



# MA Global Business Programme Handbook 2021-2022



**Mountbatten**  
Program



University of  
Chester

# INTRODUCTION

Welcome to Mountbatten.

We are delighted to welcome you to Mountbatten and we hope that you will thoroughly enjoy your learning experience with us.

This handbook has been designed to inform those interested in the academic programme, as well support those who are participating, by providing an insight into what this work-based study programme aims to do. It provides information about regulations, submission procedures, contact details and a general outline of the programme. We hope that, after reading this handbook, you will feel free to enquire further about aspects of the programme that interests you. We recommend participants familiarise themselves with the policies, procedures, and regulations that govern their study.

This academic programme places a great deal of responsibility on participants to meet their individual needs and, where sponsorship is involved, the needs of the employer. It seeks to maximise the opportunity for individuals to build upon their existing learning and knowledge and to have their past and future-learning achievements recognised academically.

We hope to have answered and covered your general enquires in this Handbook. However, please let us know if there are issues not covered by emailing us, we can then ensure that the next edition of this handbook meets your needs more fully.

We hope that you will enjoy, and benefit from, your studies.

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## Disclaimer

The information in this handbook is correct at the time of publication. Mountbatten Program reserves the right to make amendments to aspects of the programme as set out in this handbook including its content, timetable, assessment, location and methods of the academic programme delivery. Mountbatten Program also reserves the right to make amendments to its regulations, policies, procedures and fee structures. Amendments will only be made because they have been deemed reasonably necessary and may be due to circumstances beyond our control. In the event that such amendments are made, the Mountbatten Program shall take reasonable steps to notify you as soon as is reasonably possible.

# CONTENTS

INTRODUCTION	2
COVID-19	4
UNIVERSITY OF CHESTER - CEPD	4
PROGRAMME ENTRY REQUIREMENTS	4
BENEFITS OF WORK BASED LEARNING	4
DELIVERY METHOD	5
AIMS OF THE PROGRAMME	6
MA GLOBAL BUSINESS PROGRAMME STRUCTURE	6
ENROLMENT AND ACADEMIC INDUCTION	9
UNIVERSITY OF CHESTER ONLINE PORTAL AND THE MOUNTBATTEN NOTICE BOARD	10
CONFIDENTIALITY	10
STUDENT SUPPORT AND GUIDANCE	11
ENGAGEMENT, ATTENDANCE AND ABSENCE	11
STUDENT EVALUATION	12
APA REFERENCING	12
PROGRAMME ASSESSMENT GRID	13
ASSIGNMENT SUBMISSIONS	13
ACADEMIC POLICIES AND PROCEDURES	18
ASSESSMENT CRITERIA FOR LEVEL 7 (FHEQ7)	18
REFLECTIVE ESSAYS	18
ORAL ASSESSMENT CRITERIA	20
REPORTS & PORTFOLIOS	21

## COVID-19

The health, welfare, and safety of our participants is our highest priority. Mountbatten Programmes Ltd follows UK Government and NHS guidance, and incorporate any additional guidance outlined by our partners to ensure the safety of our participants. We are regularly monitoring updated news and guidance related to COVID-19. **Consequently, information contained herein is subject to change and/or revision.** There will be a need to share best practice between the faculty and student teams and this will enable Mountbatten Programmes Ltd to share knowledge and experience of what works in practice to create a safe workplace through careful workplace safety risk assessments.

## UNIVERSITY OF CHESTER - CEPD

Mountbatten Mountbatten Programmes Ltd is an approved academic partner of the University of Chester; one of the oldest British Institutions devoted to Higher Education in the UK. From its roots in the North West of England, the University of Chester has more than 175 years of experience developing innovative and socially relevant curricula. Its success is reflected in consistently high levels of student satisfaction, resultant employability and the achievement of its graduates.

Mountbatten Mountbatten Programmes Ltd partnered with the University of Chester and their Centre for Economic and Professional Development (CEPD) in 2014. Since becoming partners, CEPD and Mountbatten have jointly developed five PG programmes using the Work Based Integrative Studies (WBIS) framework. At present, we offer a PGC Business Administration (WBIS), MA Global Business (WBIS) and an MBA (WBIS).

CEPD offers professionals an edge and one of the largest centres of their kind in the world. Their distinctive work-based learning approach is highly acclaimed and enables professionals to make a difference to their life and work.

## PROGRAMME ENTRY REQUIREMENTS

1. Bachelor's degree or equivalent.
2. Because the programme is work-based you must be in employment.
3. You must not have previously terminated studies with the University of Chester.

## BENEFITS OF WORK BASED LEARNING

In our experience, work-based learning (WBL) offers more value than traditional educational programmes. With WBL, the workplace becomes the classroom and all learning is embedded in, and through job roles and workplace activities. The purpose is to address the needs of both employees and employers by developing a range of 'soft' or 'transferable' skills such as communication, adaptability, problem-solving, team working, and time management.

Contrary to what many might think, it is not just employees that benefit from work-based learning (WBL). In general, businesses who support WBL will benefit from a more skilled, motivated and loyal workforce.

WBL helps promote effective management development to directly improve employees job performance and productivity. Continuous learning helps develop a “growth mindset”, motivating employees to adopt a flexible and adaptable attitude where co-workers organically encourage one another to keep moving forward, making your team ready for the unexpected as a result of constantly “staying on their toes”.

**Staff retention.** Work-based learning can go a long way in helping businesses retain their staff by enabling employees to progress and achieve job satisfaction. The happier employees are in their jobs, the more likely they are to stay with their employer. Knowing that there is room for progression is also beneficial and will encourage staff to remain loyal.

**Increased productivity.** Work-based learning can increase employees’ morale and we all know that happier staff work harder, leading to increased productivity. The fact that they will also have the knowledge on how to do their jobs in the most efficient way possible, will also help them to increase their levels of productivity. The more productive your staff are, the better chance you stand at achieving bigger profit margins.

**Enhanced competitiveness.** Offering work-based learning in partnership with Mountbatten can enhance your competitiveness as a company. This is certainly true when it comes to attracting new employees to your business. It is likely that candidates will favour a business that offers a work-based learning programme over a similar business that does not, as it shows that you are willing to invest in your employees. Work-based learning also equip employees with relevant skills and knowledge that they can use to do their jobs to a higher standard. Having qualified staff will obviously give you a competitive advantage over businesses that do not, by helping you to win customers and increase your prices, based on the quality of the staff employed at your business.

## DELIVERY METHOD

Mountbatten have adapted the academic programme to include blended learning which is available to students irrespective of their locations. The institute headquarters are in London and classroom facilities are available there for students who wish to join courses being shared with other programme participants. Blended learning includes:

- In-person learning, participants located locally or willing to travel have the option to take part in workshops, tutorials & lectures in London.
- Live online learning, using a range of software methods including zoom to attend classes online.
- Online learning using recordings that the Faculty have prepared for students to consider in their own time, with associated learning & tutorial activities.
- Self-study tasks e.g., planned readings, case study analysis, pastoral and tutorial support and structured problem exercises to continually engage the students.

Students will select which of the learning delivery options are best for them, depending on their personal circumstances. Each course cohort will have regular contact with tutors and fellow students, and tasks may occasionally include group work. The mix of learning methods may be different for each subject and the tutors/Mountbatten will inform you about any individual requirements or changes to these methods. There will be a need to share best practice between the faculty and student teams and this will enable Mountbatten to share knowledge and

experience of what works in practice.

## AIMS OF THE PROGRAMME

The programme is ideal for those who are happy to learn within their workplace with the support from tutors who can assist them to develop their professional practice in a way that will enable them to receive academic reward and develop their future careers. Delivery will be over a period of 12-16 months with a degree of flexibility built into the programmes.

The aims of the Programme is to:

- Promote personal and professional development and improve performance within the workplace.
- Deliver coherent, meaningful, programmes of study which give learners the opportunity to achieve their desired outcomes in relation to their, and their employer's, needs.
- Facilitate reflective practice and develop knowledge and understanding of its underpinning theory in a work-based context.
- Develop the skills, knowledge and capabilities proper to the field(s) of study related to the work-based environment.
- Make use of the learning resources available within and outside of the workplace as appropriate for module achievement.

Level 7 (the UK designation for Masters level curricula) - Students will be assessed on their ability to:

- Demonstrate evidence of critical reading of a range of relevant literature.
- Formulate a coherent argument from such reading which goes beyond the reiteration of existing views.
- Interrelate concepts and appropriate methodologies from published sources and, where relevant, current practices with a coherently expressed personal viewpoint.
- Demonstrate the ability to apply, extend and/or evaluate these concepts and methodologies to an identified problem or issue.
- Undertake, where relevant, any research work (e.g. experimental, experiential, reflective) in such a way that it is planned, implemented and interpreted with due regard for evidence, appropriate modes of enquiry and the communication of its outcomes.

## MA GLOBAL BUSINESS PROGRAMME STRUCTURE

The MA Global Business (WBIS) is delivered through a core curriculum and a series of work-based projects and investigations. The degree is designed for aspiring managers and leaders in business who are interested in Global Business and who want an introduction to the management skills necessary for those who will go on to a career in business. It is suitable for those who are developing careers in a variety of fields and areas, including business and the creative industries as well as the non profit and intergovernmental sector. The degree assessment requires an extensive work-based project which demands an intensive and integrated approach to understanding both the culture and the operational side of business, with an emphasis on innovation and creativity.

### What will I study?

The MA, awarded by The University of Chester, is achieved through the successful completion of 180 credits. The compulsory modules are:

- IS7002 Skills and Approaches for Work-Based Learning (S&A)
- IS7226 Managing & Leading People (MLP)
- IS7270 Finance for Non-Financial Managers (FNFM)
- IS7264 Global Business (GB)
- IS7271 Digital Business & New Technologies (DBNT)
- IS7022 Designing Practitioner Research (DPR)
- IS7020 Triple Negotiated Experiential Learning Module (NELM)

These modules are designed to do two things:

- (1) provide a framework of academic and case-study theory in key areas that are relevant to the degree, and
- (2) provide the student with the skills necessary to conduct work-based projects, to understand how learning occurs in the workplace and to help in the design of practitioner research.

All students must submit a 12,000-15,000 word consultancy report based on their workplace research (the NELM).

The programme has two intakes each academic year (typically September and March) in order to provide some flexibility for part time students and to accommodate students graduating from their undergraduate programmes in the autumn term/fall. Although students will be working and studying, the programme is designed to run concurrently with a 12 month work based international internship. Students are therefore expected to complete the programme within approximately 15 months of enrolment. Students can exit the programme with a named exit award at three points:

1. PG Certificate Business Administration (WBIS) – 60 credits required
2. PG Diploma Global Business (WBIS) – 120 credits required
3. MA Global Business (WBIS) – 180 credits required

## Learning Objectives

The MA programme enhances the student's competences and accomplishments in the following areas:

- Acquiring a broad understanding of business practice, in addition to knowledge of the global economy, management theory and practice, teamwork, leadership, and organizational behavior, and essential components of intercultural business communication and career management
- Relating the operations of the host organization to the broader context of business
- Successfully developing a range of management skills and competencies in the classroom, and applying them to the workplace, achieved via the Personal and Professional Development (PPD) programme, which include:
  - Team Building and Leadership
  - Career Coaching
  - Business communication skills
  - Consultancy and Fieldwork skills

## MODULES

To access the module descriptors click on the hyperlink under the module's title to open the appropriate page on Mountbatten Notice Board. You can also access the descriptors directly from the UoC Moodle homepage.

### **IS7002 Skills and Approaches for Work-Based Learning (20 credits)**

The module provides an intellectual toolkit for work-based learners and aims to ensure that students possess the skills of planning and reflective practice applicable to experiential learning at work and for understanding the workplace as a site for learning and professional development more generally. The module is intended to increase students' awareness of issues to consider when learning through work, and to prepare them to take an active part in experiential and work-based projects. It introduces a range of approaches, techniques and audit tools designed to enhance understanding of the self, and of others, in the workplace.

### **IS7226 Managing and Leading People (20 credits)**

This module provides learners with the concepts and skills to build and manage work teams. It begins by establishing definitions of both management and leadership and provides a critical examination of the roles of a manager and a leader. The core of the course examines the relationship between effective management and leadership through current theories and modelling of both leadership and management styles of behaviour. Skills and capabilities required to manage and/or lead effectively are taught with an emphasis on Inter-personal relationships between managers and their staff. Key concepts include tasks versus people on the managerial/leadership grid and an examination of context in management and leadership and environmental factors. The course culminates in case studies involving techniques in managing and leading teams.

### **IS7270 Finance for Non-Financial Managers (20 credits)**

The aim of this module is to provide an understanding of financial statements – statement of financial position/income statement (aka statement of profit or loss); adjustments-depreciation; sources of finance; key accounting conventions and standards. To understand and critically examine the purpose of, and how to use, performance indicators which measure the financial performance of an organisation;

Identify, apply critically analyse and evaluate appropriate management accounting tools to inform the strategic management decision-making process;

Critically evaluate and reflect on their use of financial management information within their organisational setting, developing arguments that move beyond reiteration of existing views and practices.

### **IS7264 Global Business (20 credits)**

The aim of this module is to provide graduate students with both theoretical and practical understanding of the complexity of the globalization process and its impact upon the activities of multinational enterprise. It also examines the importance of regional business for the development of global competitive advantage and regional.

### **IS7271 Digital Business and New Technology (20 credits)**

The module will explore how the growing pace of technological change and specifically digital technology has and continues to impact the way businesses are managed and on their sustainability over time. Key themes that the module will examine include:

- Sources of innovation and the management of innovation in terms of how new technologies are adopted and integrated into organisational operational practices.
- The process of innovation and the adopting of new ideas.
- Analysis and appraisal of opportunities for technological innovation.
- Managing innovation within organisations and amongst the workforce.
- Digital technologies and information management.
- Identifying and overcoming barriers to new innovation.

### **IS7022 Designing Practitioner Research (DPR) (20 credits)**

This module aims to help practitioners develop and enhance work based/related research and evidence-based working practices. Practitioners will clearly define a personal, group, professional and/or

organizational area for development, and design a practitioner-research proposal which will provide the basis for further action. The design will consider issues of validity and ethics, as appropriate to the context and constraints of a single researcher (normally) situated and embedded within the workplace.

### **IS7020 Triple Negotiated Experiential Learning Module (NELM) (60 credits)**

This module is designed to enhance the student's workplace practice and provides a framework for the approval and accreditation of experiential learning activities undertaken in the context of their workplace, such as practitioner enquiry.

Based on the DPR module, students agree a plan of work to achieve a Research Consultancy Report (RCR) of 12,000 words based on their specific workplace that addresses a personal, group, professional and/or organizational area for development.

Recent students have worked on the following topics for their research consultancy report (partial listing):

- How to create a Lead Generation Campaign around regulation in the Financial Services Industry
- Impact of regulation on Shadow Banking in the Asset Management Industry
- Implementing a New Luxury Asset Class to Target Ultra High Net Worth Clients & Prospects
- Markets in Financial Instruments Directive (MiFID) II: Preparing for Change
- Understanding and Implementing Best Practices for Data Visualization in a Business Context
- Enhancing Client Experience: Analyzing the Effectiveness and Efficiency of a Client Management Form for a Team

## **ENROLMENT AND ACADEMIC INDUCTION**

You will be required to sign a Student Contract at registration. This document defines all tutor and student responsibilities, outlines the principles of ethical academic practice, and requires you to commit to the submission of original work only. The Student Contract agreed to as part of the Online Enrolment process includes acknowledgement on the part of the student that they are responsible for familiarising themselves with all of the information which the University issues in electronic or paper form.

Information on how to complete an online student enrolment form will be sent to your email address. If this is not completed, Registry will assume you no longer wish to remain a student and withdraw you from the programme. Once enrolled you will gain access the University Online portal. the University's intranet system, and is an essential source of help and information, from which you will be able to access a wide variety of key resources, including your University email account, detailed course materials, the library, University news, campus maps and much more. Many of these features are available on the go via the free [University of Chester App](#), which we highly recommend.

A mandatory Academic Induction is scheduled at the start of your studies. During this first session, Mountbatten will introduce students to their new academic community and identify the level of commitment and standards expected of them. The Academic induction will also show students how their programme of study is constituted as work-based education, with a coherent and explicit progression through the stages of the programme, which allows them to develop further as independent learners and which culminates in the research project (NELM).

# UNIVERSITY OF CHESTER ONLINE PORTAL AND THE MOUNTBATTEN NOTICE BOARD

## Learning Resources.

As a student, you should use the [University of Chester portal](#) and the [Mountbatten Noticeboard](#) for accessing resources and details of your progress. The Chester portal also provides a single point of access to online university services and information.

When learning from the University of Chester Virtual Learning Environment (Moodle) please be aware this is designed primarily for students on a Chester degree programme. **The Mountbatten/University of Chester programme has separate requirements such as submission processes and assignment deadlines - so please check with the Mountbatten office if you are in any doubt of the process you must follow.** To access each Moodle site you will need your university user name and password.

It is the student's responsibility to familiarising himself/herself with all the information which the programme issues in electronic or paper form. Further details on how to access this are available during your induction.

**University Networks** – The University Portal also contains separate information on many services available to you, e.g. the support network, student services, career guidance, and learning resources. We ask all applicants to declare any disability, physical or mental health condition or specific learning difficulty as soon as possible. If we are aware of your needs we will work with you to put appropriate support in place.

The University Portal also offers details of advise on the Portal homepage > Support Departments > Student Support and Guidance. As a partner of the University, the services offered to those on the Mountbatten programme may be limited, please contact us if you have any questions.

We hope that you will become part of a student network to give a sense of identity and support. In this respect, the [University of Chester portal](#) and the [Mountbatten Noticeboard](#) are key resources, containing academic guidance, useful learning resources and interactive areas.

## CONFIDENTIALITY

If, as a result of your work and learning for this programme, you are privy to confidential information, you must exercise care during your assessments and must, on no account, break that confidentiality. This need not prevent you from saying what you have learned from your experiences, but you may need to find ways of presenting your material which avoid the identification of people or certain specifics. If you are in doubt about any matter to do with confidentiality or fear you may be in danger of breaching confidentiality, consult your Tutor for advice or the Ethical Issues for Work Based Learners - Statement of Principles document WBIS students sign on entry to the programme.

# STUDENT SUPPORT AND GUIDANCE

## Support, Advice and Feedback

The Mountbatten Academic Team will be with you every step of the journey. The Mountbatten office should always be your first point of contact for any concerns that you may have in regard to your study.

## Module Tutor

For each module undertaken, your Module Tutor will be responsible for any tutorial support given related to the study of that topic. If you are unable to attend classes and/or workshops, please contact the Academic Team as early as possible: [lowy@mountbatten.org](mailto:lowy@mountbatten.org)

## “Helping you Learn and Succeed”

<https://www1.chester.ac.uk/helping-you-learn-and-succeed> For a comprehensive range of information about the University’s learning community using a variety of media.

## Employer-Based Mentors

It is recommended that you identify a mentor within your organisation, to help support and develop your learning. Where a mentor in the workplace is not available, the Mountbatten Team can connect you with a Mountbatten Program Alumni.

## Disability Support and Inclusivity

Mountbatten Programmes Ltd is committed to valuing diversity and seeks to provide participants with the opportunity for personal development on the basis of ability, qualifications and suitability for the programme. We believe that people from different backgrounds can bring fresh ideas, thinking and approaches which makes the way we work more effective and efficient. Mountbatten asks all applicants to declare any disability, physical or mental health condition or specific learning difficulty as soon as possible, so that we can put appropriate support in place.

Mountbatten will not tolerate direct or indirect discrimination against any person on grounds of age, disability, gender / gender reassignment, marriage / civil partnership, pregnancy / maternity, race, religion or belief, sex, or sexual orientation. It is also the responsibility of all participants in their daily actions, decisions and behaviour to endeavour to promote these concepts, to comply with all relevant legislation and to ensure that they do not discriminate against any person associated with Mountbatten.

This Policy is regularly reviewed and up-dated in line with relevant legislation.

# ENGAGEMENT, ATTENDANCE AND ABSENCE

Students are provided with a timetable at the start of their programme and are expected to plan holidays and trips around this. Students are further expected to plan work and allow leeway to cope with minor misfortunes.

Whilst we expect students to attend scheduled sessions (online or in person), there may be occasions when they are unable to do so. On such occasions, it is the students responsibility to inform the Mountbatten office prior to the session / modules, as well as their tutor as a matter of courtesy. If an absence is justified and meets the extenuating circumstances (see the section below) attendance will be excused.

Where it is agreed a student will study online remotely, we remain committed to your success. We want each student to do the best they can and one ways we can do this, is to track the

engagement. This will help us identify if an individual student is not as active as others, - one method is to track activity on the UoC portal <https://portal1.chester.ac.uk/engagementstudent/Pages/default.aspx> and to ensure scheduled meetings / classes with tutors are attended.

Registers will be taken at each session to provide evidence of attendance. It is the student's responsibility to be present at every class. To be 'in attendance' students must arrive on time and stay through the end of the session. Therefore, students will be marked as fully absent in the following circumstances:

- Arriving later than 20 minutes after the advertised commencement of the class.
- Leaving class early/missing a session on a weekend.

A class register will be deemed evidence of an absence.

We recognise there are occasions when students may be excused from sessions. These may be due to illness, ongoing medical conditions or occasionally work related. Work related absences must be approved by the Academic Director. If students are unable to attend class due to illness or an ongoing medical condition, a medical certificate from a doctor or Health Centre covering the relevant dates must be presented.

If students have missed a session (whether excused or unexcused) they may be required by their tutor to demonstrate that they have met the learning outcomes of the session. This may be through a short essay on a topic or a one-to-one meeting with the tutor (or the Academic Director). It is the responsibility of all students to ensure the learning outcomes are met.

## STUDENT EVALUATION

Your feedback on your experience is warmly appreciated and plays a valuable part in the future delivery and design of our programmes. Programme participants will be invited to complete module evaluations and engage in time set aside for feedback both during and at the end of the programme. Students are also encouraged to join the student / faculty forums to provide feedback and reflections on future design and development of the programme. If you would like a particular issue raised, please do not hesitate to contact us.

## APA REFERENCING

- The APA (American Psychological Association) is the preferred referencing system at the University of Chester. A guide on how to reference using the APA system is available on the Chester Moodle site (username/password required):  
<https://moodle.chester.ac.uk/course/view.php?id=3821>
- There is also a useful set of downloadable APA referencing guides produced by the Library and Information Services at the University of Chester (username/password required):  
<https://portal.chester.ac.uk/LIS/Pages/FindingInformation/referencing.aspx>
- Portsmouth University also provides a very useful Interactive Guide to referencing that includes the APA system (*no password required*):  
<http://referencing.port.ac.uk/index.html>

You may also find the "**CEPD Learning Toolkit**" helpful if you want to improve your APA referencing, citing and quoting: <https://portal.chester.ac.uk/business/Pages/pd-learning-toolkit.aspx>

## PROGRAMME ASSESSMENT GRID

Module	Component	Submission Deadline	Marks Released
IS7002 Skills and Approaches for workbased Learning	Written exercise 5000 words	See provided timetable	Within 20 working days of the submission deadline
IS7226 Managing and Leading People	Written exercise 5000 words	See provided timetable	Within 20 working days of the submission deadline
IS7270 Finance for Non-Financial Manager	Written exercise 5000 words	See provided timetable	Within 20 working days of the submission deadline
IS7264 Global Business	Written exercise 5000 words	See provided timetable	Within 20 working days of the submission deadline
IS7271 Digital Business and New Technologies	Written exercise 5000 words	See provided timetable	Within 20 working days of the submission deadline
IS7022 Designing Practitioner Research	Written exercise 5000 words + ECAF form	See provided timetable	Within 20 working days of the submission deadline
IS7020 Triple Negotiated Experiential Learning Module	12,000-15,000 word consultancy report based on their workplace research	See provided timetable	All Triple Nelms must be double marked and moderated before the feedback is released back to students, a process that could take up to two months from submission.

## ASSIGNMENT SUBMISSIONS

**All final assignment submissions will be made on the University of Chester's online portal via called Turnitin.** This applies to the final assignment for all modules (but not drafts).

Turnitin is a tool which allows you to submit your work electronically. It is also a text matching piece of software which helps academic staff make judgements about possible Academic Integrity such as plagiarism and collusion. Turnitin produces a report on your assignment called an Originality Report. This report acts as a guide for tutors to help them spot any potential plagiarism. If you would like to know more about Originality Reports, please go here:

<https://portal.chester.ac.uk/registryservices/SiteAssets/Pages/onlinesubmission/Student%20guide%20to%20originality%20reports.pdf>

Before submitting your assignment you should ensure that your assignment is correctly referenced. Note that you will not be able to see the similarity index score generated by Turnitin due to the university policy on turnitin. Students receiving high, or low, similarity indexes without correct referencing may be summoned in front of an academic board to explain their work.

Here are the links for the **University's Academic Integrity (AI)** pages should you like further information on Academic Integrity Policy and Processes. These documents set out the expectation that the University has of students when submitting work for assessment, and outlines academic integrity processes: <https://portal.chester.ac.uk/aqss/Pages/aqss-academic-integrity.aspx> . You may also find

the "CEPD Learning Toolkit" helpful if you want to improve your APA referencing, citing and quoting:  
<https://portal.chester.ac.uk/business/Pages/pd-learning-toolkit.aspx>

## Turnitin Submission Procedure

Submitting your final module assignment is a simple process and very much like attaching a document to an email. In order to submit, you should log on to the specific module Moodle page via the Chester student portal. To access each Moodle site you will need to log on the University Portal - <https://portal.chester.ac.uk/> using your university username and password. Here, you will find a Turnitin link allowing you to submit. **Note that certain moodle pages will direct Mountbatten students to specific submission links and its vital that you submit accordingly for a complete submission.**

You can only submit your assignment to Turnitin **once** (hence you cannot resubmit your paper once it has been uploaded). **It is the students' responsibility to ensure that their work is original and correctly uploaded to Turnitin UK by the deadline.**

Once you have submitted your final assignment via Turnitin, you will get an email receipt and a screen message saying you have successfully uploaded your assignment. Your tutor will then mark your assignment and you will receive your feedback via the Mountbatten Office. The turnaround time for 1st marking, 2nd marking and moderation is usually 20 working days.

### Portfolio of work (individual elements)

Some modules may require you to submit a [portfolio of \(individual\) work](#). In such case you must submit your portfolio of individual work (as **one document**) to moodle and turnitin. You can download this [Portfolio template](#) and type directly into the document (note that the content page will not count towards your word limit). **You cannot embed one of the elements as a link within your assignment.**

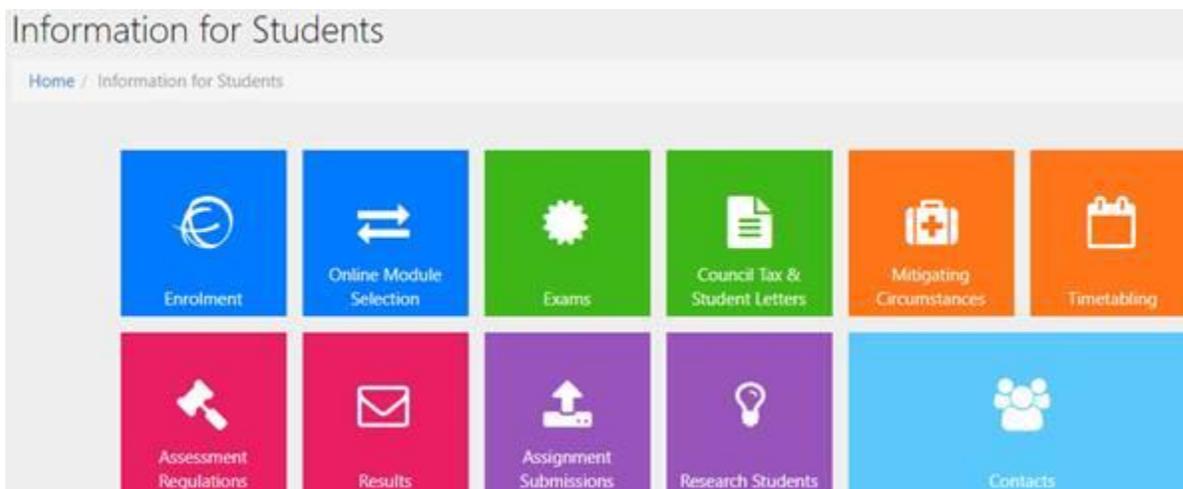
Word lengths will be set for all pieces of coursework and you should ensure that you produce your work within the required length. Your marker will allow up to 10% either under or over this specified length. If your work is longer or shorter than this you will lose marks for failing to abide by the coursework criteria.

### Submission of drafts

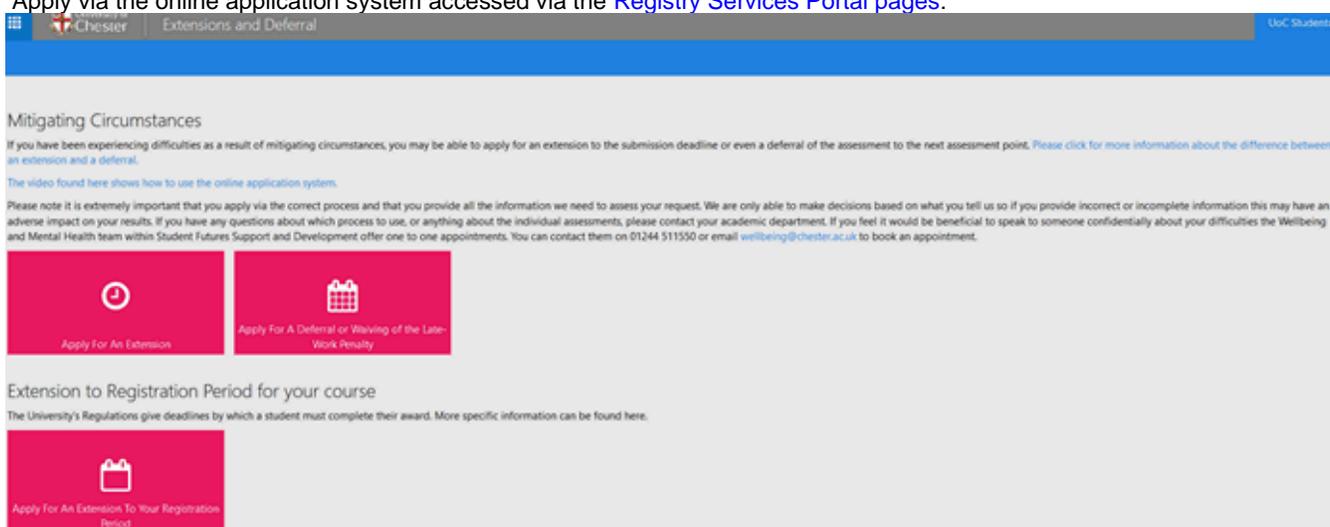
Unless indicated on your timetable, your module tutor will be able to clarify at the start of your module whether a submission of a draft is required, or optional, and when it should be submitted. At this time, the module tutor should also indicate what type of feedback you can expect and when. This may be individual or a general overview of how the class have performed. If you are unsure, seek advice from your module tutor. Submission of drafts should be emailed to the module tutor **unless other instructions are provided by Mountbatten**. Note that the draft must have your full name on it. **Submissions of Drafts should not be uploaded to Turnitin UK.**

### Late submission policy for course work

Those enrolled on the Mountbatten programme, **must apply for extensions and deferrals via the University of Chester online application systems** which can be accessed via the **Mitigating Circumstances** orange tile on the Registry Services portal pages (see below). Students cannot apply for extensions or deferrals via any other means.



Apply via the online application system accessed via the [Registry Services Portal](#) pages:



### Note that:

1. Applications **must** be submitted electronically via the UoC online system. Extensions and/or evidence cannot be provided via e-mail, evidence must be uploaded with the request so please read through the requirements prior to submitting
2. Students are allowed to **self-certify**, without independent evidence, in support of an extension of up to and including **7 calendar days**. Although no evidence is required in these cases, students must submit the notification that they wish to self-certify **in advance of the original submission deadline and via the online system**; any self-certifications submitted after the deadline, or via any other method, will be deemed null and void and late work penalties will be imposed if the work is submitted after the deadline. The University expect students to only self-certify in cases where their ability to complete the assessment on time has been adversely affected by mitigating circumstances. Evidence is still required in support of extension requests of 8 calendar days or more.
3. Students will be sent information regarding their request to their [studentnumber@chester.ac.uk](mailto:studentnumber@chester.ac.uk) address.
4. **Ultimately it is the student's responsibility to ensure they put the right details down.** If the student does not submit the right module code and module name then unfortunately their self-

certification will not be valid. If the students identify the mistake before the submission deadline then they can rectify by resubmitting their self-certification request.

## Late Submission of Coursework - Penalties

The University provides for one of two penalties for coursework submitted after the advertised submission deadline, these being either:

- (1) a mark of zero for all late submissions (irrespective of how late the work is); or
- (2) a graded penalty of a half grade (i.e. 5% marks) deduction for each day (or part thereof) that the work is submitted after the deadline, up to a maximum of 5 days late (at which point the work automatically receives a mark of zero). Hence, any coursework assignment which is submitted after the deadline (without prior agreement by the module organiser or in the absence of granted extenuating circumstances) will attract a mark penalty of 5% per day up to 5 days. Work which is received more than 5 days past the deadline will automatically receive a mark of zero, as follows:

Days past the submission deadline	Marks Penalty
0 days (i.e. submitted on time)	0
1 day late	-5%
2 days late	-10%
3 days late	-15%
4 days late	-20%
5 days late	-25%
6 days late or over	-100% (i.e. Automatic mark of 0)

The above penalty scheme applies to ALL coursework on ALL modules leading to degrees awarded by WBIS. **Note that it is the students' responsibility to inform the Programme Manager by email if an assignment is submitted to Turnitin UK post deadline but within 5 days of the deadline.**

## Extenuating Circumstances

University of Chester		
Extenuating circumstances claim	Acceptable evidence	Not acceptable
<b>Illness</b>	Medical conditions which prevent attendance and which are supported by written evidence from a Medical Practitioner who is covered under the medical insurance plan provided by NHS. <i>(With regard to Medical Practitioner's Notes, only medical conditions stated to be moderate or very substantial degree will be considered)</i>	Conditions which were not disclosed in good time for special arrangements to be made Ongoing medical conditions which are controlled by medication (unless the condition has worsened or the student has experienced a relapse etc.). <i>(With regard to Medical Practitioner's Notes, medical conditions that are stated to be of a minor degree will not be accepted)</i>
<b>Stress or other emotional difficulties</b>	Medical certificate or supporting letter from an appropriate professional including counsellors	
<b>A death of a partner or close family member. Students may miss coursework, assignments, presentations when a funeral is arranged and/or may be considered if it has affected his/her studies</b>	Death certificate (copies are acceptable)	
<b>A death of a friend or acquaintance</b>		Deaths of friends and acquaintances will not normally be considered

		<i>(the programme acknowledges that the death of someone other than a partner or close family member may cause considerable grief to certain students, and will deal sensitively with claims where this is explained.)</i>
<b>Personal injury which prevents a student from studying or completing assignments</b>	Medical evidence	
<b>Where a student has been a victim of crime</b>	Police crime report or report from appropriate support agency	
<b>Religious Festivals or events</b>	Details of festival and signature from relevant religious leader	
<b>Trauma or severe personal loss e.g. victim of mugging, rape, or a witness of crime, serious fire or accident</b>	Appropriate documentation to substantiate claim e.g. medical certificate, police report, accident report, etc	
<b>Special Needs</b>	Appropriate professional diagnosis of a special need of which the candidate was not aware at the time for valid reason.	Special needs which were known but for which special arrangements were not applied for in due time.
<b>Work commitment</b>	Letter confirming work participation by Supervisor. <b>Must</b> be <b>approved</b> by the Academic Director.	Work events where attendance is optional.
<b>Miscellaneous</b>	Conditions which were not disclosed in good time but which are considered an extenuating circumstance i.e. hospitalization.	Circumstances which do not clearly relate to the timing of assessment. Failure to manage study time effectively. Accommodation problems. Failure of IT equipment (either your own or University equipment). Financial problems. Letters of support from Academic staff when the claim is unsupported by any independent documentary evidence. Holidays outside the vacation period

## Results

Results will be forwarded to students once the assignments have been double marked and moderated by the University of Chester. The expected turnaround time is 20 working days from the assignment due date. Note that due to the nature of the Triple Nelm (IS7 020) the turnaround of this will take longer than a normal 20 credit module assignment. All Triple Nelms must be double marked and moderated before the feedback is released back to students, a process that could take up to two months from submission.

## Failed assignments

In the event a student fails the assignment, they will be provided with an opportunity to resubmit. A new deadline for re-submission will be provided by the Academic Team. Please note that the re-submission mark will be capped at the pass mark in accordance with the University regulations. Failure, or failure to make a submission, means you are at risk of removal from your course of study and therefore your position on the programme would also be at jeopardy. Students will automatically be terminated if they fail, or fail to submit, at their **third and final attempt**.

## External Examiner

Our external examiner for the academic year 2021/22 is Joanne Blake, Huddersfield University.

We are required by the QAA (Quality Assurance Agency for Higher Education) to include the following statement:

“Under no circumstances are students permitted to independently contact an external examiner. If the student wishes to engage formally with the quality management process, there are appropriate mechanisms in place at the University of Chester, further guidance on which can be obtained from the AQS section on Portal.”

## External Examiner Reports and Annual Monitoring Reports for the programme

These documents are available on the Portal Programme Documents page, follow the link below <https://portal.chester.ac.uk/programmedocuments/Pages/default.aspx>

## Programme Documents: Programme Specifications and Module Descriptors

Following approval at Boards of Studies, up-to-date programme specifications are published on the Programme Documents <https://portal1.chester.ac.uk/Pages/programmes.aspxarea> of UoC Portal. Module Descriptors flagged as locked and published in the module descriptor editor are also published within the Programme Documents area of Portal mentioned above. Students will also be able to access the most up to date Module Descriptor via the module’s Moodle space and the Mountbatten Notice board.

## ACADEMIC POLICIES AND PROCEDURES

(Information Available on the UoC Portal (the University Intranet))

Please note that the University intranet should always be checked for the definitive version of documents and regulations.

Student related policies and procedures can be found on the Student Support and Development pages on Portal. The latest versions of forms and details required for the programme can be found in the WBIS Portal on the University website at <http://portal.chester.ac.uk>  
Visit: From the Homepage of Portal click on:- Faculties>>Centre for Work Related Studies

## ASSESSMENT CRITERIA FOR LEVEL 7 (FHEQ7)

Marking criteria specific to each assignment will be published with each assignment brief. Note that these are derived from the University generic documents.

## REFLECTIVE ESSAYS

Grade	Description
85%+ (Distinction)	As before with excellent understanding demonstrated and highly sophisticated levels of argumentation – showing originality and validity – and clearly indicative of a higher level of study of good standard.

<b>70%+ (Distinction)</b>	Clear and sophisticated justification of selected concepts/theoretical approaches has been made. Sophisticated evaluation of the possibilities and limitations of available strategies is evident. The work is well focused and shows imaginative, insightful, original or creative interpretations typically involving a synthesis of disparate material. Cogent arguments have been put forward with awareness of limitations. Appropriate and articulate communication is evident demonstrating enthusiasm & control and relevance to audience(s). New insights have been adopted, informing professional situations with recommendations for future practice and/or analysis.
<b>60-9% (Merit)</b>	Appropriate justification of concepts/theoretical approaches has been made and there is a comprehensive and critical understanding of techniques applicable to the student's area of study and practice. A command of accepted critical positions is evident and the level of critical reflection on personal and professional development issues is high, typically with original and/or potentially powerful insights. A conceptual understanding is evident that enables the student to identify problems and propose new hypotheses where relevant. Articulate communication skills are demonstrated, with clear relevance to audience(s), demonstrating clear focus on the assignment title. The student shows the ability to make decisions in complex professional situations and engage in critical self-evaluation of practice with regard to this.
<b>50-59% (Pass)</b>	Sound identification and understanding of key issues is evident, showing awareness of current problems, and typically attempting the generation of new insights. There is some justification of concepts/theoretical approaches taken, supported by a good range of reading beyond core texts, with sources appropriately acknowledged according to academic conventions, and communicated appropriately for the intended audience. The ability to deal with complex issues both systematically and creatively, and to make sound judgements is evident, even if not always consistently. Collaborative or individual problem-solving and the planning and implementation of tasks appropriate to a professional/work context are typically evident, together with sound critical reflection. The independent learning ability and self-evaluation required to advance the student's knowledge & understanding in future, and to develop new skills appropriate to a professional context, is clear.
<b>30-49% (Fail)</b>	A reasonable understanding demonstrated of most key concepts but the range of reading may be limited and confined to key texts only. Similarly, the understanding of problems/issues may be limited but with some ability to deal with complex issues even if judgements are not always well substantiated. Some exercise of initiative and personal or professional responsibility has been evident, but with limited self-evaluation and reflection. The ability to construct a systematic, coherent argument may be limited and there may be errors in academic form and/or spelling and grammar.
<b>0-29% (Fail)</b>	Inadequate understanding of concepts/ideas, with ideas used inappropriately or erroneously and/or sources insufficiently acknowledged. The evaluation and reflection lacks rigour, deriving from limited sources and/or too limited to a single perspective. Arguments and positions may not have been made clear, with self-contradiction or confusion evident. Poor observation of academic conventions displayed, with inappropriate communication strategies adopted, perhaps with noticeable deficiencies in spelling and grammar. Weakness evident in independent learning, decision-making and/or self-evaluation.

# ORAL ASSESSMENT CRITERIA

	<b>Distinction 85% EVIDENCE OF...+</b>	<b>Distinction 70% + EVIDENCE OF...</b>	<b>Merit 60-9% EVIDENCE OF...</b>	<b>Pass 50-59% EVIDENCE OF...</b>	<b>Fail 3-49% EVIDENCE OF...</b>	<b>Fail 0-29% EVIDENCE OF...</b>
<b>Content:</b>						
<b>An appropriate level of critical analysis and synthesis commensurate with Level 7 study. Able to relate directly to the workplace environment in a critical, analytical and contemporary way. (50% weighting)</b>	As before with excellent understanding demonstrated and highly sophisticated levels of argumentation that are clearly indicative of a higher level of study of good standard	Presentation is well focused, clearly defined and critical analysis is insightful, unique and incorporates an excellent level of synthesis. Excellent coverage of topic. Accurate in detail offering sophisticated, original insights. Excellent use of examples to demonstrate understanding of key theoretical concepts. A systematic understanding of knowledge and critical and analytical associated issues, some of which, either separately or in combination, are at the forefront of the discipline	Topics covered in depth. Detail is accurate throughout; independence of thought, identification and understanding of key issues. Ability to reflect in detail and offer moderate level of synthesis of concepts.	Most relevant issues are described with reasonable understanding; some central issues identified. A clear attempt to identify and discuss key areas of learning. Perceptive analysis is apparent	No evidence of critical discussion of the issues. Limited range of knowledge and understanding of key areas. Confused and muddled at times which lacks appropriate synthesis.	No attempt to identify appropriate learning. Inconsistent attempt to identify, discuss, apply and analyse relevant areas of learning. No attempt to evaluate or link to workplace environment.
<b>Communication and Presentation Skills (50% weighting)</b>						
	Excellent presentation skills showing consistently persuasive and effective presentation techniques, including use of voice, body language, visual aids, audience interaction/awareness. A presentation which one wants to continue being involved in!			Good clear structure with appropriate timing for each section which enables points to be made clearly and in a way that is understandable to an audience with differing learning preferences. Conclusions communicated clearly for specialist and non-specialist audiences as appropriate. Confident, receptive and enthusiastic presentation skills with effective use of voice, audience involvement/awareness. Appropriate and well-designed visual aids, where used. Confident and appropriate body language allowing high level of audience interest to be maintained throughout.		Whilst there are some elements that meet the criteria relating to a pass mark, the presentation is mainly characterised by some or all of the below: Poorly structured, unclear and/or inappropriate visual aids. Poor communication with the audience e.g. mumbling, avoiding eye contact, extensive reliance on notes which militates against audience involvement. Confused, rambling and/or inarticulate and somewhat haphazard.

## REPORTS & PORTFOLIOS

Grade	Description
<b>85%+ (Distinction)</b>	As before with excellent understanding demonstrated and highly sophisticated levels of argumentation – showing originality and validity – and clearly indicative of a higher level of study of good standard.
<b>70%+ (Distinction)</b>	Clear and sophisticated justification of selected approaches has been made. Sophisticated evaluation of the possibilities and limitations of available strategies is evident. The portfolio is clearly focused and well structured throughout, containing high level, appropriate supporting evidence whenever required. The work shows imaginative, insightful, original or creative interpretations typically involving a synthesis of disparate material. Cogent arguments have been put forward with awareness of limitations. Appropriate and articulate communication is evident demonstrating enthusiasm & control and relevance to audience(s). New insights have been adopted, informing professional situations with recommendations for future practice and/or analysis.
<b>60-9% (Merit)</b>	Appropriate justification of approaches has been made and the focus of the piece is always apparent. There is a comprehensive and critical understanding of techniques applicable to the student's area of study and working practice. The portfolio is well structured throughout, containing appropriate supporting evidence whenever required. A command of accepted critical positions is evident and the level of critical reflection on professional practice is high, typically with original and/or potentially powerful insights. A conceptual understanding is evident that enables the student to identify problems and propose new hypotheses where relevant. Articulate communication skills are demonstrated, with clear relevance to audience(s). The student shows the ability to make decisions in complex professional situations and engage in critical self-evaluation of practice with regard to this
<b>50-59% (Pass)</b>	Sound identification and understanding of key issues is evident, showing awareness of current problems, also typically with attempts at generating new insights through engagement with professional practice. The portfolio is well presented in the main, with inclusion of appropriate supporting artefacts from the workplace. There is some sound justification of approaches taken, supported by a good range of reading beyond core texts and documents, referenced according to academic conventions, and communicated appropriately for the intended audience. The ability to deal with complex issues both systematically and creatively, and to make sound judgements is often evident, even if not always consistently. Collaborative or individual problem-solving and the planning and implementation of tasks appropriate to a professional/work context is typically apparent, together with sound critical reflection. The independent learning ability and self-evaluation required to advance the student's knowledge and understanding in future, and to develop new skills appropriate to a professional context, is clear.
<b>30-49% (Fail)</b>	A reasonable understanding demonstrated of most key concepts but the extent of the engagement with learning through work may be limited and the attempts to marshal appropriate supporting evidence may not always be successful. The understanding of problems/issues may be limited too but with some ability to deal with complex issues at work evident even if judgements are not always well substantiated. Some exercise of initiative and personal or professional responsibility has been demonstrated, but often without the rigorous self-evaluation and reflection required. The ability to construct a systematic, coherent argument may be limited and there may be errors in portfolio construction, academic form and/or spelling and grammar.
<b>0-29% (Fail)</b>	Inadequate understanding of concepts/ideas, with ideas used inappropriately or erroneously and/or sources insufficiently acknowledged. Supporting evidence from professional practice is weak, and the portfolio typically poorly structured. The evaluation and reflection lacks rigour and is often too limited to a single perspective, possibly with self-contradiction or confusion evident. Inappropriate communication strategies have been adopted, perhaps with noticeable deficiencies in spelling and grammar. Weakness evident in independent learning, decision-making and/or self-evaluation.