problems as and when they arise.

Representation provides opportunities for students to feed into the wider activities of RDI. It has to be recognised that the distributed nature of the student body is less conducive to conventional meetings and that therefore focused use is made of on-line communications to achieve the desired outcomes.

RDI will comply with the University of Wales requirements to have in place a staff student liaison committee and appointed student representatives in order to ensure that students have the opportunity for formal input into the management of the programmes. Students will receive details of the student representative process as part of their induction and in their Student Handbooks. The principles outlined by the University and set out below will be adhered to.

Purpose of Student Representatives

Student representatives will be required to:

1. provide a student voice at all levels of programme management;
2. voice problems suggestions or requests raised by members of the student body;
3. act as a representatives on relevant course committees;
4. feed back to the student body on issues discussed during relevant meetings
5. provide student involvement in the planning and development of programmes.

Principles for the Appointment and Role of Student Representatives

RDI has:

1. Published guidelines for the selection and appointment of student representatives (including provision for appointments to be made by the student body);
2. Published terms of office for student representatives including:
   a. Details of the duration of office and any payment and/or reimbursement of expenses;
   b. Duties of the role (a role description) including reference to required attendance at relevant meetings;
   c. Information on the benefits of being a student representative;
   d. Details of what training and/or induction a student representative should expect to receive.

Function and Responsibilities of the Staff/Student Liaison Committee

A Staff/Student Liaison Committee where staff and students may meet together for discussion and consultation about validated schemes of study and other matters relating to the quality of students' academic experience will be held on a quarterly basis for each validated programme. This will be held on-line through a discussion forum. In some cases where appropriate multiple programmes will be considered at the same meeting.

Composition:

The Staff/Student Liaison Committee will include student representatives and designated members of RDI Academic/Administrative staff. Committee meetings will be open to all students studying on a validated scheme. All members will have the right to submit items for inclusion on the agenda and raise items for discussion. A Chairperson and Secretary will be appointed by the Committee and full minutes should be kept of each meeting including a note on items requiring action. Normally the Chairperson will be the Programme Leader.

Items for Discussion/Agenda:

These will include, inter alia:

1. discussion of matters raised by students, and matters on which RDI wishes to seek student views;

2. the outcomes of student evaluation of schemes (via module evaluation forms) and RDI responses; and
3. consideration of proposals for new schemes and any changes to current schemes.

Link to Joint Board of Studies

Minutes from each Staff/Student Consultative Group will be considered by the Joint Board of Studies. Student representatives will be members of the Joint Board of Studies.

Academic Board

There will be one student representative on Academic Board. Individuals nominated for this post must be existing student representatives. Where there is more than one nomination he/she will be elected by the student body.

7.8 Guidelines for the Selection and Appointment of Student Representatives

Why is student representation important?

Students are a key stakeholder in everything that RDI does. RDI therefore strongly believes that to ensure that students have a say is essential to its success. Student representation is a mechanism that helps RDI ensure that the student voice is fully represented in decision making. Representation provides opportunities for students to feed directly into not only programme related developments, but also the wider activities of RDI.

Why become a student representative?

You will get:

- experience of engaging with peers and tutors
- an opportunity to be involved with decisions
- committee experience
- the opportunity to help yourself and fellow students' study experience by suggesting improvements
- an enhancement to your CV
- reimbursement of expenses of £250 in recognition of the commitment made to the operation of the programme during the term of office

The responsibilities of the Student Representative

As a representative you will be required to:

1. provide a student voice at all levels of programme management;
2. voice problems suggestions or requests raised by members of the student body;
3. act as a representatives on relevant course committees;
4. feed back to the student body on issues discussed during relevant meetings;
5. provide student involvement in the planning and development of programmes.

What the Student Representative is expected to do

During their term of office of 1 year, Student Representatives are expected to:

1. on a quarterly basis engage the student body via programme discussion boards, online chat sessions or other appropriate means in order to listen to the views of the student body and canvass opinions on pre-agreed items;
2. be available to receive email comments from students;
3. forward student opinion to appropriate RDI staff;
4. represent the student voice by attending and participating in meetings of the Staff/Student Liaison Committee and Joint Board of Studies, either virtually (through teleconference or Skype) or in person;
5. communicate the outcomes of such meetings to the student body via the programme discussion forums;
6. act with tact and sensitivity, respecting the general student view and the needs for confidentiality;
7. participate in student representative induction and training activities, as appropriate.

In addition to the above, one member of the student representative group will be elected to represent the student body at Academic Board.

What Student Representatives can expect from RDI

- A schedule of meeting dates for the term of office.
- Secure online fora within which to communicate with fellow students.
- Assistance in obtaining student views on key issues by posting requests for comment on the discussion boards and advertising open on-line meetings.
- Any appropriate induction and training.

How you can become a student representative

Representatives will be elected to represent students from a programme or group of programmes. Any active student on a programme can nominate themselves as student representative for that programme. In some cases programmes will have more than one representative.

Calls for student representative nominations will be announced annually by the Academic Programme Director via the programme discussion board and will include clear instructions on how nominations can be made and how the online voting system works.

If you are interested in becoming a student representative, you will be required to respond to the call for nominations, typically by providing a short statement about yourself, why you believe you will make a good student representative and why students should vote for you.

Nominations will be collated by the programme team at RDI and published to the student body in advance of the online voting process.

Voting will then be opened to the student body for a limited period of time (normally one week) and will be undertaken using online survey mechanisms.

The student representative on Academic Board will be elected by the student body from existing programme representatives following a similar nomination and election process as detailed above.

ANNEXES

7.9 Annex 1 – Learning Contract

This learning agreement is a ‘partnership’ between you, the student, and RDI. To help you understand the roles and responsibilities of each party during the learning process, please take the time to read this Learning Contract and to confirm you commitment to the contract to RDI.

By embarking on this programme of study you agree to:

- Abide by RDI rules and regulations.
- Be responsible for your own learning.
- Attend and participate in scheduled activities when required.
- Utilise the tutoring system when required to do so via the VLE.
- Utilise the student support mechanisms whenever you need guidance or advice.
- Retain copies of the assignment feedback sheets.
- Submit you own work and not plagiarise the work of others.

We RDI, agree to:

- Give you advice and guidance regarding all aspects of your programme of study.
- Provide you with the necessary learning and resource materials to enable you to undertake the learning process.
- Give you regular feedback via the tutorial system regarding your progress on the course, including assessments.
- Respond to queries normally within two working days.
- Return assessment feedback form to students, graded, normally within five weeks of the official submission date.
- Provide you with tutorial/learning support via the VLE.

7.10 Annex 2 – Mitigation Form

UNIVERSITY OF WALES

EVIDENCE OF MITIGATING CIRCUMSTANCES

PLEASE TYPE DETAILS IN THE SPACE GIVEN BELOW OR WRITE CLEARLY IN BLOCK CAPITALS

CLAIMS FOR MITIGATION WILL ONLY BE CONSIDERED IF SUPPORTING EVIDENCE IS INCLUDED/ATTACHED

FIRST NAME:

LAST NAME:

REGISTRATION NO:

CENTRE/COLLEGE:

PROGRAMME:

MODULES AFFECTED	ASSIGNMENT DUE DATE	DATE ASSIGNMENT SUBMITTED	TIME ASSIGNMENT SUBMITTED	**OFFICE USE ONLY** DATE/TIME RECEIVED

TYPE OF MITIGATION

Illness ☐ **Family/personal circumstances** ☐

Late submission (with due cause) ☐ Other ☐

EXPLANATION OF MITIGATION CIRCUMSTANCES:

FORM OF EVIDENCE e.g. Doctors note:

☐ **Tick to confirm enclosure of evidence**

SIGNATURE: **DATE:**