

# Programme Handbook:

**London School of Commerce & IT**  
**BSc (Hons) Health & Social Science with Foundation**  
**Year 2023-24**



**BUCKINGHAMSHIRE**  
**NEW UNIVERSITY**  
EST. 1891

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## Contents

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Introduction .....	3
Your relationship with the University .....	3
Quality and Standards.....	4
Your Programme of Study.....	5
Your Programme Team.....	24
Student Portal .....	26
Academic Advice .....	26
Academic Integrity .....	27
Complaints.....	28
Additional Programme Information .....	29
Division of Responsibilities.....	29
Introductory Reading List .....	31

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## Introduction

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This handbook has been specially tailored to your individual programme of study. It includes information about your programme, its structure and the staff that you will meet and is intended to provide you with answers to many of the questions you may have about studying on your course.

This handbook also contains important information to you as a student of the University studying with our Partner as to the division of the various responsibilities between the University and London School of Commerce &IT. Please ensure that you understand who is responsible for what so that you seek help and advice from the right party.

We understand how important it is to you that you have opportunities to come into campus for teaching and learning and to meet and learn with other students. Safety remains our key priority, and with current Government guidelines in mind.

We are planning for all students to have full face-to-face teaching this academic year as they did before the pandemic. However, we will follow all government guidance and are prepared to adapt teaching as needed while ensuring that your learning isn't compromised.

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## Your relationship with the University

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As a student studying as part of an Academic Partnership you are a registered student with the University. That means you are bound by the University's academic regulations.

As part of this arrangement and in order to ensure you are properly registered with the University and are awarded your qualification at the end of your studies, we will exchange information about you with London School of Commerce &IT. This information may include personal data collected during the admissions process, such as date of birth, address, ethnicity, disability, gender and highest qualification on entry, as well as information about your academic progress, for example, module marks and details of any claims made for Mitigating Circumstances to be considered. The University and London School of Commerce & IT will treat this information confidentially and will use it only for the legitimate purpose of ensuring your student records are accurately maintained.

If you change any of your contact details, please ensure that you inform the administration staff at London School of Commerce & IT so that they can update their records and ensure that the information is given to the University.

Please be assured that through our formal Partnership Approval process, we ensure that the quality of learning opportunities is comparable for all our students, regardless of where they are studying. Please see *Quality and Standards* below for more information.

During your studies you will be invited to provide feedback both on your specific academic course and on your wider student experience. Please do take advantage of the opportunities given to provide feedback. It has real value and allows the University London School of Commerce &IT to ensure that the service we are providing continues to be of real benefit.

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## Quality and Standards

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The University is responsible for the standard of all awards and academic credit granted in its name.

Before a course begins, we undertake thorough checks with our Academic Partner institutions to ensure that:

- All members of staff are qualified to teach on the course and, if appropriate, carry out assessment
- There are suitable resources to support delivery of the course in a supportive, inclusive and welcoming environment
- Where equivalent courses are offered at the University, courses are comparable in aims and objectives and have a flexible and relevant curriculum
- Any professional requirements are met, and you are prepared for employment and lifelong learning
- Appropriate systems are in place to manage the course, support students and deliver a responsive customer service

We therefore work closely with all our Academic Partner institutions to ensure that courses are provided with the same high standards of learning and teaching we would expect for a course at the University. We do this via the following:

- Validation: this is the formal approval of the course as leading to an award of the University
- Approval: this is the formal approval of the Partner to deliver each individual course
- External Examiner scrutiny of quality and standards
- Annual Monitoring: the review of courses and how they are being offered with an Academic Partner institution
- Academic Partner Review: a full review of each Academic Partnership is undertaken periodically to ensure that all aspects of the relationship are functioning appropriately
- Professional body accreditation, where relevant

We also need to be sure that what we do is comparable with other higher education institutions (HEIs) in the UK. We, and other UK HEIs, therefore, follow all guidance published by the Quality Assurance Agency for Higher Education (QAA), including the *UK Quality Code for Higher Education*, and are subject to periodic audit by the QAA.

### Programme Aims, Learning Outcomes and Structure

#### Programme Aims

The BSc (Hons) Health & Social Science degree is aimed at students who have a broad interest in health and the social sciences but who do not wish to specialise in a single area. The degree is underpinned by a core programme in health, wellbeing, a community sport focus, sociology and social policy. A feature of this degree is the second year work related learning module in which students will develop their employability skills. This degree enables students to explore health & social sciences whilst also gaining valuable insight into the world of work, leadership and team working.

The main educational aims of the programme are to:

- Develop students' knowledge of social, political, economic, organisational and environmental influences upon the capacity for health
- Develop students' ability to apply knowledge about health and social sciences to influence health and well-being across the lifespan, within a diverse society;
- Develop academic skills of critical analysis, evaluation and research methods;
- Prepare students for employment on graduation by fostering a professional environment in which students can develop their emotional intelligence alongside their experience through work, volunteering, and/or participation in personal or community sport developments;
- Develop students' confidence and communication skills through active, synergistic learning;
- Encourage students to participate in real world research in their final year dissertation.

#### Programme Learning Outcomes

**On successful completion of Level 4 Cert HE, a graduate will be able to:**

*A. Knowledge and Understanding*

1. Demonstrate an understanding of theory and concepts relating to health & social science in a variety of settings
2. Demonstrate an ability to understand "health" as a contested concept
3. Demonstrate an understanding of contemporary issues at the forefront of health and social science debates
4. Understand and explain the diversity of social relationships between individuals, groups and institutions
5. Demonstrate an understanding of the principal processes that underpin social change and social stability and how they impact on health, illness and wider social processes

### *B. Intellectual/Cognitive Skills*

1. Recognise the underpinning nature of political ideology of health and social sciences
2. Demonstrate and recognise diversity within health and social sciences
3. Present evidence from a range of sources and demonstrate an ability to understand them.

### *C. Practical Skills*

1. Acquire information through a variety of sources, including appropriate health and social science databases
2. Work to deadlines
3. Computer literacy (e.g. an ability to search academic databases, prepare and deliver a power-point presentation)

### *D. Key/Transferable Skills*

1. Demonstrate the ability to work in groups on shared tasks
2. Communicate and develop skills in oral and written communication
3. Demonstrate effective time management
4. Demonstrate sensitivity to the values and interests of others and understand that they may differ from one's own

**On successful completion of Level 5 DipHE a graduate, in addition to the above, will be able to:**

### *A. Knowledge and Understanding*

1. Demonstrate a critical understanding of the main theories of the health and social science and their application in diverse communities
2. Assess the ways in which health and social scientific analysis differ from other types of understanding
3. Critically evaluate contrasting and cross-cultural accounts of health, illness, wellbeing as well as wider social processes
4. Reflect on the lived experience of health, well-being and illness

### *B. Intellectual/Cognitive Skills*

1. Analyse the theoretical underpinning of health and social science
2. Assess the merits of competing explanations of health and social processes, including empirical research and methodological debates
3. Show an appraisal of the advantages and limitations of quantitative and qualitative methodologies

### *C. Practical Skills*

1. Gather relevant research data through a detailed use of a wide range of academic databases
2. Identify and propose solutions to problems, both in relation to the substantive area of health and social sciences and other educational issues
3. Work independently in both a reflexive and proactive way

### *D. Key/Transferable Skills*

1. Undertake writing tasks in different styles and for different audiences, being able to produce work of a consistently high standard
2. Recognise the importance of working across teams and communities
3. Recognise issues relating to equal opportunities and diversity, and identify appropriate courses of action in relation to such issues

**On successful completion of Level 6 Ordinary degree a graduate, in addition to the above, will be able to:**

*A. Knowledge and Understanding*

1. Compare between a range of health contexts, such as between individual and institutional contexts, or between national, international and global contexts
2. Analyse health and health issues, alongside health information and data that may be drawn from a wide range of disciplines
3. Synthesise coherent arguments from a range of contesting theories relating to health and health and social science issues
4. Reflect on the links between individual experience of health and health issues and the wider structural elements and social processes relevant to health and well-being across the life course

*B. Intellectual/Cognitive Skills*

1. Articulate and review a broad range of theoretical arguments within a variety of health and social science contexts
2. Draw on research and research methodologies to locate, review and evaluate research findings relevant to health and social science issues, across a range of disciplines
3. Evaluate competing explanations and draw evidence-based conclusions

*C. Practical Skills*

1. Recognise the various leadership styles
2. Use enhanced language skills to articulate opinions and formulate effective arguments in speech and writing
3. Demonstrate skills in oral presentations, including being able to explicate and defend own position

*D. Key/Transferable Skills*

1. Demonstrate a capacity for self-reflection and an ability to appreciate the views and beliefs of others, showing an awareness of normative and moral positions
2. Demonstrate good concentration skills
3. Recognise and reflect on the emergence of own professional identity

**On successful completion of Level 6 BSc (Hons), a graduate, in addition to the above, will be able to:**

*A. Knowledge and Understanding*

- 1 Critically compare between a range of health contexts, such as between individual and institutional contexts, or between national, international and global contexts
- 2 Critically analyse health and health issues, alongside health information and data that may be drawn from a wide range of disciplines

3 Synthesise and critically evaluate coherent arguments from a range of contesting theories relating to health and health and social science issues

4 Critically reflect on the links between individual experience of health and health issues and the wider structural elements and social processes relevant to health and well-being across the life course

*B. Intellectual/Cognitive Skills*

1. Articulate and critically review a broad range of theoretical arguments within a wide range of health and social science contexts and applications

2. Draw on research and research methodologies to locate, review and critically evaluate research findings relevant to health and social science issues, across a wide range of disciplines

3. Critically evaluate competing explanations and draw evidence-based conclusions

*C. Practical Skills*

1. Recognise a range of leadership styles and assess their appropriateness for differing situations

2. Utilise and critically evaluate data to complete a researched area of interest within the health and social science arena

3. Demonstrate high level skills in oral presentations, including being able to explicate, defend and appraise own position in the light of alternative interpretations

*D. Key/Transferable Skills*

1. Undertake, utilise, apply and critique research in a variety of environments

2. Recognise and reflect on the emergence of own professional identity and understand how it may differ with the professional identity of others in the field of health and social science

3. Recognise and reflect on the importance of the skills of lay people and be able to communicate and work effectively with both professionals and lay people



## Programme Structure

<b>Course Title</b>	BSc (Hons) Health & Social Science with Foundation Year								
<b>Course Code</b>	BP1HSS4								
<b>Mode of Study</b>	Full time								
<b>Credit Value</b>	<b>UK</b>	360			<b>ECTS</b>		180		
<b>Module Code</b>	<b>Module Title</b>	<b>QCF/FHEQ Level</b>	<b>Course Stage / Year</b>	<b>Status in Award (/Core / Optional)</b>	<b>Credit Value</b>	<b>Assessment Regime</b>			<b>Semester Taught*</b>
						<b>Written Exam %</b>	<b>Coursework %</b>	<b>Practical %</b>	
<b>Foundation Year</b>									
FY008	Ways of Learning about the Social World	0	1	C	30		100%		1/2
FY026	Preparing for Success Knowledge and Creativity	0	1	C	n/a		100%		1/2
FY027	Preparing for Success Self-development and Responsibility	0	1	C	n/a		60%	40%	1/2
FY028	Inquiry Based Learning	0	1	C	n/a		100%		1/2
<b>Level 4</b>									
LC473	Making Sense of Society: The Sociological Imagination	4	1	C	15		100%		1
LC470	Making Sense of Society: Understanding the Social World	4	1	C	15	100%			2
LC482	Policy and Strategy	4	1	C	15		100%		2
LC475	Policy in Context	4	1	C	15			100%	1
LC459	Sociology of Health	4	2	C	15		100%		1
LC460	Wellbeing in Society	4	2	C	15		100%		1
LC462	Contemporary Debates	4	2	C	15		100%		2
LC480	Media, Communication and Society	4	2	C	15		60%	40%	2
<b>Level 5</b>									
LC533	Research Methods	5	3	C	30	20%	80%		SB
LC565	Understanding the Work Environment	5	3	C	15		100%		1
LC567	Ethical Issues in Health and Social Sciences	5	3	C	15		100%		1
LC561	'Race' Ethnicity and Migration	5	3	C	15		100%		2

LC564	Citizenship, Community and Welfare	5	3	C	15		100%		2
LC570	Employability and Volunteering	5	3	C	15		60%	40%	2
Students must choose 15 credits from the following optional modules									
LC560	Gender and Sexuality in Society	5	3	O	15		100%		1
SL517	Sport, Diversity and Well-being	5	3	O	15		100%		1
<b>Level 6</b>									
LC661	Dissertation	6	4	C	30		100%		SB
LC664	Ageing through the Life-Course	6	4	C	15		100%		1
LC665	Leadership and Teamwork	6	4	C	15		100%		1
Students must choose 45 credits from the following optional modules									
LC654	Disability in Mental Health and the Criminal Justice System	6	4	O	15		100%		2
LC663	Body Culture and Society	6	4	O	15		100%		2
LC666	Global Health and Society	6	4	O	15	50%	50%		2
LC689	Globalisation: Issues and Debates	6	4	O	15		100%		1

## Calendar (Course Delivery Schedule)

Students will be able to access the course delivery schedule and academic calendar on the VLE (Blackboard)

## How your programme is taught

During the Foundation Year, students will be exposed to a variety of summative and formative assessments whilst developing the academic skills to be a successful student at university; course content and Learning Outcomes strongly relate to students developing their knowledge and understanding of the subjects being studied and assessed.

Level 4 modules focus upon the development of a foundation knowledge and understanding of the theories, interaction and interdependence between health and society. Modules are delivered through a blend of lectures, interactive seminars, small-group activities, workshops, and practical activity and are supported by the VLE. These modules provide intellectual stimulation, core reading material and a foundation as well as support, guidance and assistance to students. Small groups of students discuss, in seminars, the content of the lectures, undertake activities and further exploration of topics, through directed and self-directed study to support learning. Guidance in the acquisition of information is provided in seminars specifically geared to the topic. There is emphasis on the self-guided learning skills that will increasingly be called upon in L6 with advice and guidance provided in relation to recommended reading and independent research.

At level 5 students are expected to apply theoretical knowledge through consideration of case studies, debates and presentations that demonstrate a deeper understanding of the

complexity of the issues covered in the modules. A wide range of participative techniques is applied to facilitate the development and exchange of viewpoints in relation to module topics. Interactive workshop sessions develop and test the student's ability to relate key concepts and issues to current challenges within the disciplines and to develop skills in relation to problem solving and decision making.

Students are encouraged to reflect on their learning, thus offering them the opportunity for self-analysis and personal development. At this level students are expected to develop and demonstrate analytical and evaluative skills and to draw on a wide range of resources in the completion of assignments.

At level 6 the strategy is for students to develop more fully their independent learning skills. Students are expected to develop and demonstrate the ability to critically review and analyse theories, concepts, assumptions and arguments and to synthesise and evaluate information from a wide variety of sources in relation to optimising one's own health and fitness, while also considering the way in which these elements could be developed within the community. Skills of reasoning and problem solving are developed and assessed throughout the modules through the synthesis, analysis, evaluation and interpretation of relevant literature and research findings and the application of theories and concepts to the solution of problems. The importance of self-reflection and criticality are developed and demonstrated through the ability to self-appraise and reflect on the student's own learning.

Learning at all levels is structured to ensure that students are engaged in subject-specific contexts. Guest speakers are invited, where appropriate, to ensure interaction with real-world situations and provide students with learning opportunities that are conducive to reflection on how theory is applied to practice.

At all levels modules enable students to develop key skills. Assignments are designed to reflect the learning outcomes for each module. Holistically, the module learning outcomes complement the programme outcomes. Informal formative assessment takes place on an ongoing basis through seminar and workshop activities.

The Blackboard™ Virtual Learning Environment provides further support for students through the provision of lecture notes, supporting materials, web links and pod- and video-casts which may be made available to students online, as are the module programme, assessment guidelines and reading lists. Students are encouraged to use the Discussion Board feature to discuss issues raised in lectures, seminars and workshops with peers and the module tutor. Use of the VLE further allows students to develop and demonstrate competence in the use of information technology.

Buckinghamshire New University has developed its support of students requiring additional learning support and tutors already work closely with the Learning Development Unit (LDU) to enhance the learning opportunities for all students, including bespoke sessions on critical thinking and writing which are jointly presented by the LDU. These sessions enable students to develop cognitive and practical skills of critical reading, synthesising and articulating their own thoughts and understanding of material. Students arriving at University without identification of special learning needs, such as dyslexia are directed to the LDU. In relation to academic misconduct, sessions will be incorporated within modules for the development of critical

reading, thinking and writing skills enhances students' ability to prepare their own work for assessment.

### Virtual Learning Environment (Blackboard)

The University's 'virtual learning environment' (VLE) – Blackboard – is accessible via desktop, laptop and mobile device. Here you will get access to online programme information and access to other online resources while at Bucks. You can also communicate and collaborate with your fellow students and programme tutors.

Blackboard is accessed directly via <https://my.bucks.ac.uk> regardless of whether or not you are on University premises. You will receive a full induction to using Blackboard early in the programme so that you can access its full potential during the course of your studies.

### Module Description and Assessments:

#### Foundation Year

Module Code: <b>FY008</b>	Module Title: <b><i>Ways of Learning about the Social World</i></b>
<p><u>Description:</u>            The aim of the module is to introduce students to ways of knowing about the social world. The module will introduce the student to key themes, concepts and approaches in the social sciences, including criminology, sociology and applied areas such as sociology of Health. It introduces standard disciplinary language, definitions and ways of investigating society. It also introduces students to ways of academic learning skills and tools and the sociological imagination.</p>	
<p><u>Assessments:</u>            The assessment strategy comprises of two elements.            The first element will be a Formative piece of work. This will be in the form of a presentation whereby students will present on a subject area of choice which has been covered within the indicative content and has been discussed in the seminar groups. The presentation will build confidence in presenting and in learning how to present key information to others. Feedback from the presentation will assist them in developing their material for their summative piece of work.            The Summative assessment strategy for Course Work 1 is aimed at enabling the students to develop skills in gathering a range of information relating to the scope of subjects in Social Sciences and introduce them to the sociological imagination. Their formative presentation and feedback will assist them to compile a 1500-word assignment on their chosen topic which has been covered in the indicative content of the module. The students will develop their skills in accessing academic literature and gathering on line data to produce an academic piece of work. The student will be expected to present key information demonstrating that they have met the learning outcomes of the module.</p>	
Module Code: <b>FY026</b>	Module Title: <b><i>Preparing for Success: Knowledge and Creativity</i></b>
<p><u>Description:</u>            This module enables students to begin developing the Bucks Graduate Attributes associated with knowledge and its applications and creativity, which are essential for success in higher education and in the world of work. It encourages students to see the significant overlap between study skills and employability skills and provides the opportunity for students to reflect on and develop their existing abilities in both areas. The module will prepare students for successful progression to Level 4 academic study while allowing them to learn about and prepare themselves for employment in the twenty-first century through inquiry based learning, problem solving and critical and creative thinking.</p>	

This module complements FY027 Preparing for Success: Self-development and Responsibility, which develops the Bucks Graduate Attributes associated with leadership and self-development and social and ethical awareness and responsibility. Both FY026 and FY027 are designed so that students can take them in any order.

Assessments:

**Summative Assessment**

ID	Activity Type	% or P/F	Size of assessment (Length / duration)	Outcomes Assessed	Workload (Hours)
CW1	Coursework: Written Assignment	40	1000words	1, 2	
CW2	Coursework: Portfolio	60	2000words	1, 3,4	

Module Code: **FY027**

Module Title: **Preparing for Success: Self Development and Responsibility**

Description:

This module enables students to begin developing the Bucks Graduate Attributes associated with leadership and self-development and social and ethical awareness and responsibility, which are essential for success in higher education and in the world of work. It encourages students to see the significant overlap between study skills and employability skills and provides the opportunity for students to reflect on and develop their existing abilities in both areas. The module will prepare students for successful progression to Level 4 academic study while allowing them to learn about and prepare themselves for employment in the twenty-first century through inquiry based learning, problem solving and critical and creative thinking.

This module complements FY026 Preparing for Success: Knowledge and Creativity, which develops the Bucks Graduate Attributes associated with knowledge and its applications and creativity. Both FY026 and FY027 are designed so that students can take them in any order.

Assessments:

**Summative Assessment**

ID	Activity Type	% or P/F	Size of assessment (Length / duration)	Outcomes Assessed	Workload (Hours)
PR1	Practical Exam: Oral Assessment and Presentation	40	15minutes	1, 2	
CW1	Coursework: Portfolio	60	2000	1, 3,4	

Module Code: **FY028**

Module Title: **Inquiry Based Learning**

Description:

Delivery of this module is based on 'confirmation inquiry' – a foundational level of inquiry geared for developing students' understanding of key concepts and themes as well as basic methodologies and approaches to academic work, relevant to the discipline of the individual student. Students will then have the opportunity to analyse a problem or question that relates to their subject area, making use of information gathered from various sources using different methods and strategies. This module is one of the two subject modules studied during the Foundation Year. It can be taken in either semester one or semester two and does not assume or require and prior knowledge of the subject area.

Assessments:

### Summative Assessment

ID	Activity Type	% or P/F	Size of assessment (Length / duration)	Outcomes Assessed	Workload (Hours)
CW1	Coursework: Report	100	2000words	1,2,3,4	100% assessment time

### Level 4

Module Code: <b>LC473</b>	Module Title: <b><i>Making Sense of Society: The Sociological Imagination</i></b>
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#### Description:

This module aims to introduce students to issues in contemporary British (and other) societies. It will explore the relationship between the individual and society and in doing so it aims to examine common-sense knowledge and understandings of the world. The module will introduce students to social science thinking and its value, thus encouraging students to use their sociological imagination when considering the world around them. The module will draw on a wide range of applications to bring topics to life. The module will also introduce students to an 'Academic Skills' programme giving them the opportunity to develop their academic performance at level 4 and explore the skills necessary to succeed in higher education and beyond.

#### Assessments:

### Summative Assessment

ID	Activity Type	% or P/F	Size of assessment (Length / duration)	Outcomes Assessed	Workload (Hours)
CW1	Coursework: Written Assignment	100	1,500words	1, 2,3	25

Module Code: <b>LC470</b>	Module Title: <b><i>Making Sense of Society: Understanding The Social World</i></b>
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#### Description:

This module aims to introduce students to issues in contemporary British (and other) societies. It will explore the principal debates relating to society, identity and diverse social groups. The module will encourage students to apply social science thinking to contemporary social issues and to critically examine the various research approaches to understanding the aforementioned debates. The module will incorporate an 'Academic Skills' programme and has particular focus on discursive and practical seminars where contemporary sociological issues can also be examined.

#### Assessments:

### Summative Assessment

ID	Activity Type	% or P/F	Size of assessment (Length / duration)	Outcomes Assessed	Workload (Hours)
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EX1	Written Exam (including TCA)	100	2 hours	1, 2, 3	25
Module Code: <b>LC482</b>		Module Title: <b>Policy and Strategy</b>			
<u>Description:</u>					
The module will discuss the policy process beyond government by focussing on the role of non- governmental actors such as the voluntary sector and campaigning organisations. Students will explore the shifting relationship between state, citizen and civil society in order to examine the role of political values and welfare ideologies in shaping policy interventions. The module will examine the complex relationship between evidence and values in the policy process.					
<u>Assessments:</u>					
<b>Summative Assessment</b>					
ID	Activity Type	% or P/F	Size of assessment (Length / duration)	Outcomes Assessed	Workload (Hours)
CW1	Coursework: Written Assignment	100	2,000words	1, 2, 3	25
Module Code: <b>LC475</b>		Module Title: <b>Policy in Context</b>			
<u>Description:</u>					
On this module, students will examine the scope of policy and the policy-making process. The social construction of social problems will be explored. The module will discuss the main methods used by researchers to investigate policy issues, the role of research in shaping the policy agenda and specific policy initiatives that emerge.					
<u>Assessments:</u>					
<b>Summative Assessment</b>					
ID	Activity Type	% or P/F	Size of assessment (Length / duration)	Outcomes Assessed	Workload (Hours)
PR1	Practical Exam: Oral Assessment and Presentation	100	10-15mins	1, 2, 3	12.5
Module Code: <b>LC459</b>		Module Title: <b>Sociology of Health</b>			
<u>Description:</u>					
The module will explore the social construction of health and illness in contemporary society, including the changing nature of the cross-cultural conceptualisations of health. It will introduce the students to the theory of sociology of the body, mental health and the role of both the Professions and the relationship between health and society. It will afford the student the opportunity to explore the anthropology of health and relate this to notions of illness across cultures.					
<u>Assessments:</u>					
The summative assessment is an essay of 1500 words which will explore theory related to understanding health and illness as social constructs, with particular reference to culture, diversity and mental health that discusses the contemporary lay and professional conceptualisations of health and illness in Global Society.					
Module Code: <b>LC460</b>		Module Title: <b>Wellbeing in Society</b>			

Description:

This module will explore the emergence of the wellbeing agenda, both globally and in the UK. Students will discuss holistic ways of understanding health, the significance of physical and mental health to experiences of wellbeing, issues of wellbeing across the life-course and wellbeing in a range of settings. Policy approaches and the importance of community diversity to analyses of wellbeing will be examined.

Assessments:

**Summative Assessment**

ID	Activity Type	% or P/F	Size of assessment (Length / duration)	Outcomes Assessed	Workload (Hours)
CW1	Coursework: Written Assignment:	100%	2,000words	1-3	25

Module Code: **LC462**

Module Title: **Contemporary Debates**

Description:

This module aims to introduce the student to the contemporary debates in the area of health and the social world forming the basis for understanding of the influences and issues which create discussion. Key contemporary issues concerning diversity and social inclusion in relevant areas will be covered.

Current debates which draw attention to the importance of ethical dilemmas across core areas such as ageing, deviance groups and medical technologies will be explored. The module also introduces the student to debates about issues such as risk and community engagement and how these may fit in the health, social science and wellbeing agendas.

Assessments:

**Summative Assessment**

ID	KIS Category/Activity Type & Brief Description (Please refer to: <a href="#">QAA Guidance</a> in completing this section)	Learning Outcomes Assessed	Weighting % or P/F	Work load hours
CW1	Coursework: Written Assignment: 2000words	1-4	100%	25

Module Code: **LC480**

Module Title: **Media, communication and society**

Description:

This module introduces students to the key debates, issues and relevance of the character, role and impact of all forms of media in contemporary societies. This module aims to explore the many ways in which media infiltrates and shapes our social worlds, giving students a working understanding of the social science of the many-sided facets of media.

Assessments:

CW1 Coursework-Weighting 100%: Students will be expected to create a media product from a choice of options and to provide a written commentary and analysis using relevant academic material and personal reflection - 2000 words.

**Level 5**

Module Code: **LC533**

Module Title: **Research Methods**

Description:

This is a year-long module which covers qualitative research methods in semester 1 and quantitative research methods in semester 2. This module builds on the level 4 module



'Making Sense of Society' in which students are introduced to research methods. Students will begin by considering epistemological perspectives in the social sciences alongside ethical research practice; this important foundation will give them the necessary knowledge and understanding to develop successful research questions. This level 5 research methods module will cover qualitative and quantitative research in the social sciences allowing students to develop understanding in interviewing, data analysis, questionnaire design and the use of SPSS.

Research Methods develops students' knowledge and understanding of a range of social scientific research in such a way that they are very well placed to successfully apply this knowledge and understanding in their Level 6 Dissertation.

Assessments:

The assessment strategy will support students in the development of their understanding, knowledge and practice of social science research. The first piece of coursework will capture the students' understanding of epistemology, research methodology and ethics which is foundational to all research in social science. The second piece of coursework will allow the students to demonstrate their knowledge and understanding of qualitative data analysis. The TCA will capture their emerging understanding of quantitative research and the final piece of coursework will offer an opportunity to showcase quantitative data analysis skills. Overall, this suite of assessments will not only fit with subject benchmarks but also give students opportunities to learn new, transferable skills which will serve them well in their chosen careers.

Module Code: **LC565**

Module Title: ***Understanding the Work Environment***

Description:

This module will draw on theoretical debate about employment and organisations. It will contextualise the shifting nature of employment at a macro level and expose students to debates about organisational change, in relation to themes like gender. During this module, students will be supported in their preparation for work related learning in semester 2.

Assessments:

The assessment strategy will support students in the development of key academic and work related skills. It will require students to produce a piece of coursework to enable them to demonstrate theoretical knowledge and policy understandings of organisations, employment and volunteering. The assessment strategy requires students to identify important themes relating to employment and volunteering within organisations and explore these in a detailed and critical way.

Module Code: **LC567**

Module Title: ***Ethical Issues in Health and Social Science***

Description:

The aim of this module is to provide students with the opportunity to analyse ethical issues related to health, well-being and community cohesion within the context of the diverse nature of contemporary civil society. The module will draw on every-day experiences, case studies to explore contemporary problems and tensions for individuals, agencies and practitioners in optimising individuals' autonomy as well as the needs of wider society. The module will also consider ethical debates that impact on people across the life-course.

Assessments:

Students will present a formative group PowerPoint presentation to module participants in week 7 or 8, identifying a recent event or case publicised in the media which raises legal and ethical issues connected with the module. Peer review will be provided; the module leader will also provide brief, written feedback to each group on content as well as areas for further consideration. Feedback from this exercise may then contribute to CW1, the summative assessment.

The formative assignment invites the students to present the plan for their assignment in class for discussion and peer feedback.

The summative assessment (CW1) will require analysis of legal and ethical dimensions of a current issue from health and social science as well as considerations of one's own moral perspective in relation to the event/case/issue. This 2,500 essay will assess all learning outcomes.

Individual tutorial sessions will stimulate critical analysis; provide guidance on meeting the learning outcomes, as well as an opportunity to discuss learning from the taught components.

Module Code: **LC561**

Module Title: **'Race', ethnicity and migration**

Description:

This module will explore the concepts, significance and lived realities of 'race', ethnicity and migration historically and in contemporary societies with a specific focus on the UK. Digging into the history of these problematic ways of categorising human individuals, it aims to uncover the socially constructed nature of these labels and the consequences of this for individuals and societies. The module will examine the history of migration to and from the UK, as a context/background for exploring in greater depth recent immigration patterns and issues, and the character of contemporary multicultural diversity. This foundation of understanding will equip students to then research, debate and discuss contemporary topical issues around 'race', ethnicity and migration in the UK and to consider solutions to relevant social problems.

Assessments:

Formative: Presentation of a piece of literature-based research into a specific period of migration history. Students will each be asked to research a different specific period of migration history to and from the UK and to discuss the significance of their findings in relation to the theoretical and analytical material discussed at the start of the course. The results of this research will be collated and discussed in class. The purpose of this is that students should develop sound secondary research skills, begin to apply theory to real social issues and begin to develop an in-depth knowledge and, recognise patterns in migration history in order to better understand the complexity of migration processes and social responses to these.

Summative: A problem/solution-based portfolio examining a case-study of their choice. Students will choose a contemporary social issue in relation to 'race', ethnicity and migration in the UK. They will be expected to critically analyse this issue using theory and research and then to consider theoretically sound and research-based potential solutions to this issue. Students will be expected to demonstrate historically, theoretically and evidence-based informed knowledge and understanding of the social issue of their choice.

Module Code: **LC564**

Module Title: **Citizenship, Community and Welfare**

Description:

This module will examine the interrelationship between sociological theory and debates about contemporary welfare and the rise of the concept of citizenship. In particular, the module will focus on the meaning of late modernity for the contract between state and citizen and the management of this contract through welfare provision. It will draw on historical, contemporary and international concepts of citizenship as well as differing models of welfare systems and provision.

Assessments:

The module will be assessed by an essay of 3000 words. This will allow students to explore a topic in depth and demonstrate detailed research skills and a sound knowledge base. The essay will develop the students' ability to research an area more widely and build up their repertoire of source material and library researching skills.

Module Code: **LC570**

Module Title: **Employability and Volunteering**

Description:

This module will frame and support students' work related learning. The module will require students to take up a work related opportunity and participate in organised learning sessions in the University when not in the work related weeks of the module. It will require students to reflect on their work related experiences at a theoretical level by developing their sociological understandings of employment and organisational practices. It will also enhance their employability and ability to think reflectively.

Assessments:

The assessment strategy will support students in the development of key academic and work related skills. It will require that students demonstrate theoretical knowledge and policy understandings of organisations, employment and volunteering.

It will also support students as they progress their reflective and evaluative skills in relation to their work related experiences, as well as their personal and professional development, including an enhanced CV. During work related learning students will use the VLE to prepare a portfolio which will draw on theoretical knowledge and individual reflection of the work based learning experience.

On return to the university setting, students will explore their work related learning by means of a symposium. They will use this experience to disseminate their experiences and demonstrate an enhanced CV.

**Students must choose 15 credits from the following optional modules**

Module Code: **LC560**

Module Title: ***Gender and Sexuality in Society***

Description:

This module offers an opportunity for students to analyse the concepts of gender and sexuality from a sociological perspective. The module will draw on everyday experiences of gender and sexuality in areas such as family life and intimate relationships, the workplace and the media. The module will make sense of these everyday experiences by drawing on critical accounts of contemporary femininities, masculinities, queer theory and feminist perspectives.

Assessments:

This module uses a traditional lecture format for the exposition of the key concerns and debates in the sociology of gender and sexuality. Weekly 2-hour discussion based seminars will be used to ensure that students reach an appropriate level of understanding in, and knowledge of, the key concerns and debates in the module. Self-directed learning and team-working skills will be developed by encouraging students to undertake internet and library based research, to analyse and evaluate their findings and to give informal presentations of their conclusions. Seminars will enable students to practise and gain confidence in a wide range of learning skills and they will receive informal feedback on the tasks they undertake.

Seminar time will also be used to support the module assessment with particular independent study tasks designed to develop skills necessary for the final written assessment.

Module Code: **SL517**

Module Title: ***Sport, Diversity and Well-being***

Description:

This module gives students the opportunity to develop their social awareness by introducing them to the challenges of responding to diverse needs, capabilities and preferences in sport development, relating especially to age, disability, and well-being. In doing so, students will learn the theoretical knowledge and practical skills to deliver inclusive sport to/for diverse groups by exploring issues of disability and age as both academic, sociological concepts and as critically 'real' factors influencing sport participation.

Assessments:

Assessment will consist of a single summative piece of work, which covers all three learning outcomes.

Over the course of the module, students will be introduced to theories, concepts, case studies and other real world examples of the issues faced by members of diverse groups participating in sport and physical activity (especially the Third Age and people with physical and mental disabilities). Using this knowledge, students will produce a fully supported and justified (ILOs 1 & 2) written programme of sport and/or physical activity for a diverse, underrepresented group (ILO 3).

## Level 6

Module Code: <b>LC661</b>	Module Title: <b><i>Dissertation</i></b>
<p><u>Description:</u> This module provides the student with a supportive and enabling framework for undertaking an independent extended research study. Students will develop the ability to select, design and construct an in depth exploration of a topic within a suitable methodological context. The student will prepare, with supervisory support, a substantive synthesised and evaluative research project; with a view to future dissemination and/or publication (the latter is beyond the scope of this module). It will build on the previous research methods modules in the curriculum to consolidate and further develop the student's research skills.</p>	
<p><u>Assessments:</u> The assessment strategy is based on the promotion of an independent and reflective learner through the use of a learning contract, by regular tutorial/supervisory based support where formative feedback is provided and self-reflection and reflexivity developed. The strategy and formative methods promotes the capacity of the student to further develop confidence and independence and to employ the use of research methods and knowledge into their repertoire of attributes, as they prepare to graduate. The student will be encouraged to reflect, utilise and synthesise their learning from the degree experience in the creation and completion of the summative assessment through a written, formal dissertation.</p>	
Module Code: <b>LC664</b>	Module Title: <b><i>Ageing through the Life-Course</i></b>
<p><u>Description:</u> This module will explore the significance of how people age through the life course from childhood to old age. The module will examine the intergenerational aspects of ageing and the importance of community engagement to being able to age well. The importance of illness prevention through public health interventions and the management of lifestyle and the body will be critically examined. The module will also explore the dynamic relationship between individuals, communities and the state in the context of ageing well, drawing particular attention to the role of community activity in supporting people to age well at all stages of the life-course.</p>	
<p><u>Assessments:</u> The assessment strategy for this module will emphasise the importance of developing links between theoretical and research-based concepts of 'ageing well' and the national and local application of 'ageing well' policies. The assessment strategy will also focus on the importance of life-course approaches to the principles of health and wellbeing. The coursework will assess students' scholarly, evidence-based and theoretically informed ability to discuss key relevant topics and issues, as well as encouraging students to research relevant topics of their choice.</p>	
Module Code: <b>LC665</b>	Module Title: <b><i>Leadership and Teamwork</i></b>

Description:

This generic module will enhance and develop students' understanding of leadership within diverse teams, organisations and groups. By continuing to develop self-awareness, reflexivity and problem solving skills the student will recognise the necessity of utilising a variety of leadership skills to enable individuals, teams and organisations, to function effectively.

Students will investigate strategies to develop their roles within teams. The module develops critical and independent thinking and personal confidence which are all valued by employers. Throughout the module, independent thinking will be embedded experientially in the classroom through a range of exercises and learning materials, including case studies.

Self-reflection, critical analysis of research-based evidence and critical thinking will be developed to enable students to exercise personal responsibility, initiative and decision-making that maybe applied to employment and/or further education of a professional or equivalent nature, whilst also considering the importance of an appropriate work-life balance.

Assessments:

The formative assessment strategy of the presentation of a group proposal for a new community initiative will enable students to reflect upon and articulate their personal development in relation to aspects of the indicative content.

CW1 is developed through a reflection on the formative assessment and knowledge gained of the issues of working in a team thus enabling students to address the module learning outcomes and to demonstrate the acquisition and application of subject knowledge, as well as their self-awareness, confidence development and identification of learning needs in relation to leading and managing themselves and others.

**Students must choose 45 credits from the following optional modules**

Module Code: **LC654**

Module Title: **Disability, Mental Health and the Criminal Justice System**

Description:

This module will examine the issue of vulnerability in relation to the criminal justice system. The particular focus of the module will be on issues pertaining to disability and mental health, both in the context of offenders and victims.

Assessments:

The assessment strategy will utilise blended learning as students will participate in an online discussion relevant to the key themes of the module, to be conducted over a specified period. The innovative nature of this assessment will require students to engage in detailed discussion on a topic or theme generated by the course material and contemporary debates. The on-line discussion will be monitored by the module leader(s). Students will be prepared for this assessment through a number of seminar based activities to foster critical engagement with subject material and group debate and, furthermore, to develop online skills. Students' performance in the online debate will be assessed by focussing on the quality of writing, suitability of sources used, analysis developed and contribution of arguments to further the debate.

Module Code: **LC663**

Module Title: **Body, Culture and Society**

Description:

The module explores the complex relationship which the Body has within the Medical and Social and Political world. This module aims to critically analyse current theories on the Body, Culture and Society. It uses theoretical perspectives from Sociology and Medical anthropology to understand the lived experience in relation to a wide range of issues and topics about the body and what it represents.

It investigates a range of areas to include Health, Mental illness and lifestyle behaviours associated with Deviance and Secondary Deviance. It also examines the role of both Media

and Art in relation to the body self-image and societal representations and role modelling  
Theories of social surveillance and social control of the body are analysed in relation to understanding the body as a metaphor in Post Modernity.

Assessments:

The assessment strategy aims to integrate the core themes of the module The module will employ a range of assessment strategies to optimise learning at level 6. These will include independent preparation and class presentation, Peer support and feedback opportunities to enable skill acquisition in supporting and developing peers. The first assignment, an Annotated bibliography of 12 sources primes the student for optimal performance in the summative presentation of their case study. The case study assessment will facilitate an in depth exploration of the topic and require to the student to relate it to a work related environment.

Module Code: **LC666**

Module Title: **Global Health and Society**

Description:

The aim of the module is to examine current and emerging global issues and challenges related to health, wellbeing the environmental in society. It will focus on theory from medical anthropology, epidemiology, globalisation and risk, and relate these to socio- cultural determinants of health and the impact of global demographic changes.

Assessments:

The assessment strategy is aimed at allowing the students to develop skills in gathering on line data and analysis of this material related to global health.  
Exam format will allow students to display a breadth of knowledge by requiring them to synthesise analytical skills to demonstrate sufficient understanding of theoretical and policy approaches to the issues related to globalisation and health.

Module Code: **LC689**

Module Title: **Globalisation: Issues and Debates**

Description:

This is the first of two interlinked modules exploring key themes which shape contemporary societies in a globalising world and the lived experience of them. The module critically considers core concepts and theories developed to explain the changing character of contemporary societies globally. Substantive areas of contemporary social life will be explored through the lens of such explanatory concepts. Students will examine perspectives on social change and continuity, the factors which determine these and their consequences.

Assessments:

PR1: Practical Exam in the form of Oral assessment by Poster presentation. 100% in weighting.

## How your programme is taught

### Teaching and Learning

Throughout the award the objective is to develop the knowledge, skills and analytical ability of students to enable them to enter successful careers in business organisations. This objective is met by a combination of lecture inputs, seminars, self-study and directed research. Students are required to work both individually and in groups.

During the Foundation Year, students will be exposed to a variety of summative and formative assessments whilst developing the academic skills to be a successful student at university; course content and Learning Outcomes strongly relate to students developing their knowledge and understanding of the subjects being studied and assessed.

Level 4 teaching and learning methods are aimed at introducing students to the core areas of Business and providing them with a foundation of knowledge and skills to build upon in levels 5 and 6.

- At level 4, a number of different methods will be utilised, including lectures, classroom-based activities, independent learning methods and practical sessions, where applicable. Lectures enable dissemination of knowledge to large numbers of students. They typically provide structure to the topic area in order to facilitate understanding and inspire students to think critically about the issues. At this level seminar will also provide a forum in which students can engage with the subject, clarify issues and begin to discuss the subject matter.
- At Level 5 students are expected to acquire more in-depth knowledge and understanding of the subjects at a strategic level.
- At Level 6 students will be encouraged to develop independent learning, analytical and critical evaluation skills and critical application of their knowledge, taking into account wider contexts, to a professional standard. This level will focus on business strategy rather than operational issues which will have been covered at level 5.

The University has a **Virtual Learning Environment** which is a digitally based programme that offers an abundance of supportive features used by lecturers teaching on this programme. This is not offered as an alternative to classroom interaction between students and lecturers, rather it is seen as an additional resource in the forms of:

- *Peer support* – facilitated through the use of the discussion board facility
- *Notices* – maintains communication between lecturer and students between teaching sessions.
- *Resources page* – on-line links to good academic articles of relevance to the module
- *E-Journals* – students registered on Blackboard have the ability to access full-text e-journals that the library subscribes to from anywhere that they have Internet access.
- *Course documents* – such as; lecture handouts, seminar activities, module guides, seminar readings, assessment guidelines, reading list etc.

## Planning your studies

Attendance to all teaching sessions is compulsory for this programme. Each student is expected to attend all scheduled classes in time. The attendance register will record every student's attendance in the class. The details guidance on this subject is found on the LSCI website: [www.lsci.og.uk](http://www.lsci.og.uk)

All students will be sent the class timetables and other related information by email and will also be available on the VLE (Blackboard). Changes to timetable and teacher's absence will be notified to relevant students via text message and email instantly.

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## Your Programme Team

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### Programme Roles

The following are a set of roles that are found on programmes offered by the University and LSCI. Depending on the nature of the inquiry you have, you may wish to contact the relevant individual. If you feel that issues have not been resolved at the levels mentioned below, you can also contact your Vice Principal or Dean or Principal.

#### Academic Personal Tutor

You will be allocated an Academic Personal Tutor for each year of study. Your Academic Personal Tutor will monitor your progress on the programme and your level of achievement. In particular, your tutor will support you to become an autonomous and creative learner and will help you to develop your employability, enterprise and leadership skills. They will be a first point of contact for you to the specialist support and other services provided by the London School of Commerce &IT.

#### Programme Leader

Your Programme Leader, also known as the Course Leader, is the person with overall responsibility for your course of study. You can bring to your Programme Leader any issues you may have with the running of your programme.

#### Module Leader

Modules are individual parts of programmes. Your Module Leader will be the person directly responsible for co-ordinating the various parts of the module and normally setting assessment briefs. The Module Leader will normally be your first point of call for issues specifically relating to that module.

#### Course Registrar

Your Course Registrar is a member of administrative staff and has responsibility for ensuring that the administrative side of your programme runs smoothly. Your Course Registrar will normally be your first port of call for questions about and interpretation of any regulations which relate to your programme.



## Contact Details

Contact details for London School of Commerce & IT staff with key responsibility for your programme.

Name	Role	Extn	Email
Ms Ola	Programme Leader		<a href="mailto:ola@lsci.org.uk">ola@lsci.org.uk</a>
Ms Sonia Islam	Academic Personal Tutor		<a href="mailto:sonia@lsci.org.uk">sonia@lsci.org.uk</a>
Mr Mostofa Khan	Module Leader		<a href="mailto:mostofa@lasi.org.uk">mostofa@lasi.org.uk</a>
Mr Mahmud	Course Registrar		<a href="mailto:Mahmud@lsci.org.uk">Mahmud@lsci.org.uk</a>

Contact details for University staff with key responsibility for your programme. Please note that it is expected that your Course Team at London School of Commerce & IT will be your first point of contact for all course enquiries.

Name	Role	Extn	Email
Dr Laura Williams	Partnership Tutor		<a href="mailto:laura.williams@bucks.ac.uk">laura.williams@bucks.ac.uk</a>
Carol Wilkinson	Course Registrar		<a href="mailto:carol.wilkinson@bucks.ac.uk">carol.wilkinson@bucks.ac.uk</a>
Cath Evans	Course Administrators		<a href="mailto:cath.evans@bucks.ac.uk">cath.evans@bucks.ac.uk</a>

## Administrative Support

The administrative office is located at the ground floor of LSCI building behind the reception desk. You may pop in and talk to admin team for any enquiry or need with one of them and they will readily try to help you.

## Student Wellbeing and Support

Your journey through University can be an amazing time of change in your life. Throughout your studies, it is important to care for your physical health as well as your mental health and wellbeing. There may also be times where you may feel that you need support to help you get the most out of your time here.

Here you will find information, support and guidance to help you manage any issues that might impact on your studies, as well as your general wellbeing, and we offer a range of options and services to help you.

At LSCI, your support officer is Ms Niharika who will be able to facilitate your need and try to provide you with best advice and solution.

## Student Portal

Your student portal for BNU programmes is called [BNU Connect](#) . You will be given full instruction on how to access and use it. It will help you register with BNU and see your academic progress and results.

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## Academic Advice

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The [Academic Advice pages](#) on the BNU website are maintained by the **Academic Registry** and contain detailed advice on the following areas (clicking on each subheading below will take you to the webpage):

- [Managing your studies](#) including: Terms and Conditions for Admission that you agreed to on enrolment to the course; how to enrol and re-enrol; credit accumulation (if you wish to transfer in credit achieved elsewhere); and other important information such as attendance requirements, placements and dates of terms
- [Course Structure and Regulations](#) including: types of learning and teaching approaches you may encounter during your studies; the academic regulations which govern your academic progression and achievement of your programme; and how you can submit feedback on your course or module (including how that feedback is used to improve provision)
- [Resolving Problems](#) outlining what you can do if you encounter problems with any aspect of your time at the University or with your fellow students, such as if you have a concern about how your course is being run, or if you have a problem with another area of the University, e.g. accommodation
- [Student Conduct](#), which outlines our commitment to providing a University community which is valued by all, and the standards of conduct and behaviour that we expect of all students as members of that community
- [Changing Direction](#), which outlines your options should you find that the course you have chosen is not for you, such as changing courses at Bucks, transferring to another institution, or leaving Higher Education altogether
- [Assessment and Examination](#) including: a guide to assessment as a whole and how to submit coursework, how exams work, how we promote assessment integrity (including guidance on referencing of source material); an overview of the marking, moderation and feedback processes; the options available to you should you experience exceptional circumstances which affect your ability to complete assessment (e.g. if you are ill, or unavoidably absent for an exam); and what may happen if you fail a particular assignment or module
- [Results](#): how your award is calculated and conferred, how you will receive your results and your options if you think that a mistake has been made in the calculation or awards process.

- **Receiving your results:** your final results for each Level/year of your programme will be available online through our [BNU Connect](#) student portal at the end of the Level/year after they have been confirmed by a Board of Examiners. (Marks and feedback for individual pieces of assessment will be released on Blackboard during the year. Students in the School of Nursing and Allied Health will receive their interim results on Blackboard)

Through these pages you should be able to access the related policies and procedures as well as any related forms and additional guidance notes. All University policies, procedures and regulations are available via the following [policies webpage](#) or by clicking on the “About Us” on the website menu and then clicking on How Our University Operates.

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## Academic Integrity

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The University expects all students to maintain the highest standards of academic integrity. This means that you must

- produce work that is the **result of your individual effort** unless the assessment explicitly requires a group submission of an individual piece of work, e.g. a group presentation.
- **Clearly acknowledge the sources used in your work**, following the referencing system for your programme.
- **not reuse for a new assessment any work or part of any work for which credit has already been granted.** In the rare case when this may be permissible the earlier work must be appropriately referenced following the system for your programme.
- include **accurate data and information obtained appropriately and ethically in your work**, and which represents your own endeavours, knowledge and understanding.
- adhere to and comply with all **applicable legal, professional, ethical and regulatory requirements.** This includes the University’s regulations regarding conduct in examinations.

Academic misconduct is a breach of academic integrity. If your work does not clearly meet the expectations above, you may be accused of poor academic practice or academic misconduct. This can lead to your work being penalised for poor practice or being required to be resubmitted for cases of misconduct. In both cases this can impact on your degree classification

More information about the University’s Academic Integrity policy can be found on our [academic advice pages](#).

Your course team will support for you so that you can ensure you maintain your academic standards.

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## Complaints

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The College greatly values the views of its staff and students. It aims, therefore, to manage their complaints in a way that is sensitive to the needs of each specific case and supportive of the College's goal of providing an exceptional experience. There are a number of informal channels through which it is hoped that most problems can be resolved. If, however, you need to pursue a complaint formally, you can be sure that the College will treat it seriously and impartially.

The Complaints Procedure contains the following stages:

Stage 1: Informal discussion of the complaint with the individual(s) directly involved

Stage 2: Formal investigation by the Principal

Stage 3: Review by the Appeal/Complaint Panel

On receipt of such an appeal, the Appeal/Complaints Panel will be convened to discuss the grounds of appeal and come up with a conclusive decision. The Panel will take 10 working days to come to a final decision. The Principal on behalf of the panel write a letter to the complainant informing the decision of the Panel.

If you think that the service, you have received at LSCI is unsatisfactory in some way and you want it to be investigated you can take this to the University. Please visit the following link to know the student complaints procedure at BNU.

<https://www.bucks.ac.uk/current-students/registry-helpdesk-and-academic-advice/resolving-problems>

The letter of the Panel decision will also notify the complainant of the College's intention to issue a Completion of Procedures Letter, in accordance with the provisions of the Office of the Independent Adjudicator for Higher Education (OIA).

Once the complainant has been issued with a Completion of Procedures letter, you will be able to have your complaint considered by the OIA. Information about the OIA will be sent with the Completion of Procedures letter or you can contact the OIA directly:

OIA, Third Floor, Kings Reach, 38-50 Kings Road, Reading, RG1 3AA

Telephone No. 0118 959 9813

E-mail: [enquiries@oiahe.org.uk](mailto:enquiries@oiahe.org.uk)

Further and specific details about the OIA can be obtained from the LSCI Student Welfare Officer or from the following website: <http://www.oiahe.org.uk/>

A complaint will not be considered by the OIA unless it is received within three months from the date of issue of the Completion of Procedures letter.

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## Additional Programme Information

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### Feedback on your programme

We welcome feedback from you on your programme, any areas of good practice and ideas for improvement; you will be given the opportunity to comment on your programme at various stages.

### Programme Committees / Student Representation

Each subject area has a Programme Committee where you can review and discuss operation of your programme and receive updates on actions that have been undertaken.

Programme committees meet at least twice during the academic year and membership includes your Programme Leader, Module Tutors, and student representatives drawn from all levels of the programme, as well as a representative of the Students' Union. Records of programme committees are available to all students via the Programme Committee Organisation on Blackboard. Here you can also find the most recent external examiner's report for your programme, a Students' Union and NSS summary and other recent reports about your course.

### National Student Survey (NSS) / Other national surveys

In the final year of your undergraduate programme you will be invited to take part in the [National Student Survey](#) (NSS). The NSS is launched annually in January and is your opportunity to give your opinions on what you liked about your time at Bucks as well as things that you felt could have been improved. Your feedback is used to compile year on year comparative data which is then made available to prospective students and their families via [DiscoverUni](#).

Postgraduate students also have the opportunity to give feedback on their experiences via the Postgraduate Taught Experience Survey (PTES), which is run by the Higher Education Academy.

In both cases, we closely monitor survey results to improve our provision.

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## Division of Responsibilities

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In working in partnership with London School of Commerce & IT, the University has agreed how responsibilities are divided or shared and a summary of this is given below.

Responsibility for:	University	London School of Commerce & IT	Notes
Design of the course and award	✓		
Teaching of classes		✓	

Provision of hard copy Learning Resources (ie Library)		✓	
Provision of Online Learning Resources	✓	✓	Joint responsibility
Technical support	✓	✓	Joint responsibility
First marking of assessments		✓	
Moderation of marked assessments	✓		
External Examination	✓		
Examination Venues		✓	
Examination Invigilation		✓	
Provision of VLE	✓		
Assessment Boards	✓		
Results Letters	✓		
Transcripts	✓		
Certificates	✓		
Appeals	✓	✓	
Complaints	✓	✓	
Accommodation advice and support		✓	
Disability advice & support		✓	
Learning Development advice / support		✓	
Careers and employability advice and support		✓	
Financial advice and support		✓	
Students' Union	✓		
Multi-faith chaplaincy		✓	

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## Introductory Reading List

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### Course-related texts

Helman C (2007) 5th Edn Culture Health and Illness. Hodder Arnold London

Commission on Wellbeing and Policy (2014) Wellbeing and Policy. The Legatum Institute

Barry, A.M. & Yuill, C. (2008) Understanding the Sociology of Health: An Introduction (2nd Edn) London: Sage

New York University (2013) The Sociological Project: Introducing the sociological imagination New York: Pearson

Connell, R. (2009) Gender: Short Introductions (2nd Edn) Cambridge: Polity

Bloch, A. And Solomos, J. (2009) (Eds) Race and Ethnicity in the 21st Century Houndmills: Palgrave Macmillan

Turner B. 2013, Vulnerability and Human Rights, NY Penn State University Press

Watson T. (2012) (6th edition) Sociology, Work and Organisation, Abingdon: Routledge

Gilbert, Nigel; Stoneman, Paul (eds) (2015) 4th Edition Researching Social Life London: Sage

Robson, C. and McCartan, K (2016) 4th edition Real World Research London: John Wiley  
Study support texts and online resources

SocIndex Athens, ABI Inform, EBSCO Host (Anthropology), Wiley.com

Buckinghamshire New University

High Wycombe Campus  
High Wycombe  
HP11 2JZ

Uxbridge Campus  
106 Oxford Road  
Uxbridge  
UB8 1NA

Tel: 01494 522 141

Fax: 01494 524 392

[www.bucks.ac.uk](http://www.bucks.ac.uk)