



The STUDENT Handbook for

**BA (Hons) Business Management in the Service Sector
(Top-up)**

Validated by the Open University

Contents

1. WELCOME AND INTRODUCTION	1
2. COURSE STAFF.....	1
3. THE ACADEMIC CALENDAR	2
4. IT INFORMATION	2
5. HOW AND WHERE TO HAND IN AN ASSESSMENT.....	7
6. COLLEGE SUPPORT STAFF.....	9
7. EXTERNAL EXAMINER FOR THE PROGRAMME	10
8. INTRODUCTION TO THE PROGRAMME	11
9. WITHDRAWING FROM YOUR COURSE.....	12
10. HEALTH & SAFETY	12
11. PROGRAMME SPECIFICATION	13
12. MODULE/UNIT SPECIFICATIONS	1
13. ASSESSMENT AND THE MARKING CRITERIA	1
14. STUDENT SUPPORT GUIDANCE AND ADVICE.....	1
15. OPPORTUNITIES FOR PERSONAL DEVELOPMENT PLANNING	2
16. OPPORTUNITIES AND SUPPORT FOR STUDY ABROAD.....	2
17. WORK PLACEMENT INFORMATION.....	2
18. FACILITIES AND SERVICES	2
19. ASSESSMENT AND PROGRESSION REGULATIONS	3
20. DISSERTATIONS AND PROJECTS.....	3
21. DETERMINATION OF RESULTS	3
22. RELEVANT INSTIUTIONAL POLICIES AND STATEMENTS	4
23. STUDENT PARTICIPATION AND EVALUATION	4
24. GENERAL READING LIST	5

1. WELCOME AND INTRODUCTION

Award title

BA (Hons) Business Management in the Service Sector (Top-up)

COURSE code

TSFH0031 (Full-time) TSFP0051 (Part-Time)

Welcome to Craven College. In particular, welcome to the BA (Hons) Business Management in the Service Sector (Top-up).

This handbook provides you with information about your course, your responsibilities as a student, in addition to information about assessment and other regulatory issues.

More information for students is available on the HE VLE - MOODLE. To access this click on Student Support and then Higher Education and then choose the appropriate section. There is information in the following sections: Support for HE Students; Academic Regulations and Policies; Assessment Information and Useful Forms; Higher Level Qualifications explained and Who Are Your Learning Partners. It is useful for you to have a quick look at each of these section so you can find your way around the forms etc when you need them.

The course team is looking forward to meeting you and hopes that your time at Craven is both enjoyable and successful.

2. COURSE STAFF

Course Tutor
Caroline Jolliffe

Module Tutors & Dissertation Supervisors:
Gillian Thom
James Simpkin
Sandy Brook

Best wishes to you in your future studies.

3. THE ACADEMIC CALENDAR

TBC

It is your responsibility as a student to comply with the Course and module/unit requirements for attendance and completion of assessments.

4. IT INFORMATION

All students are provided with a username and password.

Your Initial Username will be your enrolment number preceded with an 'st' e.g. st99999999, and your initial password will be letmein and the year you enrol e.g. letmein17. The first time you log into a College PC you will be required to change this password to a different one. Passwords must be at least 8 characters, use a combination of lowercase, uppercase and numbers, and cannot be the same as the last 5 passwords you have used. Use this to log onto the College network on any College PC.

Changing passwords

To maintain security, your password will expire every 60 days. You will be prompted to change this in advance of the expiration date. **Please ensure you log onto the network on a regular basis to prevent your password from expiring.**

If your password has expired, you will be forced to change this the next time you log into a College machine. Access to the intranet and Moodle from home will be prevented until this password has changed.

If you forget your password or cannot get to College to change your password when it expires, then please call the IT Helpdesk on 01756 693839, where the IT team can reset your password, after answering the following security questions:

Name:

Student reference no:

D.O.B:

1st Line of address:

Accessing College systems

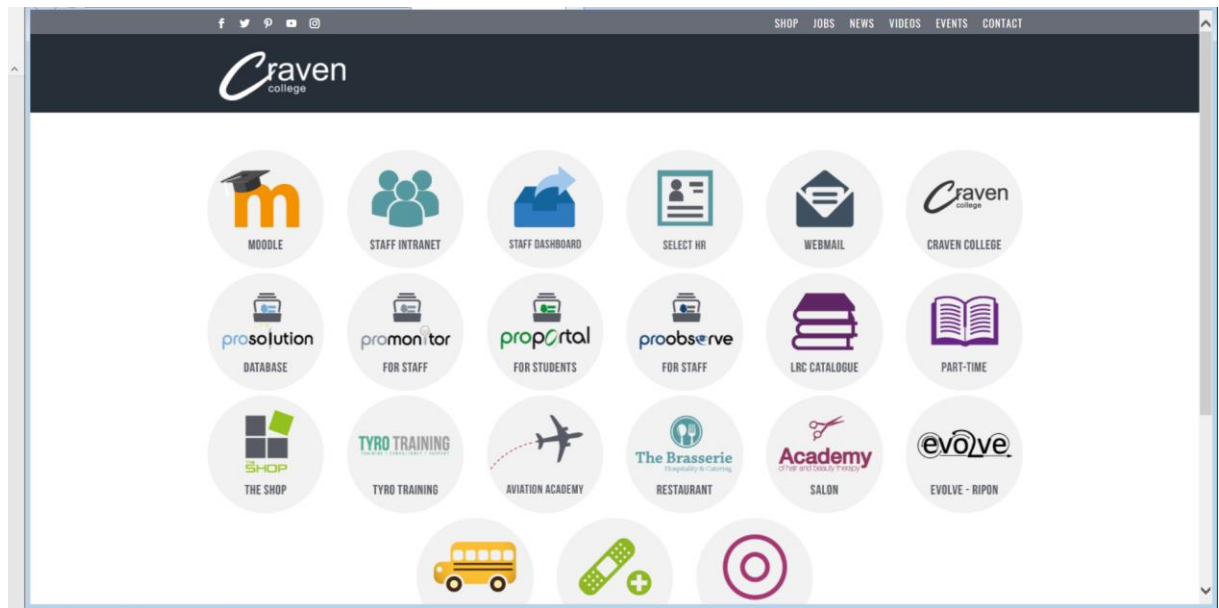
To access the College systems, use the Craven College Web Portal

From a College PC:

- Click on the Internet icon to display the Web Portal

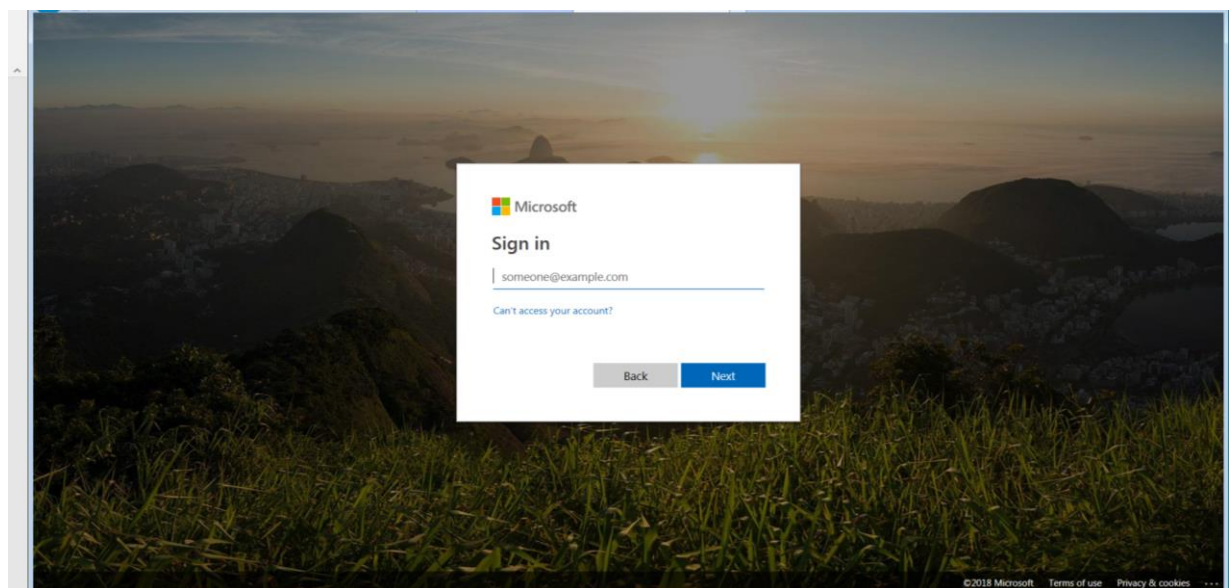
Remotely

- Enter the web address into a browser: intranet.craven-college.ac.uk
- Or search for 'Craven College Web Portal'



Accessing Webmail

- Access the Web Portal and click on Webmail



Screen images may differ depending upon the device used.

- Enter your email address
- Enter your password
- Click Sign in

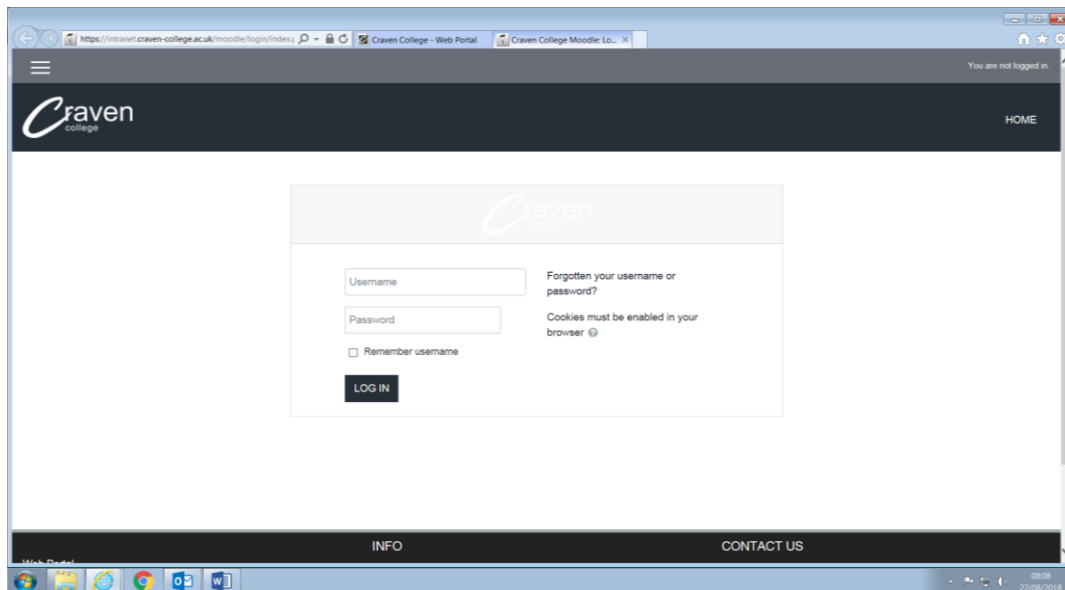
Accessing Moodle

Moodle is a virtual learning environment where your course tutor will upload information and resources for you to access throughout your course.

- Access the Web Portal and click



on Moodle



- Enter your username and password
- Click Sign In

Use of the Internet on College systems

Some websites are blocked within College in order to safeguard and protect students from potential radicalisation and exposure to inappropriate content that could cause distress. The College search engine will allow a search using the input terms and a range of potential sites will pop up, but the College firewall will block access to the website if the content is considered potentially harmful. This is programmed. However, unblocking/bypass of the programme can occur. Unblocking will not occur for social or pleasure purposes

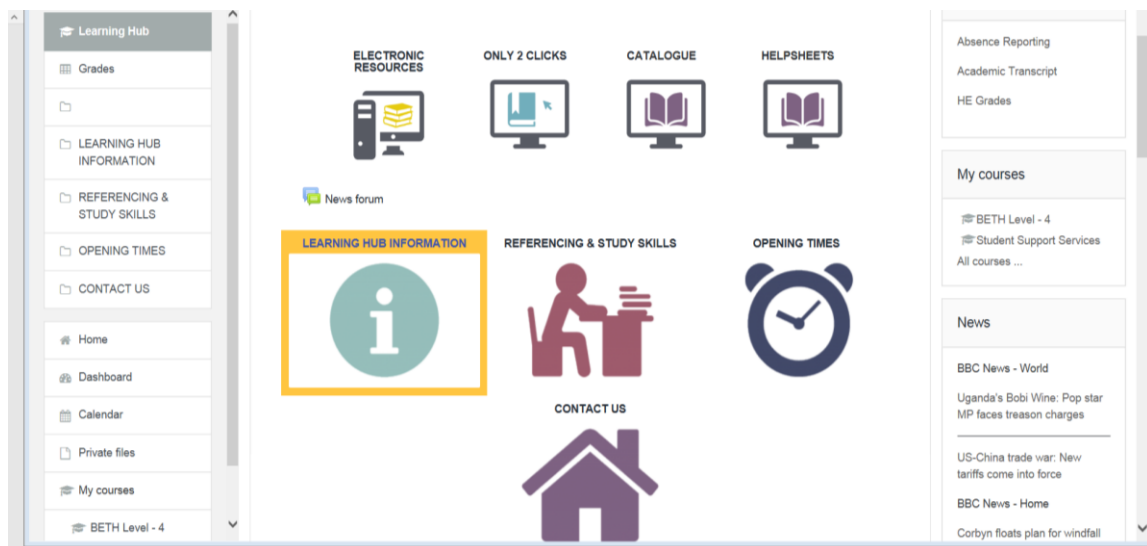
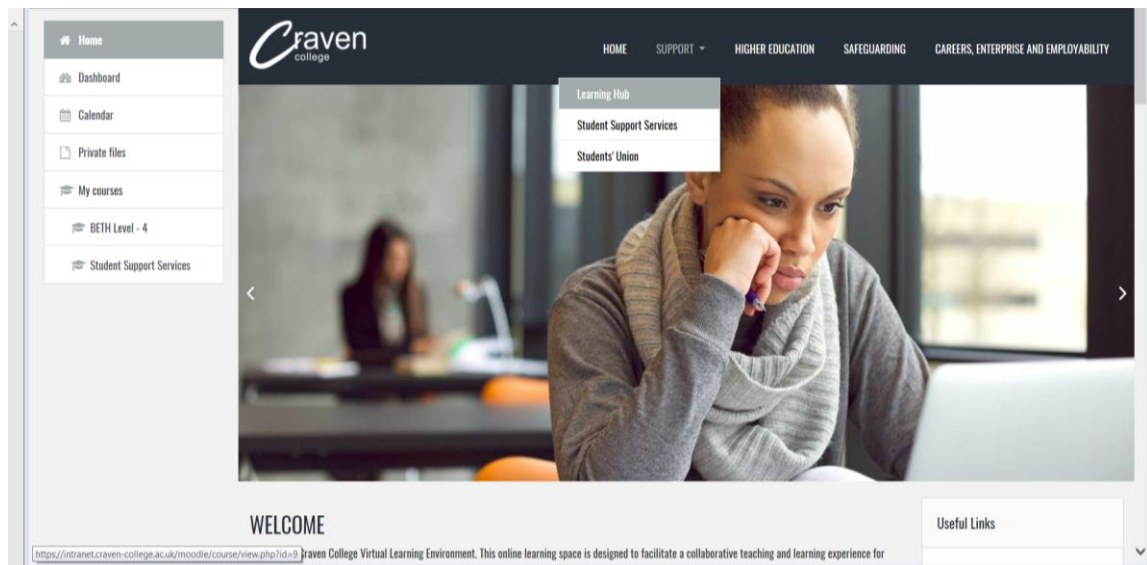
Process for making a request for unblocking

- Make a verbal request to your Tutor
- Your Tutor will assist you to find alternative websites
- If alternative websites cannot be found offering similar content, your Tutor will make a formal request for the site to be unblocked. Please allow one working week for the process to be completed

Accessing learning Hub Electronic Resources

- Access Moodle

- Click the Support Menu at the top of the page and select the Learning Hub



The Learning Hub page contains links to electronic resources such as journals and databases, help sheets, etc including a link to their online catalogue where you can search for resources.

Turn-it-in

Turn-it-in is a software programme used to submit assignments.

- On your course Moodle there will be a Course Assessment/upload area
- Click on the Course Assessment Upload Area
- Select the appropriate assignment from the upload area:

Assessment Upload Area

Work Related learning 3 (WRL3)

Home > BETH Level - 5 > Assessment Upload Area > Work Related learning 3 (WRL3)

My Submissions

Task 1 - WRL 3 Presentation Task 2 - Report

Title	Start Date	Due Date	Post Date	Marks Available
Work Related learning 3 (WRL3) (Task 1 - WRL 3 Presentation)	7 Sep 2016 - 05:12	7 Dec 2016 - 23:59	10 Dec 2016 - 23:59	100

Summary:

Upload your assessments for WRL3 here, your presentation will have to be saved as a PDF to be able to upload it to Turnitin. **Please remember to print a copy of your slides with notes to be handed to the tutor prior to presentation.**

Presentation Date: 07.12.16

Submission date for Report Monday 07.12.16 by 23:59

Refresh Submissions

Submission Title	Turnitin Paper ID	Submitted	Similarity	Grade	Overall Grade
--	--	--	--	--	--

Submit Paper

- From the displayed screen, click the Submit Paper button to upload your assignment
- The following screen will appear, use this to upload the assignment.

Submit Paper

Submission Type: File Upload

Submission Title*

File to Submit

Maximum size for new files: 40MB, maximum attachments: 1

You can drag and drop files here to add them.

☐ By checking this box, I confirm that this submission is my own work and I accept all responsibility for any copyright infringement that may occur as a result of this submission.

Add Submission

There are required fields in this form marked *

Student Surveys

You will be asked to complete surveys at the start and end of your course at Craven College. These are completed electronically. You will be prompted to complete the survey when you log into the College network.

We encourage you to complete these surveys when they arrive. The surveys are your opportunity to have your voice heard and help the College in making improvements to your course and the College as a whole.

Office365

As a student of the college, you are entitled to free use of Microsoft Office for all platforms. This is available to you via <http://login.microsoft.com> using the same login method as you use for your College email address, which is also part of Office365.

Once logged in to this, a button under the banner for Craven College, on the right hand side, will enable you to download and install office on your machine. This works on both PCs and MACs, and is also available for iPads and Android Tablets, via the iTunes App Store and Android Play Store.

Technology Services contact details

The Technology Services staff at Craven College provide the technical expertise to develop and maintain the infrastructure, hardware and software and generally ensure the availability and ease of use of the College computer network and all other technical teaching and learning resources for College staff and students.

Technology Services has a Manager and three Technology Services Engineers: Paul Mastrantuono, Conrad Taylor and Emily Richardson in addition to Karen Matthews helpdesk/ICT Support Assistant. Together the team staff the Helpdesk and maintain IT systems across all campuses, please direct your technical problems or difficulties to them.

The central email address for IT is helpdesk@craven-college.ac.uk or they can be contacted by telephone on 01756 693839. There is usually a member of staff available between the hours of 8.30-5.00pm Monday to Thursday, with Friday hours 8.30-4.30pm.

5. HOW AND WHERE TO HAND IN AN ASSESSMENT

Assessment Submission Procedure for Higher Education

- Details regarding assessment submission are found in each Module/unit Handbook
- Deadlines are non-negotiable, students experiencing problems outside their control must apply for an extension or mitigation
- The deadline time for electronic submission is 12 midnight on the deadline date
- All written work and other work that can be submitted electronically will be submitted via Turn-it-in, which enables proof of submission
- Other coursework must be submitted during College opening hours, at a time set by the module/unit tutor on the deadline date and must include a cover sheet signed by the student and tutor (or other relevant member of College staff) upon receipt

- Cover sheets are available on MOODLE (in the useful forms section), and have a tear-off slip which will act as a receipt for each assessment for students to retain
- The Regulations for The Open University validated awards (available on MOODLE and College website) explain the consequences of missing a deadline

Missing an Assessment Deadline

If you fail to submit an assessment by the prescribed date without prior permission, you will incur the following penalty:

Submission within 6 working days: a 10% reduction for each day late down to the 40% pass mark and no further.

Submission that is late by 7 or more days: submission refused, mark of 0.

Any assessments which are handed in late, without formal approval through the HE Scheme may jeopardise your continuation on the course.

Application for Extension

An application for extension of up to 5 days may be granted if, due to personal circumstances, you are unable to complete module/unit assessments by the submission date. The Application for Extension form can be found on the [College website](#). Following completion of the application, you must call the HE Team, Aireville Campus, on 01756 708051 to arrange an appointment to submit your application

Extensions will not be granted for practical assessments, group assessments, examinations or presentations.

THE APPLICATION MUST BE SUBMITTED PRIOR TO THE ASSESSMENT SUBMISSION DATE

Application for Mitigation

In exceptional circumstances you may apply for mitigation. The Application for Mitigation form can be found on the [College website](#) and may be submitted when, due to personal mitigating circumstances, you are unable to complete module/unit assessments or where you consider that the quality of your performance on a module/unit has been adversely affected by a particular personal circumstance. Applications for mitigation must be substantiated by independent documentary evidence, such as a medical certificate, letter from an employer, statement from a member of academic staff, statement of attendance from a counsellor, etc.

YOU MUST SUBMIT YOUR APPLICATION FOR MITIGATION PRIOR TO THE ASSESSMENT SUBMISSION DATE. **In exceptional circumstances completed forms may be accepted up to 14 days after the submission date. Any information received outside of this time period will not be considered, unless you can provide evidence that you were prevented from meeting the deadline by circumstances outside your control.**

Following completion of the application you must call the HE Team, Aireville Campus on 01756 693863 / 708051 to discuss submission of your application and supporting documentation. Please note The HE Team are not normally available during the evening.

The College will endeavour to consider applications for mitigation within three working days of receipt. Both you and your Course Tutor will be made aware of the decision. **It is your responsibility** to follow up the decision with the HE Team. Please keep a copy of your completed application form.

Plagiarism

Plagiarism, in short, means taking another person's work and incorporating it into your own work without proper acknowledgement. This includes sub-contracting the work to someone else and submitting the same piece of work for two different purposes. For detailed explanation see the HE Student Academic Misconduct Policy which is available [on the College website](#). Use of others work must be referenced using Harvard Referencing.

6. COLLEGE SUPPORT STAFF

Gillian Thom - Higher Education Business & Development Leader

Gillian oversees the HE provision at College, working closely with HE Tutors and support staff across College 01756 693876

Higher Education Team

The HE Team can be found in room P0.14 in the Pen-y-Ghent building, Aireville Campus, the contact number is 01756 708051 / 693863 or the staff can be contacted by email HE@craven-college.ac.uk . The staff may provide guidance about the regulations for the approval of marks and the decisions made by the Board of Examiners, applying for an extension or mitigation. The HE Team hold focus groups with HE student groups.

Diane Ward, Senior Academic Quality Officer (HE)

Scott Boardman, Academic Quality Officer

Student Support Services

The Student Support Services Team provides non-academic assistance for you regarding finance, such as issues with Student Finance England and may also help with personal problems which may affect your success on your course. Student Support Services can also help you decide on your next step regarding your career.

More information about the support available can be found on the [College website](#)

Catherine Jackson – Student Support Services Manager

Catherine can help with all matters relating to careers, welfare and financial support. Contact Catherine on 01756 707254 or 07921 214115

Applications and Finance:**Beth Worswick – Information Officer / Admissions Assistant**

Beth processes Higher Education applications, arranges interviews where necessary and sends out offers of places. Contact Beth in Student Support Services in the Wherside building, or on 01756 693805 or bworswick@craven-college.ac.uk

Specialist Support:**Amena Dakhil - Specific Learning Difficulties (SPLD) Co-ordinator**

Amena co-ordinates support for students across College and timetables study support sessions both at the Aireville Campus and The Aviation Academy. Amena can be contacted on 01756 707274 or adakhil@craven-college.ac.uk

Disabled Students' Allowance:**Amanda Park - SEND Officer**

You can apply for the Disabled Students' Allowance if you are a full or substantial part time student on a Higher Education course. Advice can be found by following: <https://www.gov.uk/disabled-students-allowances-dsas/what-youll-get> or you may speak to a Amanda Park in Student Support Services. Amanda deals with issues relating to Disabled Students' Allowance and can be contacted on 01756 707273 or apark@craven-college.ac.uk

Careers and Employability:**Kate Molloy - Admissions, Careers and Employability Team Leader**

Kate and the team support work experience and placements, careers advice and employability and can be contacted on 01756 707268 or kmolloy@craven-college.ac.uk

Student Voice:**Linda Sands - Student Mentor**

All students have the opportunity to take part in the Student Union and Higher Education focus groups as well as regular student surveys. Linda co-ordinates and liaises with the Student Reps on behalf of the College's Student Union. Linda can be contacted on 01756 707257 or lsands@craven-college.ac.uk

Counselling

Craven College offer all students a free and confidential counselling service. All of the counsellors who work at College offer the highest possible level of confidentiality consistent with the law, and the codes of the British Association for Counselling and Psychotherapy (BACP). This is an important element of the counselling contract, since in order to create the necessary trust for any work to be undertaken Craven College aims to respect the privacy of all clients. Any questions about the Counselling Service can be made on a confidential basis by calling 07984 599 789.

7. EXTERNAL EXAMINER FOR THE PROGRAMME

External Examiners are appointed by the awarding organisation, The Open University to ensure that assessed work is to the correct standard for the level.

External Examiners (EEs) visit the College during and at the end of the year and examine samples of students' work, and may also wish to meet with students.

The External Examiner for this course is The External Examiner for this course is Peter Wiltshire, Senior Lecturer and Programme Leader BA (Hons) International Tourism Management at the University of Derby. The annual External Examiners report for your course can be found on your course MOODLE.

8. INTRODUCTION TO THE PROGRAMME

The BA (Hons) in Business Management in the Service Sector is both dynamic and challenging and offers a vast array of career paths. The course is aimed at those aspiring to middle and senior management and provides insight into the sector at a strategic level. Successful completion of the course creates a variety of opportunities to the graduate including tourism, retailing, travel, professional services and hotel and catering.

Your Responsibilities as a Student

If you change your address and contact details, you should inform your Course Tutor immediately to ensure the system is updated. This includes your email address as the College will often contact you in this way.

It is your responsibility as a student to comply with the Course and Module/unit requirements for attendance and for completion of assessments on time. Please check the Regulations for validated awards of The Open University which can be found on the [College website](#).

As a student studying at Craven College you are expected to conduct yourself in an appropriate manner and exercise consideration to fellow students and staff. In addition, you must take responsibility for ensuring that academic requirements are fulfilled any Course and/or College deadline is met.

If you are absent from the College

You must notify your Course Tutor if you are absent. It is important for the success of your studies that absence from class is kept to a minimum.

If you are absent through illness immediately prior to an examination or assessment deadline you may wish to submit a case for mitigating circumstances to the Mitigation Panel by completing the Application for Mitigation form. You must complete an Application for Mitigation form and provide a medical certificate as soon as possible. It is your responsibility to apply and put a case for mitigating circumstances which will be assessed by an independent Mitigation Panel. It is worth noting that a case for mitigation is not always approved.

If you are absent through illness on the day of an examination or assessment deadline, you must provide the College with a medical certificate along with an application for Mitigation form as soon as possible.

Notification of infectious disease

If you have been diagnosed with or have had contact with an infectious disease, you must notify the College in writing within 24 hours of diagnosis. You

must not return to College until a medical practitioner's certificate of clearance has been submitted.

9. WITHDRAWING FROM YOUR COURSE

If you decide to withdraw from your course, you must notify the College in writing. This notification must be sent immediately to withdrawals@craven-college.ac.uk and should include details of the reason for withdrawal. Payments made to the College by the Student Loans Company cease when a student fails to attend their course. Tuition fees will be adjusted based on the date you inform us of your withdrawal. For further details please see the Fee and Refund Policy which can be found on [the College website](#).

Course Notice Boards/Communication

You are advised to check MOODLE regularly.

10. HEALTH & SAFETY

Fire prevention

Fire prevention is everyone's responsibility. You can help to prevent fires by:

- Good housekeeping
- Safe use of electrical and gas appliances
- Observing the College smoking policy (designated areas only)

Information

In each room and in many corridors there is a Fire Evacuation procedure that tells you what to do in the event of a fire and the appropriate assembly area for fire evacuation. All fire doors and escape routes are clearly marked. Please do not attempt to fight a fire and follow the instructions of the fire wardens and duty manager.

There are a number of fire refuges around the college buildings if you are unable to get out of the building go to the refuge and await rescue.

When activated the fire alarm is audible accompanied by a flashing white light.

If you discover a fire

If you discover a fire, inform any available member of staff. If no-one is available you should operate the Fire Alarm and then evacuate the building.

Fire evacuation

On hearing or seeing the Fire Alarm, everyone should proceed calmly to the nearest escape route as indicated by the green signs bearing a white running man symbol. Follow this route to get out of the building and continue on to the nearest assembly point so as not to impede the Emergency Services. Do not stop to collect belongings and do not try to leave by your usual entry route unless this is the way indicated by the escape signs. Do not attempt to use the lifts. Evacuation is practised through fire drills. However, you should regard any sounding of the alarm as a fire incident and act accordingly.

Fire Safety for students with disabilities

You are expected to declare any disability that would affect your safety in the event of a fire, e.g. poor hearing may mean the alarm isn't heard, or use of a wheelchair will prevent use of stairs to evacuate. If you are referred to the Disability Support Co-ordinator, a personal Fire Evacuation Plan may need to be developed. This will then be used in any evacuation of the buildings.

11. PROGRAMME SPECIFICATION

Programme/award title(s)	BA (Hons) Business Management in the Service Sector Course (Top-up)
Teaching Institution	Craven College
Awarding Institution	The Open University (OU)
Date of latest OU validation	2016
Next revalidation	2020-21
Credit points for the award	360 (contained awards of 240)
UCAS Code	N200
Programme start date	September 2016
Underpinning QAA subject benchmark(s)	General Business and Management Subject Benchmarks 2015
Other external and internal reference points used to inform programme outcomes	
Professional/statutory recognition	
Duration of the programme for each mode of study (P/T, FT,DL)	FT 1 year (2 semesters) , PT 2 years (4 semesters)
Dual accreditation (if applicable)	
Date of production/revision of this specification	January 2016 The information contained here is believed correct at the time of distribution. The college reserves the right to make changes (with approval from The Open University) that result from on-going monitoring and evaluation

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

- To provide a high quality programme of study, with a professional and vocational focus; which provides an in-depth understanding of service sector organisations and their management at a strategic level.
- To provide students with an appreciation and understanding of the integrated and complex nature of service sector management in an uncertain global environment.
- To develop a critical awareness of management concepts, theories and models, to enable students to analyse and evaluate issues in contemporary service sector management practice.
- To provide a stimulating, rigorous and challenging academic experience
- To deliver specialist knowledge informed by the Degree, subject and sector skills benchmarks (from the General Business and Management Subject Benchmarks)
- To develop student skills, knowledge and awareness, personal qualities and confidence essential for successful performance in employment and wider life
- To contribute to the skill base and economy of the region through widening participation in the management of service sector and meeting the needs of employers by closing identified skills and knowledge gaps
- To provide students with a comprehensive knowledge of service sector management to enhance the opportunity for graduate level employment and career progression within a range of industries in the service sector, to include travel and tourism, retail, public services, events and hospitality.
- To prepare students for postgraduate study.

This programme is distinctive in that:

- it combines a range of vocational skills with a broad-based education drawn from higher education and professional practice which enhances graduate's employability
- the tutors have a wide-range of professional, academic and international experiences
- the curriculum has been developed in consultation with Senior Managers of leading service sector organisations to ensure students are studying a current and relevant programme to prepare them for the management challenges facing the sector in the 21st century
- It provides flexibility in study, with each module allowing students to pursue individual interests and career aspirations within the service sector

- It offers an active learning approach, involving seminars, discussions, case study analysis, problem solving activities and industry speakers

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The BA (Hons) Business Management in the Service Sector top-up course provides a progression route for students studying Foundation Degrees (FD) with a service sector basis at Craven College. These Foundation Degrees and the BA (Hons) Business Management in the Service Sector top-up have been written using the Quality Assurance Agency for Higher Education (QAA) General business and management benchmark statement (2015). Using this benchmark statement to design the programmes ensures that students' should only progress to level 6 with the expected knowledge and understanding of organisations, their management and the changing external environment in which they operate.

Internal Progression to Level 6

Internal applicants are required to have successfully completed a Foundation Degree of 240 Credits in order to progress on to the top-up. The relevant Foundation Degrees to progress to the top-up are:

- Business Management FD
- Travel Operations Management FD
- Events Management FD
- Hospitality Business Management FD

External applicants entry to Level 6

Admissions to this programme at Level 6 are dependent on having successfully completed a Foundation Degree or similar level 5 qualification in a relevant subject area (240 Credits). Relevant subject areas include Business, Management, Travel and Tourism, Hospitality, Events, Public Services and Retail. Applicants external to Craven College will be required to provide evidence of their qualification to ensure that it is compatible with the specific areas identified from the General Business Management Subject Benchmark Framework.

Students who have studied elsewhere and would like to assess whether their foundation degree or other Level 5 qualification would enable them to study at this level should contact the Central Admissions Team. They can advise and match the qualification to what will be needed for a successful application. What is important is that students have every opportunity of succeeding on the BA (Hons) Business Management in the Service Sector and so ensuring that previous studies have prepared students for the top up is an essential step.

Further details regarding entry requirements can be found in section 7.

Successful completion of the BA (Hons) Business Management in the Service Sector provides an opportunity for students to progress to postgraduate study at another institution, subject to course entry requirements.

3. Programme outcomes

Programme learning outcomes have been chosen to build a Business Management in the Service Sector programme which will give graduates an understanding of service sector organisations and the way they are managed, along with an appreciation of the complex environments in which they operate. The programme teaching, learning and assessment strategy enables students to develop vocational skills to increase their employability, through the application of management theories and concepts to real life business problems. Whereever possible students are encouraged to use a placement or current employers' organisation as the focus of their assessment tasks, to allow them to demonstrate the relevance of their knowledge and skills to current and future employers. Assessment allows opportunity to investigate current issues of particular relevance to their employers. On completion of the course, graduates will have developed a range of transferable skills and knowledge that prepares them for a management role within the sector.

At module level, learning outcomes at level 6 facilitate the growing independence of students. Students will gain understanding of key academic debates and current sector practice, as well as the relationship between different business disciplines. Tasks will be research based and more complex, whilst allowing flexibility to reflect the student's own interests.

For more details of how the Programme outcomes are addressed throughout the course refer to Annexe 1 on page 18 and the individual module specifications which identify where programme outcomes are assessed.

3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>1. Demonstrate a critical knowledge of a range of theories and concepts related to business and management in the service sector</p> <p>2. Demonstrate knowledge of the elements of research and methodology relevant to the service sector through successful completion of a research proposal and dissertation</p> <p>3. Demonstrate a systemic understanding of how key business functions contribute to business effectiveness.</p> <p>4. Demonstrate a critical knowledge of the complex and uncertain nature of the global environment in which service sector organisations are managed</p> <p>5. Demonstrate a critical understanding of how service sector organisations deal with complex business and management issues</p>	<p>Teaching and learning will take place through a combination of lectures and seminars alongside significant directed and independent learning outside of the scheduled sessions. Each module will follow a teaching and learning plan, available to students in the module handbook at the start of the course. The module handbook will outline the learning outcomes, the assessment, the formal teaching scheduled activity and guided learning for outside the sessions.</p> <p>Lectures and seminars provide an opportunity to share knowledge and experience, they also provide a forum for discussion, debate and exploration of issues. Lectures will provide an introduction to the subject, with seminars allowing deeper investigation of the topics/issues through case studies, discussion, debates and application of theory to organisation and management issues and problems. The teaching and learning plan provides reading and activities for students to prepare for seminars, as well as suggesting some further resources for independent learning.</p> <p>The course 'virtual learning environment' (VLE) plays an integral role in the teaching and learning strategy. It provides a forum for tutor and student communication and feedback, as well as student to student discussion and support. Each module has its own space on the VLE where lesson materials, guided learning activities and further independent reading are available in an easily accessible format.</p>

3A. Knowledge and understanding

Guest speakers from a management level in service sector organisations further enhance students' learning, enabling them to understand service management issues in different contexts, and providing a further forum for discussion and debate.

Students are expected to engage in a minimum of 200 hours of academic activity per module (400 hours for dissertation module). This includes attendance at lectures and seminars as well as engagement with directed and independent learning activities and assessment.

In preparation for the dissertation module all students complete introductory sessions on research skills and are supported in choosing a topic and producing a research proposal. Following the submission of their proposal students are allocated a dissertation supervisor to support and guide this piece of independent study.

The teaching and learning plan sets out the assessment strategy for each module, consisting of both formative and summative assessment. Formative assessment enables students to demonstrate their learning and gain feedback on their knowledge and understanding as well as the development of cognitive skills. The submission of a draft provides an opportunity for valuable feedback on students progress. Summative assessment takes the form of case study and problem-based assignments, individual presentations, reports, essays and a dissertation.

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>6. Critically analyse contextual, current and emerging issues within the service sector</p> <p>7. Critically examine current and emerging trends and advancements in communication and information technology</p> <p>8. Critically analyse the unique characteristics of service sector organisations and their management</p> <p>9. Critically analyse, synthesise and evaluate theory, concepts, principles and practices relevant to service sector management</p> <p>10. Critically examine the role of values, ethics and social responsibility in service sector management</p>	<p>The teaching and learning strategy set out above ensures that students are equipped with the cognitive skills to meet the programme and module learning outcomes. High level thinking skills are developed through guided learning and preparation of tasks for seminars. Discussions, probing questioning, small group activities and peer learning in seminars enables students to develop these skills.</p> <p>Students are guided to further reading and critical thinking activities and questions on the VLE, with forums allowing for discussion and debate amongst students outside of the classroom.</p> <p>In the dissertation module supervisors support students in their weekly meetings, guiding them in the critique of theory and concepts and writing of a piece of independent research.</p> <p>Student progress is formatively assessed through completion of written and oral tasks in seminars, as well as through discussion and questioning in the classroom. Summative assessment takes the form of case study and problem-based assignments, individual presentations, reports, essays and a dissertation</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>11. Critically analyse issues faced by service organisations and apply appropriate theories/tools to propose solutions, demonstrating strategic awareness</p> <p>12. Critically evaluate strategies in response to changing market threats and opportunities</p> <p>13. Conduct research and use information effectively to support management decision making</p> <p>14. Critically analyse the relevance of theoretical and academic debates</p> <p>15. Apply a range of appropriate research methods to a given topic</p>	<p>The teaching and learning strategy set out above ensures that students are equipped with the practical and professional skills to meet the programme and module learning outcomes.</p> <p>Practical and professional skills are developed in seminar sessions which include case study analysis and problem solving exercises. Current real life issues and problems in the service sector are investigated, offering an opportunity for students to apply the theories, concepts and models introduced in lectures to realistic situations in a range of contexts. Students work in small groups and are encouraged to be proactive in leadership to present solutions to improve organisation effectiveness.</p>

3C. Practical and professional skills

Students are encouraged, wherever possible, to apply their learning to their own workplace. Seminar sessions provide an opportunity for students to reflect on issues faced by the industry they work in and analyse different strategies for the future development of the business. In addition assessment tasks are designed to enable practical application of theories and concepts to relevant organisational issues and management problems. For example, assessment task two for the Service Enhancement module requires students to analyse service issues in an organisation and propose a realistic service improvement strategy that could be implemented. The programme allows some flexibility to enable students to focus on areas of interest to them or alternatively to apply tasks to issues identified by the employer. With guidance from tutors, students are expected to produce all assessment work using an appropriate professional format. This practical and professional focus throughout the programme enables students to develop and demonstrate their employability skills. Guest speakers enable students to link theories and concepts to different contexts, both through individual reflection and subsequent seminar discussions and activities. For example speakers for the Service Enhancement and Contemporary Human Resource Management modules introduce students to current issues/problems in different service sector contexts which provides an opportunity for further discussion and application of relevant theories in seminars. The teaching and learning plan includes guided learning activities outside the classroom which further develops students learning and practical and professional skills, this includes preparation for seminars.

3C. Practical and professional skills	
	<p>The dissertation module has a number of sessions introducing students to research techniques and these sessions alongside the weekly supervision meetings provide guidance in selecting appropriate research techniques and conducting professional and ethical research.</p> <p>Student progress is formatively assessed through completion of written and oral tasks in seminars, as well as through discussion and questioning in the classroom. Students are required to present solutions to problem solving activities in formal presentations using their independent learning to develop a reasoned argument and defend their ideas and justifications. Peer assessment offers students feedback and extends learning further. Summative assessment takes the form of case study and problem-based assignments, individual presentations, reports, essays and a dissertation.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>16. Apply appropriate analytical tools and techniques and processes</p> <p>17. Select, analyse, synthesise and evaluate from a wide range of academic and industry sources</p> <p>18. Communicate ideas, principles and theories, arguments and analysis effectively in speech or writing</p>	<p>The teaching and learning strategy set out above ensures that students are equipped with the key transferable skills to meet the programme and module learning outcomes. All students attend a Learning Resource Centre Induction on commencement of the programme which is specifically designed for level 6 students. Further support and development of research skills is available in tutorial sessions, the dissertation module and ongoing dissertation supervision meetings. In addition information and advice on higher level research skills is available on the VLE.</p>

3D. Key/transferable skills

19. Use ICT tools to aid the effective communication and presentation of ideas and arguments

20. Take responsibility for personal learning and development, managing time and prioritising workloads

The communication of written and spoken ideas and arguments will be developed through seminar sessions, dissertation meetings and tutorials. Feedback from both tutors and peers will provide guidance on progress against the learning outcomes.

Students will develop the ability to manage deadlines and prioritise tasks by meeting deadlines set for formative and summative assessment throughout the programme. The dissertation supervisor will encourage the student to produce and work to a schedule for the completion of the dissertation.

Summative assessment takes the form of case study and problem-based assignments, individual presentations, reports, essays and a dissertation.

4. Programme Structure

Programme Structure - LEVEL 6			
Compulsory modules	Credit points	Optional modules	Credit points
Strategic Management for the Service Sector	20	Marketing of International Services	20
Critical Perspectives of the Service Sector	20	Contemporary Issues in Human Resource	20
Service Enhancement	20	Management in the Service Sector	
Dissertation	40		

[BA (Hons) Business Management in the Service Sector / 360 credit points]

Full Time Course Structure

Module Title	Credits	Level	Semester
Strategic Management for the Service Sector	20	6	1
Contemporary Issues in Human Resource Management in the Service Sector Or Marketing of International Services	20	6	1
Critical Perspectives of the Service Sector	20	6	2
Service Enhancement	20	6	2
Dissertation	40	6	1 and 2

Part-time Course Structure

Part-time students are required to complete 3 modules equaling 60 credits in year 1. In year 2 they are required to complete 1 module of 20 credits, plus the dissertation. The modules taken in year 1 and 2 will be agreed between the student and the tutor, an example is shown below.

Part-time Year 1

Module Title	Credits	Level	Semester
Strategic Management for the Service Sector	20	6	1
Critical Perspectives of the Service Sector	20	6	2

Part-time Year 2

Module Title	Credits	Level	Semester
Contemporary Issues in Human Resource Management in the Service Sector	20	6	1
Service Enhancement	20	6	2
Dissertation	40	6	1 and 2

5. Distinctive features of the programme structure

Where applicable, this section provides details on distinctive features such as:
where in the structure above a professional/placement year fits in and how it may affect progression

any restrictions regarding the availability of elective modules

where in the programme structure students must make a choice of pathway/route

The BA (Hons) Business Management in the Service Sector top-up programme was developed in consultation with employers to meet the ever increasing demand for highly skilled managers in the service sector. The course provides a progression route for students studying Foundation Degrees (FD) with a service sector basis at Craven College and other institutions. These include:

Business Management FD

Travel Operations Management FD

Events Management FD

Hospitality Business Management FD

The course is aimed at those aspiring to middle and senior management in the sector, providing an academically challenging and vocationally relevant programme. The course programme provides an insight into the sector at a strategic level, exploring contemporary issues and different theoretical perspectives, whilst developing student's interpersonal skills. A particular appeal of the course is that assessment tasks allow for flexibility, enabling students to focus on a particular area of interest in the sector and where possible on their employer's organisation.

The QAA General Business and Management subject benchmark (2015) has been used in the design of the curriculum, with students on completion of the course demonstrating knowledge and understanding of service organisations, how they are managed and the complex and uncertain global environment in which they operate. Within these three areas, the more specific areas of markets, customers, people, operations, information systems, communication and information technology, business strategy and pervasive issues are evident in the course curriculum.

A report by the Chartered Management Institute (2007) stresses the importance of developing a new breed of Managers able to deal with change, to ensure market leadership and competitiveness. It also highlights the importance of transferable skills and management qualifications to employers. This course addresses that need and is designed to develop critical thinkers and problem solvers; equipping students with a range of theoretical tools and analytical skills to enable them to make management decisions within a complex business environment.

The Programme Modules:

The **Critical Perspectives of the Service Sector** module explores the global context within which organisations operate. The module encompasses current political, economic, socio-cultural and technological issues impacting on the sector and their implications for service organisations and their management. Critical factors such as globalisation, emerging markets and the postmodern consumer are analysed in the context of the sector.

The **Contemporary Issues in Human Resource Management** module focuses on a range of contemporary issues and their implications for human resource management in the service sector. The fluid syllabus highlights the relevance of the course, with the module reflecting current and emerging trends and issues that are both practically and theoretically relevant, for example workforce flexibility, managing change and ethics and social responsibility in human resource management.

The **Strategic Management for the Service Sector** module explores key strategic issues facing the service sector and the forces behind these. Traditional and contemporary management theories and models are analysed, enabling students to evaluate the strategic options available to organisations to succeed in a complex and uncertain global environment.

The **Service Enhancement** module focuses on the strategic role and nature of service excellence, evaluating current theories, tools and concepts to support service improvement. The syllabus explores consumer behaviour, the customer experience, service operations, service improvement tools and theories, and analyses examples of service excellence and failure.

The **Marketing of International Services** module explores current issues and trends shaping international marketing and the strategies available for international service sector organisations. The syllabus explores technological advancements and their implications, for example the rise of mobile technology, social media and virtual communities.

The **Dissertation** module is an opportunity for students to undertake a substantial piece of research on an approved topic of interest and present their findings and conclusions in an extended and coherent piece of work.

The course is taught by industry specialists with considerable management experience. The team maintain strong links with organisations across the sector, which strengthens the programme, maintaining currency and providing high level guest speakers. Past speakers include the Managing Director at Leeds Bradford International Airport, Head of International Resourcing at TUI Travel, Customer Service Manager at Virgin Atlantic, Managing Director, Flight Operations Director, General Manager of Customer Care and Human Resource Manager at Jet 2.com and Jet2 Holidays and Human Resource Director at Weetwood Hall Conference Centre and Hotel.

Tutors draw on their own experience, guest speakers and case studies in both the public and private sector, to provide an interesting, current and relevant course programme. Indeed the The Quality Assurance Agency for Higher Education (QAA) Integrated Quality and Enhancement Review (2012) identified many points of good practice at Craven College including that "the specialist learning resources are greatly enriched by the excellent use staff make of their extensive links with professional practitioners, employers and local industry".

Craven College holds a Centre of Vocational Excellence award for Business, Leadership and Management and Tourism and has a solid track record in professional management courses at levels 6 and 7. The legacy BA (Hons) Service Sector Management course has run successfully, meeting robust quality standards since its inception in 2009.

The service sector is both dynamic and challenging and offers a vast array of career paths. Successful completion of the course creates a variety of opportunities for the graduate including tourism, retailing, travel, aviation, professional services, hospitality and events. Destinations of past graduates include Thomas Cook, TUI Travel, ServisAir, Jet2.com, British Airways, International Hotel Chains, and further study.

Students will study the following core modules:

- Critical Perspectives of the Service Sector
- Strategic Management for the Service Sector
- Service Enhancement
- Dissertation

Students will study one of the following optional modules:

- Contemporary Issues in Human Resource Management in the Service Sector
- Marketing of International Services

6. Support for students and their learning

In order to provide a supportive learning environment, a wide range of academic and pastoral support is made available to students. The precise form of support available to students includes the following:

- Information on admission and induction arrangements;
- Information regarding Disabled Students' Allowance (DSA);
- academic guidance and tutorial support;
- pastoral and welfare support;
- Careers information and guidance;
- Study support through the Specialist Learning Support Centre

All students will attend college at the beginning of their programme of study for Induction and to be familiarised with the course and its requirements. They will also experience a range of icebreaker and introduction techniques to forge group cohesion. Following this, students will normally attend the college according to the course timetable. The exact structure of each programme will be developed by course teams to remove barriers for entry and facilitate maximum participation.

Staff associated with the programmes will negotiate and provide individual support through individual tutorials, meetings or other contact, which could also be carried out electronically.

7. Criteria for admission

- Completion of one of the following Foundation Degrees at Craven College enables progression on to the BA (Hons) Business Management in the Service Sector top-up course:

Business Management FD

Travel Operations Management FD

Event Management FD

Hospitality Business Management FD

- Foundation Degree or HND Diploma (or equivalent), with 240 credit points, within relevant subject areas matching to appropriate areas from the QAA General Business and Management Subject Benchmark Statement (2015).
- Relevant subject areas for level 5 study include Business, Retail, Management, Travel and Tourism, Hospitality, Events and Public Services
- Applicants external to Craven College will be required to provide evidence of their level 5 qualification, including modules studied and learning outcomes, to ensure that the student's prior learning is compatible with this course.

8. Language of study

English

9. Information about assessment regulations

Please see the Regulations for The Open University Validated Awards document which can be found on the College's VLE and website

The modular structure used at Craven College is based on 360 credits for a typical three year full-time undergraduate honours degree with 120 credits being assigned to each level. Full details are available on the College Moodle.

10. Methods for evaluating and improving the quality and standards of teaching and learning.

Evaluation of teaching and learning is assessed through lesson observations, module evaluations, students' responses to questionnaires and focus groups and students' comments in Operational and Course meetings. In addition all teaching staff of more than 60 hours per year are required to have achieved a recognised teaching qualification in addition to their subject/sector qualifications/experience. Improvements are through group and individual staff development. There is an HE Staff Development Programme in addition to the College Staff Development Programme both of which focus on raising standards in teaching and learning as well as individual tutors' Continuing Professional Development. Improvements in teaching and learning are

recorded in the College's annual HE Self-Assessment Report and any required improvements in the Quality Improvement Plan. The HE AMR is validated by the Scheme Management Board and reported to the Governors Quality and Standards Committee. The QIP is monitored during the year by the Scheme Management Board including any improvements identified in-year. The Scheme Management Board reports HE academic standards to the Academic Board.

Annexe 1: Curriculum map

References:

Chartered Management Institute (2007) *The Value of Management Qualifications: The perspective of UK employers and managers*. London: Chartered Management Institute. [Online]. Available from <http://www.management-standards.org/sites/default/files/The%20Value%20of%20Management%20Qualifications.pdf> [Accessed on 3rd April 2014]

The Quality Assurance Agency for Higher Education (QAA) (2015) *General business and management benchmark statement*. Gloucester: QAA. [Online]. Available from <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-General-business-and-management.aspx> [Accessed on 3rd April 2014].

The Quality Assurance Agency for Higher Education (QAA) (2012) *Integrated Quality and Enhancement Review, Craven College*. Gloucester: QAA. [Online]. Available from: http://www.qaa.ac.uk/InstitutionReports/reports/Documents/RG920_Craven_College.pdf [Accessed on 3rd April 2014]

Annexe 1 - Curriculum map

This table indicates which study modules assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Core Modules (students will complete all of the following core modules):

		Programme outcomes																			
Level	Study module/unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
6	Strategic Management for the Service Sector	✓			✓		✓						✓	✓			✓				
	Critical Perspectives of the Service Sector				✓		✓	✓							✓			✓	✓		
	Dissertation		✓				✓								✓	✓	✓		✓		✓
	Service Enhancement			✓		✓			✓			✓								✓	

Optional Modules (students will complete 1 of the following optional modules):

		Programme outcomes																			
Level	Study module/unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
6	Marketing of International Services	✓						✓	✓	✓	✓		✓				✓				
	Contemporary Issues in Human Resource Management in the Service Sector			✓		✓				✓	✓	✓		✓					✓	✓	

12. MODULE/UNIT SPECIFICATIONS

See module handbooks available on MOODLE

13. ASSESSMENT AND THE MARKING CRITERIA

Approval of Assessments

All assessments are presented at the Assessment Approvals Committee for approval prior to issue to students. External Examiners are required to comment on assessment briefs before they are presented to the Assessment Approvals Committee.

External Examiner

The External Examiner is involved in the assessment of all work to confirm the standard of the marking of the internal examiners. External examiners review a sufficient sample of such work to satisfy him or herself that the standards being applied are appropriate.

Closed and Open Book timed assessments

See Closed and Open Book Timed Assessments Procedure on the Higher Education section of MOODLE

Assessed group work

Where working in pairs or in groups is a component/task of the assessment, there will be a system for awarding an individual's mark, which will be clear in the assessment brief and therefore approved at the Assessment Approvals Committee.

Summative Assessments

Assessments are marked according to the marking criteria. Provisional summative assessment marks are issued to students with feedback within 4 working weeks of the assessment deadline. Assessment decisions are Second Considered and scrutinised by the External Examiner. Module marks are approved and student achievement and progression is decided at the Scheme Board of Examiners. The decisions are ratified/approved by the awarding organisation where relevant before they are issued to students. The Board of Examiners also decides if a reassessment opportunity is permitted and sets the reassessment deadlines each academic year.

Second Consideration

Second consideration of assessments enables marked work and feedback to be critically appraised to ensure that the marking criteria have been correctly applied and that feedback to students is constructive.

Please see the folder called HE Assessment Marking Criteria which can be found on the Assessment information and useful forms sections of MOODLE.

14. STUDENT SUPPORT GUIDANCE AND ADVICE

Course Tutor (CT)

Your CT's key responsibility is to support you through your course, agreeing your Individual Learning Plan and guiding you to achieve your targets. In addition, your CT may offer Careers Advice and guidance, deliver one-to-one tutorials; group tutorials and will respond to queries or issues.

Your CT and module/unit tutors will be able to provide career and industry/sector advice, in addition to the Student Support Services Team.

Induction arrangements

During induction your tutors will introduce you to the course and the College. For example you will cover:

- Students' Rights and Responsibilities
- Administration and Completion of Records/Standard Documents
- Programme of Study
- Academic and Pastoral Support

Personal Tutorial Entitlement

Tutorial programmes for higher education students focus on one to one support. This will allow you to receive individual help and support specific to your needs. You will have an entitlement to one individual session each Semester.

Study Skills

The Personal and Professional Development module allows opportunities for the development of study technique. Tutorial sessions may also include study skills reminders. In addition, you will notice that many other modules include learning outcomes which encourage you to work on your study skills in an on-going way.

The Learning Resource Centre has books and journals, many of which are on-line, to help you improve your study technique. The LRC staff based at Skipton are available to help you to find online resources too and can be contacted by email lrc@craven-college.ac.uk or telephone 01756 693818. Help is also available from the Specialist Learning Support Centre, ask your Course Tutor about this.

If you think you may have a specific learning difficulty such as Dyslexia your Course Tutor may suggest that you are assessed for this.

15. OPPORTUNITIES FOR PERSONAL DEVELOPMENT PLANNING

As a higher education student you will be encouraged to be fully involved in mapping out your aspirations and analysing your skills.

You will notice that each module has learning outcomes entitled Key Transferable Skills. The inclusion of these learning outcomes ensures that you retain a critical approach to your own development.

In addition, your Course Tutor will guide and support you through the personal tutorial process to help you to set personal goals and to challenge yourself to do your best.

16. OPPORTUNITIES AND SUPPORT FOR STUDY ABROAD

- N/A

17. WORK PLACEMENT INFORMATION

N/A

18. FACILITIES AND SERVICES

Learning Hubs

Craven College Learning Hubs offer quality learning resources to help students achieve their full potential. They offer a wide range of resource materials, books, magazines, electronic resources (including e-books) and DVDs. Students can access all electronic information both on and off campus through the Learning Hub section of Moodle. The staff are more

than happy to deliver electronic inductions and research sessions to groups and students on an individual basis. These can be arranged through your tutor. Students completing a course in Higher Education will benefit from the vast array of electronic resources available. The Learning Hub offers group and one to one training sessions on request for electronic databases, journals, e-books, study skills and bibliographies and referencing.

LOCATIONS

Aireville Campus, Whernside building 01756 693818

Aviation Academy Second Floor, 0113 3919815 – all day open access

E-mail: learninghub@craven-college.ac.uk

OPENING TIMES

Aireville Campus – Whernside

Monday 8.45am – 5.00pm

Tuesday 8.45am – 5.00pm

Wednesday 8.45am – 7.00pm

Thursday 8.45am – 5.00pm

Friday 8.45am – 2.00pm

Opening hours may be adjusted during the academic year. Check Moodle for details of the opening times

Catering Services

Caterlink provides refectory services and hospitality services for all staff, students and visitors to the college. There are three catering outlets across the various sites of the college. Our aim is to provide a good selection of freshly prepared food, a balanced menu with healthy options and at a price that is affordable to everyone

19. ASSESSMENT AND PROGRESSION REGULATIONS

Please see the Regulations for Validated Awards of The Open University which can be found on the [College website](#)

20. DISSERTATIONS AND PROJECTS

As part of the Dissertation module tutors provide group delivery covering all aspects of the Dissertation. In addition, individual supervisions are scheduled on a regular basis.

21. DETERMINATION OF RESULTS

Module Title	Assessment & weighting	Assessment & weighting
Contemporary Issues in Human Resource Management in the Service Sector	Presentation (50%)	Case Study (50%)
Critical Perspectives of the Service Sector	Discursive essay (100%)	
Service Enhancement	Case Study (50%)	Presentation (50%)
Strategic Management for the Service Sector	Report (100%)	
Dissertation	Dissertation (100%)	

For further information about the procedure for approval of marks, decisions for progression and award and how these are communicated, please see the Regulations for validated awards of The Open University which can be found on the [College website](#).

22. RELEVANT INSTIUTIONAL POLICIES AND STATEMENTS

Craven College Equality and Diversity Policy

Promoting equality is not the same as treating people equally. Craven College places great emphasis on access to education as a means to remove barriers, eliminate discrimination, address disadvantage, and raise the aspirations of both present and potential students and staff. This is embedded within the College mission and vision statements.

College Commitment:

To promote equality of opportunity for all students and staff, and advance social inclusion by removing barriers to learning, progression and employment

The full document Craven College Equality and Diversity Policy can be found on the [College website](#)

Appeals procedure

There is no right of appeal against academic judgements, however all students will have a right of appeal against the decision of the Board of Examiners. Grounds for appeal would include but are not limited to an administrative error or procedural irregularity or circumstances that the BoE was unaware of at the time the decision was taken.

The Higher Education Appeals Policy and procedure can be found on the [College website](#).

Complaints procedure

Craven College values the views of all its customers and aims to manage complaints in a way that is sensitive to the needs of both individuals and groups. It is anticipated that most complaints will be dealt with through informal channels but if a student feels that it is necessary to pursue a complaint formally, they should access the Complaints Policy which can be found on the [College Website](#).

Data Protection Policy

The *Data Protection Policy* can be found on the [College website](#)

23. STUDENT PARTICIPATION AND EVALUATION

The College and the Awarding Organisation welcome your views on the course and the College. You will be invited to express your opinion and put forward your views in a number of ways.

- **Group and Individual Tutorials**

The Course Tutor will schedule group and individual tutorials, and this is an opportunity to raise any aspect of the course or college you would like to discuss.

- **Student Representatives**

A representative from your group will be invited to participate in course or sector meetings, meetings of the College's Student Union and HE Operational Meetings. Student representatives shall be given adequate notice of meetings so that they can consult with their fellow students, to ensure all students' views are shared.

- Student Union

Students are able to come together to discuss topics of interest across a range of courses and work with college managers to bring about changes to improve students' experiences.

- Cross-college Representation

There are opportunities for HE students who are members of the Student Union to participate in cross-college committees such as the Board of Governors and the HE Scheme Management Board. All Student Reps are invited to attend HE Operational meetings which take place four times each year.

- Module/unit or Unit Evaluations

During your course you will be asked your opinion regarding each module/unit or unit.

- Feedback

You will be invited to evaluate your College experience through module/unit, course and college questionnaires and possibly the NSS (National Student Survey).

- Focus Groups

The HE Team meets with each group of students for a Student Focus group. You will be invited to give your opinion about various aspects of studying higher education at Craven

24. GENERAL READING LIST

Module/unit reading lists are included in each Module/unit Handbook.