Course Specification

EECU011 Disaster Management & Emergency Planning BSc (Hons)

Faculty of Engineering, Environment and Computing
School of Energy, Construction and Environment

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

We regularly review our course content, to make it relevant and current for the benefit of our students. For these reasons, course modules may be updated.

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

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.
PART A Course Specification (Published Document)
Disaster Management & Emergency Planning BSc (Hons)

1. Introduction

Disaster management and Emergency Planning has been taught at Coventry for over 20 years. Our curriculum is systematically mapped against the current National Occupational Standards for Civil Contingencies, developed by UK Skills for Justice in association with largest professional society, The Emergency Planning Society. Our courses also benefit from a longstanding partnership with the Outreach Organisation, whose specialist training and facilities focus on rope and water rescue technical skills, Urban Search and Rescue (USAR), Casualty Management and Search Management for the emergency services. The current courses specified herein aim to further meet the needs of the sector and prepare the graduate for a career in related industries or relevant further study.

This course aims to give you the knowledge to pursue such a career in emergency planning and management. You will examine theory and practice in a range of countries, benchmarking approaches in the UK and the ramifications of the Civil Contingencies Act 2004 with, for example, those in mainland Europe, Asia and North America, together with relevant international legislation.

Successful students will develop the skills needed to manage the response to: civil emergencies, such as the Hillsborough football stadium disaster; technological incidents, like the Deepwater Horizon blowout and oil spill; major transport accidents, such as MV Sewol; and natural disasters, for example, the Tohoku earthquake and Ebola outbreak. Each cohort contains between 40 and 55 students. The courses attract a range of applicants from normal entry school leavers, and more mature youngsters who have travelled and worked in emergency or relief situations and identified a vocation to long serving practitioners often in the military or emergency services who wish to gain a university level qualification. To aid all students there are numerous opportunities to submit formative work and receive feedback that will aid their transition into Higher Education.

First year introduces all students to key aspects of the national and international emergency and disaster management agenda as well as core underpinning concepts and definitions. Cross cutting all course themes are issues of sustainability, application of suitable technologies and people centred management approaches - all of which are central to the University and Faculties strategic themes. The comparative approach of the Emergency Planning course demonstrates the department’s commitment to offering students an international perspective in their studies. The course is offered as a four year sandwich degree and students are strongly encouraged to participate in the departments placement scheme where there are opportunities to work in the UK and internationally.

First UK University to teach disaster management degrees and pioneer a professional placement year in association with organisations like Octo and Clearview Continuity

- Opportunity to take part in training exercises in a state-of-the-art Crises Simulation Centre to develop your skills in responding to Emergencies in real time.
- Regular site visits and practice field operations, which in the past has included North Wales Outreach Rescue, Lincolnshire Urban Search and Rescue, and earthquake sites around Italy.
- Taught by staff active in setting standards for disaster management nationally, including a member The Emergency Planning Society’s Education Committee.
- Coventry is ranked 9th in the UK for 'Geography and Environmental Studies' in the Guardian University Guide 2017.
- Outstanding student satisfaction – 100% overall for Disaster Management and Emergency Planning in the National Student Survey (NSS) 2016.
- Excellent track record in employability – with 100% of Disaster Management and Emergency Planning graduates in work or further study after six months (DLHE 2014/15).

2 Available Award(s) and Modes of Study

<table>
<thead>
<tr>
<th>Title of Award</th>
<th>Mode of attendance</th>
<th>UCAS Code</th>
<th>FHEQ Level</th>
</tr>
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</table>

Page 1
<table>
<thead>
<tr>
<th>3 Awarding Institution/Body</th>
<th>Coventry University</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Collaboration</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>
| 5 Teaching Institution and Location of delivery | Faculty of Engineering, Environment & Computing, Coventry University, School of Energy, Construction and Environment  
(Field course elements delivered at varied sites in the UK and internationally) |
| 6 Internal Approval/Review Dates | Date of latest review: 2019  
Estimated date of next review: 2022. |
| 7 Course Accredited by      | Not applicable      |
| 8 Accreditation Date and Duration | Not applicable |
| 9 QAA Subject Benchmark Statement(s) and/or other external factors | Benchmarks for ‘Disaster Management’ are not defined, though elements of benchmarks in several associated disciplines can be applied to themes in the disaster management programmes  
Geography  
Climate Change(considered part of Earth sciences, environmental sciences and environmental studies)  
Engineering  
Business & Management  
| 10 Date of Course Specification | January 2019 |
| 11 Course Director          | Disaster Management & Emergency Planning BSc (Hons): Daniel Watson |
12 Outline and Educational Aims of the Course

Disaster Management & Emergency Planning is designed to equip graduates, and young professionals with the necessary knowledge to identify, critically analyse, assess and successfully manage a growing range of crisis, emergency and potential disaster situations and to operate confidently in policy and management sectors. These revised courses clearly reflect today’s focus on community-practitioner engagement, sustainability, disaster risk reduction and resilience.

The programme aims to:

- Ultimately as the UK's leading provider of emergency and disaster management graduates to develop professional, organisational and government capacity to deal with complex multi-factoral disasters and emergencies from local to international levels.
- Develop graduates who are capable of applying their knowledge and abilities to those areas of Emergency Planning where high levels of academic, technical and managerial skills are required.
- Cater for those whose aspirations are directed towards solving social, technical, organisational problems associated with disaster impacts, intervention and risk reduction.
- Ensure that Coventry University continues to deliver high quality educational provision in emergency management.
- Provide courses whose content is informed by relevant applied research carried out by teaching staff, our alumni practitioners and by key agencies/institutions (national and international) in the field of disaster management such that the programmes remain relevant and up to date.
- Provide learning opportunities through a range of innovative teaching methods and technologies that ensure students are challenged to think for themselves; enquire, debate, and test the assumptions in this complex subject area.
- Provide an educational experience where students will develop professional competencies and a range of personal transferable skills which will enable them to pursue a range of employment opportunities and to succeed in their career.
- Promote a culture of personal development in the student community through critical self-reflection and lifelong learning.
13 Course Learning Outcomes

A student who successfully completes the course will have achieved the following Course Learning Outcomes.

**Disaster Management & Emergency Planning:**
Upon completion of the course students will be able to:

1. Demonstrate a well-rounded knowledge of key terminology, concepts, processes, relevant frameworks and models relevant to the subject in order to pursue a career relating to Emergency Planning or to pursue further study relating to the subject.

2. Understand the complex set of interactions between society and the environment, and the role of these in influencing concepts such as hazard, risk and resilience.

3. Demonstrate a practical knowledge of organisational resilience incorporating risk management, crisis management and business continuity management.

4. Demonstrate knowledge of how to effectively engage with all relevant stakeholders, and investigate how they are affected by, and the role they can play in preparing for and responding to, major incidents.

5. Have the ability to work effectively with others within the context of a multidisciplinary, multiagency working respecting inputs from fellow professionals, beneficiaries and other stakeholders and to reflect on one's own performance and role within the team.

6. Become an independent learner, demonstrating written, oral, visual, numerical and digital competence, time management and team working skills.

14 Course Structure and Requirements, Levels, Modules, Credits and Awards

Modules within the programme, their status (whether mandatory or options), the levels at which they are studied, their credit value and pre/co requisites are identified in excel table attached.

The courses are structured in accordance with the university course structure requirements. Courses are available for study on a full time or part-time basis (within the constraints of the timetable). All students are enrolled on the 4 year sandwich degree with an option to amend enrolment to a 3 year degree after year 2.

A common first year introduces all students to key aspects of the national and international emergency and disaster management agenda as well as core underpinning concepts and definitions. There after students are better placed to choose their area of specialism – UK emergency planning and management and comparative systems or international disaster relief, reconstruction and development.

At level 2 attention is given to methods, process and management systems utilised in Emergency Planning. You will form a deeper understanding of emergency response and crises management in the UK. We will examine the various methods and tools for managing risk and study emergency plan development and response strategy, business continuity and crisis management in public and private sectors organisation. We explore case studies such as the Three-mile Island Nuclear Disaster and the 2008 UK financial crisis.

Students pursuing the sandwich (SW) route undertake a period of professional training. This 40 week period (normally) of training enables students to contextualise knowledge, gain a wider understanding of the applied relevance of disaster management, and to develop the personal skills necessary to become an effective practitioner. Students are strongly encouraged to take advantage of this opportunity, subject to the ability of the
Department and their own resources to secure a suitable work placement. In recent years more than 50% of those eligible have undertaken a professional training year with support from departmental employability and placement tutors and the Faculty Employability and Placement Unit. Students prepare for their final year project through the research skills module (2050EXQ).

At level 3 students are encouraged to specialise with options that develop advanced technical skills, deeper conceptual understanding of issues and evaluation of conflicts between policy related to disaster and risk and other key policy areas. Cross cutting all module themes are issues of sustainability, application of suitable technologies and people centred management approaches. In the final year, you will learn how to design and implement training exercises as a key part of a disaster mitigation strategy. You will have the opportunity to develop a comprehensive understanding of contemporary issues in disaster management and emergency planning in the UK and internationally, such as interagency operability. In the final level of the (Degree with Honours) programme, students take a mandatory 30 credit project module (3001EXQ), which seeks to develop the skills in personal organisation, motivation and critical thinking necessary to undertake a substantial and sustained piece of independent research.

Courses of Study

Tables 1 to 3 indicate the mandatory and option modules for each award. Faculty management reserve the right to withdraw, at the commencement of the academic year, any option modules for which the demand has been too low to render them viable. Not all options may be offered in any one academic year.

Progression and Awards

The conditions for progression from one Level to the next and the classification of degrees awarded will be determined by the number and level of successful module passes achieved in accordance with the University Regulation for Mode C. All modules are condonable according to the University regulations.

Progression – To progress from one stage to the next, students must meet the requirements specified in the University regulations.

Awards – In addition to the minimum number of module passes required by the University Regulations students must also meet the following requirements:

1. For an Honours degree, students must have passed the Project module (3001EXQ).
2. For an unclassified degree in all the above courses a student does not need to pass the Project module (3001EXQ).

Professional Training/Erasmus Scheme

In their third year, students can opt to undertake professional training for a calendar year, or go on the Erasmus scheme.

Professional Training Year

The optional professional training provides students with further understanding of subject-based issues. The placement year, which meets the course learning requirements (Section 13), reflects the applied and practical elements of the various courses, and provides opportunities for students to experience the world of work and enables them to develop and acquire new skills. They are organised by a Professional Training Tutor in line with QAA guidelines related to placement learning.

Students are usually visited twice by a tutor. During the first visit, soon after the start of the placement, a learning agreement is established by the student, employer and visiting tutor. This agreement is subsequently monitored (module 250EC). At the second visit, towards the end of the training period, a similar tripartite meeting takes places at which an appraisal of performance is conducted.

The placement year attracts a supernumerary module and does not count towards the final degree classification.

Erasmus Scheme

Erasmus is a European Union sponsored programme giving students the opportunity to study at higher education institutions across the EU. The programme is designed to improve students’ foreign language skills, widen their
educational experience and broaden understanding of foreign cultures. The School has formal exchange agreements with universities across the EU: e.g. University of Iceland, Reykjavik, Iceland.

Successful completion of the Erasmus year is determined by the completion of a report on their study programme and experiences (see module 240EC).

**Innovative / distinctive features:**
- Our students have the opportunity of a placement year following the second year of their studies, based on our long experience of organising placements with a wide range of professional contacts.
- Each year, our students will attend at least one residential fieldtrip to enhance their applied geographical skills.
- All our students will experience international mobility at least once in their programmes, through a mandatory international fieldtrip.
- BSc (Hons) Disaster Management students, in their first year, will receive a certificate of GIS training from ESRI.

**Cascade of Awards:**

There are two possible cascades of award:

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BSc (Hons) Disaster Management & Emergency Planning ↓
BSc Disaster Management & Emergency Planning ↓
Diploma of Higher Education ↓
Certificate of Higher Education
```
<table>
<thead>
<tr>
<th>Module credit level</th>
<th>Module Code</th>
<th>Title</th>
<th>Credit Value</th>
<th>Mandatory (all)</th>
<th>Course Learning Outcomes</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1023EXQ</td>
<td>Introduction to Disasters</td>
<td>20</td>
<td>M</td>
<td>1, 2, 5, 6</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1025EXQ</td>
<td>Humanitarian Relief &amp; Disaster Management</td>
<td>20</td>
<td>M</td>
<td>1, 3, 4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1024EXQ</td>
<td>Introduction to Emergency Management</td>
<td>20</td>
<td>M</td>
<td>1, 2, 4, 5, 6</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1001EXQ</td>
<td>Geosystems</td>
<td>20</td>
<td>M</td>
<td>1, 2, 6</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1026EXQ</td>
<td>Practical &amp; HE skills for Disaster Management</td>
<td>20</td>
<td>M</td>
<td>5, 6</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1027EXQ</td>
<td>Geopolitics of Disaster Management</td>
<td>10</td>
<td>M</td>
<td>1, 2, 6</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Add+Vantage</td>
<td></td>
<td>10</td>
<td>M</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2034EXQ</td>
<td>Assessing and Managing Risk</td>
<td>20</td>
<td>M</td>
<td>1, 2, 3, 5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2032EXQ</td>
<td>Field Operations &amp; Project Management</td>
<td>20</td>
<td>M</td>
<td>5, 6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2035EXQ</td>
<td>Dealing with Emergencies in the UK</td>
<td>20</td>
<td>M</td>
<td>1, 3, 4, 5</td>
<td></td>
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<tr>
<td>5</td>
<td>2036EXQ</td>
<td>Incidents, Crisis &amp; Continuity Management</td>
<td>20</td>
<td>M</td>
<td>1, 3, 4, 5, 6</td>
<td></td>
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<tr>
<td>5</td>
<td>2049EXQ</td>
<td>Understanding Crowded Places</td>
<td>20</td>
<td>M</td>
<td>1, 2, 3, 4, 5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2050EXQ</td>
<td>Research Skills for Disaster Managers/Emergency Planners</td>
<td>10</td>
<td>M</td>
<td>6</td>
<td></td>
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<tr>
<td>5</td>
<td>Add+Vantage</td>
<td></td>
<td>10</td>
<td>M</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5 (F/Y)</td>
<td>240EC</td>
<td>International Placement</td>
<td>40**</td>
<td>M***</td>
<td>1, 5, 6</td>
<td></td>
</tr>
<tr>
<td>5 (SW)</td>
<td>250EC</td>
<td>Industrial Placement</td>
<td>40**</td>
<td>M****</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>3001EXQ</td>
<td>Project</td>
<td>30</td>
<td>M</td>
<td>1, 6 (potentially 2, 3, 4, 5 depending on topic)</td>
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<tr>
<td>6</td>
<td>3040EXQ</td>
<td>Comparative Research in Disaster Management (overseas field trip)</td>
<td>20</td>
<td>M</td>
<td>1, 2, 3, 4, 5, 6</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>3041EXQ</td>
<td>Concepts &amp; Issues in Emergency Management</td>
<td>20</td>
<td>M</td>
<td>1, 2, 3, 4, 5, 6</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>3042EXQ</td>
<td>Training &amp; Exercising for Emergency Management</td>
<td>20</td>
<td>M</td>
<td>1, 2, 3, 4, 5, 6</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>3043EXQ</td>
<td>Crisis Complexity &amp; Disaster Aetiology</td>
<td>20</td>
<td>M</td>
<td>1, 2, 3, 6</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Add+Vantage</td>
<td></td>
<td>10</td>
<td></td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

** The sandwich year modules 240EC and 250EC are listed on the student's final degree transcript, but do not count towards the degree classification

*** 240EC is mandatory for students who study abroad during a sandwich year (these students do not do 250EC)

**** 250EC is mandatory for students who undertake an industry placement(s) during a sandwich year (these students do not do 240EC)
**15 Criteria for Admission and Selection Procedure**

UCAS entry profiles may be found by searching for the relevant course on the [UCAS website](https://www.ucas.com), then clicking on 'Entry profile'.

**15.1 Mature Student Entry**

Degree Programmes

Non-standard students will be considered for entry to the course irrespective of the above requirements. Such a candidate will be assessed by interview; other appropriate means may be used to determine his/her suitability and ability to cope with the demands of the course. The acceptance of such a candidate will be at the discretion of the Course Director and the Admission Tutor.

**16 Academic Regulations and Regulations of Assessment**

This Course conforms to the standard [University Regulations](https://www.ox.ac.uk). University policy requires the internal moderation of all assessments.

External Examiners are appointed for all named University awards. The role of the External Examiner at module level is to ensure that academic standards are in line with national norms for the subject. External Examiners undertake the moderation of examination papers and assessment tasks, and view representative samples of work for the modules for which they have responsibility. At programme level, External Examiners help to ensure fairness in the consideration of student progression and awards. They have the right to comment on all aspects of the assessment system and participate as full members of the assessment boards.

The Pass mark for all modules is 40%. This overall module mark may comprise more than one component (e.g. coursework and exam). The individual module descriptors give the precise pass criteria and the weighting of the component marks that contribute to the overall module mark.

On Undergraduate courses/programmes, the Honours classification boundaries for First Class, Upper Second Class, Lower Second Class and Third Class are 70%, 60%, 50% and 40% respectively.
17 Indicators of Quality Enhancement

The Programme is managed by the Energy, Construction & Environment Board of Study of the Faculty of Engineering, Environment & Computing.

The Programme Assessment Board (PAB) for the Faculty of Engineering, Environment and Computing is responsible for considering the progress of all students and making awards in accordance with both the university and course-specific regulations.

The assurance of the quality of modules is the responsibility of the Boards of Study which contribute modules to the programme.

External Examiners report annually on the programme and their views are considered as part of the Course Quality Enhancement Monitoring report (CQEM). Information about the quality assurance processes can be found on the Registry’s web site: http://www.coventry.ac.uk/life-on-campus/the-university/key-information/registry/.

Students are represented on the Student Forum, Boards of Study and Faculty Board, all of which normally meet two or three times per year.

Student views are also sought through module and course evaluation questionnaires.

All courses are subject to a major review involving subject experts external to the University, normally on a five or six year cycle. At these reviews the views of current and former students and external experts are sought where appropriate.

The following are key indicators of quality and standards:

- The programmes have been designed, taking into consideration a range of QAA benchmark statements where the subjects closely relate to elements of the programmes (there is no specific Disaster Management benchmark but drawing on closely related ones ensures a high standard of programme design, allied with considerations of the requirements of the related industries).
- Our previous students (on these programmes and other disaster-related programmes we have offered in the past) have gained graduate employment in a wide variety of private, governmental and public agencies.
- Our provision has been consistently praised for its high standard and quality by both external examiners.
- The National Student Survey (NSS) 2016 showed 100% student satisfaction for Disaster Management & Emergency Planning.
- In terms of employability, the latest available data shows that 84.7% of Disaster Management & Emergency Planning graduates went on to positive destinations within 6 months of graduation.
- Curriculum for DMEP mapped against NOS for Civil Contingencies
- The Department has a strong portfolio of industry-related research
- The Department has excellent links with national & international employers; Alumni and employers provide input to mentoring, course management and development

The QAA’s Higher Education Review undertaken in February 2015 confirmed that Coventry University meets the UK expectations regarding the:

- setting and maintenance of the academic standards of awards;
- quality of student learning opportunities;
- quality of the information about learning opportunities;
- enhancement of student learning opportunities.
18 Additional Information

Support for Students and their Learning

Induction
Students engage in a series of induction events, ‘Student Essentials’ over the first six weeks of their programme. The Student Essentials encompass a number of academic, administrative and social events including a welcome and introduction to the university, the facilities and the faculty. As part of the Student Essentials induction events, all students are directed to an online student handbook and a course handbook which provides key information.

Buildings and Equipment
The faculty is mainly based within three buildings, the Engineering and Computing building, the Sir John Laing building and the George Eliot building, all of which are equipped with specialist equipment to support students. This includes various teaching/practical test and research equipment such as for hydraulics/water engineering, soil-mechanics/geo-techniques, and laboratory and field equipment for environmental sampling analysis as well as high performance computers and the simulation centre.

Student Support
Students will be allocated an Academic Personal Tutor who will provide on-going academic support throughout the year. Students are expected to attend regular meetings with their tutor within a timetabled group meeting. Support is also available via Course Directors, who are available to advise students on academic and pastoral issues. Times that Course Directors are available to meet with students will be shown on course Moodle webs and also their location. Module Leaders and the associated module team are available to offer support at module level. Again module leaders advertise their contact times on module Moodle webs and also their location. Outside of office hours, you can also email any member of academic staff.

The Faculty Registry team support students through their studies, providing information and guidance on the rules and procedures that affect their academic progress. Faculty Registry can help you deal with problems you may be having with academic life and help you understand the University’s academic processes and regulations. They have a detailed understanding of the curriculum structures and other specialist support that is available to you within the University.

The Faculty Registry have offices located close to the main Receptions. You can drop by the Registry support desk which is next to reception in the Engineering and Computing building; Monday – Friday from 1000 – 1600. Or you can contact Registry staff via the Reception desks in the main Engineering and Computing building, the John Laing building or the George Eliot building; Monday – Friday from 0830 – 1700. This team can also be emailed FacultyRegistry.eec@coventry.ac.uk at any time and this will be passed to each student’s dedicated course support team to respond to.

The Faculty Learning Support Co-ordinators work closely with the Disabilities Office in the Hub and Course Teams within the Faculty. Reasonable adjustments will be made for students with disabilities who have registered with the University as requiring additional support with their studies.

The University has an excellent record on widening access and welcomes students from all backgrounds and neighbourhoods with low participation in higher education.

Students have access to a Maths Support Centre called SIGMA based in the Library. The Centre for Academic Writing (CAW) can also provide support on topics ranging from how to organise an academic argument to improving grammar and sentence structure. The university provides support for students’ health and wellbeing which includes a Medical Centre, Spirituality and Faith Centre, Counselling and Mental Health Service, Sports and Recreational Centre and a Nursery.

The Student’s Union also provide recreational facilities and support and advice for students. International Students may obtain further help from the student welfare team in the International Student Centre.

There is a careers service where qualified consultants are available to help students think about the issues they face as they move through University studies and prepare for employment.

Flying Start
Students will be provided with core text books and/or other materials in support of their course as part of the ‘Flying Start’ project.
There is also additional support for all students’ learning within the Lanchester Library. The library hosts both physical books, administers central access to electronic resources (e-books and electronic journals) as well as document supply (obtaining books or journal articles from other universities).

- Student Handbook
- Course Handbook
- Module Guides
- Moodle Course & Module Webs
- Module Information Directory https://webapp.coventry.ac.uk/MidWebCurr/Main.aspx
- EEC Student Portal https://share.coventry.ac.uk/students/EC/Pages/Home.aspx
- Coventry University Student Portal https://share.coventry.ac.uk/students/Pages/Index.aspx