



BA (Hons) International Business Management (Top-Up)
STUDENT HANDBOOK
July 2019

Teesside University in partnership with Kaplan Myanmar University College

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Disclaimer: This booklet does not replace any Teesside University or Kaplan Myanmar University College formal documentation or regulations. The information included is believed to be correct at the time of going to print.

1. Welcome Messages

From Principal, Kaplan Myanmar University College



Welcome to Kaplan Myanmar University College (KMUC), situated at one of Yangon's busiest streets along Pyay Road. Building futures one success story at a time, KMUC is determined to helping you achieve your educational and career goals through lifelong learning opportunities.

As the Principal of KMUC, I am committed to empowering our students to become Myanmar's future leaders. We believe every student is unique with the capability to learn and grow. It is our responsibility as educators to ensure that you will receive a holistic education. This journey began when you took the first step to enrol into one of our many programmes.

In addition to the way we have designed the school curriculum to equip you with skills such as critical thinking and problem-solving, our 9-storey campus building hosts facilities such as state-of-the-art Synergy Pod classrooms, co-working spaces and sports studios, all to ensure that you will have the best possible learning experience.

On behalf of everyone at KMUC, we look forward to supporting and meeting you during your educational journey with us.

Daw Khine Khine Lin
Principal, Kaplan Myanmar University College

From Provost, Kaplan Myanmar University College



Together with Teesside University, I am pleased to welcome you to Kaplan Myanmar University College and to the Bachelor (Honours) in International Business Management programme.

This Bachelor's Degree programme is designed with a specific focus on business in an international context. Together, the teaching team will work closely with you to ensure that you are able to achieve your maximum potential, so that you will develop skills and competencies necessary to become effective managers in the evolving globalised economy.

At Kaplan Myanmar University College, we continually strive to offer programmes of the highest quality and provide the best learning experience for our students. We seek to provide opportunities for you to gain the competitive edge and enhance your employability, and hope to help you meet your education and career goals.

I take this opportunity to wish you all the very best in your learning pursuit and enjoy the journey!

Associate Professor Rhys Johnson
Provost, Kaplan Myanmar University College

From Dean, Teesside University Business School



It is my pleasure to welcome you to the BA (Hons) International Business Management (Top-up) programme, delivered by our partner Kaplan Myanmar University College. We invite you to challenge your thinking, secure your future success, and make an impact in the wider world through your studies. This programme brings together contemporary issues pertinent to the areas of leadership and management, entrepreneurship, finance, operations and technology that support the study of international business management.

At Teesside University Business School we have a rich and deeply embedded culture of innovation and enterprise where academic underpinning is explored through interactive delivery of real-world examples within a supportive but challenging learning environment. Enterprise is woven through all our programmes, which cover the full range of career development opportunities from higher degree apprenticeships and undergraduate degrees through to postgraduate, doctoral and executive education.

I wish you every success on what will be a challenging, but rewarding journey through the programme.

Dr Susan Laing
Dean, Teesside University Business School

2. About this student handbook

This student handbook is your guide to the course. It covers information about your academic program, policies & procedures, and useful information about the services provided to students. The student handbook is not a single entity. It is supported by a number of other documents which are available to you via the University website (www.tees.ac.uk) or via the course team at Kaplan.

3. About Kaplan Myanmar University College

Kaplan Myanmar University College (KMUC) is part of Kaplan Inc., one of the world's most diverse education providers and is the largest subsidiary of Graham Holdings, formerly the Washington Post Company. Being one of the pioneering foreign education groups to set up campus in Myanmar, KMUC specialises in a wide array of programmes from foundation and language programmes to higher education degree programmes. Building futures, one success story at a time, KMUC aims to enable students to achieve their educational and career goals through industry-relevant learning that is respected by employers worldwide.

Mission

Kaplan Myanmar University College helps individuals achieve their educational and career goals. We build futures, one success story at a time.

Vision

To be the leading private education provider of choice in Myanmar.

Our Core Values and Culture

Our core values define our company culture and provide the framework for what Kaplan Myanmar University College delivers to our customers and employees each day.

- **Integrity**

Kaplan Myanmar University College places being ethical above all else because doing things right is the only path to long-term growth. Our ethics and integrity must be irreproachable.

- **Knowledge**

Kaplan Myanmar University College always strives to learn more and to use that knowledge for the benefit of our students, colleagues, employees and community.

- **Support**

Kaplan Myanmar University College provides a supportive environment for our students, employees and community. Everything Kaplan Myanmar University College does is designed to support our students' success.

- **Opportunity**

Kaplan Myanmar University College will continually look for new and better ways to create opportunities for our students, employees and communities. This is fundamental to our mission: Kaplan Myanmar University College builds futures one success story at a time.

- **Results**

Kaplan Myanmar University College succeeds when our students succeed. Kaplan Myanmar University College gauges our success by how well our students meet their measurable goals.

4. About Teesside University

Founded in 1930 in Middlesbrough, Teesside University generates and applies knowledge that contributes to the economic, social and cultural success of students, partners and the communities we serve. Through education enriched by research, innovation, and engagement with business and the professions, we transform lives and economies. You can read more about us [here](#)

Our Values

At Teesside University we seek to enhance the experience of all our students, staff and external partners by:

- Delivering excellence in learning, research and enterprise
- Empowering individuals and teams to enhance their contribution to the University
- Fostering creativity, enterprise and innovation
- Embracing diversity and actively opposing prejudice
- Communicating openly, honestly and respectfully at all times
- Committing to sustainability and the protection of our environment
- Taking responsibility and demonstrating leadership.

5. About your programme

The BA (Hons) International Business Management (Level 6 Top Up) programme is based on the philosophy that management development should be incremental and this programme aims to build on the grounding in the disciplines as studied prior to admission.

The programme encourages students to develop the skills and competences of future managers. To do this, students should be capable of making management decisions at both a strategic and at a tactical level, emphasising the complexity and dynamics of business and management and taking cognisance of the integrative nature of the various factors which impinge upon management decisions.

The generic programme aims have been derived from the three purposes of business and management programmes listed in the QAA General Business and Management benchmark statement, 2015. The purpose of general business and management programmes is threefold: (1) study of organisations, their management and the changing external environment in which they operate, (2) preparation for and development of a career in business and management, and (3) enhancement of lifelong learning skills and personal development to contribute to society at large.

The specific BA (Hons) International Business Management top-up programme aims are:

- To offer a broader and deeper business education to honours degree level that suits the needs of students who wish to pursue careers associated with international business in the private, public, and voluntary sectors.

- To develop the business skills and the knowledge and understanding of international business theory, concepts and frameworks, leading to the critical evaluation of these and associated evidence.
- To provide a flexible multidisciplinary academic framework and an international context that allows students to further develop their academic and personal skills.
- To assist students seeking to enhance their learning skills by encouraging independent work, critical thinking and reflection.

Learning Outcomes	
The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to	
Knowledge and Understanding	
K1	Demonstrate a comprehensive and detailed understanding of the underlying principles of working in a global context.
K2	Critically review and select appropriate concepts, theories and techniques relevant to different international business management contexts and trade practices.
K3	Evaluate international strategic decision making processes and problem solving using a holistic view of the economic, legislative and social-political environment in which international businesses operate.
Cognitive/Intellectual Skills	
C1	Develop an intellectual flexibility and openness to new ideas in the study of international business management.
C2	Reflect upon the outcomes of their analysis, and be self-critical in assessing own contributions.
C3	Analyse and formulate strategies in the absence of complete data using critical thinking, analysis, synthesis and critical appraisal.
C4	Synthesise, appraise, analyse and evaluate data and evidence from appropriate sources to make appropriate judgements.
Practical/ Professional Skills	
P1	Synthesise and critically appraise data from a range of sources.
P2	Reflect on the international business management implications within the political, economic, legislative and social context and in formulating effective business strategies.
P3	Plan, undertake and evaluate self-managed international business management projects.
P1	Synthesise and critically appraise data from a range of sources.

Key Transferrable Skills	
T1	Engage effectively in academic discussion and present arguments in a professional manner.
T2	Plan, manage and evaluate the acquisition of current and new knowledge and skills.
T3	Recognise and evaluate factors which enhance group processes and team working, and modify and evaluate own personal effectiveness within a team.
T4	Select, apply and evaluate appropriate numerical and statistical methods for complex and open ended tasks using appropriate computer software.

Key Learning & Teaching Methods

The programme employs a diversity of learning and teaching methods including: lectures, seminars, workshops, laboratory sessions, and independent research projects.

The programme employs a University Virtual Learning Environment (VLE, Blackboard) to provide programme specific support to programme students. Each module has a site in the University's VLE, which adheres as a minimum to the University's Threshold Quality Standards. Where applicable modules include electronic submission, assessment and feedback. All modules on the programme are delivered via blended learning, which uses a combination of face-to-face learning and online delivery. Each module has a site in the University's VLE (i.e., Blackboard), which adheres as a minimum to the University's Threshold Quality Standards. Where applicable modules include electronic submission, assessment and feedback.

The induction programme is designed to help students make a smooth transition into Higher Education and to help them build a positive relationship with the School, programme, staff and their peers during the early stages of their studies. The partner institutions will set up their own student support arrangements that will support the process of transition to Higher Education.

Interaction between students and a range of relevant personnel should encourage greater knowledge and understanding of the role of the Student Support Hub as a key access point for student support.

The Programme Leader will implement induction activities with support from the KMUC Program Management team where appropriate. Students will be encouraged to recognise the demands represented by each of the transitional stages and to develop strategies for raising attainment. Throughout the formal induction process and ensuing academic year, the KMUC Program Management team will act as a key point of contact for students who require non-academic assistance and advice. Provision of generic student support will assist in encouraging students' effective integration into the University and School.

Programme Structure

The BA (Hons) International Business Management top-up programme is designed with a specific focus on business in an international context.

There is a clear focus of internationalisation in terms of the programme content and theories. International and home students are encouraged to share their cultural experiences to aid development of programme knowledge and skills, for example, this is evidenced via group work where it is essential that students work together to solve defined and problem based tasks. This is a dynamic and intensive course that requires total commitment and a high level of motivation. The teaching team works closely with students to ensure they are able to achieve their maximum potential. The course has four core units and two optional units which have been designed to refine and extend students' existing knowledge and skills base through a number of carefully chosen subject areas.

Modules are taught through a variety of means including lectures, seminars, online delivery and group work. As part of the course, students will need to undertake a significant amount of self-directed research and writing. All modules are designed to concentrate on the building of interpersonal skills and on the acquisition of effective study techniques. Furthermore, a number of programme modules allow students to undertake informal and formally assessment group work to allow students to share their own business experiences.

Students study over two semesters with up to 4 hours of week per module tutor contact.

Semester 1

1. Undergraduate Business Research Methods (Top Up), BIN3020-N (20 credits)
2. Contemporary Issues in Business Management, BIN3038-N (20 credits)

Semester 2

1. UG Business Project, BIN3023-N (40 credits)
2. Global Economics and Operations, BIN3022-N (20 credits)
3. Emerging Technologies for the Enterprise, BIN3025-N (20 credits)

<p>Undergraduate Business Research Methods (Top Up) The module seeks to develop skills in research methods applicable to business and related areas. It is concerned with those disciplines associated with qualitative and quantitative research methods. The module focus will enable students to plan for an undergraduate level project.</p> <p>Assessment will be 100% ECA consisting of a 3,500 word individual project proposal report. The proposal will describe the rationale of a potential project, state aim and objectives, provide an outline review of key underpinning literature, an outline of the research/project strategy and secondary and primary data requirements, and outline anticipated milestones in the preparation of the project.</p>	20 Credits
<p>Contemporary Issues in Business Management The purpose of this module is to develop an understanding of the challenges faced by organisations in a complex and dynamic environment and it explores the controversies and dilemmas of contemporary management thinking and practice.</p>	20 Credits

<p>The module is structured around three key interrelated contemporary issues facing businesses: internationalisation; technological innovation; and sustainability. The module is designed to synthesise contemporary conceptual discussion and to further develop students' diagnostic, analytical and communication skills for effective human interaction and decision making and therefore a variety of teaching approaches are used.</p> <p>The assessment for the module is a 100% end course assessment related to the key themes explored during the module (equivalent to 4000 words or 20 minute presentation + 1000 word summary).</p>	
<p>Undergraduate Business Project</p> <p>The module comprises a learner managed business project, the topic area of which will be associated with the learner's programme area of study. The project will provide the learner with an opportunity to demonstrate their capability to undertake an individual piece of research within a business context. The project may be an investigation of a relevant issue of academic interest, an investigation of a practical business issue, or a live problem-solving project.</p> <p>Assessment is via an ECA (100%) - 8,000-10,000 word project. The submission will be structured according to guidance offered in the module handbook, with appropriate allowances for potential differences arising from the nature of the project undertaken.</p>	40 Credits
<p>Global Economics and Operations</p> <p>This module examines business operations in the context of the global economy. One part investigates the operation of the global economy, looking particularly at international trade, the importance of multinational enterprises and foreign investment, and the growth and development of economics, especially the emerging economies of the BRIC group, among others. Other internationally important global economic issues are also examined, such as globalisation and environmental policy. In the business operations part of the module, the emphasis is on the management methods used to aid resource allocation and decision making in organisations. The nature of the operational process is examined and techniques are developed and applied in practical settings.</p> <p>Assessment takes the form of an individual assignment (2,000 words) based on a pre-released case study for the global economics part of the module (50%), and an individual report of 2000 words (50%) for the business operations side of the module.</p>	20 Credits
<p>Emerging Technologies for the Enterprise</p> <p>This module provides an insight into the development and implementation of new emerging technologies in relation to current information management and technological aspects of business enterprise, and how these affect all organisations in the wider business and technology context.</p> <p>This module examines the dynamic business environment for new and emerging technologies. Assessment is via a 100% assignment comprising a group presentation (20%) and individual report (80%).</p>	20 Credits

6. Scheduled classes and independent study

Timetabled hours

University regulations state ‘students admitted to any course of study are required to attend regularly and punctually’. Missing a significant number of timetabled classes normally results in poor performance at the end of the term of study or can lead to exclusion from the university. If you know in advance that you may be absent from classes you should let your lecturer or Academic Contact at Kaplan know. If you are absent for a period longer than three days please notify your programme manager at Kaplan.

Independent study hours

Each unit requires a significant amount of individual study. Classes are very interactive, therefore it is expected students prepare for sessions by completing set self-study tasks. Independent study hours increase when you prepare for submission of coursework or revise for examinations.

Programme Schedule

Semester 1 (4 months; 15 weeks) - 8 July 2019 to 20 October 2019

Undergraduate Business Research Methods (Top Up)	
Week 0	Welcome Orientation on 8 July
Week 1 (8 July)	Welcome & Induction/ Reading Preparation (Individual Study)
Week 2 (15 July)	Teaching Weekend
Week 3 (22 July)	SKYPE/ In-Class Facilitation
Week 4 (29 July)	Preparation for Assessment
Week 5 (5 Aug)	
Week 6 (12 Aug)	
Week 7 (19 Aug)	
Contemporary Issues in Business Management	
Week 1 (26 Aug)	Reading Preparation (Individual Study)
Week 2 (2 Sept)	Teaching Weekend
Week 3 (9 Sept)	SKYPE/ In-Class Facilitation
Week 4 (16 Sept)	Preparation for Assessment
Week 5 (23 Sept)	
Week 6 (30 Sept)	
Week 7 (7 Oct)	Assessment Submission – 4000 word or 20min presentation and 1000 word summary

Semester Break from 14-20 Oct 2019

Semester 2 (4 months; 16 weeks) – 22 October 2019 to 9 Feb 2019

1. Global Economics and Operations 2. Undergraduate Business Project	
Week 1 (21 Oct)	Intensive Teaching Weekend
Week 2 (28 Oct)	SKYPE/ In-Class Facilitation
Week 3 (4 Nov)	Preparation for Assessment / Lecturer Supervision (for UG Business Project) Global Economics & Operations: 2000 word Assignment and 2000 word Report
Week 4 (11 Nov)	
Week 5 (18 Nov)	
Week 6 (25 Nov)	
Week 7 (2 Dec)	
Week 8 (9 Dec)	
1. Emerging Technologies for the Enterprise. 2. Undergraduate Business Project	
Week 1 (16 Dec)	Teaching Weekend
Week 2 (23 Dec)	SKYPE/ In-Class Facilitation
Week 3 (30 Dec)	Preparation for Assessment / Lecturer Supervision (for UG Business Project) Emerging Technologies for the Enterprise Undergraduate Business Project: Assignment Submission – Presentation + Word Project(8000-10,000 words)
Week 4 (6 Jan)	
Week 5 (13 Jan)	
Week 6 (20 Jan)	
Week 7 (27 Jan)	
Week 8 (3 Feb)	

7. Teesside University Regulations, Policies & Procedures

As the programme is delivered in partnership with Teesside University, all students enrolled in the BA in International Management (Top-up) degree are obliged to adhere to the general and academic regulations of the University. Kaplan has fully integrated the following policies into its own, but in the event of any inconsistency or dispute, the Teesside University regulations will apply.

Teesside University regulations are posted on the Teesside University website – and are available here - <http://www.tees.ac.uk/docs/index.cfm?folder=student%20regulations>

8. Academic assessment

Overview

The programme assessment strategy has been designed to assess students' subject specific knowledge as well as their cognitive, practical, intellectual skills and transferable skills applicable to the workplace. The strategy ensures students are provided with formative assessment opportunities throughout the programme which support their summative assessments. The overall assessment load has also been considered to prevent overload or bunching of assessments.

Within modules assessments have been selected to match the expressed learning outcomes. The distribution of learning outcomes has been considered to ensure the stage 3 outcomes have been assessed within the modules in that stage and that all programme outcomes have been met by the end of this top-up programme. A variety of assessment tools have been used to ensure that the overall strategy provides a range of different opportunities to demonstrate learning, these include:

- Formal examinations.
- Individual assignments.
- Group and individual presentations.
- Analysis of case studies.
- Business project

Assignment – An assignment that is completed during or after the teaching period for the module. It may involve solving a problem, writing a report or giving a presentation.

Timing

The dates that assignments and tests/examinations are due are indicated on your separate student academic year plan.

Assessment

There are many regulations concerning in-course assessments. Please read the following carefully – students who submit assignments late are penalised and the University does not accept ignorance of regulations as an excuse.

Submission

The coursework submission mechanism will be clearly specified at the start of the programme, in order that students are in no doubt about the procedure to be followed.

All assignments must be submitted to the Ground floor Kaplan Program Management Reception at KMUC campus **by 6.00pm** on the stipulated submission deadline. In some cases online submissions may be required. The information on how to do this will be included in your unit study guide. Submission deadlines are available in the Unit Study Guide as well as intake timetable.

- Complete an Assignment Cover Sheet and attach it to your assignment before submission. Assignment Cover Sheets can be collected from the Kaplan Programme Management Reception.
- Students are required to staple their assignments and indicate their student number, intake and module title on the cover page.

- Coursework is marked anonymously and **your name must not be visible** to the marking lecturer. Including your name on coursework assignments is classified as an assessment offence within Teesside University regulations.
- Due dates for assignments set by the University are the dates by which assignments must be received by the School. Students are expected, under normal circumstances, to accept the responsibility of organising their affairs to meet deadlines.

Students are strongly advised to keep a copy of all coursework, either hardcopy and/or disk copy, whichever is the most appropriate.

Retention of Work

Assessments are **not** returned to students. You should keep a copy of each assignment.

Submission of Electronic Material

For any assessment involving the submission of electronic media (computer disk, DVD etc.), you will be required to submit two separate copies, neither of which will be returned to you. The two copies must be submitted in a sealed folder or envelope.

It is your responsibility to ensure that the two disks submitted for assessment are both readable. Any student submitting two corrupt disks will normally be awarded a Fail grade. You are strongly advised to:

- Ensure that the disks only contain the assignment being submitted;
- Ensure that both disks are clearly labelled with your name and module title and securely attached to any paperwork that is also being submitted;
- Keep a copy of the work being submitted;
- Check that both disks operate on the college's computers.

Deadline Extensions

Extensions for up to seven days can be approved by the Programme Leader.

Extensions for more than seven days have to be approved by the Head of School - your Programme Leader can negotiate on your behalf.

Extensions are normally granted only for personal circumstances such as illness or family bereavements. A short-term breakdown in any college computer system (or your own computer) is not a valid reason for an extension because you are expected to plan your work so as to allow for such events.

Applications for extensions should be made as soon as possible. Any application made after a deadline may be refused.

Penalties for Late Submission

Any assignment submitted late will be subject to a penalty. For work submitted within one calendar week of its deadline (taking into account any extension), the highest grade available will be a minimum Pass 50%. Work submitted more than one week late will not be assessed and a fail grade (zero mark) will be recorded. Work submitted for reassessment must be handed in by the due date, otherwise it will be recorded as a fail.

Other Forms of Assessment

There may be in-course presentations that require your attendance at a set time on some modules. If you miss such an assessment without good reason you will be marked as absent, and have zero marks. If you have a genuine reason for absence e.g. illness, you may apply to the Mitigating Circumstances Board by completing and returning the Mitigating Circumstances form.

Academic Misconduct

What follows is only a brief summary of the University's Academic Misconduct procedure and should be read in conjunction with the Regulations relating to Academic Misconduct (Taught Components and Programmes) available at:

www.tees.ac.uk/academicregulations

You are strongly recommended to read those Regulations. They provide a detailed explanation of academic misconduct, the procedures which must be followed when an academic misconduct offence is suspected and the possible penalties.

Academic misconduct is defined by the University as any activity or attempted activity which gives an unfair advantage to one or more students over their peers and is treated very seriously.

In order to avoid academic misconduct, the University is committed to continually educating its students on how to develop good academic practice and writing skills. The following support is available and it is recommended that you take advantage of this:

- Advice and guidance from The SU Link based in the Students' Union www.tees-su.org.uk/advicerepresentation/suss
- The Learning Hub (formerly DISSC), where academic tutors provide writing and study skills support <http://lis.tees.ac.uk>
- Facility for students and staff to use plagiarism e:detection software
- Briefings on academic misconduct provided at student induction events and during relevant modules

To ensure that students are treated fairly and equitably, academic misconduct is divided into the following three types:

Academic Negligence: This is regarded as the least serious offence and covers first time minor offences. It includes plagiarism that is small in scale, not related to the work of other students, and which is considered to have resulted from ignorance or carelessness.

Academic Malpractice: This covers extensive paraphrasing of material with no acknowledgement of the source, systematic failure to reference, submitting work which has already been submitted for another assignment, and subsequent cases of Academic Negligence.

Academic Cheating: This is regarded as the most serious offence and covers Plagiarism in dissertations/final year projects/taught doctorate modules, collusion with other students, theft, commissioning/purchasing work, falsification of results/data, and all examination irregularities.

If suspected of academic misconduct, you will be required to attend either an informal or formal meeting and if subsequently found guilty, you will receive a penalty, the most serious of which can be exclusion from the University. The processes and penalties are described in Appendix 2 of

the Regulations. If you are found guilty of academic misconduct after the end of your course, any award that you have received may be withdrawn. This can be done after you have graduated.

The University has an Exceptional Cases Procedure, which can be used when it is suspected that a piece of work submitted by a student is not their own work. You could be interviewed to determine the authorship of work. You are therefore strongly advised to retain materials used in developing work.

The following tips may help you to avoid academic misconduct:

Do

- Familiarise yourself with the regulations and penalties that can be incurred. For professional programmes, a single case of academic misconduct may result in you being discontinued from your course.
- Make sure that you know how to correctly acknowledge other people's work or opinions, and get feedback from your Tutor on whether or not you are doing this correctly.
- Take care when making notes from books or articles. Always keep a record of whether your notes are a paraphrase of the source or a direct quotation, so that you don't inadvertently include quotes without proper acknowledgement (this is a frequently cited reason students give when accused of academic misconduct).
- Seek support from your Module or Personal Tutor if you are experiencing difficulties in completing your work on time.

Don't

- Cut and paste (or reproduce) chunks of material from electronic sources or books/articles (even if you acknowledge the source, material not stated as being a direct quotation will make you vulnerable to an accusation of academic misconduct).
- Loan your work to other students (if it is then copied, you may be accused of academic misconduct).
- Borrow work from current or previous students.
- Submit the same work for different assessments.
- Get someone else to do your work (essay-writing websites don't always keep their promises and have been known to inform universities of students who have purchased).

Feedback

Feedback is intended to help you improve your work and some cases it may appear to be very direct and critical but you should accept this as constructive criticism. If you are unsure about the feedback you receive you are encouraged to discuss it with the tutor concerned.

You will receive feedback throughout your programme of study, this will normally be either:

- **Formative Feedback** - normally delivered during tutorial and practical sessions, one-to-one sessions with your tutor or online through contributions and comments of peers and tutors. This feedback may take the form of written or verbal comments from your tutor or your peers on work done to-date, peer critiques of your work, and tutor-supported self-reflection. Formative feedback is designed to support your development and improve your work prior to formal submission of an assessment. It does not normally involve the grading or marking of work.
- **Summative Feedback** - this is more 'formal' feedback and will be received after you have submitted an assignment. You will receive a mark and/or grade with your feedback and

the feedback will explain why you have got the mark you have and give suggestions for further improvement.

External Examiners

Students often ask questions about how we know that their degree is broadly of the same standard as degrees awarded for similar courses by other universities. In the UK we have a system called external examining which is one of several ways that we confirm that standards are met. An External Examiner is generally an experienced lecturer from another University who offers an independent view as to whether the work of students on the course is of the correct standard. The External Examiner does this by looking at a sample of work (e.g. assignments, exam answers, dissertations), discussing the work with your lecturers and attending the assessment boards to endorse results. They then produce an annual report which tells us about any concerns they have and any good practice they have identified.

Please note that students are not permitted to contact External Examiners directly and External Examiners will not respond to any communication from individual students. If you have any concerns about your course then please speak to your Program Manager.

9. Passing and Progression

Overview

The detailed assessment regulations can be found on the University website at:

<http://www.tees.ac.uk/docs/index.cfm?folder=student%20regulations>

These regulations are quite complicated and you don't need to understand them during your first week! However, you should try to make sense of them fairly soon, and seek clarification from your Programme Manager if you don't understand them.

Assessment Re-sits

Students who fail an assessment may re-sit the assessment once at the next agreed assessment opportunity period. If the assessment is failed again, the student will need to repeat the given module. On a re-sit the student may only earn up to 50 %.

Guidelines and information on re-sits:

1. You must attempt all assessments at the first opportunity.
2. You must do each assessment (essay, project, report, portfolio or examination) for every module. You should do this even if you don't think you can fully complete them.
3. You do not have an automatic right to re-sit or to repeat a year of study.
4. An Assessment Board (which meets at the end of the academic year to look at all your marks) will decide whether you can re-sit or repeat study. The Assessment Board will take into account whether you have attempted all assessments. It is much more likely to give you an opportunity to take re-sits or repeat study if you have attempted all assessments. It is less likely to give you this opportunity if there are some assessments which you did not attempt at the first opportunity.
5. If you are unclear about this information or feel you are at risk of not being able to attempt any assessment you should contact a member of academic staff (module teacher, programme leader or learning development tutor) for further advice before

the hand-in / examination date as there are a variety of ways in which support can be given.

Class and assessment make-up policy

Students with excused absences due to illness, the death of an immediate family member and other long-term health related situations are considered as excused absences if the student provides acceptable documentation. The student will be given a chance to make up the any work missed. The make-up assessment must be held at the place and time agreed to by the lecturer and the student, and must not interfere with the class schedule of the student. In the event that the entire class must be made up, the make-up class will be held at a time convenient for the lecturer and the greatest number of students in the class.

10. Student involvement & feedback on courses

If you have a problem or complaint regarding your degree programme, your Programme Manager is the first person you should contact. You may also wish to raise the issue with the Student Representative for your degree.

Student survey

As part of Kaplan and the Teesside University's commitment to maintaining and improving the learning experience, feedback exercises in form of taking a student survey happen at the end of term. The feedback evaluates:

- Effectiveness of Lecturer
- Effectiveness of Course/Module Materials
- Quality of Kaplan's Facilities & Infrastructure
- Service Touchpoints Support
- Program Management Support

Students are encouraged to provide constructive comments and feedback for the purpose of further improvement on the program. The feedback will be treated in strictest confidentiality and will only be informed to the lecturers after the final results of the main and supplementary examinations (where applicable) have been released.

In addition, students can also provide their feedback anytime during the course to the Program Manager or directly to info.kmuc@kaplan.com

11. Communicating with you

As a student at Teesside we endeavour to communicate with you in the most effective way, using a mix of printed and online information. We will provide you with a student email account. Your email account is delivered to you by Google Mail along with other Google services such as Calendar and Drive. You need to be aware of the following communication channels and use them as a means of keeping informed about important University and course related issues and events.

Moodle

Kaplan Myanmar University College's virtual learning environment – Moodle – is accessible via a desktop, laptop or smartphone. Here you will find your online course content. You will be provided with the link during Welcome Orientation.

Communicating in an emergency

In the event of an emergency, depending on the nature of the incident, Kaplan and the university will use all means available and appropriate to contact you and to keep you informed of the situation.

Please ensure you comply with any instructions given to you and regularly check your email, the student website and any notice boards or screens for further updates. If necessary we will also contact you via text, so please ensure your mobile phone number is up to date in our records by keeping our Programme Manager informed where applicable.

Use of social networking sites, other websites and online forums

Many of you may already regularly use blogs or social networking sites such as Facebook or Twitter or create your own websites. Mostly, the means by which you wish to communicate with your peers or the wider world is not the concern of the University, however the University requires you to use these sites responsibly. Freedom of academic enquiry and expression are valued by the University and at the same time we expect ethical and responsible behaviour from our students and staff. The University expects that you will not write abusive material about fellow students and/or staff in emails, on web pages and/or social networking sites. It is your responsibility to ensure that you do not act to bring the Teesside University into disrepute or in a way that is offensive or discriminatory to others. When statements or views are expressed online that are considered to be abusive, libellous or damaging to the reputation of the University, action can be taken against the author or publisher.

The University logo is a registered trademark of the Teesside University and is protected under copyright law. It is not permitted to use the logo, online or in any publication, without the prior consent of the University. You might also want to bear in mind your 'digital footprint' – the trail, traces or 'footprints' that people leave online. This is information online – such as forum comments, emails and attachments, uploaded videos or digital images – all of which leave traces of personal information about you available to others, including possible future employers.

The University and Kaplan have Facebook pages and Twitter feeds, which you may wish to follow, however they are not primary channels with which to communicate with you. The University will only use the means of communication outlined at the beginning of this section to communicate important and essential information to you.

12. Campus and Student Resources

Campus

Kaplan Myanmar University College's opening hours are as follows:

Mondays to Fridays: 9am to 6pm

Saturdays: 9am to 1pm

Sundays: Open only when required (eg Scheduled Weekend Classes)

Classrooms

Kaplan Myanmar University College's campus has 9 classrooms located on Levels 4, 5 and 6 of the campus building, with an average capacity of 30 students. The classrooms are wifi-enabled and installed with a projector and screen. Access to the classrooms are via the building lift or staircase next to the lift.

Students are advised not to reserve seats for friends. Food and drinks are not allowed in the classroom. Students are advised to turn off their mobile phones or switch them to silent mode during class. For using other electronic devices during class, students should seek permission from lecturers in advance.

All our classrooms are air-conditioned and have been set for optimum comfort for all students. We seek the students' cooperation not to adjust the temperature controls. Students should approach lecturers or the facilities staff to request for the temperature to be adjusted when necessary.

Computer Labs

Kaplan Myanmar University College has 2 computer labs of a capacity of 40 in total. Opening hours of computer labs mirror the campus opening hours. Necessary software required to support your course learning will be made available to students.

Synergy Pods

Kaplan Myanmar University College's Synergy Pods – 'Classroom of the Future' are comprehensive blended learning platforms that integrate conventional classroom learning with technologically-mediated resources to enhance the student learning experience and engagement. These modern classrooms were built in mind to encourage teacher-student discussions and peer-to-peer collaboration, providing a dynamic and interactive learning experience for our students.

Teesside University online learning resources:

In addition to the learning resources at the Kaplan Myanmar University College; you also have access to Teesside University's online learning resources (academic journals, e-books and associated study-skills resources)

For Business research resources - <https://libguides.tees.ac.uk/business/home>

You will be given an induction to these resources in the early stages of your programme.

Textbooks

Copies of all essential and recommended books for each of your modules will be made available for periodic loan on-campus at KMUC.

13. Kaplan Myanmar University College Academic & Examination Boards

Academic Advisory Board	Examination Board
Assoc Professor Rhys Johnson (Chair)	Mr Christopher Harris (Chair)
Mr Christopher Harris (Deputy Chair)	Mr Djon Manuhutu (Deputy Chair)
Mr Djon Manuhutu (Member)	Mr Nelson Ang (Member)
Ms Yvonne Wee (Member)	Ms Evelyn Wu (Member)
Ms Khine Khine Lin (Member)	Assoc Professor Rhys Johnson (Member)

14. Kaplan Myanmar University College Contacts

Associate Professor Rhys Johnson, Provost – rhys.johnson@kaplan.com

Ms Khine Khine Lin, Principal – khinekhine.lin@kaplan.com

Ms Witt Yie Mon, Manager – wittyie.mon@kaplan.com

Ms Win Min Thaw, Programme Manager - programme.management@kaplan.com