BA in Business Management (Ord)
Awarded by the University of Exeter

STUDENT HANDBOOK 2026 –2027

This handbook is for general guidance only. Content may be subject to change.

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Welcome from your Programme Manager

We're very pleased to welcome you to Exeter College in September 2025 as you begin your BA (Ord) in Business Management. This programme delivers a diverse and comprehensive curriculum designed to give you the strongest foundation for pursuing your chosen career. Many of our past students have gone on to secure places on competitive graduate schemes or have stepped directly into roles as business managers in both local and national companies. A significant number have progressed to the BA (Hons) Business Studies top-up year at the University of Exeter, while others have chosen to specialise further with top-up business degrees at different universities. Some graduates have even gone on to launch and run their own businesses.

The course is designed to build on your previous studies—whether from a Foundation Degree in Business or a Business-related HND—offering deeper exploration into topics such as Management Decisions, Contemporary Business Issues, People Management, and International Marketing Strategy. This year also offers the opportunity to tailor your learning by undertaking a Work-Based Management Project, focused on developing industry-specific skills through real-world application.

As a student jointly enrolled at Exeter College and the University of Exeter, you'll benefit from access to a broad range of digital and on-campus resources, alongside guest lectures and academic events. What sets the Business Management programme apart is our close-knit class sizes and supportive group tutorials, all led by experienced professionals with a strong background in both academia and industry. Our curriculum is enriched with current case studies, varied assessments, and engaging visits to businesses, alumni, and institutions to bring learning to life.

We look forward to supporting you in the coming academic year and helping you make the most of your time with us.

Victoria Walton

Programme Manager BABM

victoriawalton@exe-coll.ac.uk

2. Who's Who in Your Programme Team

The following table identifies the key staff who will be involved in the delivery of your programme. You will be introduced to these staff during your induction process; however, it is helpful to have their contact details to hand should you have any queries, prior to enrolment or in the early weeks of your programme. You can find full details of the Modules/Units that they deliver by referring to the Programme Specifications and Programme Quality Handbooks on the relevant course pages of the University Level section of the College website www.exeter-coll.ac.uk

Member of Staff	Office Location	Email	Modules/Units Taught or other Programme Roles
Programme Manager Victoria Walton	BTA, 1st Floor, Victoria Hse, Queen St EXETER EX4 3SR	Victoriawalton@exe-coll.ac.uk	Module Leader -International Marketing Strategy Tutor
Module Leader Erica Dean	BTA, 2ndt Floor, Victoria Hse, Queen St EXETER EX4 3SR	ericadean@exe-coll.ac.uk	Module Leader -Management Decisions Head of BTA Faculty,
Module leader Ross Pomeroy	BTA, 1st Floor, Victoria Hse, Queen St EXETER EX4 3SR	rosspomeroy@exe-coll.ac.uk	Module Leader Contemporary Issues
Module Leader Taha Hassan	BTA, 1st Floor, Victoria Hse, Queen St EXETER EX4 3SR	tahahassan@exe-coll.ac.uk	Module Leader -Management Project Lead IV BTA
Module Leader Andrew Faulkner	BTA, 1st Floor, Victoria Hse, Queen St EXETER EX4 3SR	andrewfaulkner@exe-coll.ac.uk	Module Leader -Management Decisions -People Management

The following provides an **example** full-time timetable, highlighting taught theory and practical sessions and opportunities for self-directed study:

Day/ Session Time	Session 1 09.00-10.30	Session 2 10.45-12.30	Lunch	Session 3 1.30-3.00	Session 4 3.15-4.30
Monday		Taught module		Taught Module	Tutorial
Tuesday	Taught module	Taught Module		Taught Module	

BABM CALENDAR 2026-2027

HE Enrolment	July 2026
BABM Induction	Tuesday 8th September 2026
Semester Teaching starts	Monday 14th September 2026
Reading Week / Autumn Half-term	Monday 26th October 2026
Autumn term ends	Fri 18th December 2026
Spring Term starts	Monday 4th January 2026
Reading Week	26th – 30th January 2026
End of Semester 1	Friday 30th January 2026
Reading Week	Monday 18th January 2027
Spring Half-term	Monday 15th February 2027
Easter Break starts	Friday 25th March 2027
Summer term starts	Mon 12th April 2027
Summer Half-term	Monday 31st May
Examinations Window	w/c 7th June 2027

Additional dates UoE-Exeter College Award Board- APAC	
Degree Results sent out	w/c 26th July 2027
Graduation in Exeter Cathedral	October 2027

PROGRAMME SPECIFICATIONS
ORDINARY DEGREE OF BA IN BUSINESS MANAGEMENT

The programme specification contains the admissions criteria for the programme; the aims of the programme and the programme learning outcomes grouped as Knowledge & Understanding; Cognitive and Intellectual skills; Key & Transferable skills; Practical & Employment-Related skills. These are then benchmarked against the relevant QAA subject benchmark(s) and the Framework for Higher Education Qualifications (FHEQ) and mapped to show the Primary and Secondary Teaching Strategy/Methods and Method of Assessment.

The module outcomes of the Core modules in the BA are mapped to the programme intended learning outcomes (ILOs) at Intermediate Level (FHEQ). They are also mapped to show how the ILOs feed into the programme aims and which set of benchmarks apply.

The University of Exeter awards the Ordinary Degree in Business Management at Pass, Merit or Distinction level, with Distinction being granted the standing of high honours.

COURSE STRUCTURE

The full-time course is designed to cover one academic year (i.e. September – June) and consists of modules, two of which are compulsory at Level 6 and 3 Optional Units.

Compulsory Core Study Modules – Level Three (30 credit)

1 Management Decisions
2 Contemporary Issues in Business

Option Modules - Level Three (20 credit)

Option from the following modules at Level 3:

International Marketing Strategy
People Management
Management project

OVERALL COURSE AIMS AND OBJECTIVES

The staff teaching on this programme, have agreed a set of Aims and Objectives which are generic and applicable across vocational boundaries. While many objectives are satisfied at Foundation Degree Business level, some objectives are specific to the final degree year. All modules have additional specific curriculum-based objectives, but each module contributes to the achievement of the over-arching general objectives shown below.

	Objectives of all courses The student will be able to**:**	**Objectives of the Final Degree Year**
Aim 1 To develop the students' understanding of business and management	• Analyse alternatives and make effective decisions • Understand the effect of human behaviour on organisational success • Appreciate the role of technology and its impact on business • Know how to make realistic forecasts • Understand the relevance of external factors • Use appropriate statistical and diagrammatic techniques	• Help develop business strategies for success. • To devise and sustain arguments.
Aim 2 To provide specialised studies relevant to occupational pathways in which students intend to seek employment.	• Understand the language, theory and terminology of their chosen discipline • Relate theoretical knowledge to practical activity • Demonstrate skills specific to the vocational area • Identify social and environmental issues relating to their chosen studies	• Understand professional roles and business practices relating to their chosen discipline.

Aim 3 To enable students to make an immediate contribution in employment.	• Select, collect and analyse relevant data • Work with and relate to others in a professional context • Work effectively as a member of a team • Manage tasks and solve problems	• Undertake appropriate professional responsibilities • Exercise initiative and take personal responsibility • Have the ability needed to undertake appropriate further training of a professional or equivalent nature
Aim 4 To encourage students to think with flexibility and acquire knowledge, skills and motivation as a basis for future studies and career development.	• Transfer skills gained to new and changing situations and contexts • Undertake personal and career development • Think analytically	• To devise and sustain arguments
Aim 5 To develop in students a range of skills and techniques, personal qualities and attitudes that should contribute to a successful working life.	• Identify and evaluate information • Treat others' values, beliefs and opinions with respect • Demonstrate communication and presentation skills • Manage their own roles and responsibilities	• Identify and evaluate information • Treat others' values, beliefs and opinions with respect • Demonstrate communication and presentation skills • Manage their own roles and responsibilities
Aim 6 To encourage students of all situations and abilities to reach their full potential.	• Be encouraged to identify and surmount any barrier to their learning process • Benefit from pastoral care which takes account of their personal circumstances • Be challenged to raise their level of achievement • Receive specific and appropriate help.	• Make a successful transition from pracal to academic studies

PROGRAMME SPECIFICATION FOR BA BUSINESS MANAGEMENT

Awarding Institution: University of Exeter
Teaching Institution: Exeter College
Final Award: BA
Intermediate Awards: None
Programme Title: Ordinary degree of BA in Business Management

QAA Benchmarks: Framework for Higher Education Qualifications (FHEQ);
Subject Benchmark: General Business and Management

Admissions Criteria:

Possible Awards Required for Entry to the BA	**Comments**
Key Skills requirement	*Level 3*
GCSEs required at Grade C/ 4 or above	*English & Maths*
Foundation Degree in business-related subject	*Aggregate of 50% or over*
Higher National Diploma in business-related subject	*Merit profile in second year*

Aims of the Programme:
The programme is intended to: 1. Develop students' understanding of business and management. 2. Provide specialisms relevant to occupational pathways in which students may seek employment. 3. Enable students to make an immediate contribution in employment. 4. Encourage students to think flexibly and acquire knowledge, skills and motivation as a basis for future studies and career development. 5. Develop in students a range of skills and techniques, personal qualities and attitudes that should contribute to a successful working life. 6. Encourage students of all situations and abilities to reach their full potential.

Intended Learning Outcomes (Core modules):

At the conclusion of this course students will be able to:

Knowledge and Understanding

- Demonstrate a detailed knowledge of the opportunities and threats presented to business by the external context at both the national and international level.
- Analyse the complex nature of management when dealing with uncertain situations.
- Demonstrate effective decision-making based on sound business objectives and clear strategy formulation.
- Apply appropriate decision-tools to specific situations.

Cognitive and Intellectual Skills

- Relate theoretical constructs to practical business contexts.
- Apply critical analysis and synthesise a variety of situations.
- Critically evaluate the validity and significance of evidence in support of conclusion or recommendation.
- Show confidence and flexibility in identifying complex problems and apply appropriate knowledge and skills to their solution.
- Evaluate and apply knowledge to a range of different situations.
- Demonstrate effective decision-making using appropriate quantitative and qualitative skills when solving business problems.
- Analyse, interpret and extrapolate data.
- Make a successful transition from practical to academic studies.

Key / Transferable Skills

- Use the full range of resources the disciplines require.
- Demonstrate the effective use and application of a range of communication skills.
- Demonstrate effective self-management skills in terms of time, planning, motivation and initiative.
- Perform effectively as a member of a team, demonstrating leadership, team building and influencing skills.

Practical and Employment-related Skills

- Undertake appropriate professional responsibilities.
- Understand professional roles and business practices relating to their chosen discipline.
- Help develop business strategies for success.

Learning & Teaching Strategy

On successfully completing the programme you will be able to:	Intended Learning Outcomes (ILOs) will be accommodated & facilitated by the following learning & teaching and evidenced by the following assessment methods:
A Specialised Subject Skills & Knowledge 1) *Demonstrate a detailed knowledge of the opportunities and threats presented to business by the external context at both the national and international level.* 2) *Analyse the complex nature of management when dealing with uncertain situations.* 3) *Demonstrate effective decision-making based on sound business objectives and clear strategy formulation.* 4) *Apply appropriate decision-tools to specific situations.*	**Learning &Teaching activities (in/out of class)** ***Primary*** • *Lectures and tutorials* • *Directed independent study* • *Computer-simulated business game* • *Learning from own work experience* ***Secondary*** • *Case studies* • *Problem-solving exercises* **Assessment Methods** Specify which ILO is to be assessed by each method *Student's knowledge and understanding are assessed by means of;* • *directed tasks* • *essays* • *timed assessments* • *presentations* • *examinations* *Extensive formative feedback is provided, on aspects of presentation as well as on content, to ensure that students make progress in developing their ability to communicate their understanding.*
B Academic Discipline Core skills & Knowledge (refer to benchmarks / PSRB) 1) *Relate theoretical constructs to practical business contexts.* 2) *Apply critical analysis and synthesise a variety of situations.* 3) *Critically evaluate the validity and significance of evidence in support of conclusion or recommendation.* 4) *Show confidence and flexibility in identifying complex problems and apply appropriate knowledge and skills to their solution.* 5) *Evaluate and apply knowledge to a*	**Learning &Teaching activities (in/out of class)** ***Primary*** • *Class exercises* • *Tutorial/seminar discussions* • *Feedback via coursework assessment process* ***Secondary:*** • *Case studies* • *Analysis of theoretical and practical implications through discussion* **Assessment Methods** *These skills are formally assessed in students' written work. Students'*

range of different situations.

6) *Demonstrate effective decision-making using appropriate quantitative and qualitative skills when solving business problems.*
7) *Analyse, interpret and extrapolate data.*
8) *Make a successful transition from practical to academic studies.*

contributions to discussions and their active role in their own learning are also explored in informal and formative group evaluations of how the group functions.

Formative feedback on essays addresses both the quality of the student's arguments and the extent to which the skills listed here have been demonstrated.

C Personal/ Transferable/ Employment Skills & Knowledge

1) *Use the full range of resources the disciplines require.*
2) *Demonstrate the effective use and application of a range of communication skills.*
3) *Demonstrate effective self-management skills in terms of time, planning, motivation and initiative.*
4) *Perform effectively as a member of a team, demonstrating leadership, team building and influencing skills.*
5) *Undertake appropriate professional responsibilities.*
6) *Understand professional roles and business practices relating to their chosen discipline.*
7) *Help develop business strategies for success.*

Learning &Teaching activities (in/out of class)

Primary

- *Library and other research exercises*
- *Group work, presentations and role-plays.*
- *Computer-based learning and assessment*
- *Designated tasks*
- *Lectures and tutorials*

Secondary

- *Class and seminar interactions and feedback*
- *Learning from work*
- *Projects*

Assessment Methods Specify which ILO is to be assessed by each method

Effective communication of ideas is an important criterion in assessing all areas of a learner's work within the programme. Students are encouraged to recognise that their learning extends beyond their formally assessed work. Regular feedback provides formative assessment on the process of researching projects and written work in addition to the summative assessment provided by the final mark.
Assessed primarily through the computer-simulated business game where it is further reviewed in tutorials as well as in the final assessment.

University of Exeter

The University of Exeter is the validator of the degree course for an Ordinary Degree in Business Management. The University is responsible for monitoring academic standards on the course and student welfare. An Academic Liaison (AL) is appointed by the University to carry out these functions. The AL visits the college regularly and attends two course Committee meetings each year. Student representatives will be invited to meet the course Academic Liaison on these occasions to feedback student comment on the course provision.

Students who achieve an aggregate in excess of 60% on the degree have an automatic right to progress onto the Honours programme, BSc (Hons) Business Studies at the University of Exeter; other students may be permitted to progress depending on their level of achievement. partnerships@exeter.ac.uk

Library Resources
Your registration with the University of Exeter entitles you to use the University library, withdraw books for study and have full use of online resources. Access to the library is through the Forum at the centre of the University's Streatham Campus. Main Building, Stocker Road, Exeter EX4 4PT For further details including opening hours and access to online resources, please see http://as.exeter.ac.uk/library/.

Exeter University Student Guild
Once registered on BABM and registered at the University you will receive Uni login and card allowing access to all resources including Guild clubs and societies.

STEP UP TO THE TOP-UP DEGREE COURSE

This section is designed to help you make the transition from your Foundation Degree or HND Business to the University of Exeter, BA Ord Business Management course, as smooth as possible. It answers the questions you might have about the differences between your Foundation Degree or HND Business and the UoE Honours degree programme. Hopefully, it will start you thinking about how best to prepare yourself for the new year.

WHAT IS A TOP-UP DEGREE?

The following answers a series of frequently asked questions about top-up degrees.

Q: What is a top-up degree?
Students with higher education (HE) qualifications such as a Foundation Degree have the option of progressing on to degree programmes. This type of progression route is commonly known as a top-up degree.

Q: How long will it take me to complete this top-up degree?
In this instance the top-up degree can be completed in one year. The one year's study at Exeter College results in an Ordinary degree. If you want to carry on to gain an Honours degree then that would require a further one year's study at the main University of Exeter Campus, subject to achieving 60% grading.

Q: Are lectures compulsory?
You will need to participate fully in your programme. This will include attending and taking part in teaching, learning and/or research events included in your programme, meeting regularly with your programme and/or supervisory team as appropriate, making proper use of all resources available, and preparing and submitting assessed work on time. Further information is available http://www.exe-coll.ac.uk/HE/Life/ImportantInfo 5.2-5.5

Q: What is the difference between the work I do at Foundation Degree or HND Business, and the work expected of me as a degree student?
You may find there is a difference in the level of understanding, analysis and evaluation of material and arguments and depth of reading that is required of you. You could ask a member of staff to talk to you about the possible differences.

Q: I've heard about seminar groups. What are these?
They are small group sessions where the lecture is often discussed in more detail. You could well be expected to do additional reading in order to contribute effectively to the discussion.

Q: Will I need to sit formal exams? If so, where can I find examples and help?
You will need to sit exams. Moodle or Teams will hold examples of past papers and lecturers will explain what is expected of you in exams. If you need specific support for examinations.
Programme Managers can apply for access arrangements in the usual way, but please do so as soon as possible to enable the Exams Office to put the appropriate arrangements in place. Please contact Carmen Dix, HE DSA Adviser for information and guidance on Exam support.

Q: At degree level do I need to know how to reference in a particular way. Where can I find out what referencing system is used by University of Exeter?
The student handbook and university website will provide details on the referencing system used. There will be a key skills handout in the library with samples that you can look at. It will be the Harvard referencing system that you are used to using on your Foundation Degree or HND Business. Exeter University use APA which is similar to Harvard.

IMPORTANT THINGS TO DO

- Read your Student Handbook. Follow each module on Moodle/ SharePoint.
- Attend Induction and do everything you can to understand how things work – this will make your life easier once your programme starts.
- Attend lectures, you will benefit, particularly if you reflect afterwards on what was said, what you understand and what you did not understand.
- Even if you are given lecture handouts, you will find taking your own notes helpful to your concentration.
- Attend and participate in seminars, tutorials and workshops, they are ways of enhancing your understanding.
- Time manage your workload and submission research and planning.
- Know where to hand in coursework using Turnitin on Moodle or Teams.
- Submit coursework on time with full referencing.
- Ensure you understand the Extenuating/ Mitigating Circumstances procedure should you need it. Speak to the HE Department for any queries HEOffice@exe-coll.ac.uk
- Ask for help if you feel you need it. Speak to your tutor regarding academic support
  WRAAP XXXXX
- Mental health and counselling services speak with Carmen Dix, HE Disability Advisor for further assistance https://adexecollacuk.sharepoint.com/sites/AdultLearning/SitePages/Disability-and-Well-being-Support.aspx
- Find a peer or group to share ideas and work collaboratively with.
- Find out more about the bibliographical referencing system you need to use and how much referencing is expected in each piece of work at this level. Speak to your tutor https://libguides.exeter.ac.uk/referencing
- Do use reading lists and add to them

KEY SKILLS—WHAT WILL I NEED?

As well as knowledge about your subject, all undergraduates need certain key skills. You may already have high levels of skill in some areas, but you need to consider how your skills meet the requirements of your degree programme.

Things to think about

- ✓ You need to 'hit the ground running' in order to get the best results you can from your degree level studies. Swift acquisition of the necessary key skills will enable you to produce work of the required standard and help you to get good grades to count towards your final degree mark.

- ✓ Employers are expecting graduates to provide evidence of the skills they have acquired during their programme. Starting to think about this early should make collecting evidence of these skills easier. You might think about compiling a progress file or personal academic record. This will help you gather and keep supporting evidence for your accomplishments.

- ✓ Use the HE online Careers Centre accessed through Teams to create your CV, understand your motivations, research industry and job or internship opportunities

- ✓ How well do you manage your time? With an hour to spare before your next lecture, do you choose a cup of coffee or a trip to the library? You will probably have fewer hours in class than before but need to use the rest of your time for independent study. You will also be expected to find more information for yourself. Lecturers will not give good marks to assessments that are just a reworking of material they have given you. Lectures are a starting point for study, not the complete work package.

- ✓ Use the HE Careers Adviser, Deborah Kearney, deborahkearney@exe-coll.ac.uk and examine the appropriate support videos, articles, advice and guidance. Further careers, internships and graduate schemes will be discussed in 1-2-1 and group sessions at UoE.

- ✓ Make an honest appraisal of your skills levels – grouped under broad headings:
    - communication
    - data skills
    - IT skills
    - improving one's own learning
    - working with others

As an example of the type of initial appraisal you might make, score yourself from
1 (not confident) to 5 (very confident) for the following skills:

Communication:					
Do I communicate clearly and concisely in writing?	1	2	3	4	5
Do I read efficiently and retain information from my reading?	1	2	3	4	5
Do I speak fluently one-to-one and in group situations?	1	2	3	4	5
Can I give a presentation using a range of audio-visual aids?	1	2	3	4	5
Can I cite my sources using Harvard Referencing?	1	2	3	4	5
Information Technology					
Am I confident in using technology?	1	2	3	4	5
Do I know the best IT application to use for the job in hand?	1	2	3	4	5
Can I use a number of computer applications, such as word, spreadsheets and e-mail?	1	2	3	4	5
Numeracy:					
Do I know how best to collect numerical data?	1	2	3	4	5
Can I process data efficiently and do calculations accurately?	1	2	3	4	5
Can I analyse and interpret numerical data?	1	2	3	4	5
Improving one's own learning					
Do I manage my time efficiently?	1	2	3	4	5
Do I manage resources efficiently?	1	2	3	4	5
Do I plan, monitor and assess my own work and wellbeing?	1	2	3	4	5
Can I use a range of texts, reports and digital sources?	1	2	3	4	5
Working with others:					
Do I work well with others in a team?	1	2	3	4	5

- ✓ You should have an idea of areas that could be improved – try to focus initially on things that you can do something about. For instance, improving your team working skills is difficult to tackle on your own!
- ✓ Use some of the readily available material on key skills to improve your competence in certain areas – see below.
- ✓ Look at the information you have been given at induction; some important areas may have been covered then.
- ✓ Look at the marking criteria for assessments on your programme. These are in your programme handbook. Try to apply your work to these criteria. For instance, criteria for a good essay include factors such as evidence of supplementary reading, relevance to subject, clear structure, good style and grammar, correct referencing. You will need to achieve all of these for a good mark.
- ✓ Ask your tutor for advice, particularly if your first coursework does not get the grade that you expected, talking to the person who set the work is also recommended. A skills appraisal, like the one above, could be useful as a starting point for this discussion.

Where to find out more about key skills

- Adair, J. (2009) *Effective time management: how to save time and spend it wisely.* London: Pan books.
- Cottrell, S. (2013) *Study skills handbook*. 4th edn. London: Palgrave.
- Cottrell, S. (2016) *Skills for success: the personal development planning handbook*. 3rd edn. London: Palgrave.
- Peck, J. and Coyle, M. (2012) *The student's guide to writing: spelling, punctuation and grammar.* London: Palgrave.
- Van Emden, J. and Becker, L. (2010) *Presentation skills for students.* London: Palgrave.

Module Descriptors

MODULE TITLE	Contemporary Issues in Business				**CREDIT VALUE**	30
MODULE CODE	EXE 3102		**MODULE CONVENOR**		Ross Pomeroy	
DURATION	**TERM**	**1**	**2**	**3**	**Number Students Taking Module (anticipated)**	**12**
	WEEKS	X	X	X		

DESCRIPTION – summary of the module content (100 words)
As a module focusing on contemporary issues, students are actively encouraged to familiarise themselves with current debates on topical issues affecting business planning and operation. Topics ranging from globalisation to change management will be explored using case studies and media-based evidence to explore those issues that challenge modern organisations.
MODULE AIMS – intentions of the module
This Module will provide students with a detailed knowledge of the social, political, legal and economic environment within which business operates. The module requires the student to focus on the dynamic nature of external forces and their impact on business operation. It recognises that the articulation of these forces may be apparent at both national and international levels.
INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed) On successful completion of this module, **you should be able to**:

Module Specific Skills and Knowledge:	
1	Demonstrate a detailed knowledge of the opportunities and threats presented to business by the external context at both the national and international level
Discipline Specific Skills and Knowledge:	
2	Relate theoretical constructs to practical business contexts
3	Apply critical analysis and synthesis to a variety of situations
4	Critically evaluate the validity and significance of evidence in support of conclusion or recommendation
5	Show confidence and flexibility in identifying complex problems and apply appropriate knowledge and skills to their solution
Personal and Key Transferable/ Employment Skills and Knowledge:	
6	Communicate ideas in a variety of formats
7	Interact effectively within a team
8	Use the full range of resources the disciplines require
9	Take responsibility for their own work and manage their time appropriately

SYLLABUS PLAN – summary of the structure and academic content of the module

A range of contemporary business issues will be addressed; however, it is recognised that within the lifetime of this module, those issues may change. The following are illustrative examples:

- Green Issues
- Business Ethics
- Business behaviour and growth
- Government and the economy
- Developments in education and training
- International Issues
- Leadership
- Change Management

LEARNING AND TEACHING

LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)

Scheduled Learning & Teaching activities	45	Guided independent study	255	Placement/study abroad	0

DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS

Category	Hours of study time	Description
Scheduled Learning & Teaching Activities	10	Tutorial support to guide independent study
Scheduled Learning & Teaching Activities	35	Interactive Lectures
Guided Independent Study	100	Writing up assessments
Guided Independent Study	100	Reading and Research
Guided Independent Study	55	Group work

ASSESSMENT

FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Preparatory Report on sector relevant issue- due in at Induction	1500 words	3,4,5	Written and verbal FB in 1:1 tutorial

SUMMATIVE ASSESSMENT (% of credit)

Coursework	50	Written exams	50	Practical exams	0
Individual Essay and Presentation					

DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Coursework - Individual Presentation or video	10	20 mins	1,2,4,6,8,9	Written & verbal
Coursework - Individual Essay	40	Essay 3000 words	1,2,3,5,7,9	Written & verbal
Examination Essay / report type questions	50	2 hours	1,2,3,4,5	Exam grade

DETAILS OF RE-ASSESSMENT (where required by referral or deferral)

Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Essay and presentation	4000-word Essay	1,2,6,8,9	August resubmission
Examination	Examination	1,2,3,4,5	August referral period

RE-ASSESSMENT NOTES –
Where you have been referred/deferred for either or both essays, you will complete a written essay that will address a similar topic. This will constitute 25-50% of the module (7.5-15 credits) depending on the amount of criteria needed to be addressed.

Where you have been referred/deferred for the exam, you will have the opportunity to take a second exam in the August/September re-assessment period. This will constitute 50% of the module (15 credits).

RESOURCES

INDICATIVE LEARNING RESOURCES - The following list is offered as an indication of the type & level of information that you are expected to consult. Further guidance will be provided by the Module Convener.

Indicative reading
Johnson, G. (2014) *Exploring Corporate Strategy*. 10th edn. Harlow: Pearson Education

Web based and electronic resources:

- www.ft.com Financial Times
- www.bloomberg.com US based international company news and information

Other resources:

- Harvard Business Review (Some free articles available at www.hbr.org)
- The Economist

Accessed through the Exeter University and Exeter College portals

There is no standard text for this module. Students will be given separate reading lists for each section studied. These will include texts and journals.

Students are recommended to read widely in current newspapers and periodicals and make appropriate use of the online resources available through the Exeter College and University of Exeter portals.

CREDIT VALUE	30	**ECTS VALUE**	**15**
PRE-REQUISITE MODULES	None		
CO-REQUISITE MODULES	None		
NQF LEVEL (FHEQ)	6	**AVAILABLE AS DISTANCE LEARNING**	NO
ORIGIN DATE		**LAST REVISION DATE**	
KEY WORDS SEARCH			

MODULE TITLE	Management Decisions			CREDIT VALUE	30
MODULE CODE	EXE3101		MODULE CONVENOR	Erica Dean	
DURATION	TERM	1	2	3	Number Students Taking Module (anticipated) 4
	WEEKS	X	X	X	

DESCRIPTION – summary of the module content (100 words)
Decision making is a significant part of the modern Business world. In this module you will be able to interrogate the decision-making tools available to the modern manager and interpret data in order to make informed decisions. A range of topical challenges facing the UK business environment will also be explored throughout the module.
MODULE AIMS – intentions of the module
This module forms the third stage of core themes, building on previous work undertaken on organisation theory and business strategy. In addition to an introductory programme on business research, it allows students to experience a detailed analysis of the complexity of modern business organisations, together with an understanding of the impact management decisions can make.
INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed) On successful completion of this module, **you should be able to**:

Module Specific Skills and Knowledge:	
1	Analyse the complex nature of management when dealing with uncertain situations.
2	Demonstrate effective decision making based on sound business objectives and clear strategy formulation.
3	Apply appropriate decision tools to specific situations.
Discipline Specific Skills and Knowledge:	
4	Evaluate and apply knowledge to a range of different situations.
5	Demonstrate effective decision making using appropriate quantitative and qualitative skills when solving business problems.
6	Analyse, interpret and extrapolate data.
Personal and Key Transferable/ Employment Skills and Knowledge:	
7	Demonstrate the effective use and application of a range of communication skills.
8	Demonstrate effective self-management skills in terms of time, planning, motivation and initiative.
9	Perform effectively as a member of a team, demonstrating leadership, team building and influencing skills

SYLLABUS PLAN – summary of the structure and academic content of the module

Each week we will explore a different topic, and students will have readings to facilitate discussions on the following topics;

- Decision making
- Problem solving
- Research methodology
- Vision, mission and objectives
- Policy, planning and change
- Organisational excellence
- Cultural and strategic analysis
- Performance management

LEARNING AND TEACHING

LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)

Scheduled Learning & Teaching activities	45	Guided independent study	255	Placement/study abroad	0

DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS

Category	Hours of study time	Description
Scheduled Learning & Teaching Activities	15	Tutor led via readings - Seminars/ Discussions
Scheduled Learning & Teaching Activities	30	Lectures
Guided Independent Study	100	Team presentation preparation
Guided Independent Study	100	Reading and Research
Guided Independent Study	55	Writing up paper and reflection

ASSESSMENT

FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
TBC			

SUMMATIVE ASSESSMENT (% of credit)

Coursework	50	Written exams	50	Practical exams	

DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Coursework - Individual Open book response to essay question	25	1 hour	1,2,3,5,7,8,9	Written & verbal
Coursework – Group debate/ presentation and team report	25	4000 words- group report + 1000 words personal reflection	1,3,5,6,7,8,9	Written & verbal
Examination -case study plus essay questions	50	2.5 hours	1,2,3,4,5	Written

DETAILS OF RE-ASSESSMENT (where required by referral or deferral)

Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Essay paper	5000-word Essay	1,3,6,7,8,9	August resubmission
Examination	Examination	1,2,3,4,5	August referral period

RE-ASSESSMENT NOTES –
A minimum of two assessments is required for this module.
Where you have been referred/deferred for the essay and/or team paper, you will complete a written essay that will address a similar topic. This will constitute 50% of the module (15 credits).
Where you have been referred/deferred for the exam, you will have the opportunity to take a second exam in the August/September re-assessment period. This will constitute 50% of the module (15 credits).

RESOURCES

INDICATIVE LEARNING RESOURCES - The following list is offered as an indication of the type & level of information that you are expected to consult. Further guidance will be provided by the Module Convener.

Basic reading:

Essential reading

- Johnson, G. (2014) *Exploring corporate strategy*. 10th edn. Harlow: Pearson Education.
- Coulter, M. (2009) *Strategic management in action*. 5th edn. London: Pearson.

Web based and electronic resources:

- www.bloomberg.com US based international company news and information
- www.ft.com Financial times
- www.hemscott.com UK based international company news and information

Other resources:

- Harvard Business Review (Some free articles available at www.hbr.org)anagement Today

CREDIT VALUE	30	**ECTS VALUE**	**15**
PRE-REQUISITE MODULES	None		
CO-REQUISITE MODULES	None		
NQF LEVEL (FHEQ)	6	**AVAILABLE AS DISTANCE LEARNING**	NO
ORIGIN DATE		**LAST REVISION DATE**	
KEY WORDS SEARCH			

MODULE TITLE	International Marketing Strategy			CREDIT VALUE	20
MODULE CODE	EXE3103		MODULE CONVENOR	Victoria Walton	
DURATION	TERM	1	2	3	Number Students Taking Module (anticipated) 13
	WEEKS	X	X		

DESCRIPTION – summary of the module content (100 words)

Marketing is a core strategy within all organisations. Due to the ever changing and growing nature of the international trading environment, it is important that managers understand the flexibility required to work with developing and established economies. International marketing strategy develops the students' existing knowledge of marketing into a global context.

MODULE AIMS – intentions of the module

This aim of this module is to enable students to develop a thorough understanding of international marketing theory and key concepts.
It will also enable them to appreciate the complexities of international marketing in a mix of economies**.**

INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed)
On successful completion of this module, **you should be able to**:

Module Specific Skills and Knowledge:	
1	Explain the economic basis of international trade
2	Examine the changing nature of the international trading environment
3	Determine marketing strategies appropriate to industrialisation and developing economies, and identify relevant sources of information
4	Analyse the effectiveness of differing international marketing strategies
5	Determine appropriate control measures in international operations
Discipline Specific Skills and Knowledge:	
6	Evaluate and apply knowledge of a range of different concepts and perspectives
7	Critically analyse different approaches to practical situations
8	Create an awareness of processes and influences relevant to the international trading environment
Personal and Key Transferable/ Employment Skills and Knowledge:	
9	Communicate ideas in a variety of different formats
10	Select and organise material and present it to a strict deadline
11	Effectively manage work time both independently and as a member of a group

SYLLABUS PLAN – summary of the structure and academic content of the module

A wide range of topics will be covered throughout the module and the following are core examples:

- Economic bases for international trade
- Protectionism and free trade including globalisation
- International institutions/agreements
- International marketing environment
- Evaluating customer buying behaviour in different countries at different stages of development
- Using market research to identify opportunities, similarities and differences
- Determining pricing strategies for international markets

- Selecting a product management strategy for international markets
- Selecting a distribution strategy
- International marketing communication issues

LEARNING AND TEACHING

LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)

Scheduled Learning & Teaching activities	45	Guided independent study	155	Placement/study abroad	0

DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS

Category	Hours of study time	Description
Scheduled Learning & Teaching Activities	30	Interactive Lectures
Scheduled Learning & Teaching Activities	15	Seminars
Guided Independent Study	50	Writing up assessments
Guided Independent Study	60	Reading and Research
Guided Independent Study	45	Group work and preparation

ASSESSMENT

FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Economic Debate	45 mins	1,3,4,5	Verbal
Bringing a product to market	15-minute pitch (group)	4,5,6,7	Verbal /

SUMMATIVE ASSESSMENT (% of credit)

Coursework	100%	Written exams	50	Practical exams	50

DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Market Opportunity Presentation (Group)	50	15 slide dec (20 mins)	1,3,4,5,7,8,9, 10,11	Verbal & Written
Market Entry Report	50	3000 words	1,2,3,4,5,6,7, 8	Verbal & Written

DETAILS OF RE-ASSESSMENT (where required by referral or deferral)

Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Market Opportunity Report	2000 Words	1,3,4,5,7,8,9,10, 11	August resubmission

Market Entry Report	3000 Words	1,2,3,4,5,6,7,8	August referral period

RE-ASSESSMENT NOTES –

Where you have been referred/deferred for the presentation you will produce a 2000-word essay based write up on your presentation topic/material. This will constitute 50% of the module (10 credits).

Where you have been referred/deferred for coursework/practical, you will produce a 3000-word essay based write up on your presentation topic/material. This will constitute 50% of the module (10 credits).

RESOURCES

INDICATIVE LEARNING RESOURCES - The following list is offered as an indication of the type & level of information that you are expected to consult. Further guidance will be provided by the Module Convener.

Essential reading

Doole, I., Lowe, R. and Kenyon, A. (2019) *International marketing strategy: analysis, development and implementation*. 8th edn. Andover: Cengage Learning.

Ghauri, P.N. and Cateora, P.R. (2021) *International marketing*. 5th edn. London: McGraw-Hill Education.

Hollensen, S. (2020) *Global marketing*. 8th edn. Harlow: Pearson.

Kotler, P., Keller, K.L. and Chernev, A. (2021) *Marketing management*. 16th global edn. Harlow: Pearson.
Publication information.

Indicative reading

Czinkota, M.R., Ronkainen, I.A. and Cui, A.S. (2022) *International marketing*. 11th edn. Andover: Cengage Learning.

Keegan, W.J. and Green, M.C. (2020) *Global marketing*. 10th edn. Harlow: Pearson.

de Mooij, M. (2021) *Global marketing and advertising: understanding cultural paradoxes*. 6th edn. Thousand Oaks, CA: SAGE.

Kotabe, M. and Helsen, K. (2022) *Global marketing management*. 9th edn. Hoboken, NJ: Wiley.

Web based and electronic resources:

- www.bized.co.uk *For business, economics, accounting students*
- www.cim.co.uk *Chartered Institute of Marketing - some free resources*
- www.consumerpsychologist.com/international.htm
- www.guardian.co.uk
- Marketing Week.co.uk

CREDIT VALUE	20	**ECTS VALUE**	**10**
PRE-REQUISITE MODULES	Marketing to Level 5		
CO-REQUISITE MODULES	None		
NQF LEVEL (FHEQ)	6	**AVAILABLE AS DISTANCE LEARNING**	NO
ORIGIN DATE		**LAST REVISION DATE**	
KEY WORDS SEARCH			

MODULE TITLE	People Management			CREDIT VALUE	20
MODULE CODE	EXE2102		MODULE CONVENOR	Andrew Faulkner	
DURATION	TERM	1	2	3	Number Students Taking Module (anticipated) 4
	WEEKS	X	X	X	

DESCRIPTION – summary of the module content (100 words)

This module develops the skills and knowledge that are needed to manage people within an organisation. It recognises that the management of people operates within the internal framework of organisation values, culture, policies and practices and that externally it should meet the requirements of current legislation and ensure ethical and environmentally friendly behaviour.

MODULE AIMS – intentions of the module

The aim of this module is to enable students to learn how to manage people in organisations considering the legal and ethical requirements of modern organisations.
Students should be able to progress into management roles within the workplace with a strong understanding of development and motivational requirements and the potential dangers of stress in the workplace.

INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed)
On successful completion of this module, **you should be able to**:

Module Specific Skills and Knowledge:	
1	Select personnel against specified requirements
2	Analyse the development needs of teams and individuals
3	Allocate work to teams and individuals agreeing objectives and work plans
4	Evaluate the performance of teams and individuals
5	Contribute to the implementation of disciplinary and grievance procedures
Discipline Specific Skills and Knowledge:	
6	Demonstrate an understanding of the skills and knowledge required to manage people through the application of a range of HRM techniques
7	Use a range of evaluation and analytical techniques to contribute to the development and performance of teams and individuals
Personal and Key Transferable/ Employment Skills and Knowledge:	
8	Evaluate own strengths and weaknesses
9	Manage own learning
10	Communicate effectively
11	Work with and relate to others
12	Build teams
13	Make decisions

SYLLABUS PLAN – summary of the structure and academic content of the module

A wide range of topics will be covered throughout the module and the following are core examples:

- Selection of personnel – information/documentation needed; assessment and selection methods, including relevant legislation
- Development – identifying development needs/learning styles. Group development. Group roles and conflict

- Allocating work – job design, motivation and empowerment techniques. Delegation. Leadership and management styles. Performance management systems.
- Evaluating performance – measuring performance, mentoring, coaching and counselling. Conflict resolution.
- Disciplinary/grievance procedures – organisational procedures, legislation, ACAS

LEARNING AND TEACHING

LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)

Scheduled Learning & Teaching activities	45	Guided independent study	155	Placement/study abroad	0

DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS

Category	Hours of study time	Description
Scheduled Learning & Teaching Activities	15	Tutor led seminars and discussions
Scheduled Learning & Teaching Activities	30	Interactive Lectures
Guided Independent Study	50	Writing up assessments
Guided Independent Study	60	Reading and Research
Guided Independent Study	45	Group work

ASSESSMENT

FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
TBC			

SUMMATIVE ASSESSMENT (% of credit)

Coursework	50	Written exams	50	Practical exams	

DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Coursework – Seminar with documentation	50	30 minutes to include interactive activity plus Q & A with the group Written reflection	1,3,5,6,7,8,9, 10	Written & verbal
Examination (case study-open book)	50	2 hours	1,2,4,6,7,8,13	Written

DETAILS OF RE-ASSESSMENT (where required by referral or deferral)			
Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Coursework – Written Essay	3000-word essay on seminar topic	1,3,5,9,10	August resubmission
Examination	Examination	1,2,4,6,7,8,13	August referral period

RE-ASSESSMENT NOTES –
Where you have been referred/deferred for either or both of the coursework assessments, you will complete a written essay based on the seminar topic you originally selected. This will constitute 50% of the module (10 credits) depending on the amount of criteria needed to be addressed.
Where you have been referred/deferred for the exam, you will have the opportunity to take a second exam in the August/September re-assessment period. This will constitute 50% of the module (10 credits).

RESOURCES

INDICATIVE LEARNING RESOURCES - The following list is offered as an indication of the type & level of information that you are expected to consult. Further guidance will be provided by the Module Convener.

Basic reading:

Essential reading

- Torrington, D. (2011) *Human resource management*. 8th edn. Harlow: Prentice Hall.

Indicative reading

- Adair, J. (2007) *Develop your leadership skills: the Sunday Times creating success series*. London: Kogan Page.
- Armstrong, M. (2012) *Handbook of human resource management*. 12th edn. London: Kogan Page.
- Armstrong, M. (2013) *Armstrong's Handbook of Reward Management Practice: Improving Performance Through Reward*. 4th edn. London: Kogan Page.
- Cole, G. (2010) *Personnel and human resource management*. 5th edn revised. London: Continuum.
- Foot, M. and Hook, C. (2011) *Introducing human resource management*. 6th edn. Harlow: Prentice Hall.
- Northouse, P. (2013) *Leadership theory and practice*. 6th edn. London: Sage.

Web based resources:

- *www.acas.org.uk.*
- *www.personneltoday.com,*
- *www.cac.gov.uk*
- *www.cbi.org.uk*
- *www.cipd.co.uk*
- *www.compactlaw.co.uk,*
- *www.dcsf.gov.uk*
- *www.cre.org.uk,*

CREDIT VALUE	20	**ECTS VALUE**	**10**
PRE-REQUISITE MODULES	None		
CO-REQUISITE MODULES	None		
NQF LEVEL (FHEQ)	5	**AVAILABLE AS DISTANCE LEARNING**	NO
ORIGIN DATE		**LAST REVISION DATE**	
KEY WORDS SEARCH			

MODULE TITLE	Management Project			CREDIT VALUE	20
MODULE CODE	EXE3105		MODULE CONVENOR	Taha Hassan	
DURATION	TERM	1	2	3	Number Students Taking Module (anticipated) 4
	WEEKS	10	10	10	

DESCRIPTION – summary of the module content

The management project provides students with the opportunity to pursue individual and independent research while being provided with appropriate tutorial guidance and support. It aims to introduce the student to the application of a range of research and methods and to consider management practice from the perspective of relevant theoretical frameworks**.**

MODULE AIMS – intentions of the module

This aim of this module is to enable students to develop their research skills while allowing them to explore solutions to real work-based problems back by appropriate theory.

INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed)

On successful completion of this module, **you should be able to**:

Module Specific Skills and Knowledge:	
1	Undertake a comprehensive study into the chosen area of business research
Discipline Specific Skills and Knowledge:	
2	Critically analyse and evaluate data, using a range of sources effectively
3	Use appropriate quantitative and qualitative techniques
4	Create, evaluate and assess a range of options
5	Demonstrate reflective learning
Personal and Key Transferable/ Employment Skills and Knowledge:	
6	Conduct research into business issues, using a range of data, sources and appropriate methodologies
7	Select and organise material and present it in a timely and appropriate format
8	Demonstrate effective self-management skills

SYLLABUS PLAN – summary of the structure and academic content of the module

Initial sessions will be organised to provide guidance for the commencement of the management project. These will focus on study skills and research methodology.

Subsequent guidance and support will be provided through meetings arranged with the project supervisor.

LEARNING AND TEACHING

LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)

Scheduled Learning & Teaching activities	30	Guided independent study	170	Placement/study abroad	0

DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS

Category	Hours of study time	Description
Scheduled Learning & Teaching Activities	15	Lectures – study skills, research
Scheduled Learning & Teaching Activities	15	Tutorial support for project development
Guided Independent Study	70	Writing up report
Guided Independent Study	100	Reading and Research

ASSESSMENT

FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
TBC			

SUMMATIVE ASSESSMENT (% of credit)

Coursework	100	Written exams	0	Practical exams	0

DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Coursework- Research proposal	20	1000 words proposal	1,2	Written
Coursework – individual Management Project Consultancy report	60	4500 words	1,2,7,8	Written and verbal
Digital article	20	250-word s	1,2,3,4,5,6,7,8	Written

DETAILS OF RE-ASSESSMENT (where required by referral or deferral)

Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Coursework – report	5000-word essay	1,2,3,4,5,6,7,8	August resubmission

RE-ASSESSMENT NOTES –

Where you have been referred/deferred for the Management Report, you will be required to produce a 5000-word report in a similar format related to a business problem. This will constitute 100% of the module (20 credits).

RESOURCES			
INDICATIVE LEARNING RESOURCES - The following list is offered as an indication of the type & level of information that you are expected to consult. Further guidance will be provided by the Module Convener.			
Basic reading: The reading list will be dependent upon the subject area of the Management Project. It is anticipated that reference will be made in the course of the project, appropriate academic texts, as well as use of a range of other primary and secondary research material.			
CREDIT VALUE	20	**ECTS VALUE**	**10**
PRE-REQUISITE MODULES	None		
CO-REQUISITE MODULES	None		
NQF LEVEL (FHEQ)	6	**AVAILABLE AS DISTANCE LEARNING**	NO
ORIGIN DATE		**LAST REVISION DATE**	
KEY WORDS SEARCH			

ASSESSMENT PROCEDURES

To satisfy course aims the assessment procedures have been devised to ensure that

- candidates are enabled to continue to develop their knowledge, skills and abilities throughout the degree programme
- credit is given for research and analysis
- in-course assignments are recognised and valued
- a final summative grade makes a clear and accurate distinction between candidates

The full assessment handbook from the University of Exeter is available online at http://admin.exeter.ac.uk/academic/tls/tqa/Part%2012/12AHandbook.pdf

Procedures for dealing Mitigating / Extenuating Circumstances

Please refer to the HE Hub for details on Mitigating / Extenuating Circumstances criteria and process. Evidence e.g. medical practitioner information **must** be provided. This also applies to any in-class assessments such as tests or presentations.

Pressure of work and lack of time management are **not** regarded as extenuating circumstances, neither is the failure of IT, computer or printing systems.

If you believe you will be unable to meet a deadline and believe you have valid conditions, please ensure that you complete the application for Extenuating/ Mitigating Circumstances form that is available to you via your EILP, and submit it with appropriate evidence to the HE Office in Room 2.35 in the IoT, Hele Road Campus. EC@exe-coll.ac.uk or online at the Student Hub-Higher Education- Academic Support-Extenuating Circumstances **This must be completed before the due submission date.** A maximum of 10 working days extension from due submission date will only be granted if the ECs have validated. So, ensure you continue to work on the assessment.

Verification of marks

All sets of marked scripts are verified by a second marker and made available for the approval of the External Examiner.

Role of the External Examiner

BABM students will have an opportunity to meet with the External Examiner during the interim visit in March 23. The role and responsibilities of the External Examiner are those stated in the University of Exeter's Code of Practice for External Examiners. Links to this will be found on the HE Hub under UOE Partnership information. Our current BABM External Examiner is Caroline Burr, Bournemouth University.

GRADING CRITERIA AND CLASSIFICATION USED FOR BA BUSINESS MANAGEMENT

Grade	%		Major Criteria
Distinction	A final credit weighted mark greater than or equal to 69.50% Or A final credit-weighted mark greater than or equal to 68.00% and modules to the value of at least 50% with a module mark greater than or equal to 69.50%	1	Systematic, logical and cohesive structure
		2	Sound and original handling of information; not directly dependent on sources
		3	Clear understanding of main concepts
		4	Good use of references and evidence
		5	Critical and analytical arguments
Merit	A final credit-weighted mark greater than or equal to 59.50% Or A final credit-weighted mark greater than or equal to 58.00% and modules to the value of at least 50% with a module mark greater than or equal to 59.50%	1	Sound coverage of information with systematic presentation
		2	Some original reflection or treatment
		3	Good use of references
		4	Critical and analytical treatment
Pass (50%+)	A final credit-weighted mark greater than or equal to 39.50%	1	Sound coverage of information
		2	Some critical and analytical treatment
		3	Some reference to authorities and use of supporting evidence
Pass (40%+)		1	Episodic treatment, sketchy but accurate description
		2	No critical treatment
		3	Some attempt at analysis
		4	Some reference to authorities
Fail	The pass/fail threshold for the programme is an average of 39.50%	1	Episodic, incomplete and/or inaccurate descriptive writing
		2	No critical treatment or analysis
		3	No reference to authorities or use of evidence
		4	Frequent intuitive and unsubstantiated personal comment

GENERIC GRADING GRID BABM

80-100	70-79	60-69	50-59	40-49	30-39	0-29
Exceptional scholarship for subject and level Outstanding ability to apply and critically appreciate, evaluate, challenge and articulate concepts, ideas and their inter-relationship Sophisticated and fluent presentation. Excellent written English Detailed appropriate and perfectly cited sources and references	Systematic, logical and cohesive structure Sound and original handling of information: not directly dependent on sources Clear understanding of main concepts Good use of references and evidence Critical and analytical arguments	Sound coverage of information with systematic presentation Some original reflection or treatment Good use of references Critical and analytical treatment	Sound coverage of information Some critical and analytical treatment Some reference to authorities and use of supporting evidence	Episodic treatment, sketchy but accurate descriptive No critical treatment Some attempt at analysis Some reference to authorities	Episodic, incomplete and /or inaccurate descriptive writing No critical treatment or analysis No reference to authorities or use of evidence Frequent intuitive and unsubstantiated personal comment	Poor grasp of topic concepts Failure to answer the question Failure to apply relevant skills at the appropriate academic level Work is inarticulate and/or incomprehensible

Specific guidance will be given in each individual assessment brief.

GENERAL COLLEGE INFORMATION AND GUIDANCE

EVALUATION

1. Student comment is welcomed and a review process has been set up which allows students to influence the development of the course. Students have the following opportunities to make their views known:

   - regular tutorial sessions with course tutor
   - induction review - via questionnaire
   - Mid module and end of module student reviews
   - twice-yearly course committee meetings attended by lecturing staff, student representatives and University course Validator;
   - private discussion between course Validator and course representatives (following committee meetings)
   - meetings of group student representative with Head of HE and Vice Principal
   - course end review - via questionnaire.

   Student comment is collated and considered in the development of the Programme team Action Plan.

2 Reports on the course are made each year by the External Examiner and the University course Validator. Recommendations made are referred to the course team and included in the course team Action Plan.

3 The course is regularly reviewed by the University of Exeter.

LEARNING RESOURCES

College ID card

You must have a valid College ID card for borrowing resources. This card can be obtained from the Learning Centre, once your enrolment details are on the MIS database. This card shows your College email address, user ID and initial password for using computers. You will also be issued with Exeter University student cards allowing you access to a wide range of texts, journals and digital resources from industry and academic sources nationally and internationally.

Computing facilities

There are networked computers in the Institute of Technology / Victoria House LRC HE Study Centre which can be used at any time during opening hours unless previously booked. You may book one of the open access computers accessed through the portal.

On the computers you will find Microsoft Office applications, Outlook, the College Portal, access to the Internet and a variety of other software. The Learning Centres also subscribe to a range of Online Resources, Gale international newspaper and journal database), Croner-I Human Resources, Equality & Diversity information and Harvard Business Review. Company reports are also available in electronic format.

There is a printer/copier in the Centre. Credits can be added to your account, using the credit loader in the Centre, before sending work to the printer or making photocopies.

Further information
More detailed information about the facilities in the Institute of Technology / Victoria House Learning Centre can be found in guides and help sheets or from the 4 members of staff who work there. All staff are well qualified and always willing to provide assistance when required.

Research skills
You will be given a Learning Centre, WINK induction at the start of your course. Later in your course you will be given an Advanced Skills Session where you will be given advice on researching, evaluating sources and using the online resources available through the Portal, but please ask at any time if you need help finding information.

Students are welcome to use the machines in teaching rooms if no lecture is taking place but are reminded to observe both Health & Safety and the Internet usage policy (posted in rooms). Student Study Rooma are in the IoT 1.27 and in the LRC in the basement of Victoria House. These are exclusively for HE students use. Mobile phones MUST be turned off before entering Learning Centre/IT teaching rooms. Students are urged to read the notices regarding the Computer Misuse Act (posted in the IT teaching rooms).

Virus Problems
Please note that any member of staff does not regard loss of coursework through loss or corruption as sufficient extenuating circumstances for late work. Students are expected to have suitable virus and back-up procedures in place.

EQUALTY, DIVERSITY AND ACCESS

Exeter College is committed to the principles of equality and diversity for all its staff and learners and actively challenges any unlawful discrimination on the grounds of age, disability, gender, gender reassignment, pregnancy and maternity, marital or civil partnership status, race, religion or belief or none, and sexual orientation. The values of equality and diversity underpin all our courses. We promote positive attitudes towards diversity, encourage all learners and staff to reach their full potential and take proactive steps to take account of the additional needs of those people who may experience the greatest barriers to fulfilling their potential.

This Policy Statement applies to all stages of the Higher Education student life cycle.

REFERENCING & PLAGIARISM

This is a very important issue, and you need to read this next section very thoroughly. Further information will be found on the HE Hub-Plagiarism section.

Plagiarism can be defined as the deliberate use of another person's work in your own work, as if it were your own, without adequate acknowledgement of the original source. If this is done in work that you submit for assessment, then you are attempting to mislead the person marking your work. In other words, plagiarism is cheating - trying to claim the credit for something that is not your work.

This is a serious offence, because it threatens to undermine the value of a qualification. We take it very seriously and will impose severe penalties on students who are found guilty of plagiarism.

In Exeter College, we use a wide range of methods to detect possible plagiarism, including electronic methods. The Turnitin system detects similarities and frequencies of words or phrases. We also change our assessments every year, to ensure that work is not copied from earlier years. Ensure that references have been properly acknowledged using the Harvard or APA referencing system. The Turnitin system on teams must be used to electronically submit all assignments.

The penalties imposed:

- In any case of plagiarism, where the work of one student is used by another in an attempt to deceive the examiners, both the student who does the copying and the person whose work is copied will receive **ZERO MARKS/GRADE** for that item of assessment.
- Similarly, any submitted work that contains unacknowledged blocks of text from published works (including web-based sources) in an attempt to deceive will receive **ZERO MARKS/GRADE.**
- In all cases above, we will ask the Departmental Administrator to record the act of plagiarism **permanently** on the student's academic record.

Academic Appeals and Complaints

Complaints should first be raised with your Programme Manager. If you are dissatisfied or wish you may go directly to raise a formal complaint, in writing to the Student Engagement Officer who will provide the correct forms and guidance. HEOffice@exe-coll.ac.uk. Full details of the procedure can be found on Moodle under the HE Hub.

Following a Board of Examiners your final result will be confirmed to you in writing. There may be occasions when you believe that you have been unfairly treated and, in this situation, you may have the right to make a formal appeal to the College. If you believe you have grounds for appeal, please contact the HE Department

All Complaints and Appeals will be treated in strictest confidence.
Please note that at any stage of the complaints or appeals procedure you are entitled to be accompanied by a person of your choosing.

You also have full opportunity to raise matters of concern on academic matters throughout your time at the college without fear of disadvantage and in the knowledge that your privacy and confidentiality will be respected. Your tutor will be able to advise you on where you can obtain impartial help, advice, guidance and support.

Disability Support

The DSA Supervisor/Advisor can help, advise or guide you with any disability or support related issue. This could be applying for individual exam arrangements, or additional support via Disabled Students Allowance (DSA).

DSA provides funding to cover the cost of additional support for students with mental health conditions; physical health conditions; learning difficulties and sensory impairments which may impact on their studies.

At Exeter College we encourage students to engage with us so we can meet individual student needs effectively and in a timely manner.

So, if you have any disability related concerns or questions, please contact the DSA Supervisor/Advisor at your earliest opportunity in the following ways;

In person: Carmen Dix, HE Learning Support - Room G07, Victoria House (33/36 Queen Street), EX4 3SR
By telephone: 01392 400443 or mobile: 07879 113062
Or, by email: dsa@exe-coll.ac.uk

For more information, please follow the link below;
https://adexecollacuk.sharepoint.com/sites/AdultLearning/SitePages/Disability-and-Well-being-Support.aspx

Tutoring

One of the major objectives that the College has in supporting you throughout the duration of your studies is to help you become an independent learner. Not only do we aim to equip you with the skills and attributes that will enable you to successfully complete your course but also to continue learning and developing throughout your professional working life. The College offers students a number of different means of tutorial support designed to meet the particular needs of students.

Responsibilities of your tutor (academic issues)

- To ensure that you have accurate information about your course and the choices open to you
- To ensure that you know what support and resources are available for your use and that you have access to them, including Disability Support where appropriate
- To assist you in identifying your own learning needs
- To ensure that you have appropriate opportunities to develop your learning skills
- To monitor your progression through your course
- To provide you with up-to-date advice and academic guidance when needed and to refer you to specialist support when appropriate.
- Demonstrate access to College systems including Mitigating Circumstances requests and our online 'Career Centre', Exeter College's online Careers Advice and Guidance found on the HE Hub on teams

Other forms of tutorial support

Should you be experiencing difficulties in relation to a particular module you should always seek help in the first instance from your subject lecturer. For example, if you have difficulty in understanding a subject area and require advice on how you could further research the area you could seek this help from your subject lecturer.

It is not uncommon for students, at some point, during their studies to experience some personal difficulties. These can range from problems with time management, money difficulties, illness etc. Should you experience such difficulties you can seek pastoral support from your personal tutor. Where your personal tutor is unable to offer you the appropriate advice, they may suggest you seek further guidance from the College's Student Experience Department who can advise you on a range of support services.

HE Careers Advice and Guidance

Support to plan your future employment opportunities will be given in group and 1:1 tutorial.

COLLEGE POLICY INFORMATION

	College Policy / Further Information
College Mission & Policies	• Mission Statement • Strategic Plan • Complaints Procedure • Data Protection • Disability Equality Scheme • Drug & Alcohol Misuse • Ethical Policy • Gender Equality Scheme • Health & Safety • No Smoking Policy • Plagiarism and Learner Malpractice Policy • Quality Assurance Policy • Quality Strategy • Student Code of Conduct • Teaching & Learning Policy / Strategy Please see the HE Hub on teams for policies and procedures for your programme
Health & Safety: **General Points**	**The College Safety Policy requires you to observe all health and safety rules.** Students are responsible for: • Co-operating and maintaining a tidy and safe working environment • Observing College Health & Safety rules and regulations • Using in a safe manner & not wilfully misusing, neglecting, damaging or interfering with apparatus, equipment, College premises or services. • Reporting any hazard, dangerous equipment or service to the Lecturer in charge of their class or to any other member of the College staff. • Reporting an accident immediately to the Lecturer in charge of their class. • Observing the College No Smoking Policy. • Please observe all signs, information and guidance regarding Social Distancing and reporting on Covid related issues.
First Aid	Contact the College Nurse at Greystone House telephone: 01392 400445. If a nurse is not available contact a First Aider as shown on the notice board. Make sure a member of College staff is informed immediately
Emergency Evacuations	Please read the Emergency Evacuation Notices that are posted around the College and familiarise yourself with your building. It may save your life.

Moving Around the College	You are required to wear your orange lanyard and College ID Card at all times. If you see any suspicious activity of persons, please report it immediately to one of the Security Team. Only water is to be consumed in classrooms.
Absences	Please let the college/ your tutor know if you are unable to attend. Please contact the college by 10am. Please remember that doctors and other health appointments should be made outside your College timetable, as should driving lessons. Holidays may not be taken during college term time.
Complaints Procedure	All complaints will be treated fairly and equally. Exeter College is committed to high quality in all areas of our provision. We encourage everybody to make constructive suggestions, criticisms and compliments. All Exeter College staff have a responsibility to listen and respond to constructive criticism. See above
Financial Regulations you should be aware of	Where you have an outstanding financial obligation, including the non-return of books and equipment, the University /College may: • Defer the marking of examination scripts or any assignments. • Defer consideration of your performance. • Withhold a Board of Examiners' decision. • Withhold an award (hence you may not be able to graduate until any debt is discharged).
Handing in Assignments	You will be set a specific deadline date and time during which your assignment should be handed in "on time". Assignments must be submitted via teams
Plagiarism	This is the deliberate use of another person's work in your own work, as if it was your own, without proper acknowledgement of the original source. If this is done in work that you submit for assessment, then you are attempting to mislead the person marking your work. In other words, plagiarism is cheating. This is a serious offence, because it threatens to undermine the value of the qualification. The College takes this very seriously and will impose severe penalties on students who are found guilty of plagiarism. If you would like to see the full policy on Plagiarism, please ask your tutor or look on the College Portal
Refectory Facilities	Sandwiches, snacks and hot and cold drinks are available throughout the day from our College refectories. Food and drink, other than bottled water, are not allowed in the classrooms, workshops and college property generally, other than in the designated areas.

Smoking	Smoking is not permitted in any part of the College's premises or on any of the College grounds at any time in compliance with the Health Act 2006.
Security	Student lockers cannot be provided because of lack of space. Students are responsible for the security of their personal possessions. Lost property can be collected from the Security offices at each site.
Student Code of Conduct	Exeter College has a Higher Education Student Code of Conduct which you be asked to sign during your induction week. This states the College's commitments to you as a student and the expectations it has from you as a learner.
Vehicle Parking	There is no parking for students on most College sites, except for disabled students with a Blue Badge. However, you may park in the designated 'Pay & Display' car parks adjacent to the various College facilities at certain times, please see notices. You must not park motorcycles or bicycles except in authorised places. Please make sure they are locked securely, preferably with a D-type lock. You must not create dangerous situations by careless parking or create an obstruction, especially of fire exits / routes or walkways. Vehicles illegally parked on College premises will be ticketed or clamped.
Exeter College Learning Centres	Exeter College maintains Learning Centres at the following sites: • CCI • Victoria House • Hele Building • Falcon House • A Level Learning Centre (Hele Tower) • IoT Media equipment is available for loan from each Learning Centre with the widest range being held at the Creative Industry Learning Centre at Queen Street. Each Learning Centre has: • Networked PCs for student use. A Mac suite and TV studio are also available at the Creative Industry Learning Centre • Wi-Fi facilities allow students full network access on their own IT equipment. • Self-service photocopying and binding services • Subject Librarians who have extensive knowledge of resources both available internally and externally, in their designated subject areas. They also deliver both introductory and advanced level information skill sessions.

	The online library catalogue is available both on and off campus. Students can use the catalogue to renew and reserve items, and media equipment and PCs can be booked via the online booking systems. Full information on the range of services and resources and how to contact the Learning Centres can be found on the Learning Centre portal pages. BABM students are dually enrolled as students at the University of Exeter and Exeter College and are provide with login access to UoE ELE system and Library facilities both physically and online. You will use your UoE login to access all digital resources. Foe any queries regarding access to UoE systems please contact the Exeter IT Self Service Portal (https://www.exeter.ac.uk/ITServiceDesk) Student Information Desk **www.exeter.ac.uk/sid** handles all other student queries online or in person in the UoE Forum building.

KEY CONTACTS

	Location	Contact
Higher Education Office: Provide advice and guidance: Extenuating Circumstances, Academic Appeals, Financial Hardship, Accommodation, course information	HE Office H 1.30 Digital & Data Centre Hele Road	Email: heoffice@exe-coll.ac.uk
HE Student Experience Kat Toomey, Student Experience Lead.	HE Office H 1.30Digital & Data Centre Hele Road	Email: heoffice@exe-coll.ac.uk
IT Support: Advice and support with logging on to computers/ laptops, password, Wi-Fi and file formats.	4th Floor Tower Building Hele Road Site	Email: Itsupport@exe-coll.ac.uk Or ask for help at any Learning Centre
Learning Support: Carmen Dix is the HE DSA Supervisor/Advisor - please contact her with any questions you have about additional support for degree-level study.	G07 Victoria House	Email: dsa@exe-coll.ac.uk http://www.exe-coll.ac.uk/HE/Support/Support.aspx https://adexecollacuk.sharepoint.com/sites/AdultLearning/SitePages/Disability-and-Well-being-Support.aspxt
HE Careers Advice and Guidance: Deborah Kearney, Careers and Employability Lead. Advice on career planning incl; Using the College Online Careers system, Progression, Internships, Placements, Graduate job applications and self-employment	HE Office, H 1.30	https://adexecollacuk.sharepoint.com/sites/AdultLearning/SitePages/Disability-and-Well-being-Support.aspx
Exeter College Day Nursery: Open 50 weeks of the year for children 3 months to 5 years old, 75 places available	Behind the CCI Building Monday to Friday 8.00am to 5.45pm	See Portal for further information
Exeter College Students Union & University of Exter Student Guild ECSU is an organisation run by students for students. You will automatically become a member of the ecsu: Exeter College	Hele Road Site	See Portal for further information

Student Union. For BABM students, in your introductory Tour at Exeter University you will have the opportunity to join the Student Guild and participate in a wide range of societies and clubs. Access information UoE and university queries, IT, Library Access etc please contact SID, Student Information Desk, online or in person	Student Guild University of Exeter Streatham Campus SID The Forum UoE - Streatham Campus	info@Exeterguild.com sid@exeter.ac.uk