



United Institute
United International Business School
United School for Liberal Studies

UNDERGRADUATE PROGRAM GUIDE

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PROGRAM REQUIREMENTS

PRIMARY REQUIREMENTS

FOR STUDENTS STARTING FROM OCTOBER 2023 ONWARDS

BBA - BACHELOR OF BUSINESS ADMINISTRATION & BA (HONS) IN GLOBAL BUSINESS



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in collaboration with



Cluster	Courses	European Credits (EC)
Core Courses	12	60
Courses from the selected Major	6	30
Courses from the selected Minor	3	15
Electives	3	15
Subtotal	24	120
Contemporary Cases in Global Business	4	20
Final Project I	Undergraduate Capstone related to selected Major	10
Final Project II	Undergraduate Internship related to the program	30
Total		180

Academic and other conditions apply. Refer to the program's Education and Examination Regulations (EER) for details. As of October 2024, this integrated program is being offered entirely online. However, it may also be available partially or fully at the campuses listed below, depending on the total number of local and online enrollments. The top-up part of the integrated program is validated to be organized at the following campuses:

- Online Campus
- Main Campus Zurich
- Branch Campus Antwerp
- Branch Campus Barcelona
- Branch Campus Brussels

This integrated program can be combined with all BBA Majors and Minors.



BIM - BACHELOR IN INTERNATIONAL MANAGEMENT IN X MANAGEMENT & BA (HONS) IN GLOBAL BUSINESS



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Business
School

in collaboration with



Cluster	Courses	European Credits (EC)
Core Courses	12	60
Courses related to X Management	6	30
Electives	6	30
Subtotal	24	120
Contemporary Cases in Global Business	4	20
Final Project I	Undergraduate Capstone related to X Management	10
Final Project II	Undergraduate Internship related to X Management	30
Total		180

Academic and other conditions apply. Refer to the program's Education and Examination Regulations (EER) for details. This integrated program may be partially or fully available at the campuses below subject to total local and online enrollments. The top-up part of the integrated program is validated to be organized at the following campuses:

- Online Campus
- Main Campus Zurich
- Branch Campus Antwerp
- Branch Campus Barcelona
- Branch Campus Brussels

This integrated program can be combined with the following UIBS BIM programs:

- Design Management
- Fashion Management
- Hospitality Management
- Sports Management
- Technology Management
- Tourism Management



BBS - BACHELOR IN BUSINESS STUDIES & BA (HONS) IN GLOBAL BUSINESS



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Cluster	Courses	European Credits (EC)
Electives	24	120
Subtotal	24	120
Contemporary Cases in Global Business	4	20
Final Project I	Undergraduate Capstone	10
Final Project II	Undergraduate Internship	30
Total		180

Academic and other conditions apply. Refer to the program's Education and Examination Regulations (EER) for details. This integrated program may be partially or fully available at the campuses below subject to total local and online enrollments. The top-up part of the integrated program is validated to be organized at the following campuses:

- Online Campus
- Main Campus Zurich
- Branch Campus Antwerp
- Branch Campus Barcelona
- Branch Campus Brussels

BBS - BACHELOR IN BUSINESS STUDIES @ UIBS

Cluster	Courses	European Credits (EC)
Electives	33	165
Subtotal	33	165
Final Project	Undergraduate Capstone	10
Extra-Curricular Activities		5
Total		180



BLS - BACHELOR IN LIBERAL STUDIES @ USLS

Cluster	Courses	European Credits (EC)
Electives	33	165
Subtotal	33	165
Final Project	Undergraduate Capstone	10
Extra-Curricular Activities		5
Total		180



FOR STUDENTS STARTING FROM OCTOBER 2022 ONWARDS

UNIVERSITY-VALIDATED BA (HONS) IN GLOBAL BUSINESS TOP-UP



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Cluster	Courses	European Credits (EC)
Contemporary Cases in Global Business	Contemporary Cases in Global Business I (Accounting and Finance)	5
Contemporary Cases in Global Business	Contemporary Cases in Global Business II (Communication and Marketing)	5
Contemporary Cases in Global Business	Contemporary Cases in Global Business III (Human Resource Management and Organizational Behavior)	5
Contemporary Cases in Global Business	Contemporary Cases in Global Business IV (Information Systems and Production and Operations Management)	5
Subtotal	4	20
Final Project I	Undergraduate Capstone	10
Final Project II	Undergraduate Internship	30
Total		60

Academic and other conditions apply. Refer to the program's Education and Examination Regulations (EER) for details. This integrated program may be partially or fully available at the campuses below subject to total local and online enrollments. The top-up part of the integrated program is validated to be organized at the following campuses:

- Online Campus
- Main Campus Zurich
- Branch Campus Antwerp
- Branch Campus Barcelona
- Branch Campus Brussels



BBA - BACHELOR OF BUSINESS ADMINISTRATION @ UIBS

Cluster	Courses	European Credits (EC)
Core Courses	12	60
Courses from the selected Major	7	35
Courses from the selected Minor	4	20
Electives	10	50
Subtotal	24	165
Final Project I	Undergraduate Capstone related to selected Major	10
Extra-Curricular Activities		5
Total		180

MAJORS

- Global Business
- Global Economics
- Global Entrepreneurship
- Global Finance
- Global Marketing

MINORS

- Business Communication
- Design Management
- Fashion Management
- Hospitality Management
- International Management
- Small Business Management
- Sports Management
- Technology Management
- Tourism Management

* Additional requirements apply, see "Secondary Requirements".

BACHELOR IN ASIAN STUDIES @ USLS

Cluster	Courses	European Credits (EC)
General Courses	12	60
Courses related to Asian Studies	7	35
Electives	8	40
Subtotal	27	135
Final Project I	Undergraduate Capstone related to Asian Studies	10
Final Project II	Internship related to Asian Studies	30
Extra-Curricular Activities		5
Total		180



BACHELOR IN COMMUNICATION STUDIES @ USLS

Cluster	Courses	European Credits (EC)
General Courses	12	60
Courses related to Communication Studies	7	35
Electives	8	40
Subtotal	27	135
Final Project I	Undergraduate Capstone related to Communication Studies	10
Final Project II	Internship related to Communication Studies	30
Extra-Curricular Activities		5
Total		180

BACHELOR IN EUROPEAN STUDIES @ USLS

Cluster	Courses	European Credits (EC)
General Courses	12	60
Courses related to European Studies	7	35
Electives	8	40
Subtotal	27	135
Final Project I	Undergraduate Capstone related to European Studies	10
Final Project II	Internship related to European Studies	30
Extra-Curricular Activities		5
Total		180

BACHELOR IN INTERNATIONAL RELATIONS @ USLS

Cluster	Courses	European Credits (EC)
General Courses	12	60
Courses related to International Relations	7	35
Electives	8	40
Subtotal	27	135
Final Project I	Undergraduate Capstone related to International Relations	10
Final Project II	Internship related to International Relations	30
Extra-Curricular Activities		5
Total		180



ABS - ASSOCIATE IN BUSINESS STUDIES @ UIBS

Cluster	Courses	European Credits (EC)
Electives	17	85
Subtotal	17	85
Extra-Curricular Activities		5
Total		90

ABS - ASSOCIATE IN LIBERAL STUDIES @ USLS

Cluster	Courses	European Credits (EC)
Electives	17	85
Subtotal	17	85
Extra-Curricular Activities		5
Total		90



FOR STUDENTS STARTING FROM OCTOBER 2021 ONWARDS

HIGHER NATIONAL CERTIFICATE (HNC) IN BUSINESS

Courses	European Credits	British Credits
Business and the Business Environment	7.5	15
Entrepreneurship and Small Business Management	7.5	15
Human Resource Management	7.5	15
Innovation and Commercialization	7.5	15
Management Accounting	7.5	15
Management and Operations	7.5	15
Managing a Successful Business Project	7.5	15
Marketing Essentials	7.5	15
Total	60	120

This program consists of several courses to which students may also enroll individually as part of a customized program. In such case, students will be registered with Pearson for each course individually instead of for a specific program. Upon approval by the Program Coordinator only, certain students may be allowed to attend and enroll for certain courses that are part of one or more Pearson programs without being registered with Pearson for these courses individually. In such case, no Pearson qualification or other certification may be awarded other than the school's own qualification or certificate. Such cases may include, but are not limited to, customized programs for exchange students from other institutions, for degree-seeking students enrolled in one or more programs at the institution, and for non-degree students enrolled at the institution.

- **Higher National Diploma (HND) in Business**

Courses	European Credits	British Credits
HNC	60	120
Organizational Behavior	7.5	15
Research Project	15	30
Subtotal	22.5	45
5 Electives from the Management or Marketing pathways	37.5	75
Total	120	240



Management pathway

Courses	European Credits	British Credits
HNC	60	120
Developing Individuals, Teams and Organizations	7.5	15
Global Business Environment	7.5	15
Operations and Project Management	7.5	15
Organizational Behavior	7.5	15
Pitching and Negotiation Skills	7.5	15
Understanding and Leading Change	7.5	15
Research Project	15	30
Total	120	240

Marketing pathway

Courses	European Credits	British Credits
HNC	60	120
Developing Individuals, Teams and Organizations	7.5	15
Digital Marketing	7.5	15
Integrated Marketing Communications	7.5	15
Organizational Behavior	7.5	15
Pitching and Negotiation Skills	7.5	15
Product and Service Development	7.5	15
Research Project	15	30
Total	120	240

This program consists of several courses to which students may also enroll individually as part of a customized program. In such case, students will be registered with Pearson for each course individually instead of for a specific program. Upon approval by the Program Coordinator only, certain students may be allowed to attend and enroll for certain courses that are part of one or more Pearson programs without being registered with Pearson for these courses individually. In such case, no Pearson qualification or other certification may be awarded other than the school's own qualification or certificate. Such cases may include, but are not limited to, customized programs for exchange students from other institutions, for degree-seeking students enrolled in one or more programs at the institution, and for non-degree students enrolled at the institution.



UNDERGRADUATE DIPLOMA IN BUSINESS STUDIES @ UIBS

Cluster	Courses	European Credits (EC)
Electives	24	120
Total	24	120

UNDERGRADUATE DIPLOMA IN LIBERAL STUDIES @ USLS

Cluster	Courses	European Credits (EC)
Electives	24	120
Total	24	120

UNDERGRADUATE CERTIFICATE IN BUSINESS STUDIES @UIBS

Cluster	Courses	European Credits (EC)
Electives	12	60
Total	12	60

UNDERGRADUATE CERTIFICATE IN LIBERAL STUDIES @ USLS

Cluster	Courses	European Credits (EC)
Electives	12	60
Total	12	60

PRE-BACHELOR FOUNDATION

The Pre-Bachelor Foundation Program requires students to complete up to 60 additional credits depending on their secondary education. Within those additional credits, level 1000 courses take priority.

Cluster	Courses	European Credits (EC)
Electives	Up to 12	Up to 60
Total		Up to 60



SECONDARY REQUIREMENTS

MINIMUM CREDIT REQUIREMENTS AT LEVEL 3000

- UIBS Bachelor Programs: Students must earn a minimum of 30 credits in courses at the 3000 level or higher. This excludes any Final Project or Graduate courses/modules.
- USLS Programs: There is no 3000-level course requirement for USLS students. However, USLS students enrolling in UIBS courses must meet the course prerequisites, such as having a minimum number of credits or having completed specific courses.
- UIBS-Coventry Programs: These students are exempt from the 3000-level credit requirement.
- Transfer Students: The Office of the Registrar determines the required number of 3000-level credits for transfer students based on their transferred coursework.

GLOBAL BACHELOR

The same course requirements apply as for the regular Bachelor degree programs offer at UIBS. Specific program requirements for the Global Bachelor degree are as follows:

Please consult with your local Academic Coordinator for course planning details and to evaluate your transfer credits earned during the study abroad program. Special program fees and application procedures apply for extension Programs.

Undergraduate students have the option to switch to the Global Bachelor degree program at UIBS. The study abroad requirements part of this program are subject to the admission requirements and approval from the academic partner's admissions department and thus cannot be guaranteed. This program has the following requirements in addition to the regular program requirements:

1. Earn a minimum of 20 credits in courses at our campus in Zurich, Switzerland.
2. Earn a minimum of 20 credits in courses at our campus in Tokyo, Japan.
3. Earn a minimum of 80 credits, minus any transfer credits if applicable, in courses at any UIBS campus. Any other (non-course) program requirements such as a Capstone Project should also be completed within this requirement.
4. Transfer a maximum of 60 credits in courses from one of our academic partners in the USA. Additional credits can be earned according to the student's preference.

California Extension Program at University of California at Irvine (UCI) - Division of Continuing Education

Complete a program of 1 quarter or longer.

California Extension Program at University of California at Berkeley - Haas School of Business - Global Access Program

Complete a program for 1 semester or longer.

The final Global Bachelor degree will be awarded by UIBS upon completion of all requirements.

Eligible Bachelor degree programs include:

Bachelor of Business Administration *



Interested students should contact the Office of the Registrar at registrar@uibs.org to request further information, and should meet with their local Academic Coordinator to confirm the course planning prior to submitting any application or program change request via <http://portal.crossculturaleducation.org>.

* Program change fees are not applicable with this option but are applicable to students currently not registered for this program. Study abroad registration and matriculation fees may apply. Additional tuition fees may apply depending on the academic partner institution. All fees are payable directly to UIBS, never to the academic partner.

We reserve the right to make changes to this option and its respective policies at any time and without prior notice, based on feedback from all relevant parties involved. Updated policies will apply only to new requests from students, unless the policies are imposed by our academic partners. Check the Student Guide Addendum for the most up-to-date information.

DUAL BACHELOR (EXTERNAL)

Undergraduate students have the option to transfer outside of the UIBS campus network to pursue a Bachelor degree program both from UIBS and from one of our academic partners. The following transfer opportunities are subject to the admission requirements and approval from the academic partner's admissions department and thus cannot be guaranteed:

- **Available study abroad destinations include:**

Dublin, Ireland - Dublin Business School (DBS)

Earn 120 credits at UIBS and earn 60 additional credits at DBS to earn a private programmatically accredited Bachelor degree from UIBS and a European state-recognized Bachelor degree from DBS.

- **Eligible Undergraduate degree programs include:**

Bachelor in Business Studies *

Interested students should contact the Office of the Registrar at registrar@uibs.org to request further information, and should meet with their local Academic Coordinator to confirm the course planning prior to submitting any application or program change request via <http://portal.crossculturaleducation.org>.

* Program changing fees are not applicable to this option but are applicable to students currently not registered for this program.

We reserve the right to make changes to this option and its respective policies at any time and without prior notice, based on feedback from all relevant parties involved. Updated policies will apply only to new requests from students, unless the policies are imposed by our academic partners. Check the Student Guide Addendum for the most up-to-date information.



VARIOUS

- Students must have a GPA of at least 3.2 in the previous quarter or up to that point to enroll in Graduate courses. Additionally, students must be within 20 credits of graduating from their Bachelor's degree program.
- The Academic Team determines the applicable required credits for extra-curricular activities for transfer students.
- Students who have completed courses at level 3000 or higher should not complete level 1000 courses in the same teaching area without AC approval. There is no maximum number of credits a student may have earned to complete level 1000 courses, however.
- For students in the Higher National Certificate (HNC) and Higher National Diploma (HND) programs in Barcelona under license from Pearson UK, the new and separate policies and procedures will become applicable upon publication. These policies and procedures will apply in all cases first and before all other guidelines in the Student Guide and its annexes. In case of conflicts, please notify the Academic and/or Program Coordinator. Refer to a separate future notification with the policies and procedures attached.



PROGRAM PLANNING

CORE COURSES FOR UIBS PROGRAMS

Core courses are considered:

- all courses within the BUS, ECO, FIN, MAN and MAR teaching areas*
- all courses listed below:

- ACC1001 Principles of Accounting
- ACC3001 Cost Accounting
- ACC3002 Managerial Accounting
- BUS2002 Entrepreneurship
- CUL3001 Cross-Cultural Training
- ECO2004 Macroeconomics
- ECO2005 Microeconomics
- ECO3001 Managerial Economics
- FIN1001 Principles of Finance
- FIN3001 Managerial Finance
- HUM2001 Human Resource Management
- HUM3001 Leadership
- HUM3002 Organizational Behavior
- INF2001 Information Systems
- MAN1001 Principles of Management
- MAN2003 Managing Growth
- MAN3001 Strategic Management
- MAR1001 Principles of Marketing
- MAR2002 Digital Marketing
- MAR3001 Consumer Behavior
- MAR3002 Marketing Communications
- MAR3003 Marketing Management
- OPE3001 Supply Chain Management
- QUA1002 Principles of Business Calculus

* Please note that the teaching areas (course codes) do not necessarily align with the major/minor cluster courses. For more details, please refer to the course planning information.



UNDERGRADUATE COURSES FOR USLS PROGRAMS

While all efforts have been made to ensure that the undergraduate curriculum is complete and accurate at the time of printing, we do reserve the right to change the undergraduate curriculum as well as the course planning at any time and without prior notice. Students are recommended to complete courses and earn credits at the highest level possible.

GENERAL COURSES @ USLS

- SOC2003 Anthropology
- COM2003 Communication Science
- ACA2001 Creative Problem Solving
- CUL3001 Cross-Cultural Training
- CUL2003 Cultural Studies
- SCI2003 Environmental Studies
- GLO2004 Global Citizenship
- GLO2005 Globalization
- INF2001 Information Systems
- BUS2003 Innovation
- ECO2003 International Economics
- LAW2003 International Law
- ECO2004 Macroeconomics
- ECO2005 Microeconomics
- POL2010 Perspectives on Politics
- SCI2001 Perspectives on Science
- CUL2004 Philosophy
- HUM2005 Physical and Mental Health
- POL2008 Political Science
- HUM2002 Psychology
- QUA2001 Quantitative Methods
- SCI2002 Science and Innovation
- SOC2001 Social Science
- SOC2002 Sociology
- TEC2003 Technology and Innovation

COURSES IN ASIAN STUDIES

- ASI2101 Contemporary Cases in Asian Studies
- CUL2001 Asian Cultures
- CUL3001 Cross-Cultural Training
- ECO2001 Asian Economic Development
- ECO2003 International Economics
- GLO2001 Asian Perspectives on Globalization
- HIS2001 Asian History
- HIS2004 World History
- POL2001 Asian Politics
- POL2009 World Politics
- REL2001 World Religions



COURSES IN COMMUNICATION STUDIES

- COM2001 Business Communication
- COM2003 Communication Science
- COM2004 Creative Writing
- COM2005 Introduction to Journalism
- COM2006 Media and Mass Communication
- COM2007 Public Relations
- COM2101 Contemporary Cases in Business Communication
- COM2102 Contemporary Cases in Communication Studies
- CUL3001 Cross-Cultural Training
- POL2002 Diplomacy
- POL2006 Lobbying
- POL2007 Negotiation and Conflict Resolution

COURSES IN EUROPEAN STUDIES

- BUS2001 The European Business Environment
- CUL2002 European Cultures
- CUL3001 Cross-Cultural Training
- ECO2002 European Economic Development
- ECO2003 International Economics
- EUR2001 European Institutions
- EUR2002 European Integration
- EUR2101 Contemporary Cases in European Studies
- GLO2002 European Perspectives on Globalization
- HIS2002 European History
- HIS2004 World History
- LAW2001 European Business Law
- LAW2002 Introduction to European Law
- POL2003 European Politics
- POL2009 World Politics
- REL2001 World Religions

COURSES IN INTERNATIONAL RELATIONS

- GLO2003 The Theory of International Relations
- GLO2101 Contemporary Cases in International Relations
- HIS2004 World History
- POL2001 Asian Politics
- POL2002 Diplomacy
- POL2003 European Politics
- POL2004 Foreign Policy
- POL2005 International Organizations
- POL2006 Lobbying
- POL2007 Negotiation and Conflict Resolution
- POL2008 Political Science
- POL2009 World Politics
- REL2001 World Religions
- SOC2001 Social Science



GRADUATE COURSES

To facilitate the transition to the Graduate program, Undergraduate students who have 20 credits left from completing their Bachelor degree program, and with a GPA of 3.2 or higher, can already take courses from the Graduate program. In such cases, Graduate courses attempted should be predefined and pre-approved by the local Academic Coordinator. Undergraduate courses continue to take full priority, and this option is subject to availability of courses at either level. All program requirements, except for electives, must have been met prior to attempting Graduate courses. Successfully completed Graduate courses cannot be considered for students continuing in a Graduate program. The applicable program fees are those listed for Graduate programs.

FX RETAKE SESSIONS IN THE SUMMER QUARTER

FX Retake Sessions are available only upon confirmation of availability of the original professor and are available only during the Summer quarter for FX grades earned during the Fall and Winter quarters of the current academic year.

Regardless of the reason for the FX grade, students are required to complete a minimum of 6 hours in private tutoring and complete an additional final assignment or exam to earn the maximum obtainable new grade of 60% (D). The contact hours can be scheduled on-campus in agreement between student, professor and the Community Coordinator. In case of assignments, these can be submitted in agreement with the professor. In case of exams, these can be taken at any time throughout the summer upon confirmation of the local Academic Coordinator.

PROGRAM DURATION

A full-time student, attempting 60 credits per calendar year, can finalize the standard bachelor studies in 3 years (9 quarters). The additional time for a Dual Bachelor: + 3 quarters; for a Double Minor: + 1 quarter; for a Double Major: + 2 quarters.



COURSE DETAILS

COURSE PLANNING

The full undergraduate course planning is available as an annex to this guide. The Course Planning Policy defines the required number of on-campus courses based on the number of local students enrolled.

The Academic Coordinator (AC) determines the most appropriate course planning depending on available courses, program duration and study format.

All specializations courses are fully offered online. However, for the purpose of resolving specific academic course planning issues, these courses can be offered also at campuses that are not listed for the specialization in the Program Schedule in annex to the Admissions Catalog.

COURSE SCHEDULING

Courses are scheduled from Monday to Friday mostly between 08.30 and 19.00. Online courses are planned Monday through Friday between 8.30 and 22.00. Students are expected to be available during these hours; rescheduling may occur. All undergraduate courses are scheduled on a regular basis for a total duration of 5 weeks per term.

COURSE CONTENT

One or more textbooks support all courses. A 5 credits course is divided into 10 3-hour sessions. Most of the sessions will have a direct link to a chapter of the textbooks.

At the beginning of the course, the professor will upload a copy of the course outline in the class group on Teams. The professor shall indicate the timing for all sessions.

UNDERGRADUATE COURSES

For the duration of the term in which the course is scheduled, the professor is available to answer questions from students by e-mail or Teams. During the first week of the term in which the course is scheduled, the professor is expected to do the following:

- ✓ contact students through the Teams groups
- ✓ personal introduction
- ✓ upload course syllabus
- ✓ course introduction: course content, learning outcome, required reading
- ✓ assignment of self-study reading
- ✓ review of course evaluation
- ✓ discuss the individual assignment and deadline
- ✓ discuss of the group assignment and deadline
- ✓ explanation of the exam method: take home, open-book, internet access, Turnitin submission
- ✓ general student support



COURSE WORKLOAD

There should be a considerable workload for students in all undergraduate courses. Credits are expressed using the European Credit Transfer System (ECTS). Per European Credit (EC), up to 30 learning hours expected. The following table explains the relation between credits and learning hours:

UNDERGRADUATE COURSES

Item	Hours	Comments
Contact hours	30	
Reading	18	100 pages
Class preparation	10	1 hour per session
Final exam	2	Minimum time: 75%
Individual Assignment	30	2000
Group Assignment	20	5000 words (5 students)
Studying	40	
Total	150	5 ECTS = 150 hours

COURSE WORKLOAD GUIDELINES

Students are not expected to prepare course materials before the first class. However, professors may post announcements on Teams with course outlines, guidelines, assignments, and suggested reading for the first session. Students should expect a consistent weekly workload throughout the course. Final deadlines are always set by the professors, following the current course workload guidelines.

All assignments must be submitted through Turnitin before the specified deadlines. Groups (for any graded group assignment) should not consist of more than 4 students, depending on the entire class size and the optimal group distribution. Peer evaluation forms may be provided by the professor.

Required reading consists of around 100 pages, including material not covered in class but assessed through assignments or exams. Reading should be completed outside of class hours.

WORK BY STUDENTS DURING CLASS

Teaching hours should not be used for research and (group) (home) work. During teaching hours, the professor is supposed to teach. Presentations of group assignments during class are only allowed if the assignments of the groups are different, so that students can learn from the presentations of the others. If required, students



can do some exercises during class, but the total time should be maximum 20% of the teaching hours. In this case, the professor should be available to assist the students.

THE DYNAMIC ASPECTS OF GROUP WORK

Group work involves one or more assignments completed by a group of students, with 4 members being the recommended group size to reflect real-world experiences. Groups are assigned by the professor.

The goal is for students to collaborate on the assignment, not split the work and combine individual parts. Group members should research, share, discuss, and edit the assignment together.

All members typically receive the same grade, unless the peer evaluation shows unequal contribution.

FINAL PROJECTS WORDCOUNT

Capstone (5 EC)	8250
Capstone (10 EC)	16250
Internship (30 EC)	8000

NOTE: For the word count requirements of **UIBS-Coventry** final projects, please consult the Coventry EER and Course Outlines.



STUDY ABROAD

When interested in studying abroad, please consult your local Academic Coordinator and check the academic calendar and course planning of your campus and of the receiving campus/school.

Advantages of studying abroad include further career opportunities, and personal growth through life and cultural experiences away from home.

Undergraduate students have the option to study abroad outside of the UIBS campus network while pursuing a Bachelor degree program at UIBS. The following study abroad opportunities are subject to the admission requirements and approval from the academic partner's admissions department and thus cannot be guaranteed:

External study abroad destinations include:

- Dublin Business School (DBS), Ireland
- Complete 1 semester of up to 30 credits at Dublin Business School (DBS)
- The New School for Information Services (TNSIS), Amsterdam, Netherlands
- Courses are available in Dutch only.
- University of California at Irvine (UCI) - Division of Continuing Education
- University of California at Berkeley - Haas School of Business - Global Access Program

Eligible Undergraduate degree programs include:

Bachelor in Business Studies *

Interested students should contact the Office of the Registrar at registrar@uibs.org to request further information, and should meet with their local Academic Coordinator to confirm the course planning prior to submitting any application or program change request via <http://portal.crossculturaleducation.org>.

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We reserve the right to make changes to this option and its respective policies at any time and without prior notice, based on feedback from all relevant parties involved. Updated policies will apply only to new requests from students, unless the policies are imposed by our academic partners. Check the Student Guide Addendum for the most up-to-date information.

Payments

European credits are charged directly by UIBS. Students should not pay directly to the host institution. Refer to the applicable Fee Schedule for details.

Application

To apply for the extension program, please submit the necessary documents 3 months before the intended starting date to the Office of the Registrar.



HIGHER NATIONAL PROGRAMS

The following specific policies and procedures, originally set by Pearson and integrated into this document in May 2019, will supersede all relevant existing policies and procedures available in the Student Guide or its annexes. They have been reviewed and adapted by team members of the institution for the organization of the above-mentioned programs and will be merged over time with the relevant existing policies and procedures available in the Student Guide or its annexes.

In case of conflicts between the following specific policies and procedures, and the most up-to-date policies and procedures set by Pearson, the most up-to-date policies and procedures set by Pearson, available at the Pearson website at <https://qualifications.pearson.com>, will apply.

CURRICULUM

Refer to the Student Guide Annex - Curriculum overview for a complete list of courses, corresponding course codes and credits, assigned professors, and other relevant information.

GRADES

Grades from professors are not final until confirmed by an external verifier from Pearson. In case the external verifier confirms grades not to be at the level as initially indicated by professors, additional coursework may be required by students to meet the minimum requirements per course.

COURSE PLANNING FOR HNC/HND STUDENTS

The following course planning is subject to approval and to change without prior notice.

HNC

Fall Quarter		Winter Quarter		Spring Quarter		Summer Quarter	
HNC Semester A			HNC Semester B			Term A	Term B
Innovation and Commercialization			Entrepreneurship and Small Business Management			Innovation and Commercialization	Entrepreneurship and Small Business Management
Term A.1	Term A.2	Term A.3	Term B.1	Term B.2	Term B.3		
Business and the Business Environment	Marketing Essentials	Human Resource Management	Management and Operations	Management Accounting	Managing a Successful Business Project		



HNC workload per Term in BC

Term A.1	Term A.2	Term A.3	Term B.1	Term B.2	Term B.3	Total
5	5	5	5	5	5	
15	15	15	15	15	15	
20	20	20	20	20	20	120

HND (Management)

Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter	
Operations and Project Management	Understanding and Leading Change	Global Business Environment		
HND Semester A		HND Semester B		Term A
Developing Individuals, Teams and Organizations		Pitching and Negotiation Skills		Developing Individuals, Teams and Organizations
Research Project		Organizational Behavior		Term B
				Pitching and Negotiation Skills

HND (Marketing)

Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter	
Product and Service Development	Integrated Marketing Communications	Digital Marketing		
HND Semester A		HND Semester B		Term A
Developing Individuals, Teams and Organizations		Pitching and Negotiation Skills		Developing Individuals, Teams and Organizations
Research Project		Organizational Behavior		Term B
				Pitching and Negotiation Skills



HND workload per Term in BC

Term A.1	Term A.2	Term A.3	Term B.1	Term B.2	Term B.3	Total
7.5	7.5	7.5	7.5	7.5	7.5	
5	5	5	5	5	5	
10	10	10	5	5	5	
17.5	17.5	17.5	22.5	22.5	22.5	120

COURSE PLANNING FOR UIBS UNDERGRADUATE AND EXCHANGE STUDENTS

The following course planning is subject to approval and to change without prior notice.

HN

Fall Quarter		Winter Quarter		Spring Quarter		Summer Quarter	
Operations and Project Management		Understanding and Leading Change		Global Business Environment			
Product and Service Development		Integrated Marketing Communications		Digital Marketing			
HN Semester A			HN Semester B			Term A	Term B
Innovation and Commercialization			Entrepreneurship and Small Business Management			Innovation and Commercialization	Entrepreneurship and Small Business Management
Developing Individuals, Teams and Organizations			Pitching and Negotiation Skills			Developing Individuals, Teams and Organizations	Pitching and Negotiation Skills
Research Project			Organizational Behavior				
Term A	Term B	Term A	Term B	Term A	Term B		



Business and the Business Environment	Marketing Essentials	Human Resource Management	Management and Operations	Management Accounting	Managing a Successful Business Project		
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FURTHER EDUCATION OPPORTUNITIES

Study progression to Bachelor

	Year 1	Year 2	Year 3
high school	HNC	HND	Bachelor (+60 EC)

Study progression to Associate

	Year 1	Year 2	Year 3
high school	HNC	Associate (+30 EC)	

for HNC graduates

- Option 1 - HND @ UIBS
 - Remain with UIBS after the HNC for a Higher National Diploma and complete an additional academic year.
- Option 2 - Associate in Business Studies @ UIBS
 - Remain with UIBS after the HNC for an Associate in Business Studies and earn an additional 30 European Credits (subject to meeting the admission requirements) in the UIBS Undergraduate program. The total study duration is expected to be 1 academic year of HNC courses and up to 6 months of additional learning
 - work-based learning with a company internship of up to 30 credits / 6 months
 - course-based learning with up to 30 credits / 1.5 to 2 quarters of courses (campus-based (courses subject to local availability, including also courses from the HND program) or online with fixed course lists to be confirmed or in a blended format)
 - 30 credits in a blended format with work-based and course-based learning
 - Following the Associate degree program completion, students can continue earning credits towards a Bachelor degree in the UIBS Undergraduate program.
- Option 3 - HND elsewhere
 - Go off-campus to another institution in the UK or elsewhere and continue for an HND.

for HND graduates

- Option 1 - Bachelor in Business Studies @ UIBS



- Remain with UIBS after the HND for a Bachelor in Business Studies and earn an additional 60 European Credits (subject to meeting the admission requirements) in the UIBS Undergraduate program. The total study duration is expected to be 2 academic years of HND courses and 1 additional academic year in the UIBS degree program. Options include the following:
 - work-based learning with a company internship of up to 30 credits / 6 months
 - work-based learning with a capstone project and/or research project of 5 to 10 credits relevant to your professional activities or company
 - course-based learning with up to 60 credits / 3 to 4 quarters of courses (campus-based (courses subject to local availability) or online with fixed course lists to be confirmed or in a blended format)
 - 60 credits in a blended format with work-based and course-based learning
- Option 2 - Bachelor degree elsewhere
 - Go off-campus to another institution in the UK or elsewhere and continue for a Top-Up Bachelor degree: <https://degreecoursefinder.pearson.com/>



1. INTERNAL VERIFICATION

Aim

- To ensure there is a Lead Internal Verifier in each principal subject area.
- To ensure that Internal Verification is valid, reliable and covers all Assessors and program activity.
- To ensure that the Internal Verification procedure is open, fair, and free from bias.
- To ensure that there is accurate and detailed recording of Internal Verification decisions.
- To ensure a regular cycle of annual evaluation and review of the Internal Verification procedures and cycles

Responsibilities

- Where required by the qualification, a Lead Internal Verifier is appropriately appointed for each subject area.
- Each Lead Internal Verifier oversees effective Internal Verification systems in their subject area.
- Relevant team and faculty members are briefed and trained in the requirements for current Internal Verification procedures.
- Effective Internal Verification roles are defined, maintained, and supported.
- Internal Verification is promoted as a developmental process between relevant team and faculty members.
- Standardized Internal Verification documentation is provided and used.
- All assessment instruments (assignment briefs) are verified as fit for purpose.
- An annual Internal Verification schedule, linked to assessment plans, is in place.
- An appropriately structured sample of assessment from all programs, units, sites, and Assessors is Internally Verified, to ensure that programs conform to the required standard.
- Secure records of all Internal Verification activity are maintained.
- The outcome of Internal Verification is used to enhance future assessment practice.

2. COURSE ASSESSMENT

Aim

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of students or individuals.
- To ensure that the assessment procedure is open, fair, and free from bias and to the required standard.
- To ensure that there is accurate and detailed recording of assessment decisions.
- To ensure a regular cycle of review of Pearson-BTEC qualifications and resources that promote improvements.

Responsibilities

- Ensure that students are provided with assignments that are relevant and fit for purpose, to enable them to produce appropriate evidence for assessment.
- Produce a clear and accurate assessment plan at the start of the program/academic year.
- Provide clear, published dates for the handout of assignments and deadlines for assessment.
- Assess student's evidence using only the published assessment and grading criteria.
- Ensure that assessment decisions are impartial, valid, and reliable.



- Not limit or 'cap' student achievement if work is submitted late.
- Develop assessment procedures that will minimize the opportunity for malpractice.
- Maintain accurate and detailed records of assessment decisions.
- Maintain a robust and rigorous internal verification procedure.
- Provide samples for standards verification as required by Pearson.
- Monitor standards verification reports and undertake any remedial action required.
- Share good assessment practice between all Pearson-BTEC program teams.
- Ensure that Pearson-BTEC assessment methodology and the role of the assessor are understood by all Pearson-BTEC relevant team and faculty members.
- Provide resources to ensure that assessment can be performed accurately and appropriately.
- Ensure a regular cycle of annual evaluation and review of Pearson-BTEC provision should focus on achievement and address delivery, assessment and operational issues and promote improvements that will have a positive impact on the student experience.

3. STUDENT RECRUITMENT, REGISTRATION AND CERTIFICATION

Aim

- To make sure that there is a fair and consistent approach to recruiting with integrity across Pearson qualifications.
- To register individual students to the correct program within agreed timescales.
- To claim valid student certificates within agreed timescales.
- To construct a secure, accurate and accessible audit trail to ensure that individual student registration and certification claims can be tracked to the certificate which is issued for each student.

Responsibilities

- Ensure students recruited meet the eligibility criteria if there is any set.
- See that students are given correct information and advice on their selected qualifications so that they choose qualifications that will meet their needs and aspirations.
- Register each student within Pearson's requirements.
- Provide a mechanism for program teams to check the accuracy of student registrations.
- Make each student aware of their registration status.
- Inform Pearson of withdrawals, transfers, or changes to student details.
- Ensure that certificate claims are timely and based only on internally verified assessment records.
- Audit certificate claims made to Pearson.
- Audit the certificates received from Pearson to ensure accuracy and completeness.
- Keep all records safely and securely for three years post certification.

4. RECOGNITION OF PRIOR LEARNING POLICY

Aim

- To set out how and when Recognition of Prior Learning (RPL) can be used as a method of assessment for Pearson's vocational qualifications.
- To provide guidance on how the RPL process can be managed so that evidence of learning meets standards.
- To ensure there is a record of student evidence against prior learning and that these are available for quality assurance.



- To set out how to use exemptions to claim credits from some of the achievement requirements of a qualification, using evidence of certificated achievement deemed to be of equivalent value.

Responsibilities

- Explain to students the process of claiming a unit using RPL and how long the process will take.
- Check that the evidence provided by the student for RPL has been achieved before the start of their course of study.
- Register students as soon as they officially start to gather evidence of past learning and experience.
- Help the student in gathering evidence by creating an assessment plan or tracking document.
- Evaluate all the evidence using the learning outcomes and assessment criteria from the qualification or unit being claimed.
- Ensure if there any gaps in the student's work through RPL, then further assessment methods must be used to create enough evidence to be able to award the learning outcome for the whole unit.
- Keep records of assessment against prior learning and so that these are available for verification.
- Evidence collected through the RPL process will be assessed and verified through the same quality assurance procedures that is used for any other internal assessment methods.
- Explain to student the process of exemptions.
- Check Pearson qualification specification if any unit exemptions are specified for students having certificated achievement from other awarding bodies.
- If not, then verify that the credits claimed for exemptions are of equivalent value to the unit credits of a Pearson qualification. To verify this, check the following:
 - Unit level
 - Credit value
 - Qualification and subject content.
- Verify that the unit credits fall within the rules of combination of Pearson qualification.

5. SPECIAL CONSIDERATIONS AND REASONABLE ADJUSTMENTS

Aim

- To support access to qualifications for students who are eligible for reasonable adjustment and/or special consideration in internal assessments, without compromising the assessment of the skills, knowledge, understanding, or competence being measured.
- To reduce the effect of a disability or difficulty which would place a student at a disadvantage in an assessment.
- To ensure there is a record of reasonable adjustment and approval for special consideration.

Responsibilities

- Identify in advance whether any action is needed to help reduce the effect of a disability or difficulty, which will place a student at a substantial disadvantage in the assessment.
- Ensure that the reasonable adjustment does not affect the reliability or validity of assessment outcomes or give a student an advantage over other students undertaking the same or similar assessments.
- Put in place reasonable adjustment before the student starts the assessment.
- Need to record the reasonable adjustment using form RA1 and store it with the student records for three years.
- The record needs to be available for Pearson or a regulator, if requested.
- The work produced following the application of a reasonable adjustment must be assessed in the same way as the work from other students and be available for external quality assurance, where required.



- Request for a special consideration through form C1 to Pearson to apply to an assessment result.
- No claim Certificates until the outcome of the special consideration has been confirmed by Pearson.

6. EQUAL OPPORTUNITIES

Aim

- Ensuring qualifications are accessible to the students taking our qualifications.
- Ensuring equality of opportunity for students to access our internal assessments.
- Ensuring fairness in our application of access arrangements.
- Ensure we fulfill our duties under the Equality Act 2010 (UK) and any other equalities legislation relevant locally.

Responsibilities

- Always consider a request relating to access to qualifications that we receive, except where acceptance of the request is not logistically possible or where acceptance would undermine the criteria for the assessment.
- Monitor and review of equality throughout the process of recruiting and certification of students.
- Examine and monitor data relating to candidate achievement to detect and mitigate accidental bias.
- Strive to improve the accessibility of customer-facing IT systems, or to introduce new systems.
- Fulfill obligation to meet the access arrangements requested for our students in a way that does not disadvantage either them or their peers.
- Have an effective and inclusive appeals procedure.

7. PLAGIARISM AND MALPRACTICE

Aim

- To identify and minimize the risk of malpractice by team and faculty members or students.
- To respond to any incident of alleged malpractice promptly and objectively.
- To standardize and record any investigation of malpractice to ensure openness and fairness.
- To impose appropriate penalties and/or sanctions on students or team and faculty members where incidents (or attempted incidents) of malpractice are proven.
- To protect the integrity of the institution and Pearson qualifications.

Responsibilities

- Seek to avoid potential malpractice by using the induction period and the student handbook to inform students of the institution's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Show students the appropriate formats to record cited texts and other materials or information sources.
- Ask students to declare that their work is their own.
- Ask students to provide evidence that they have interpreted and synthesized appropriate information and acknowledged any sources used.
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Managing Director and/or Dean and all personnel linked to the allegation. It will proceed through the stages listed in the existing Student Code of Conduct that is available in the Student Guide.
- Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.



- Give the individual the opportunity to respond to the allegations made.
- Inform the individual of the avenues for appealing against any judgment made.
- Document all stages of any investigation.

Where malpractice is proven, sanctions will be applied according to the existing Student Code of Conduct available in the Student Guide.

Definition of Malpractice by Students

This list is not exhaustive and other instances of malpractice may be considered by the institution at its discretion:

- plagiarism of any nature
- collusion by working collaboratively with other students to produce work that is submitted as individual student work
- copying (including the use of ICT to aid copying)
- deliberate destruction of another's work
- fabrication of results or evidence
- false declaration of authenticity in relation to the contents of a portfolio or coursework
- impersonation by pretending to be someone else to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

Definition of Malpractice by team and faculty members

This list is not exhaustive and other instances of malpractice may be considered by the institution at its discretion:

- improper assistance to students
- inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the students' achievement to justify the marks given or assessment decisions made
- failure to keep students' coursework/portfolios of evidence secure
- fraudulent claims for certificates
- inappropriate retention of certificates
- assisting students in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves team and faculty members producing work for the student
- producing falsified witness statements, for example for evidence the student has not generated
- allowing evidence, which is known by the team and faculty member not to be the student's own, to be included in a student's assignment/task/portfolio/coursework
- facilitating and allowing impersonation
- misusing the conditions for special student requirements, for example where students are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- falsifying records/certificates, for example by alteration, substitution, or by fraud
- fraudulent certificate claims, that is claiming for a certificate prior to the student completing all the requirements of assessment.

8. APPEALS

Aim



- To enable the student to enquire, question or appeal against an assessment decision.
- To attempt to reach agreement between the student and the Assessor at the earliest opportunity.
- To standardize and record any appeal to ensure openness and fairness.
- To facilitate a student's ultimate right of appeal to Pearson, where appropriate.
- To protect the interests of all students and the integrity of the qualification.

Responsibilities

- Inform the student at induction, of the Appeals Policy and procedure.
- Record, track and validate any appeal.
- Forward the appeal to Pearson when a student considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted.
- Keep appeals records for inspection by Pearson for a minimum of 18 months.
- Have a staged appeals procedure.
- Will take appropriate action to protect the interests of other students and the integrity of the qualification, when the outcome of an appeal questions the validity of other results.
- Monitor appeals to inform quality improvement.

9. COMPLAINTS

Aim

- To give students the opportunity to raise matters of concern about their examinations or assessment via a formal and documented process.
- To protect the interests of all students.
- To facilitate a student's ultimate right of complaint to Pearson, where it is appropriate.

Responsibilities

- Inform all students of the complaints procedure at induction and make it accessible to all students.
- Have a staged complaints procedure.
- Record, track and respond to all complaints in line with the complaints procedure.
- Take appropriate action to try and resolve student concerns.
- Monitor complaints to inform quality improvement.
- Forward the complaint to Pearson, should it not be resolved within 28 days of receipt.
- Keep complaints records for the appropriate document retention period.

Procedure*

- Student induction: the student should be informed of the institution's complaint procedure and where it is available.
- Student complaints procedure: The procedure which will allow an institution to address its students' concerns or complaints. The institution should have the opportunity to investigate and respond to a student's concerns before Pearson becomes involved (with the exception of malpractice cases).

Complaints procedure stages

- Stage 1 - Informal: student lets an appropriate team or faculty member (e.g. professor or exams officer) know about their concerns and the team or faculty member attempts to satisfactorily resolve any issues. The outcome should be documented and if unresolved, move to Stage 2.



- Stage 2 - Formal review: The student submits their complaint through the formal complaints channel and the appropriate coordinator investigates and addresses their concerns. Student notified of findings and outcome in writing. If remain dissatisfied, move to Stage 3.
- Stage 3 - Formal review at a point of escalation: student escalates their complaint through the formal complaints channel and Program Coordinator at the institution investigates and addresses their ongoing concerns. Student is notified of findings and outcome in writing. If remains dissatisfied, move to Stage 4.
- Stage 4 - Formal review at final point of escalation: student escalates their complaint through the formal complaints channel and Board of Governors reviews the case to address the student's ongoing concerns. Student is notified of findings and outcome in writing. If remains dissatisfied, move to Stage
- Stage 5 - Escalation to Pearson for information on next steps*. Information on the Pearson complaints procedure can be found at <https://qualifications.pearson.com/complaintsandfeedback>
 - * Once a student has exhausted the institution's complaints procedure, there will only be certain matters Pearson can then assist with. Pearson cannot assist with matters which are between the institution and student, for example, fee disputes or complaints about the delivery of a qualification.
- Recording complaints: all complaints correspondence should be recorded in writing and dated. Letters of complaint and their responses should be kept for the appropriate time period based on the institution's document retention policy.
- The monitoring of complaints and outcomes is undertaken by the Program Coordinator at the institution to inform development and quality improvement.
- Support with the resolution of complaints: At any point during the investigation of a complaint, the institution can contact Pearson for information, support or advice. Pearson does not normally get involved with a complaint until the institution's complaints procedure has been fully exhausted, and there are some institutional matters which Pearson is not able to provide support for, for example, fees. The institution will forward Pearson a copy of all complaints received related to Pearson qualifications, which are not resolved within 28 days of receipt, and co-operate with Pearson in respect of any action Pearson needs to take to resolve such matters.

10. RISK ASSESSMENT AND HEALTH AND SAFETY

Aim

- To fulfill duties as an employer and learning provider to protect the health, safety and welfare of its employees, students, visitors, and others who may be affected by its undertaking, in so far as is reasonably practicable.
- To proactively manage health and safety within the workplace not only as a legal duty but also as good practice which will prevent work related incidents/accidents and ill health and increase employee and student morale and motivation.

Responsibilities

- Conduct Risk Assessment for continual improvement of health and safety management and performance and prevention of injury and ill health.
- Promote standards of health and safety that will, as a minimum, follow the provisions and requirements of the local acts, all other statutory provisions as well as our own standards.
- Provide and maintain appropriate systems to ensure a safe and healthy working/learning environment and to protect employees, students and others from harm, in so far as is reasonably practicable.
- Make available such resources to fulfil this policy; in the form of finance, equipment, personnel and time as are necessary.
- Define individual responsibilities for health and safety matters.



- Provide all employees and students, including temporary team or faculty members, with sufficient information, instruction, training and supervision that they need to work safely and efficiently.
- Ensure that all work placement providers or external partners are checked for suitability in terms of health and safety.
- Provide and maintain a system to ensure that accidents and 'near misses' are fully investigated and appropriate action taken to reduce the likelihood of their reoccurrence.
- Conduct periodic reviews and revise the policy where necessary to ensure it remains relevant and effective, and to make policies easily available to all employees and students.

11. CONFLICT OF INTEREST

Aim

- To ensure everyone at the institution understands what is meant by conflict of interest.
- To ensure that everyone understands that the policy applies to all individuals including those involved with any aspects of the delivery, assessment, or any other activity connected with Pearson-BTEC qualifications.
- To ensure individuals should disclose any activity that might create a potential conflict of interest.
- To provide guidance to individuals at the institution on how to deal with possible conflicts of interest that may arise.
- To set out the responsibilities for managing conflict of interest at each level in the organization.

Responsibilities

- Define Conflict of interest.
- Communicate policy to everyone and conduct training to familiarize all with policy and meaning of conflict of interest.
- Check that the contracts with their employees set out the obligations on them to report to their managers conflicts of interest arising from activities that they undertake.
- Ensure that all team and faculty members including the Program Coordinator and Managing Director declare at the start of a cohort if any student is a family member or relative or friend.
- The Program Coordinator must log and resolve the issue or escalate to the Managing Director for resolution of any conflict of interest issue faced by team and faculty members involved in delivery and assessment of Pearson-BTEC Qualifications.
- Review procedures in all departments to anticipate areas of potential conflicts of interest.

12. STUDENT SUPPORT

Aim

- To provide a supportive learning environment responsive to individual student's academic and pastoral needs.
- To identify those who need additional learning support.
- To inform students of the resources and facilities available for their successful completion of the program.
- To provide students with career and personal development support by means of career seminars, networking events, relevant conferences, private coaching and other activities.

Responsibilities

- Make available to students sufficient general and specialist resources.



- Publish clearly resources available for successful completion of the programs.
- Regularly monitor all resources to ensure they are sufficient, fit for purpose and safe to use.
- Carry out comprehensive student induction/orientation.
- Ensure that all external partners are checked for suitability in terms of resources.
- Regularly Monitor student academic and pastoral needs by tutors and center team and faculty members.
- Identify students who may need additional support and put in place the required support.

13. STUDENT SAFEGUARDING

Aim

- To identify those areas of activity where local team and faculty members and students may interact with children, young people and vulnerable adults.
- To describe the center's approach to safeguarding the welfare of these groups.
- To set out a code of practice for team and faculty members and students.
- To describe the organizational and management structure in place to implement this policy.

Responsibilities

- Identify, assess and manage risk in activities carried out by the institution through which team and faculty members or students may be brought into contact with children, young people or vulnerable adults.
- Ensure safe recruitment, selection and development of team and faculty members and students.
- Ensure that the welfare of children, young people and vulnerable adults is paramount, and that individuals are treated with respect and dignity.
- Clearly identify roles and responsibilities for safeguarding.
- Provide guidance, training and support for team and faculty members and students who interact with children, young people and vulnerable adults on dealing with disclosure, suspicions or allegations of abuse.
- Share information about concerns with appropriate individuals and agencies who need to know.

14. INSTITUTION CONTINGENCY AND ADVERSE EFFECTS

Aim

- That in the event of any disruption to delivery, assessment, and certification of Pearson-BTEC programs, contingency arrangements are in place to manage adverse effects.
- To protect students' interests as far as possible.
- To always maintain the integrity of Pearson-BTEC programs.

Responsibilities

- Promote a culture of contingency planning in all processes.
- Ensure contingencies that may affect students are determined.
- Ensure arrangements are in place to deal with such contingencies.
- Ensure team and faculty members are aware of contingency arrangements so that their response is consistent.
- Evaluate the appropriateness of such arrangements.
- Update contingency arrangements.
- Report to Pearson any serious disruptions which may impact safe certification.
- Notify Pearson of any issues which put at risk the institution's ability to meet Pearson's center approval criteria.



- Take all steps to protect students' interest in case of withdrawal of center approval.



NOTES

This page is reserved for notes.

