



**BPP**

SCHOOL OF  
FOUNDATION & ENGLISH  
LANGUAGE STUDIES

# International Foundation Certificate (Online)

**Programme Handbook**

**SEPTEMBER 2016**

## FOREWORD

### Welcome by the Dean of the BPP University School of Foundation and English Language Studies



It is a pleasure to welcome you to BPP University.

The aim of this online programme is to give you key skills that you will need in your future career.

You will get the most out of your time with us if you understand that high quality education is a two-way activity in which you must engage.

Our tutors and support team are committed to helping you to get the most value from your time at BPP, but please do not forget that the main effort must come from you!

We welcome feedback, both good and bad, to help us continually improve our programmes and we look forward to working with you.

Let's have a great time together!

Good luck with your education and your future.

*Amanda Blackmore*

**Professor Amanda Blackmore  
Deputy Vice Chancellor and  
Dean, School of Foundation and English Language Studies**

## Welcome by the Deputy Dean



We would all like to wish you a warm welcome to BPP University and to your online International Foundation Certificate. We hope that you will find your studies with us enjoyable and the platform for your future success in both your degree studies and future career in Business, Law or Health services.

This programme has been designed with great care and is based on many years' experience of preparing students for undergraduate degree-level study and particularly for those who will benefit from additional Academic English support.

At the same time we really value your comments and suggestions, so it is important that you keep us informed of your needs.

We understand that at first you may find the studying challenging and perhaps a little different from your past experiences - but please do not worry as we are here to support you – so do not stay silent if you are worried about something, or if you have a problem.

We are here to help you succeed!

I wish you all good fortune in your programme, your first step to success in your future career.

***Paul Evans***

**Paul Evans**  
**Deputy Dean, School of Foundation and English Language Studies**

### **Learning Support for students with learning difficulties or disability**

Students with a learning difficulty or a disability make up 10% of BPP University students and we are proud of our accessible and inclusive facility. The Learning Support team can provide information, advice and guidance, arrange assessments for dyslexia, support students with their mental health and wellbeing, guide you through the application process for [Disabled Students Allowances](#) and much more.

The Learning Support team works closely with the examinations team to ensure that adjustments are implemented in your assessments so don't forget to contact us to ensure everything is in place one month before the date of your assessments.

For more information about Learning Support:

Email: [learningsupport@bpp.com](mailto:learningsupport@bpp.com), or Tel: 0207 4307069

You can also find a wide range of information on the **BPP VLE – More – Learning Support**

The Learning Support team is there to help solve problems or answer questions. They are knowledgeable, friendly and everything is completely confidential.

### **Inclusion: Equality and diversity at BPP University**

BPP seeks to enable everyone to achieve success through learning and the processes which this involves. Education by its very nature provides an opportunity to encounter and embrace different cultures, ways of living, new perspectives and ideas including a deeper understanding of each other and the world around us. We look forward to meeting you and learning from you and encourage you to share and learn from your peers.

For more information about Equality and Diversity:

Email: [inclusion@bpp.com](mailto:inclusion@bpp.com) or Tel: 0330 0603342

You can also find a wide range of information on the **BPP VLE – More - Inclusion**

Find out more about our services and how to join our Diversity Groups!

## THE PROGRAMME DETAILS

Programme Title	International Foundation Certificate [Online]
Qualification(s)	International Foundation Certificate in Business Management [Online] International Foundation Certificate in Legal Studies [Online] International Foundation Certificate in Psychology [Online] First year of the International Extended Degrees in Business Management and Law [Online]
Awarding Body	BPP University

### Overview of Programme

The International Foundation Certificate (IFC) online programme is designed to provide you with the opportunity to progress into a leading-edge undergraduate degree with BPP University.

The programme is rigorous and challenging and builds on your prior studies and experience.

The programme is **specially created for international students** and provides integrated academic studies in your chosen discipline with advanced level English and study skills.

The International Foundation Certificate programme consists of two elements:

#### **Core Module - English for Academic Purposes**

You will develop academic skills and improve your analysis skills, and in particular will improve your English skills in writing, reading, speaking, and listening.

#### **Core Subject Modules**

You will undertake modules to develop your knowledge of either business or law which will provide the understanding needed to progress to the relevant undergraduate degree programme.

Once the programme has been successfully completed you may then progress automatically on to a relevant undergraduate degree programme within BPP University.

However, if you do not quite reach the required IELTS (or equivalent) 6.5 level you will have to undertake the compulsory In-session Academic Study Skills Support course. This is delivered in your first term at the same time as you are studying on your degree programme.

All modules are taught with your progression to a BPP University undergraduate degree in mind and are tailored to meet the needs of international students.

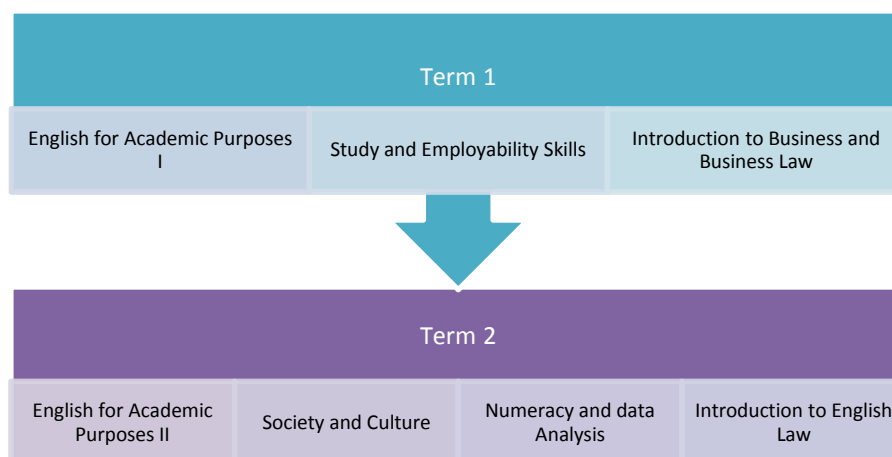
## Introduction

Below is the outline of your programme including subjects you will be studying.

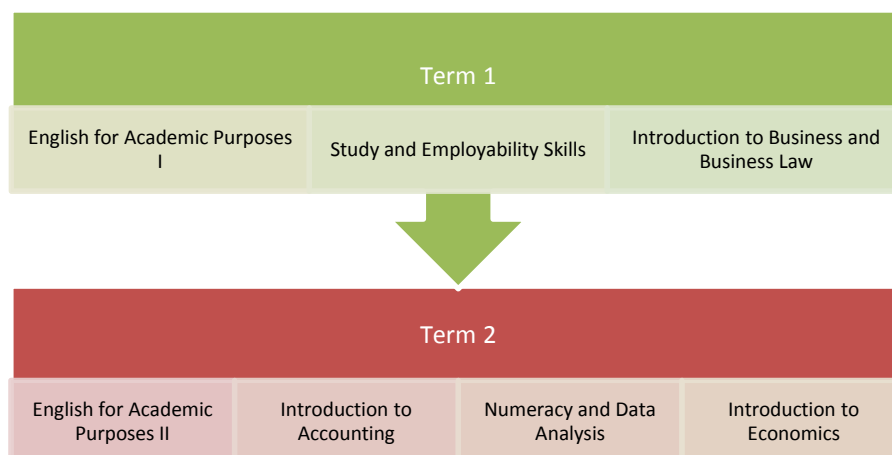
These are outlines and you will get more details throughout the term.

In some instances content may change during the term (such as if there are new subjects in the field or where there might be particular class interest).

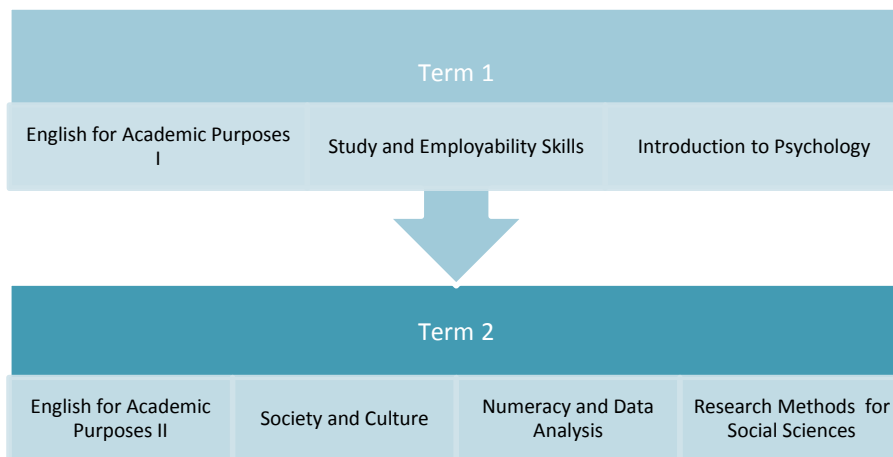
### International Foundation Certificate in Legal Studies



### International Foundation Certificate in Business Studies



## International Foundation Certificate in Psychology



## **AIMS AND LEARNING OUTCOMES**

### **Programme Aims**

The aim of the qualification is to prepare you for study on an undergraduate degree at BPP University.

This programme:

- Develops your understanding of the main themes in the academic study of either business or legal studies at BPP University;
- Provides you with a foundation for your chosen undergraduate level study;
- Enables you to study at an undergraduate level and understand the specialist language used in your chosen discipline; and,
- Improves your ability in academic English and study skills, particularly in your chosen discipline.



## Programme Learning Outcomes

Learning outcomes describe what you should know and be able to demonstrate at the end of your IFC studies

### Knowledge and Understanding

Ref	A. Students should be able to demonstrate a:	Qualification
K1	Reasonably comprehensive and detailed knowledge and understanding of the essential concepts underpinning English Language.	All International Foundation Certificates
K2	Ability to comprehend and communicate effectively both verbally and in writing to an appropriate level in order to progress to undergraduate studies.	All International Foundation Certificates
K3	Appreciation of the various study processes, procedures and practices that are applied within undergraduate study in the UK.	All International Foundation Certificates
K4	Knowledge and understanding of some of the key areas of study, and the terminology and language utilised in that specialist area of study.	All International Foundation Certificates
K5	Understanding of the key elements and importance of objective quantitative analysis	<i>Legal Studies, Psychology and Business Management</i>
K6	Appreciation of the key influences on business management decisions including the major external and internal influences on the organisation.	<i>Legal Studies and Business Management</i>
K7	Knowledge and understanding of the underlying principles of micro and macroeconomics.	<i>Business Management only</i>
K8	Appreciation of the main structures, terms and applications of accounting principles and reports.	<i>Business Management only</i>
K9	Understanding of the major drivers and influences on structures and change within societies and cultures	<i>Legal Studies and Psychology</i>
K10	Understanding of the foundations of the legal system and key themes underpinning required legal knowledge.	<i>Legal Studies only</i>
K11	Understanding of the foundations and key themes of psychology	<i>Psychology only</i>

## Cognitive Skills

Ref	B. Students should be able to:
C1	Analyse a wide range of demanding/longer texts (oral and written) and recognise implicit meaning in their field of specialisation.
C2	Synthesise information and ideas drawn from varied sources, and begin to critically evaluate alternative explanations, arguments and theories in the medium of English language.
C3	Apply a level of language necessary to communicate orally and in writing to follow a course of undergraduate academic study at university level, albeit with some language support.
C4	Demonstrate the capacity to listen effectively, assimilating data and asking questions where appropriate.

## Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Communicate, in English, complex ideas and arguments clearly to specialist and non-specialist audiences using a range of media and methods.
P2	Demonstrate the ability to plan, self-manage and solve problems.
P3	Recognise problems and work effectively to overcome them using appropriate analytical tools and techniques
P4	Begin to critically apply the concepts and frameworks in their chosen field of study to solve problems given by a tutor in writing and orally.

## General Transferable Skills

Ref	D. Students should be able to:
T1	Exercise initiative and take personal responsibility within agreed guidelines when dealing with different and variable situations.
T2	Make decisions that reflect good practice in complex situations.
T3	Demonstrate the ability to reflect upon experiences and plan their own future development.

These Learning Outcomes reflect those that will be achieved for the International Foundation Certificate.

What follows represents the requirements (benchmarked from the QAA specification for access programmes and Ofqual QCF Descriptors) that will be used in each module and for both summative and formative assessments.

*Achievement at Level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work. (Ofqual 2010).*

## Modules grading

A grade is awarded for each level 3 module that you complete satisfactorily as part of the International Foundation Certificate programme.

### The grades

Study Skills and Employability has '**pass**' or '**refer**'/'**fail**' grade only, otherwise a grade of '**pass**', '**merit**' or '**distinction**' is awarded for each module and the award overall.

REFER/FAIL	= 0% - 39% (a referred assessment may be re-taken in the following term. A maximum of 2 re-takes is permitted)
PASS	= 40%-59%
MERIT	= 60%-69%
DISTINCTION	= 70%+

No other grades or intermediate grades are used.

The standard of performance required for a 'pass' grade is the minimum required to meet the criteria for the learning outcomes of the module.

'Merit' and 'distinction' grades indicate **higher levels of performance**.

If you do not achieve the specified learning outcomes for a module you will not be awarded a credit for that module.

### The grade descriptors

There is set of grade descriptors that indicate areas of performance which are relevant to the assessment of a student's readiness for study for their degree.

However other descriptors are also used for special elements such as Portfolio work and testing Reading, Writing, Listening and Speaking

The descriptors are usually grouped under the following headings:

- Understanding of the subject
- Application of knowledge
- Application of skills
- Use of information
- Communication and presentation
- Autonomy and/or independence
- Quality

The descriptors are not subject-specific, nor do they relate to particular types of assessment.

### Understanding of the Subject

- Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine.
- Interpret and evaluate relevant information and ideas.
- Be aware of the nature of the area of study or work.

- Have awareness of different perspectives or approaches within the area of study or work.

**Application of Knowledge**

- Address problems that, while well defined, may be complex and non-routine.
- Use appropriate investigation to inform actions.
- Review how effective methods and actions have been.

**Application of skills**

- Identify, select and use appropriate skills, methods and procedures.

**Use of information**

- identifies new information from appropriate sources

**Communication and Presentation**

- Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for supervising or guiding others.
- Exercise autonomy and judgement
- Appropriately use language, references and notations.

**Autonomy and independence**

- make sound judgements about how to complete work
- show good time management

**Quality**

- taken as a whole, demonstrates an appropriate response to the demands of the brief/assignment

The grade descriptors will be applied to modules in different subjects and are appropriate for use with a range of assessment methods.

The full set of detailed descriptors is made available to you in each module description below, and the use of the descriptors in assessment on the programme is explained to you when you start your studies.

**Grade descriptors and modules**

Not all of the grade descriptors are used for every module.

The decision about which descriptors are to be assigned to the module takes into account the aspects of performance which are relevant to the individual module.

The assigned descriptors are a formal part of the module for its use on any Certificate, wherever that module is used and however it is assessed.

**Use of grades at programme level**

Modules are assessed in different ways.

Some modules are assessed through a single assignment or portfolio; others involve more than one assignment.

The outcome is a single grade for the module, which indicates the overall standard of performance

The general principle is that the final grade should indicate the standard of performance across the module as a whole.

Grades given to you are accompanied by appropriate feedback which allows you to identify why a particular grade has been awarded.

This feedback will refer to the performance indicated by the selected descriptors, as well as expectations and requirements for the individual assignment.

There are standard requirements which relate to matters such as retakes, resubmissions and referrals. Separate guidance provides the common BPP assessment regulations.

**Moderation and standardisation**

Grading decisions are all subject to a rigorous process of internal verification and external moderation.

**The award of grades**

The grades achieved by you will be formally reported in grade profiles.

If you fail a module, there is no achievement - in terms of credits or grades - to be recorded.

A failed module does not form part of the formal record of achievement.

Grades are not awarded for achievement that does not contribute to the Certificate. Any such additional achievement and its assessment does not form a part of the qualification specifications.

## What is Plagiarism?

Students at BPP University are joining an academic community in which we all **share and discuss information and ideas**. This enables us to develop and improve our own knowledge and ideas. However, you must acknowledge the source of the information or ideas you are working with.

Acknowledgement of where information and ideas come from is not only a matter of academic integrity; it also allows those reading your work to follow up the original sources for themselves. **Proper referencing of appropriate sources shows that work is built on solid foundations.** You will be given credit for this when the work is marked.

As part of the BPP University academic community you enjoy the same freedom to access information and ideas, but have the same responsibilities to acknowledge them. This should be done in a way which conforms to academic conventions and you will begin to learn how to do this during the programme.

**Plagiarism (i.e. not acknowledging sources) is a serious offence in all universities and is becoming easier to detect.** If plagiarism is suspected then an investigation will be undertaken and if you are found to have plagiarised work then disciplinary action will follow. In cases of serious, proven plagiarism, students may fail the programme and be expelled from the University College. You could also be disqualified from working in professions such as Law and Teaching. Plagiarism is very serious and you should take it seriously.

To assist you in following the rules, there is a whole section on the VLE that explains what is meant by plagiarism and provides information on the key issues affecting you.

## The BPP University Definition of plagiarism

***“Using someone else’s words, ideas, or results, whether intentionally or unintentionally, in any kind of assessment, without giving appropriate acknowledgement.”***

Plagiarism includes, but is not limited to:

1. Copying the work of another without proper acknowledgement;
2. Copying from any source without proper acknowledgement;
3. Downloading and incorporating material from the internet within one’s work without proper acknowledgement;
4. Paraphrasing or imitating the work of another without proper acknowledgement.

‘Work’ may be defined as, but is not limited to: text, illustrations, musical quotations, mathematical derivations, computer code, etc.; material downloaded from websites or drawn from manuscripts or other media; published and unpublished material, including lesson hand-outs and other students’ work.

**Proper acknowledgement requires the identification of the work being used, and explicit attribution by you of the author and the source using referencing acceptable to the University College.**

**For information on how to properly reference your work please go to the relevant section on the VLE.**

## Reasons not to plagiarise

- A student who plagiarises has learned nothing.
- Plagiarism shows a lack of respect for the original author’s hard work.
- Plagiarism is cheating and devalues the integrity of the institution and the programme.

- Plagiarism discourages and angers the rest of the academic community.
- A student who plagiarises will be subject to penalties which may include expulsion from the programme and the University College.

**Penalties for plagiarism**

Penalties for proven plagiarism vary, but at worst could lead to termination of your registration and / or notification of the act of plagiarism to the relevant professional body (i.e. the Solicitors Regulation Authority).

For further information please refer to the General Academic Regulations. These can be found in the Academic Registry section on the VLE.

**Ways to avoid plagiarising**

- Plan your time so that you are not rushing to complete work at the last minute.
- Get into the habit of careful note taking from the start so that you can easily identify all the sources you wish to reference.
- Learn the recommended referencing system of your institution (and department if applicable).
- If you are unsure, check with a tutor.



## Marking Criteria

### Criteria for Assessment for General Academic Subjects

Distinction 70% +	Merit 60% - 69%	Pass 40% - 59%	Refer >39%
<b>Understanding of the subject</b>			
<b>The student, student's work or performance:</b>	<b>The student, student's work or performance:</b>	<b>The student, student's work or performance:</b>	<b>The student, student's work or performance:</b>
demonstrates an <b>excellent</b> grasp of the relevant knowledge base	demonstrates a <b>very good</b> grasp of the relevant knowledge base	demonstrates an grasp of the relevant knowledge base	fails to demonstrates a grasp of the relevant knowledge base
demonstrates <b>excellent</b> understanding of the different perspectives or approaches associated with the area of study	demonstrates <b>very good</b> understanding of the different perspectives or approaches associated with the area of study.	demonstrates <b>good</b> understanding of the different perspectives or approaches associated with the area of study	demonstrates <b>poor</b> understanding of the different perspectives or approaches associated with the area of study
<b>Application of knowledge</b>			
<b>makes excellent use</b> of relevant <ul style="list-style-type: none"> <li>• ideas</li> <li>• facts</li> <li>• theories</li> <li>• perspectives</li> <li>• models</li> <li>• concepts</li> </ul> with <b>excellent</b> levels of <ul style="list-style-type: none"> <li>• consistency</li> <li>• precision</li> <li>• accuracy</li> <li>• insight</li> <li>• analysis</li> <li>• synthesis</li> <li>• creativity</li> </ul>	<b>makes very good use</b> of relevant <ul style="list-style-type: none"> <li>• ideas</li> <li>• facts</li> <li>• theories</li> <li>• perspectives</li> <li>• models</li> <li>• concepts</li> </ul> with <b>very good</b> levels of <ul style="list-style-type: none"> <li>• consistency</li> <li>• precision</li> <li>• accuracy</li> <li>• insight</li> <li>• analysis</li> <li>• synthesis</li> <li>• creativity</li> </ul>	<b>makes good use</b> of relevant <ul style="list-style-type: none"> <li>• ideas</li> <li>• facts</li> <li>• theories</li> <li>• perspectives</li> <li>• models</li> <li>• concepts</li> </ul> with <b>good</b> levels of <ul style="list-style-type: none"> <li>• consistency</li> <li>• precision</li> <li>• accuracy</li> <li>• insight</li> <li>• analysis</li> <li>• synthesis</li> <li>• creativity</li> </ul>	<b>makes poor use</b> of relevant <ul style="list-style-type: none"> <li>• ideas</li> <li>• facts</li> <li>• theories</li> <li>• perspectives</li> <li>• models</li> <li>• concepts</li> </ul> with <b>poor</b> levels of <ul style="list-style-type: none"> <li>• consistency</li> <li>• precision</li> <li>• accuracy</li> <li>• insight</li> <li>• analysis</li> <li>• synthesis</li> <li>• creativity</li> </ul>

<b>Application of skills</b>			
<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>
<b>consistently</b> selects (as appropriate) • skills • techniques • methods	<b>usually</b> selects (as appropriate) • skills • techniques • methods	<b>generally</b> selects (as appropriate) • skills • techniques • methods	<b>fails to</b> select (as appropriate) • skills • techniques • methods
and/or <b>applies appropriate</b> (selected or given) • skills • techniques • methods	and/or <b>applies appropriate</b> (selected or given) • skills • techniques • methods	and/or <b>applies appropriate</b> (selected or given) • skills • techniques • methods	and/or <b>fails to apply</b> appropriate (selected or given) • skills • techniques • methods
with <b>excellent</b> levels of (as appropriate) • confidence • consistency • creativity • innovation • precision • accuracy • efficiency	with <b>very good</b> levels of (as appropriate) • confidence • consistency • creativity • innovation • precision • accuracy	with <b>good</b> levels of (as appropriate) • confidence • consistency • creativity • innovation • precision • accuracy • efficiency	with <b>poor</b> levels of (as appropriate) • confidence • consistency • creativity • innovation • precision • accuracy • efficiency
<b>Use of information</b>			
<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>
identifies new information from sources which are <b>consistently</b> appropriate	identifies new information from sources which are <b>often</b> appropriate	identifies new information from sources which are <b>generally</b> appropriate	identifies new information from sources which are <b>generally inappropriate</b>
<b>consistently</b> appraises the relevance and value of new information accurately	<b>usually</b> appraises the relevance and value of new information accurately	<b>generally</b> appraises the relevance and value of new information accurately	<b>does not</b> appraise the relevance and value of new information accurately
shows an <b>excellent</b> grasp of the meaning and significance of new information	shows a <b>very good</b> grasp of the meaning and significance of new information	shows a <b>good</b> grasp of the meaning and significance of new information	shows a <b>poor</b> grasp of the meaning and significance of new information
<b>Communication and presentation</b>			
<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>

shows <b>excellent</b> command of: • format • structure • use of images • language (including technical or specialist language) • syntax • register • spelling • punctuation • referencing	shows <b>very good</b> command of: • format • structure • use of images • language (including technical or specialist language) • syntax • register • spelling • punctuation • referencing	shows <b>good</b> command of: • format • structure • use of images • language (including technical or specialist language) • syntax • register • spelling • punctuation • referencing	shows <b>poor</b> command of: • format • structure • use of images • language (including technical or specialist language) • syntax • register • spelling • punctuation • referencing
<b>Autonomy and/or independence</b>			
<b>The student:</b>	<b>The student:</b>	<b>The student:</b>	<b>The student:</b>
makes <b>consistently</b> sound judgements about how to complete work	makes <b>generally</b> sound judgements about how to complete work	makes <b>generally</b> sound judgements about how to complete work	makes <b>generally</b> poor judgements about how to complete work
specifies problems for completing work and <b>independently generates</b> and pursues solutions	specifies problems for completing work and <b>promptly seeks</b> clarification and/or guidance	specifies problems for completing work and <b>sometimes seeks</b> clarification and/or guidance	specifies problems for completing work and <b>rarely seeks</b> clarification and/or guidance
works effectively with a high level of independence	responds very promptly and effectively to guidance	responds promptly and effectively to guidance	rarely responds promptly and effectively to guidance
demonstrates <b>excellent</b> time management	demonstrates <b>very good</b> time management	demonstrates <b>good</b> time management	demonstrates <b>poor</b> time management
<b>Quality</b>			
<b>The student's work:</b>	<b>The student's work:</b>	<b>The student's work:</b>	<b>The student's work:</b>
is structured in a way that is <b>consistently</b> logical and fluent	is structured in a way that is <b>usually</b> logical and fluent	is structured in a way that is <b>generally</b> logical and fluent	is structured in a way that is <b>not</b> logical and fluent
puts forward arguments or ideas which are <b>consistently</b> unambiguous and cogent	puts forward arguments or ideas which are <b>usually</b> unambiguous but which are in a minor way limited or incomplete	puts forward arguments or ideas which are <b>generally</b> unambiguous but which are in a sometimes limited or incomplete	puts forward arguments or ideas which are largely <b>limited or incomplete</b>
taken as a whole, demonstrates an <b>excellent</b> response to the demands of the brief/assignment	taken as a whole, demonstrates a <b>very good</b> response to the demands of the brief/assignment	taken as a whole, demonstrates a <b>good</b> response to the demands of the brief/assignment	taken as a whole, demonstrates a <b>poor</b> response to the demands of the brief/assignment

### Criteria for Assessment of a Portfolio submission

Descriptors Criteria	Distinction 70%+	Merit 60-69%	Pass 40-59%	Refer <39%
<b>Presentation</b>	The presentation of your portfolio is excellent and it is a pleasure to navigate.	The presentation of your portfolio is very good and it is easy to navigate.	The presentation of your portfolio is good and it is reasonably easy to navigate.	It is extremely difficult to navigate the portfolio.
<b>Language</b>	Your English is of excellent quality.	Your English is very good.	Your English is good.	Your English is often unintelligible.
<b>Application</b>	You have made exceptional efforts to progress academically.	You have made good efforts to progress academically.	You have made efforts to progress academically.	You have made little effort to progress academically.
<b>Argumentation</b>	You demonstrate a mature, sophisticated and intelligent approach to your work.	You demonstrate a mature and intelligent approach to your work.	You demonstrate an intelligent approach to your work.	You have had severe problems getting to grips with the intellectual content of your work.
<b>Effort</b>	You have invested an exceptional amount of time and effort in the portfolio.	You have clearly invested a great deal of time and effort in the portfolio.	You have invested time and effort in the portfolio.	Little time or effort appears to have been invested in the portfolio.
<b>Criteria</b>	Your portfolio contains all or most of the prescribed items.	Your portfolio contains a high proportion of the prescribed items.	Your portfolio contains the most important prescribed items.	Your portfolio lacks most of the prescribed items.
<b>Comprehension</b>	You have demonstrated excellent understanding of the key themes	You have demonstrated very good understanding of the key themes	You have demonstrated good understanding of the majority of the key themes	You have not demonstrated understanding of the majority of the key themes
<b>Quality</b>	The quality of the individual pieces in the portfolio is extremely high	The quality of the individual pieces in the portfolio is very good	The quality of the individual pieces in the portfolio is good	The quality of the individual pieces in the portfolio is very poor.

## Criteria for Assessment for Writing in English for Academic Purposes (EAP) I

	Task Response	Integration of sources and referencing skills	Cohesion and Coherence	Language Use, Appropriacy and Style
<b>Distinction 70-100%</b>	<ul style="list-style-type: none"> <li>Addresses all parts of the task, presenting a clear position throughout the response.</li> <li>Main points are easily understood and supporting information is suitably developed and with a little evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Good references with minor or insignificant errors or omissions.</li> <li>Good attempts at paraphrasing and summarising.</li> <li>Ability to successfully integrate quotations into the text is evident.</li> </ul>	<ul style="list-style-type: none"> <li>Logical structure and presentation with clear progression throughout.</li> <li>Clear central topic in each paragraph.</li> <li>Uses a wide range of cohesive devices appropriately, although there may be some over/under use.</li> </ul>	<ul style="list-style-type: none"> <li><i>Range</i>: Uses a wide range of vocabulary to allow some flexibility and precision. May produce occasional errors in word choice.</li> <li><i>Appropriacy</i>: Uses less common lexical items with strong awareness of style and collocation.</li> <li><i>Accuracy</i>: Uses a wide range of structures for the task with good control of grammar and punctuation but may make a few errors.</li> </ul>
<b>Merit 60.69%</b>	<ul style="list-style-type: none"> <li>Addresses all parts of the task – some parts may be more fully covered than others.</li> <li>Main points are easily understood and supporting information is suitably developed and limited evaluation</li> </ul>	<ul style="list-style-type: none"> <li>The integration of source materials is appropriate to the task</li> <li>Often successful attempts to quote, paraphrase or summarise</li> <li>Provides references but may contain minor inconsistencies, errors or omissions.</li> </ul>	<ul style="list-style-type: none"> <li>Overall text is well structured</li> <li>Paragraphs are suitably organised.</li> <li>Linking of points is mostly successful.</li> </ul>	<ul style="list-style-type: none"> <li><i>Range</i>: Uses a good range of vocabulary and grammar for the task</li> <li><i>Appropriacy</i>: Uses vocabulary and grammar items appropriately</li> <li><i>Accuracy</i>: Uses vocabulary and grammatical items with few inaccuracies.</li> </ul>
<b>Pass 40_59%</b>	<ul style="list-style-type: none"> <li>Addresses most of the task but some aspects may be dealt with more fully than others.</li> <li>Main points are identifiable and with some development</li> </ul>	<ul style="list-style-type: none"> <li>The integration of source materials is attempted with some success</li> <li>Some attempts to quote, paraphrase and summarise. These are sometimes successful in supporting your points</li> <li>Attempts to provide references may contain some inconsistencies, errors or omissions</li> </ul>	<ul style="list-style-type: none"> <li>Overall text is generally well structured</li> <li>Paragraphing is used, but not always suitably organised.</li> <li>Linking of points is sometimes successful</li> </ul>	<ul style="list-style-type: none"> <li><i>Range</i>: Uses an adequate range of vocabulary and grammar which is mostly appropriate for the task.</li> <li><i>Appropriacy</i>: Uses vocabulary and grammar items appropriately with a few slips.</li> <li><i>Accuracy</i>: Uses vocabulary and grammar items with some inaccuracies</li> </ul>

Needs support 30-39%	<ul style="list-style-type: none"> <li>•Addresses some aspects of the task, but some aspects may be dealt with more fully than others.</li> <li>•Main points are identifiable but with little development</li> </ul>	<ul style="list-style-type: none"> <li>•The integration of source materials is not always appropriate to the task</li> <li>•Some attempts to quote, paraphrase and summarise, these do not support points</li> <li>•Some evidence of referencing but with some errors.</li> </ul>	<ul style="list-style-type: none"> <li>•Overall text has some structure, but may not always be clear.</li> <li>•Paragraphing is attempted but might not always be logical.</li> <li>•Linking of points is occasionally successful.</li> </ul>	<ul style="list-style-type: none"> <li>•<i>Range</i>: Uses a range of vocabulary and grammar which is just sufficient for the task.</li> <li>•<i>Appropriacy</i>: Uses vocabulary and grammar items which may not always be appropriate to the task.</li> <li>•<i>Accuracy</i>: Uses vocabulary and grammar items with many inaccuracies, although meaning is generally clear.</li> </ul>
Refer 0-29%	<ul style="list-style-type: none"> <li>•Attempts to address task, with many aspects only partially covered.</li> <li>•Main points are difficult to identify or are limited in development.</li> </ul>	<ul style="list-style-type: none"> <li>•The integration of source materials is not attempted.</li> <li>•Little /no attempt to quote, paraphrase and summarise.</li> <li>•No attempt at references</li> </ul>	<ul style="list-style-type: none"> <li>•Overall text has very little structure.</li> <li>•Paragraphing is inadequate or unused.</li> <li>•Linking of points is often unsuccessful</li> </ul>	<ul style="list-style-type: none"> <li>•<i>Range</i>: Uses a range of vocabulary and grammar which is not sufficient for the task.</li> <li>•<i>Appropriacy</i>: Uses vocabulary and grammar items which are not appropriate to the task.</li> <li>•<i>Accuracy</i>: Uses vocabulary and grammar items with inaccuracies which impede communication.</li> </ul>

### Criteria for Assessment for Speaking in English for Academic Purposes (EAP) I

Grade	Content (complexity e.g. descriptive vs. analytical; sufficient, clear, relevant inclusions; demonstrated research)	Language Use (Syntax; vocabulary range & accuracy; discourse features)	Communicative Effectiveness (overall clarity of message; pacing; coherence; tone of voice; pronunciation; eye contact/body-language; interaction)
<b>70% + Distinction</b>	<ul style="list-style-type: none"> <li>Usually communicates clearly and logically</li> <li>Effective use of research</li> <li>Contributions are consistently both appropriate and effective</li> <li>Justifies and elaborates on most points effectively</li> <li>Generally strong content and line of argument.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a wide range of structures / vocabulary</li> <li>Shows good awareness of style and collocation</li> <li>Minor errors may occur but do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>Can generally be understood throughout, though accent and / or pronunciation may occasionally impede interaction</li> <li>Some hesitation but is reasonably fluent otherwise</li> <li>Uses a range of connectives and discourse markers with some flexibility</li> <li>Manages initiation &amp; turn-taking naturally and skilfully</li> <li>Clear pronunciation easily understood by a native speaker.</li> </ul>
<b>60-69% Merit</b>	<ul style="list-style-type: none"> <li>Communication is successful</li> <li>Evidence of research (e.g. the use of statistics)</li> <li>The majority of contributions are appropriate and effective</li> <li>Some minor omissions or occasional opportunities missed to elaborate further on points although these do not affect sustained interaction.</li> </ul>	<ul style="list-style-type: none"> <li>Has a wide enough vocabulary to discuss the topic at length and make meaning clear in spite of occasional mistakes</li> <li>Shows some awareness of style and collocation, with some inappropriate choices</li> <li>Uses a mix of simple and complex structures with some flexibility</li> </ul>	<ul style="list-style-type: none"> <li>Can generally be understood throughout, though accent and / or pronunciation sometimes impedes interaction</li> <li>Shows generally appropriate and effective use of stress &amp; intonation</li> <li>Uses a range of connectives and discourse markers with limited flexibility</li> <li>Manages initiation &amp; turn-taking with good awareness of interpersonal strategies</li> </ul>
<b>40-59% Pass</b>	<ul style="list-style-type: none"> <li>Fulfils the task for the most part.</li> <li>Some evidence of research, although this may be limited and/or applied with limited effect</li> <li>Contributions are generally both appropriate and effective</li> <li>Some elaboration and justification of points</li> <li>Some opportunities missed to elaborate further on points – although these rarely affect sustained interaction.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a mix of simple and complex sentences, but with limited flexibility</li> <li>May make frequent errors with complex structures but these rarely cause comprehension problems</li> <li>Has a wide enough vocabulary to discuss topics in some detail and make meaning clear in spite of mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>Shows some effective use of features but this is not sustained</li> <li>Mispronunciation of individual words may occasionally cause strain for the listener.</li> <li>Searches for words and hesitates at times but is reasonably fluent otherwise</li> <li>Manages initiation &amp; turn-taking with some degree of success.</li> <li>Occasionally dominates the discussion although shows awareness &amp; appropriate strategies to rectify this.</li> </ul>

<b>39% and below</b>  <b>Fail</b>	<ul style="list-style-type: none"> <li>Only partially addresses the task. Mostly limited elaboration/justification of points.</li> <li>Some general difficulties coping with initiation &amp; turn-taking particularly when dealing with complex or unfamiliar topics</li> <li>Contributions are occasionally limited or inappropriate.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>A limited range of grammatical structures: mostly simple &amp; occasional compound sentences.</li> <li>Vocabulary selection &amp; use is generally sufficient to deal with a limited range of issues &amp; ideas.</li> <li>Frequent grammatical &amp; vocabulary errors</li> <li>Errors may regularly impede communication.</li> <li>May often over rely on memorised chunks.</li> </ul>	<ul style="list-style-type: none"> <li>Can speak about the topic but with difficulty.</li> <li>Problems with stress, rhythm &amp; intonation frequently affect intelligibility.</li> <li>Rarely coherent in general &amp; familiar topics.</li> <li>Lack of coherence causes frequent strain on the listener.</li> <li>Unnatural hesitations &amp; long pauses cause frequent breakdowns in communication/fluency.</li> <li>May often dominate the discussion or have serious difficulty sustaining interaction.</li> <li>Frequent omissions or irrelevancies.</li> </ul>



### Criteria for Assessment for Writing in English for Academic Purposes (EAP) II

Aca demi c	Task Response	Structure & Linking of points	Use of Sources	Language: Use, Appropriacy and Style
Distinction 70-100%	<ul style="list-style-type: none"><li>•Addresses all parts of the task fully, presenting a clear position throughout the response.</li><li>•Expresses a clear position but this may not always be supported</li><li>•Main points are easily understood and supporting information is suitably developed with evaluation</li></ul>	<ul style="list-style-type: none"><li>•Sequences information and ideas logically.</li><li>•Each paragraph has a clear topic and strong development. There is a clear division of topics between paragraphs.</li><li>•Manages all aspects of cohesion well</li></ul>	<ul style="list-style-type: none"><li>•Source materials are successfully integrated into the text and they fully support points</li><li>•Very good use of paraphrases and summaries.</li><li>•Precise, full and appropriate references.</li></ul>	<ul style="list-style-type: none"><li>•<i>Range</i>: Uses a wide range of vocabulary with flexibility to convey precise meanings</li><li>•<i>Appropriacy</i>: Skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation.</li><li>•<i>Range</i>: Uses a wide range of structures, with very good control of grammar and punctuation</li></ul>
Merit 60-69%	<ul style="list-style-type: none"><li>•Addresses all parts of the task, presenting a clear position throughout the response.</li><li>•Position can be inferred but might not always be supported. Maybe descriptive.</li><li>•Main points are easily understood and supporting information is suitably developed and with some evaluation</li></ul>	<ul style="list-style-type: none"><li>•Logical structure and presentation with clear progression throughout.</li><li>•Clear central topic in each paragraph.</li><li>•Uses a wide range of cohesive devices appropriately, although there may be some over/under use.</li></ul>	<ul style="list-style-type: none"><li>•Ability to successfully integrate quotations into the text.</li><li>•Good attempts at paraphrasing, summarising and quotation.</li><li>•Good references with minor or insignificant errors.</li></ul>	<ul style="list-style-type: none"><li>•<i>Range</i>: Uses a wide range of vocabulary to allow some flexibility and precision. May produce occasional errors in word choice.</li><li>•<i>Appropriacy</i>: Uses less common lexical items with strong awareness of style and collocation.</li><li>•<i>Accuracy</i>: Uses a wide range of structures for the task with good control of grammar and punctuation but may make a few errors.</li></ul>
Pass 40-59%	<ul style="list-style-type: none"><li>•Addresses all parts of the task – some parts may be more fully covered than others.</li><li>•The overall position lacks focus and points are sometimes unsupported</li><li>•Main points are easily understood and supporting information is suitably developed and limited evaluation</li></ul>	<ul style="list-style-type: none"><li>•Overall text is well structured</li><li>•Paragraphs are suitably organised.</li><li>•Linking of points is mostly successful.</li></ul>	<ul style="list-style-type: none"><li>•The integration of source materials is appropriate to the task</li><li>•Often successful attempts to quote, paraphrase or summarise</li><li>•Provides references but may contain minor inconsistencies, or errors.</li></ul>	<ul style="list-style-type: none"><li>•<i>Range</i>: Uses an adequate range of vocabulary and grammar for the task</li><li>•<i>Appropriacy</i>: Uses vocabulary and grammar items appropriately</li><li>•<i>Accuracy</i>: Uses vocabulary and grammatical items with few inaccuracies.</li></ul>

<b>Needs support 30-39%</b>	<ul style="list-style-type: none"> <li>•Addresses most of the task but some aspects may be dealt with more fully than others.</li> <li>•The overall position is unclear and / or points are often unsupported</li> <li>•Main points are identifiable and with some development</li> </ul>	<ul style="list-style-type: none"> <li>•Overall text has a basic structure</li> <li>• Paragraphing is used, but not always suitably organised.</li> <li>•Linking of points is sometimes successful</li> </ul>	<ul style="list-style-type: none"> <li>•The integration of source materials is not always appropriate to the task</li> <li>•Some attempts to quote, paraphrase and summarise. These are sometimes successful in supporting your points</li> <li>•Attempts to provide references but may contain some inconsistencies, errors or omissions</li> </ul>	<ul style="list-style-type: none"> <li>•<i>Range</i>: Uses adequate range of vocabulary and grammar which is mostly appropriate for the task.</li> <li>•<i>Appropriacy</i>: Uses vocabulary and grammar items appropriately with a few slips.</li> <li>•<i>Accuracy</i>: Uses vocabulary and grammar items with some inaccuracies</li> </ul>
<b>Refer 0-29%</b>	<ul style="list-style-type: none"> <li>•Addresses some aspects of the task, but some aspects may be dealt with more fully than others.</li> <li>•Difficult to identify the position or any direction in the essay</li> <li>•Main points are identifiable but with little development</li> </ul>	<ul style="list-style-type: none"> <li>•Overall text has some structure, but may not always be clear.</li> <li>•Paragraphing is attempted but might not always be logical.</li> <li>•Linking of points is occasionally successful.</li> </ul>	<ul style="list-style-type: none"> <li>•The integration of source materials is attempted</li> <li>•Some attempts to quote, paraphrase and summarise, these do not support points</li> <li>•Little evidence of referencing skills, and / or with errors.</li> </ul>	<ul style="list-style-type: none"> <li>•<i>Range</i>: Uses a range of vocabulary and grammar which is just sufficient for the task.</li> <li>•<i>Appropriacy</i>: Uses vocabulary and grammar items which may not always be appropriate to the task.</li> <li>•<i>Accuracy</i>: Uses vocabulary and grammar items with many inaccuracies.</li> </ul>

## Criteria for Assessment for Speaking in English for Academic Purposes (EAP) II

Speaking Examination			
Student Name:		Student Number:	Date:
Grade	Content (complexity e.g. descriptive vs. analytical; sufficient, clear, relevant inclusions; demonstrated research)	Language Use (Syntax; vocabulary range & accuracy; discourse features)	Communicative Effectiveness (overall clarity of message; pacing; coherence; tone of voice; eye contact/body-language; visual aids; dealing with questions; pronunciation & fluency)
<b>70% + Distinction</b>	<ul style="list-style-type: none"> <li>Content is detailed, complex and confidently analytical/evaluative</li> <li>Ideas relevant, very well-developed and clarified</li> <li>Ideas fully supported with appropriate evidence, examples or explanation.</li> <li>Excellent research from relevant sources</li> <li>Original &amp; interesting</li> </ul>	<ul style="list-style-type: none"> <li>Mostly error-free use of a wide range of complex structures and vocabulary.</li> <li>Fully confident and appropriate use of organisational patterns and cohesive devices</li> </ul>	<ul style="list-style-type: none"> <li>Presents a topic coherently and articulately, structuring, pacing and supporting the talk flexibly to meet the audience's needs</li> <li>Voice quality is clear with varied pitch; fully engages with audience</li> <li>Visuals are clear and support the presentation well</li> <li>Can depart spontaneously from prepared text without problems; questions dealt with fully</li> <li>Clear, easily intelligible pronunciation.</li> </ul>
<b>60-69% Merit</b>	<ul style="list-style-type: none"> <li>Descriptive content is detailed, and reasonably analytical/evaluative.</li> <li>Ideas generally relevant, adequately developed, and clarified;</li> <li>Ideas supported adequately with evidence, examples or explanation.</li> <li>Good level of research from relevant source.</li> </ul>	<ul style="list-style-type: none"> <li>Adequate, generally appropriate, and fairly wide range of structures and vocabulary, in which errors do not usually impede understanding.</li> <li>Uses a variety of linking words/phrases to mark the relationship between ideas, though there may be some unevenness or inappropriate use.</li> </ul>	<ul style="list-style-type: none"> <li>Gives a clear, mostly well-structured, appropriately paced presentation which highlights significant points and generally satisfies the audience's needs.</li> <li>Voice is clear, and loud enough; generally maintains eye contact</li> <li>Visuals are generally clear</li> <li>responds to questions in detail and with a good degree of fluency</li> <li>Pronunciation may occasionally cause strain for listener.</li> </ul>
<b>40-59% Pass</b>	<ul style="list-style-type: none"> <li>Mainly descriptive/narrative though some attempt made at analysis or evaluation.</li> <li>Content not always relevant or sufficiently well-developed and clarified.</li> <li>Ideas not always supported with evidence, examples or explanation.</li> <li>Demonstrates research, although this may be rather limited.</li> </ul>	<ul style="list-style-type: none"> <li>Reasonable range of structures and vocabulary; however, attempts at more complex language may lead to errors or misunderstanding sometimes.</li> <li>Can link a series of elements into a connected sequence of points (such as through logic, priority, compare &amp; contrast) though range of discourse markers may be fairly narrow.</li> </ul>	<ul style="list-style-type: none"> <li>Gives a straightforward presentation which is coherent enough to be generally followed without difficulty; however, there may be some problems with structuring, support or delivery.</li> <li>May sometimes over-rely on notes or written text.</li> <li>Voice is reasonably clear though may be a little monotonous; may not manage eye contact very well.</li> <li>Visuals may contain errors.</li> <li>Can respond simply and with some spontaneity to follow up questions.</li> </ul>

			<ul style="list-style-type: none"> <li>Some systematic pronunciation errors may inhibit communication, causing strain for the listener.</li> </ul>
<b>39% and below</b>  <b>Fail</b>	<ul style="list-style-type: none"> <li>Ideas may be fairly simple or not well developed.</li> <li>There is some basic support for ideas (e.g. a reason for an opinion).</li> <li>Little research shown.</li> <li>Almost entirely descriptive or narrative (without analysis/evaluation).</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates control of some simple grammatical structures and basic vocabulary as suitable for the topic; however, errors or gaps in grammar and vocabulary may impede understanding.</li> <li>Control of commonly occurring cohesive devices and linking phrases (e.g. for addition, sequencing).</li> </ul>	<ul style="list-style-type: none"> <li>Can give a basic presentation on a familiar topic.</li> <li>May be problems with coherence, structuring, support or delivery, which hinder the communicative effectiveness; may read from text;</li> <li>Little variation in voice</li> <li>Visuals do not support the message well</li> <li>Responds with some difficulty to follow up questions</li> <li>Pronunciation can be understood, but with effort from the listener.</li> </ul>

## Assessments Leading to Award(s)

The following is a summary of the assessments for each of the modules:

International Foundation Certificate [120 @ Level 3]		Assessment	
Module	Credit Rating	Work for Assessment	Requirement for Award
<b>English for Academic Purposes I</b>	<b>20 Credits [Level 3]</b>	<p><b>Overview</b></p> <p><b>Formative Assessment</b></p> <p>Formative assessments are designed to give students an opportunity to practice assessments and to receive tutor feedback on their progress against the learning outcomes prior to the summative assessment. Formative assessment grades do not contribute to the final module grade. Formative assessments are individual assessments unless otherwise stated.</p> <p><b><u>Formative Listening:</u></b></p> <p>Listening is formatively assessed by evaluating your ability to effectively listen to and answer questions on a formal academic/professional audio-visual talk or lesson.</p> <p><b><u>Formative Speaking:</u></b></p> <p>A recorded individual presentation on a key element of one of the academic subjects. A reading comprehension test on the basis of an unprepared text associated with the academic subjects.</p> <p><b><u>Formative Writing:</u></b></p> <p>Weekly submissions on academic writing skills (incorporating quotes, paraphrasing, summaries etc.) essay drafts and longer academic texts. Feedback to be completed on paragraphs, paraphrases and summaries and other aspects of English for Academic Purposes</p>	All Programmes

International Foundation Certificate [120 @ Level 3]		Assessment	
Module	Credit Rating	Work for Assessment	Requirement for Award
		<p><b><u>Formative Reading:</u></b></p> <p>A reading comprehension test on the basis of an unprepared and prepared texts associated with the academic subjects</p> <p><b>Summative Assessment</b> (Summative assessments are those assessments which contribute to your module grade and are individual assessments unless otherwise stated.)</p> <p>Students at the end of the programme are required to evidence an IELTS equivalent to 6.5 overall (or in the case of the BSc IELTS 6.0, with the requirement that students undertake compulsory In-Sessional EAP and Academic Skills support during the first term of their BSc degree studies).</p> <p>This module is assessed through the completion of independent tasks which consists of:</p> <ol style="list-style-type: none"> <li>1. A <b>listening</b> test;</li> <li>2. A <b>speaking</b> test;</li> <li>3. A <b>reading</b> test;</li> <li>4. A <b>writing</b> test which will be assessed through the completion of two (2) summative tasks;             <ol style="list-style-type: none"> <li>a) A timed written assessment as directed. (50% of the final writing grade);</li> <li>b) Portfolio submission on academic writing skills which includes (incorporating quotes, paraphrasing, summaries etc.) and essay drafts. Feedback to be completed on paragraphs, paraphrases and summaries. (50% of the final grade).</li> <li>c) To achieve a pass in this course all students need to gain a minimum overall mark of 40% (pass grade) and a minimum of 40% (pass grade) in writing.</li> </ol> </li> </ol>	

International Foundation Certificate [120 @ Level 3]		Assessment	
Module	Credit Rating	Work for Assessment	Requirement for Award
English for Academic Purposes II	20 Credits [Level 3]	<p><b>Overview</b>  <b>Formative Assessments</b>            Formative assessments are designed to give students an opportunity to practice assessments and to receive tutor feedback on their progress against the learning outcomes prior to the summative assessment. Formative assessment grades do not contribute to the final module grade. Formative assessments are individual assessments unless otherwise stated.</p> <p><b><u>Formative Listening</u></b>            Listening is formatively assessed by evaluating your ability to effectively listen to and answer questions on a formal academic/professional audio-visual talk or lesson.</p> <p><b><u>Formative Speaking:</u></b>            A recorded individual presentation on a key element of one of the academic subjects.</p> <p><b><u>Formative Reading:</u></b>            A reading comprehension test on the basis of an unprepared and prepared texts associated with the academic subjects.</p> <p><b><u>Formative Writing:</u></b>            Weekly submission on academic writing skills (incorporating quotes, paraphrasing, summaries etc.) essay drafts and essays. Feedback to be completed on paragraphs, paraphrases and summaries and other aspects of English for Academic Purposes.</p> <p><b>Summative Assessment</b>            (Summative assessments are those assessments which contribute to your module grade and are individual assessments unless otherwise stated.)</p>	All Programmes

International Foundation Certificate [120 @ Level 3]		Assessment	
Module	Credit Rating	Work for Assessment	Requirement for Award
		<p>Students at the end of the programme are required to evidence an IELTS equivalent to 6.5 overall (or in the case of the BSc IELTS 6.0, with the requirement that students undertake compulsory In-Sessional EAP and Academic Skills support during the first term of their BSc degree studies).</p> <p>This module is assessed through the completion of independent tasks which consists of:</p> <ul style="list-style-type: none"> <li>5. A <b>listening</b> test;</li> <li>6. A <b>speaking</b> test;</li> <li>7. A <b>reading</b> test;</li> <li>8. A <b>writing</b> test which will be assessed through the completion of two (2) summative tasks; <ul style="list-style-type: none"> <li>d) A timed written assessment as directed. (50% of the final writing grade);</li> <li>e) Portfolio submission on academic writing skills (incorporating quotes, paraphrasing, summaries etc.) and essay drafts and extended writing tasks. Feedback to be completed on paragraphs, paraphrases and summaries. (50% of the final grade).</li> <li>f) To achieve a pass in this course all students need to gain a minimum overall mark of 40% (pass grade) and a minimum of 40% (pass grade) in writing.</li> </ul> </li> </ul>	



<b><u>Study and Employability Skills</u></b>	<b>0 Credits [Level 3]</b>	<p><b>Formative Assessment</b></p> <p>Weekly class exercises using the Microsoft Office Suite</p> <p><b>Summative Assessment:</b></p> <p>Portfolio of activities</p> <p>This is the amended and updated portfolio tasks put together in one final portfolio for summative assessment.</p> <p>NOTE: This module is graded as “PASS” or “FAIL” only and <u>must</u> be passed to progress.</p> <p>PASS = 40%-100%</p> <p>FAIL = 0%-39%</p>	All Programmes
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<b>Society and Culture</b>	<b>20 Credits</b> <b>[Level 3]</b>	<p><b>Formative Assessment</b></p> <p>There are formative assessments that are reviewed throughout the term. This will comprise of the compilation of a portfolio on key sociological aspects. This may include use of methods such as blogs, group discussions of articles, audio logs/recordings, word reflection pieces/summaries of an article or issue, chapter, lesson or other instructional activity.</p> <p><b>Summative Assessment</b></p> <p>This module is assessed through the completion and submission of a compiled portfolio.</p> <p>For example, a range of pieces of work collected from a variety of tasks/activities analysing key sociological elements in law. This may include use of blogs, group discussions of articles, audio logs/recordings, reflection pieces/summary of an article, chapter, lesson or other instructional activity and/or analysis of a relevant legal issue.</p>	<p>International Foundation Certificate in Legal Studies [Online]</p> <p>International Foundation Certificate in Psychology [Online]</p>
<b>Introduction to Business and Business Law</b>	<b>20 Credits</b> <b>[Level 3]</b>	<p><b>Formative Assessment</b></p> <p>There is a formative assessment that is reviewed throughout the term.</p> <p>The compilation of a portfolio analysing key business elements of an identified company. For example the company's mission statement, HR policies, CSR, leadership and management, culture and/or financial performance. This may include use of blogs, group discussions of articles, audio logs/recordings, reflection pieces/summary of an article, chapter, lesson or other instructional activity and/or analysis of company information or a relevant business issue.</p> <p><b>Summative Assessment</b></p> <p>There are two (2) summative assessments [100% of Module Grade].</p> <ol style="list-style-type: none"> <li>1. 750 - 1000 word essay on an aspect of business management from a choice of subjects directed by your tutor, for example 'how globalisation affects businesses. [25% of Module Grade]</li> </ol> <p>This written piece may also contribute towards the assessment of your written Academic English in your English for Academic Purposes I Module.</p> <ol style="list-style-type: none"> <li>2. Completion of a portfolio on key business elements. [75% of Module Grade]</li> </ol> <p>For example, a range of pieces of work collected from a variety of tasks/activities analysing key business elements of an identified company. This may include use of blogs, group discussions of articles, audio logs/recordings, reflection pieces/summary of an article, chapter, lesson or other instructional activity and/or analysis of company information or a relevant business issue.</p>	<p>International Foundation Certificate in Business Management [Online]</p> <p>International Foundation Certificate in Legal Studies [Online]</p>

<b>Introduction to Accounting</b>	<b>20 Credits</b> <b>[Level 3]</b>	<p><b>Formative Assessment</b> There are two formative assessment;</p> <ol style="list-style-type: none"> <li>1. Profit and Loss exercise ;</li> <li>2. Multiple choice questions on key aspects of 'Introduction to accounting'.</li> </ol> <p><b>Summative Assessment</b> This module is assessed through ONE (1) individual summative assessment in two parts (elements) [100% of Module Grade]</p> <p>The two parts are:</p> <ol style="list-style-type: none"> <li>a. Profit and loss, balance sheet or cash flow question - for example, this problem set will focus on either the profit and loss account or cash flow statement to assess the health of a business; (50%)</li> <li>b. Multiple choice questions on key aspects of 'Introduction to accounting'. (50%)</li> </ol>	International Foundation Certificate in Business Management [Online]
<b>Introduction to Economics</b>	<b>20 Credits</b> <b>[Level 3]</b>	<p><b>Formative Assessment</b> There is one formative assessment that is reviewed throughout the term Completion of a portfolio of directed key macro-economic trends. For example, a collection of pieces of evidence, using a variety of tasks/activities analysing macro-economic topics e.g. employment, demographics or inflation etc. This may include use of methods such as blogs, group discussions of articles, audio logs/recordings, and reflection piece/summary of an article chapter, lesson or other instructional activity.</p> <p><b>Summative Assessment</b> This module is assessed through the completion of one (1) independent task [100% of Module Grade] which consists of submission of your compiled portfolio on key micro and macro-economic trends. For example, a collection of pieces of evidence, using a variety of tasks/activities analysing macro-economic topics e.g. employment, demographics or inflation etc. This may include use of methods such as blogs, group discussions of articles, audio logs/recordings, reflection pieces/ summary of an article, chapter, lesson or other instructional activity.</p>	International Foundation Certificate in Business Management [Online]

<b>Introduction to English Law</b>	<b>20 Credits</b> <b>[Level 3]</b>	<p><b>Formative Assessment</b></p> <p>There is one formative assessment that is reviewed throughout the term.</p> <p>Compile a portfolio of key elements in Law where you will act as if working for a solicitor. You will be given a brief that will require you to undertake legal research to find relevant case law and/or statute law. You will be required to choose the most appropriate method of legal research and then undertake the research and answer a problem question using the IRAC method. As well as finding the material, you will be expected to produce a research trail. For example, a collection of pieces of evidence, using a variety of tasks/activities analysing legal research trail.</p> <p><b>Summative Assessment</b></p> <p>This module is assessed through Two (2) individual summative assessment components [100% of Module Grade]</p> <ol style="list-style-type: none"> <li>1. This module is assessed through the completion of a portfolio of key elements in Law where you will act as if working for a solicitor. [50%]; and</li> <li>2. A problem question with an appropriate legal research trail which will focus on one of the areas of substantive legal knowledge. [50% of Module Grade] Students will be expected to complete the assignment using their knowledge of the law and the law they have found while undertaking legal research. This written piece may also be used to judge your written Academic English Submission.</li> </ol>	International Foundation Certificate in Legal Studies [Online]
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<b>Numeracy and Data Analysis</b>	<b>20 Credits</b> <b>[Level 3]</b>	<p><b>Formative Assessment</b></p> <ol style="list-style-type: none"> <li>1. Undertake primary research and analyse the data compiled. For example you may be directed to undertake a questionnaire of a number of people regarding their views on a particular subject and then produce comparative information.</li> <li>2. Spread sheet and Calculation Problem - for example, this problem set may relate to the profits achieved by a particular business over a given period and you will be asked to produce relevant information to aid with assessment of the situation.</li> </ol> <p><b>Summative Assessment</b></p> <p>This module is assessed through ONE (1) individual summative assessment in two parts. [100% of Module Grade]  Part a) For example this may consist of an MCQ  Part b) might consist of an analysis of statistical information involving a problem set focusing on the analysis and potential future trends plus a spread-sheet and calculation problem.</p>	<p>International Foundation Certificate in Business Management [Online]</p> <p>International Foundation Certificate in Legal Studies [Online]</p>
<b>Introduction Psychology</b>	<b>20 Credits</b> <b>[level 3]</b>	<p><b>Formative Assessment:</b></p> <p>Please Note: These elements are designed to inform you and your tutor how well you understand the subject and how well you are applying yourself to your studies. They must be undertaken.</p> <p><b>Presentation</b></p> <p>Presentation on a key element of cognitive psychology followed by an individual reflection on the subject included in the student's portfolio.</p> <p>Compilation of a portfolio on key psychological aspects covered throughout the teaching course: for example, pieces of evidence collected using a variety of methods specified in the portfolio requirements.</p> <p><b>Summative Assessment</b></p> <p>Compilation of a portfolio on key psychological aspects covered throughout the course: for example, pieces of evidence collected using a variety of methods specified in the portfolio requirements.</p> <p>This may include use of methods such as blogs, discussions of articles, audio logs/recordings, and word reflection pieces/summaries of an article or issue, chapter, workshop or other instructional activity [100% of Module Grade]</p>	<p>International Foundation Certificate in Psychology [Online]</p>

<b>Research Methods for Social Sciences</b>	<b>20 Credits [level 3]</b>	<p><b>Formative Assessment</b></p> <p>Please Note: These elements do not count towards your final module grade.</p> <p>The methodology section of a research proposal on a topic specified by the Tutor .</p> <p>Portfolio of individual work undertaken week by week in order to build a compilation of assignments and reflections which consolidate students' learning of the topics taught.</p> <p><b>Summative Assessment</b></p> <p>Portfolio of students' individual work undertaken week by week in order to build a compilation of assignments and reflections which consolidate students' learning of the topics taught throughout the module. Will include a section on methodology of research on a topic specified by the Tutor.</p> <p>To include a personal reflection section.</p> <p>This may include use of methods such as blogs discussions of articles, audio logs/recordings, and word reflection pieces/summaries of an article or issue, chapter, workshop or other instructional activity [100% of Module Grade].</p>	International Foundation Certificate in Psychology [Online]
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## OVERALL LEARNING AND TEACHING STRATEGY

This handbook is intended for those who are studying the **International Foundation Certificate** [Online].

In this document, we will highlight the characteristics of the IFC programme and the implications for your study.

### Online v Face to Face

It is important to say at the start that the online programme **shares the same learning outcomes** (these are what you have to show you have learned), **course content, structure and assessments as the face-to-face programme.**

The International Foundation Certificate awarded is also **exactly the same as the face-to-face qualification.**

You may find the experience of studying online different to studying face-to-face, but it is in no way **less difficult, rigorous or inferior.**

### Key principles of the online IFC at BPP University

We consider the following to be really important when you think about our BPP online IFC programmes:

#### Equivalent Awards

It is important that you appreciate that the IFC programmes delivered online carry the **same awards** and are accredited to the **same level** as our **face-to-face** programmes.

Passing the IFC online will give you **automatic progression** to your chosen BPP University degree without the need to take further exams or tests. It will also help **prepare you** in those key skills that **employers** expect in their future employees.

**The online IFC should not be regarded as “second best” in any sense** – our experience at BPP University and external research has demonstrated that online programmes are at least as effective as face-to-face, whether this is measured in terms of quality of tutor support (Richardson, 2009) or test performance (Bowen et al, 2012).

As such, all standard BPP University regulations apply to these programmes. The student experience on an online programme will be different to a face-to-face one, but should not be inferior.

Therefore, you should be reassured that your experience will be of the **same quality** as any other BPP University student.

#### Appropriate delivery methods

Your IFC programmes use a mix of **both face to face and self-study.** We believe that both have their place, and are carefully combined to ensure your **experience is a good one.**

Some of the tools used for delivery are **asynchronous** (meaning *not at the same time or not in real time or not live*) This means that contact between you and tutors, and with other students, still occurs, but with a time delay, for example when you send an email and get a reply at a later time.

**This has a number of advantages** – in particular, you can take part in learning activities at a time which is **convenient** for you.

You can **take time** and think before responding to questions and participating in discussions and there is also evidence that asynchronous activities can **boost the level of collaboration** between students (Akhras, 2012).

So you can **make even more friends** through working online in your groups!

There is also a **forum** on which you can interact with friends and colleagues, set up groups, ask questions of the tutor and arrange parties and get-togethers... **learning should be fun too!**

So that you also have an opportunity to talk directly to a tutor with any questions, we also use **synchronous (which means at the same time)** tools, so that your class are all logged on to their computers to speak to the tutor at the same time and can talk and communicate directly with each other.

The most common tool for this is called a **webinar** (a web conferencing tool), where **interaction** can occur via video, voice, text, shared images and **collaborative** (learning together!) working. This has the advantage of being able to ask and answer questions and have discussions with your tutor and fellow students.

### **Tutor contact**

Tutor contact in your online IFC programmes will take different forms to face-to-face courses, but is no less important.

The delivery methods we use are:

- Webinars;
- Feedback on portfolio assessments;
- Informal activities such as **Forum activity**;
- Regular emails with your tutor;
- Live conversations via Skype, What's App or other appropriate tools.

We use all of these to ensure that you can **ask questions as needed** and receive appropriate support. **Tutors will make themselves available** for contact through webinars, email and Skype.

***If you wish to speak live to your tutor, it is often helpful if you contact them in advance and book a time, to make sure they are available (just like you would face to face!).***

You will also have access to talk to our **BPP student advice, Learning Support and careers service**, and all other resources available to our BPP University face-to-face students.

As with any other student, we will monitor your **engagement** with the programme (which means we will check **your attendance** at webinars, contribution to activities, assessment submission).

If problems do arise, we will aim to offer any necessary support as soon as possible and if necessary speak to your family to check you are OK.



## International Foundation Certificate [Online]

### Entry to the programme

**We are committed to doing everything we can to make sure you are able to pass the programme and progress to your chosen BPP University degree and get you ready for your future career.**

You are allowed to start the online IFC within your country when you are **over 16 years old** and can show us you have gained **good grades** in your +10 year qualifications, including **Maths and English**.

You must also be able to demonstrate, through either an IELTS or our own BPP English exam that you have **reached the equivalent of B2 (CEFR)** (You must have an average of 5.5 in IELTS and a 5.5 in writing or equivalent). We do this so that, with application and hard work, you are able to successfully understand and complete the IFC and progress to your degree.

Students must be 18 years old in order to start their BSc or LLB degree programme – if you are 16 years old at the start of the IFC, you will be **allowed to study the IFC over two academic years**, rather than just one.

Some students will find this really useful in order that they might further improve their English capability and fully understand what they have to do in order to succeed.

Our aim on the International Foundation Certificate programmes is to **prepare you fully** as possible for the methods of teaching and learning that you can expect at BPP University.

### The Learning Outcomes

You may hear the phrase “learning outcomes” used by tutors and academics and wonder what it means.

Generally, it refers to ***what you have to show (or indicate) to us, so that we might be satisfied that you have understood a particular subject.***

e.g. In the area of Knowledge and Understanding for instance – if we look at the Society and Culture module we can see that at the end of the programme you must be able to show us that you have an:

*‘Understanding of the concepts and influences of human nature’*

You can see it here below:

Ref	A. Students should be able to demonstrate an:
K1	Understanding of the concepts and influences of human nature;

So the tutor will indicate to you what these key concepts are and *influences* of human nature are and test your understanding through an assessment - such as your portfolio.

## Assessment

Your assessments are called either formative or summative and the difference is important;

**Formative** Assessments– that means that **you must do these assessments** as they are there to check that you understand – but these do not count as part of your final grades – a sort of ‘checking as we go along’.

**Summative** Assessments – these are those that will be marked and **these are those that will carry a distinction, merit, pass or refer.**

Many students don’t think about these assessments until the very last minute and then panic to get them in on time – often meaning that the grade is not as good as you might have achieved – **so start early and plan your time!**

Your tutor will help and give you guidance on this

## Delivery Method (Learning & Teaching strategy)

In many respects, your programme content will be the same as our face-to-face programme. You will have the same reading assignments, assessments, and access to the same recordings.

You are expected to work hard on your own at a time during the day when no classes are scheduled, and during the evening and weekends.

You must do a lot of study in your own time. This includes:

- Reading the required written materials– this will help you understand activities and lessons much more clearly;
- Reading and reviewing the self-directed lessons and **Webinar** after the class – this will help you learn and understand the material much better;
- Doing all portfolio work set;
- Taking your assessments seriously. Many of these will go towards your final mark;
- Working in groups in your own time, where useful. But, never copy homework or assignments;
- Revising hard for all tests and exams;
- Thinking openly and creatively – teachers want you to have your own ideas and thoughts and to express them in the webinars and in the forum

The only aspect of the programme that will be different from the face to face delivery will be the Interactive lesson and webinar activity based on the subject matters. These will be replaced by equivalent activities as follows:

## 1. Interactive self-directed lesson (usually a minimum of 3 to 4 hours each week for each subject)

Your online **self-directed lessons** will consist of **recordings and activities**, together with **writing tasks and quizzes** so that you can **check your learning and understanding** as you are going along.

You will need a **quiet place to study** – either at home or at the Support Centre College or University. You will need a **good computer** (with Google Chrome uploaded) preferably, keyboard, mouse and **headphones**.



You will also need a **file split into 10 sections (one per week)** and pen and paper to make notes as you are going along. **These notes you take are really important!**

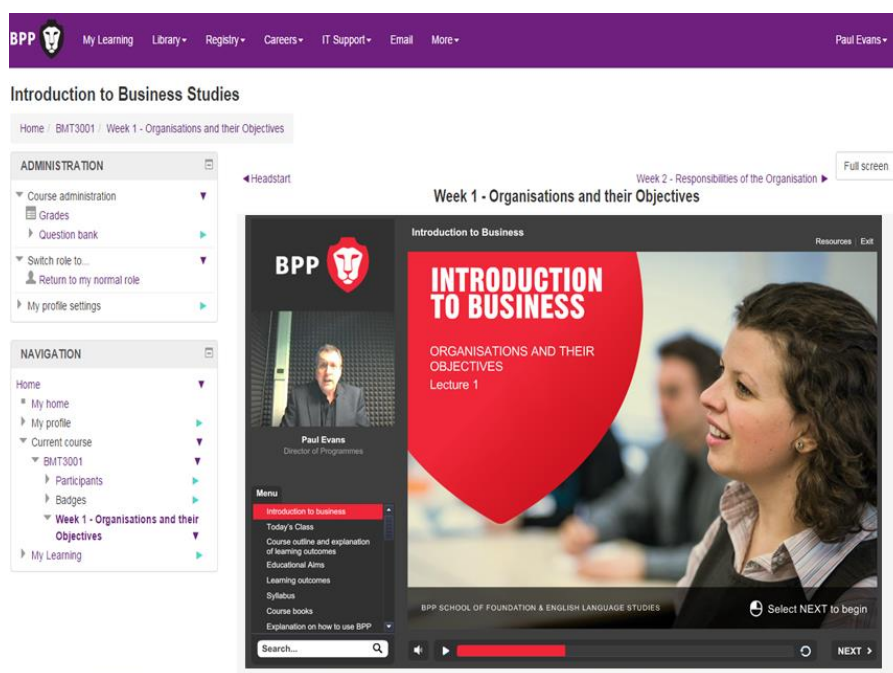


You start by logging on to your **BPP VLE** (the Virtual Learning Environment) with your computer where you will find everything to do with your self-directed lessons – **the modules, recordings, books, and library and support information**.

All you need to do is to go to the module you are studying and click on the instruction for the work that the tutor has told you that you have to do before you start your lesson – this will normally be **watching a video** and making notes, or **undertaking some reading** (perhaps chapters of a book) **or research** and making notes. It may be both of these. You will have your books **available to you either online** or physically in the library so you can follow the lesson.

The self-directed lessons are **all recorded and on the VLE**. The lesson will normally consist of the tutor explaining the subject through interactive slides that you control – you can progress through the lesson **as fast or as slowly** as you want.

You have the power to go **back over** the previous slides and recording, or to stop and **take a break** when you want – or perhaps **ask a fellow student a question** on the **forum**, or **email the tutor**, or make a note for when you talk to the tutor **face-to-face on the webinar**.



*Example of your learning page on the BPP VLE*

There will be **tests built in to the lesson** to make sure you have understood.

Usually you need to pass these tests to be able to continue with the lesson – so **you cannot just skip them!**

Make **notes as you are going along** as you will need these in order to be able to assist with your **portfolio homework** and **ask questions on the forum** and at the **weekly face-to-face webinar**.

**Whatever you do – do not be afraid to ask questions – this is really important!**

You can take regular breaks during your lessons at points that are convenient to you. We would suggest taking breaks at 20, 30, 45 or 60 minute intervals – whichever is best for your learning. You can go back and start the lesson from where you last took a break – but you **have to finish every lesson** before your weekly webinar with your tutor.

Early on in the programme, we will build in support to ensure that you are aware of the tools available and how to use them, including key points of how to work online.

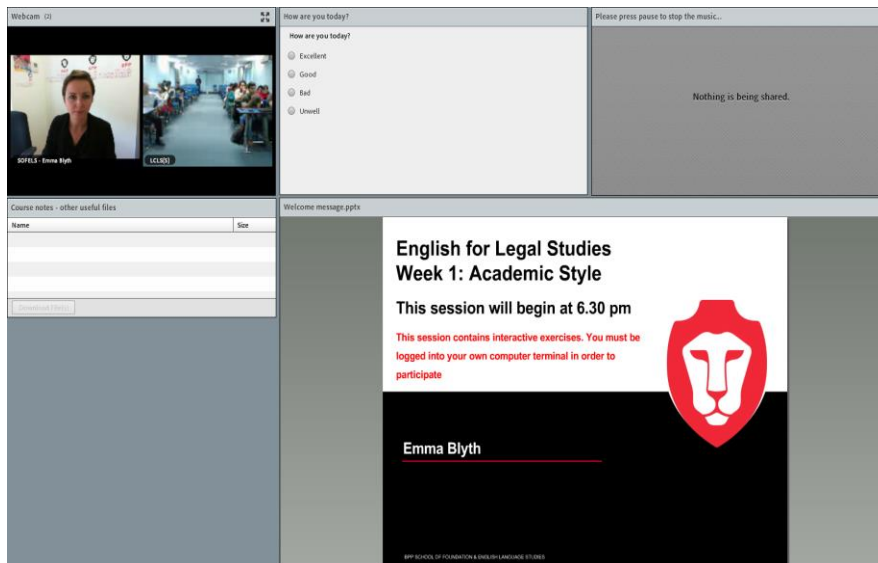
This may include **discussion forums, Skype or similar tools**. **Tutor support** will be available through these activities and tutors will participate in some of these sessions. These will be geared towards making sure you are **fully confident and happy in your studies!**

## 2. The synchronous (live) ‘webinar’ with your tutor

This is an online tutor session – where you need a **quiet place to study**, a good pair of **headphones** with a **microphone**, **keyboard** and **computer** so you can listen in and ask questions that you may have from your past week self-directed lessons.

This session will be led by the tutor and it will be recorded for you to listen to again, in case you did not understand everything.

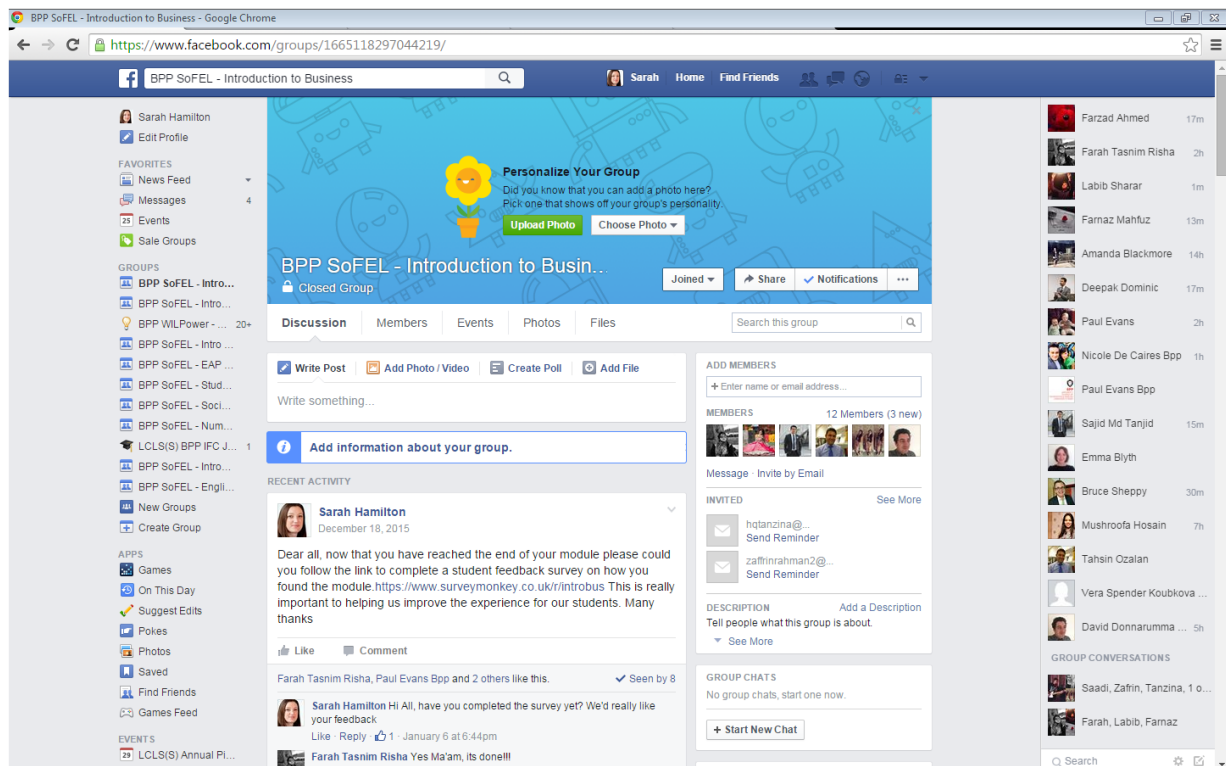
***We will expect you to attend unless there are exceptional circumstances.***



*Example of a Webinar Page that you log-in and talk to your tutor each week*

### 3. The online ‘Discussion Forum’ for you and your group

The tutor will allocate you **into groups** and you can interact with both the whole class and with your fellow students in your own group – **ask questions**, check your **homework** to be done, **help** each other, **arrange get-togethers** in your homes or **chat online**.



*Example of the forum where you will post your directed work and interact with your group and tutor*

## 4. Your Portfolio Homework and Assessments

In addition to tests taken as you are going along each week - we will also need you to go to the library, **read books**, **watch videos** and **do research** in order to put together your **portfolio tasks**.

This **portfolio** is your homework that you need to do throughout the module based on the lesson content and will form part of your overall assessment. **Over the course of the module** you will build up a selection of **articles**, **newspaper clips**, **pictures**, and **written tasks** that will prove to us that you have understood the topic and also have put effort and application into your studies.

These must be completed and submitted for checking and feedback by the due date required by your module tutor.

*An example below of a portfolio task from the module 'Introduction to Business and Business Law (N.B. in this module Students are given a particular company to research):*

### The Task

You are required to provide a brief each week on a company of your choice from the list (see next page) provided below. Your brief **MUST** be based on the topics specified for each week (see list of topics). Your weekly brief must accompany a corresponding article (researched from an external source such as newspaper, journal, website or a magazine) that supports your brief. Do **NOT** attach an article that is **IRRELEVANT** to the brief.

The aim of the Portfolio is intended to develop your research skills, conceptual as well as critical thinking skills.

#### List of Topics:

Week 1	<p>Introduction to Portfolio. Distribution of BPP Folders for the Portfolio. General instructions on conducting research, avoiding plagiarism and managing time.</p> <p>Produce a summary of the financial performance of the company over the past five years.</p> <p>Give reasons as to what might be the reasons behind the financial performance.</p> <p>You must specifically look for the following:</p> <ul style="list-style-type: none"> <li>• Total (Annual) Revenue</li> <li>• Gross profit or Net profit</li> <li>• Share Price at the end of each financial year for the last five years</li> </ul> <p>Collate and present data in the form of a graph/pie chart using MS Excel.</p> <p>Try to give the reader a feel for how the company is doing / has been doing and if this is on the up/down and possible reasons for this</p> <p>Include as many relevant clips and articles as you think interesting and that contribute to the answer</p>
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## Learning online

This section describes how the programme has been designed to make your learning effective and engaging as an online student.

### Style of learning

When you go on to study your degree or go out and get a job you will find that, like school and University, everyone talks and works with each other in a **social context** and we emphasise this as well.

At the start of each module there will be a **'start-up' discussion** in which the tutors introduce themselves - including their academic and practitioner background and **their 'take'** on the subject of the module. They will tell you what they **expect of you** and what you need to do to **succeed in your studies**.

You will join in, introduce yourselves and ask questions. Do not worry if you feel nervous at first – ***remember your first day at school and how quickly you became confident?***

You will have the discussion **forum** available throughout the programme to talk about what you have learned, and **ask questions of each other**.

We want you to feel that you are **part of the class** and the University and please take time to use the forum to both chat with each other and the tutor, and keep a focus on your studies.

It is important from the start that you understand that we expect you to **engage actively** and **proactively** (thinking ahead) in your **own learning**.

This is a different style of education from sitting in a classroom where a teacher gives out a lot of information which you just write down.

The programme is studied and delivered online, and may feel very different from other programmes of study you have taken in the past.

However this approach will help you to develop key **professional and transferable skills**, such as time management, group work and IT skills, all of which will increase your chances of success in your degree, and **future career!**



## How your modules are taught online

The programme is delivered online through our BPP University Virtual Learning Environment (VLE).

Lots of guidance will be given on how to use the VLE – but you will need a good computer or laptop (phones really do not work as well as the screen is often too small) and some time alone (or with your friends if they are studying with you) to go through the classes **carefully**.

***You will need to concentrate fully – just like school classes!***

**Materials will be available for you to work through, including overall guidance, texts and journals and videos.**



You will also have access to your tutor's email to enable you to interact with him or her.

You can attend tutor-led online **webinars**, which will be recorded to enable you also to view them at a later date. You will be able to speak with, and hear other students; see each other and the tutor; and use a range of tools to work in groups.

The design of the module allows it to be taught entirely online, although optional face-to-face support sessions may also be organised for you at one of the BPP Support centres.

The modules will run over a specified time period, culminating in a written exam or submission of an assignment. This will provide an overall structure for your studies, although within each module there will be a high degree of flexibility over how you complete the work required.

## Learning activities and hours of study

The schemes of work within the Handbook provide an indication of the **learning activities** that will be undertaken week by week during the course of each module.

You will be provided with final and detailed activities at the start of studying each module.

You will usually study **four modules each term**, which means that each week is intended to comprise approximately 36 hours of study.

This means that we expect you to spend about:

- 16 hours on the activities, including reading, discussions, preparing documents and reflection;
- 6 hours in Webinars;
- 4 hours on the forum and a further;
- 8 hours on your research and portfolio homework.

The actual time spent may vary from week to week and student to student.

## Engagement and participation

The nature of the programme means that to be successful you must be engaging in **forum** as well as **individual** activities.

As such, we expect you to participate actively in **discussion activities** and to attend the **scheduled webinars**.

If other commitments mean that you cannot attend a webinar, then you need to let us know in advance.

***If your participation is poor then we will contact you and, if appropriate, your family, to discuss this and any support you may need.***

If lack of participation persists, we may use a range of sanctions including exclusion from the assessment. Further details on this are in the School's Student Engagement Policy, which is available on request.

## Programme duration

We normally expect the programme to take you two terms, and this might be undertaken either **full-time in one year** or **part-time studying over two years**.

## Student Support

### Getting Started

The course will begin with your **orientation and induction session**. This will be an opportunity to interact with fellow students and the tutors, ask questions, and receive an introduction to the VLE.

### BPP staff support

We are here to help you. Whatever your question or problem, whether it is related directly to your studies or to anything affecting your studies, we will try and work with you to find a solution. So don't hesitate to contact us if you are at all worried about anything related to your studies.

The key members of staff supporting you will be given to you at induction together with their email. Tutors will provide you with their email at induction, you can also contact teaching staff via Facebook. Sometimes they may ask you to wait for an answer until the webinar, particularly if there is more than one student asking the same question.

### The Role of your BPP University Support Centre

You may be studying using a BPP Support Centre, and while it is not a requirement of the programme, you may well receive some form of support from them also. Depending on the circumstances, this could include, for example:

- Providing you with access to relevant resources such as case studies, records, financial data and other information
- Giving you access to facilities such as computers and printing
- Providing you with additional coaching and mentoring
- Identifying particular work issues and problems to use as the basis for your Portfolio Project and/or other assessments.
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You are welcome to attend the centre at any time. The centres will usually be open and manned during evenings and weekends for your convenience and you will be advised of exact opening times.

## THE BPP UNIVERSITY SCHOOL OF FOUNDATION AND ENGLISH LANGUAGE STUDIES PROGRAMME TEAM

The Programme Team deals with all matters related to curriculum and assessment.

### Your Director of Programmes

The Director of Programmes has overall responsibility for the quality and content of the programme. They will manage the strategic development of the programme and will be a key point of contact with internal and external stakeholders.

### Your Module Leaders

Each module has a designated Module Leader who is responsible for determining, developing and updating the content of that module and will also be involved in leading its delivery. Module Leaders work as a team headed by the Heads of Programmes.

### Your Tutors

Tutors deliver the content of each module, including managing **Forum activity**, responding to queries, facilitating live discussions via webinars, and marking assessments.

They have **considerable experience in teaching International students** and also have business experience and are able to provide you with examples and approaches taken from contemporary business practice. Some continue to be practising professionals, while others have moved from commercial roles into full-time academic work.

You will have a dedicated tutor for each module and they will be in regular contact with you throughout the course. In particular you will have tutor contact through:

- Discussion forum participation;
- Webinars;
- Feedback on your work;
- Responses to your questions by phone or email;
- Your Portfolio Project, in which there will be significant one-to-one interaction to discuss your project.

You will also be able to contact your tutor on an ad hoc basis as needed by email.

### BPP University IT support

If you have a technical problem with the VLE you should contact the technical support team (you will be supplied with their contact email details in your welcome pack).

### BPP University Library services

All the required books for your modules will be provided to you either as ebooks or hard copy.

As a BPP University student you also have access to a range of online materials such as journal articles, journals, databases and statistical information to help you in your research.

You will be advised throughout your modules as and when these resources are required for your studies, and how to access them.

Depending on your location you may also have access to the physical library resources at your local Support centre.

### **Your fellow students and student representation**

You will be encouraged to form **links and** ties with fellow students and will be given opportunities to **interact** either in person or online.

We also have a **formal student representation** and input into the programme through the Student/Staff Liaison Committee (SSLC). This will comprise of the academic and support team and your elected student representatives, and it will meet every term to discuss your feedback so that we can constantly **improve our service** to you.

Student representatives will be expected to **gather feedback** from their fellow students and speak on their behalf at the meetings so it is important to choose someone that you will trust to put forward your views in a **helpful and objective way**.

The programme team will respond formally to **all issues raised**. In addition, **informal meetings** may be held with groups of students from time to time.

**Module Learning Outcomes**

The learning outcomes for each individual module are included in the module outlines below.

They indicate what you will learn, and be required to evidence that you understand by the end of your IFC programme.

**MODULE OUTLINES****Introduction**

In some instances information regarding content of a module is indicative, and actual module content may change slightly (for example, regarding opportunities for work with specific external partners or developments in the field).

Full details on module content are contained on the BPP VLE and will be updated regularly.

## ENGLISH FOR ACADEMIC PURPOSES (EAP) I

### General Information

School	School of Foundation and English Language Studies	
Level	Level 3	
Credit Value	40 Credits	
Contact Hours	40 Asynchronous Self-directed Learning Hours 40 Hours Synchronous Webinars 40 Hours Self-directed Forum activities	
Programme(s)	All Programmes	
Module Leader(s)	Emma Blyth/Jonathan Dunn	
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body	None	

### Introduction

The module will provide you with the Academic English skills necessary to undertake an undergraduate degree in either Law or Business at BPP University.

You will be offered the opportunity to improve your command of English and study skills generally and in the academic setting specifically. This will be done through practice and enhancement of your reading, writing, speaking and listening skills relevant to your chosen field of study.

An emphasis will be put on teaching methods, materials and assessments which are relevant to your needs to successfully undertake undergraduate study with BPP University in the immediate future, and also that will help you in your future career

The various skills will be reinforced through regular formative assessments, and homework.

## Educational Aims

This module aims to:

- Provide you with essential language skills for undertaking undergraduate study of business, law, management or finance through the medium of English at BPP University
- Provide you with an opportunity to increase your knowledge of English grammar and vocabulary relevant to your chosen field of undergraduate study and future career
- Develop your reading, writing, speaking and listening skills in an academic setting
- Develop your communication skills across a range of platforms, including web-based technologies
- Provide you with presentation skills relevant to academic studies generally



## Learning Outcomes

### Knowledge and Understanding

Ref	A. Students should be able to demonstrate a:
K1	Reasonable understanding and an ability to use the main language structures with ease and fluency.
K2	Appropriate understanding of a wide range of demanding, longer texts (oral and/or written) and ability to recognise implicit meaning in their field of study.
K3	Ability to write and communicate effectively using an appropriate level of general and academic English.
K4	Productive and receptive use of a core of general academic vocabulary and an active vocabulary in their field of study.

### Cognitive Skills

Ref	B. Students should be able to:
C1	Differentiate between main and supporting ideas in written texts and oral presentations in their field of study.
C2	Categorise and synthesise information and ideas to produce their own argument.
C3	Apply a level of language necessary to communicate orally and in writing to follow a course of academic study at university undergraduate level, albeit with some language support if required.
C4	Recognise English language structures in order to achieve a solid understanding of academic texts in their field of study.

### Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Demonstrate the level of language necessary to communicate orally and in writing to follow a course of academic study at university undergraduate level with some language support.
P2	Communicate ideas and analysis clearly and concisely in an appropriate format in order to inform and explain their decision making rationale to others.
P3	Express themselves with a degree of fluency and spontaneity that makes regular interaction with native speakers possible without strain for either party.
P4	Produce clear, well-structured, oral and/or written text on complex subjects, showing reasonably controlled use of organisational patterns, connectors and cohesive devices.

### General Transferable Skills

Ref	D. Students should be able to:
T1	Exercise self-management skills, including the ability to set personal objectives, manage time and tasks and evaluate their own performance.
T2	Exercise initiative and personal responsibility within set parameters.
T3	Take responsibility to learn effectively and be aware of their own learning strategies, including the ability to learn autonomously and co-operatively.

## Mode of Assessment

### Overview

This module is formatively assessed through the testing of four elements of English study: Listening, Speaking, Reading and Writing.

There are summative assessments at the end of EAP (English for Academic Purposes) I which students must pass in order to progress to EAP (English for Academic Purposes) II.

Formative assessments are designed to give you the opportunity to practise assessments and to receive tutor feedback on progress against the learning outcomes prior to the final summative assessment.

Formative assessments are designed to accurately reflect the processes and procedures of the end-of-term summative assessments. There are ongoing formative assessment tasks, which take the form of homework portfolio assignments and in-class quizzes.

### Listening

Listening is summatively assessed by evaluating the ability to effectively listen to and take notes from a formal academic/professional audio-visual talk or lecture.

Formative assessment is broadly reflective of the summative assessment, in that it aims to develop and evaluate capacities to listen for gist and specific details, and take notes effectively. The talks are chosen from a variety of sources, and will be academic or professional in nature.

### Speaking

Speaking is summatively assessed through the evaluation of your performance in an academic presentation based on an aspect of their chosen subject (law, business, psychology). You will be assessed on having suitable supportive academic arguments, the appropriate organisation of material, relevant language and vocabulary and effective pronunciation and intonation.

Speaking will be formatively assessed through various activities throughout the terms. You will be formatively assessed in all elements of giving a presentation including the structure of a presentation, preparing the slides and using clarity when speaking.

### Reading

Reading is summatively assessed by evaluating your ability to read and understand a range of academic texts. The assessment questions are designed to test a range of skills, including skim, scan and detailed reading, identifying specific information, as well as more critical reading skills.

Reading is formatively assessed through various activities and strategies. A range of professional and academic texts are used. Reading skills are regularly evaluated through reading comprehension activities.

### Writing

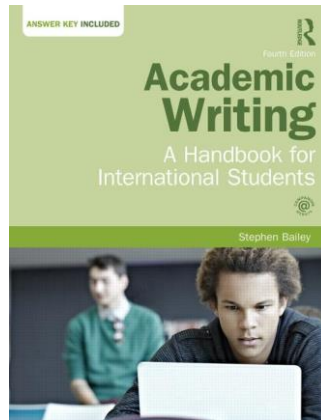
The written assessment takes the form of a timed written task and the submission of portfolio tasks. In the timed assessment, you are required to write the response to a task, and you should demonstrate an ability to take a position on a certain issue and defend it in an academically sound way. The synoptic task will draw on assessments and material from their subject specific modules, which will then be assessed for their English for Academic Purposes in terms of structure, grammar and lexis.

Formative assessments reflect the above in terms of their style and focus. Students are evaluated on their knowledge of various elements of academic discourse and style, incorporating elements such as paragraphing, argumentation and academic referencing.

To achieve a pass in this course all students need to gain a minimum overall mark of 40% (pass grade) and a minimum of 40% (pass grade) in writing.

**Core Text (all subjects)**

Bailey, S. (2015). *Academic writing: a handbook for international students*. 4th ed. London: Routledge.

**Additional core texts by subject area:****Business**

Mascull, B. (2002) *Business Vocabulary in use: intermediate*. 2<sup>nd</sup> ed, (Bill Mascull)  
Cambridge: Cambridge Professional English

**Law**

Brown, G. and Rice, S (2007) *Professional English in use: Law*. Cambridge: Cambridge University Press

**Recommended Texts and Reading**

*Longman Dictionary of Contemporary English* (6<sup>th</sup> edition), Harlow, Pearson Education Ltd (2014).

Hamp-Lyons, L. *Study Writing: A Programme in Written English for Academic Purposes* (2006) 2<sup>nd</sup> edition

Glendinning, E. *Study Reading: A Programme in Reading Skills for Academic Purposes* (2004) 2<sup>nd</sup> edition

Lynch, T. *Study Listening: A programme in listening to self-directed lessons and note-taking*, (2004) 2<sup>nd</sup> ed, CUP

Thaine et al, *Cambridge Academic English, Upper Intermediate* (2012)

**Academic and Professional Articles**

You will be strongly encouraged to use journal articles relevant to your area of specialisation, in order to develop your reading and comprehension skills. You are strongly encouraged to read articles from *The Economist*, and British newspapers such as *The Guardian*. These will really help you to improve your reading fluency. Your teacher will also recommend books and articles for you to read during the course.

**Online Resources** The Global English e-Workbook is available for you to practise grammar and vocabulary (self study). You will also be encouraged to use online resources relevant to your areas of specialisation, in order to develop your reading and comprehension skills.

## INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content may change (for example, new developments in the field or new postings on the Internet) which are taken into account at the time of module delivery.

The indicative scheme of work details the subject matter and learning and teaching strategy for that week.

Actual terms are 10 weeks long in addition in addition to the headstart/induction week.

You may have a reading week, consolidation weeks and examinations or assessments weeks.

Further details on these will be provided at appropriate points throughout the programme.

## Module Title: ENGLISH FOR ACADEMIC PURPOSES (EAP) I

### Syllabus:

#### Listening and Speaking Skills:

- Listening & note-taking (pre-recorded self-directed lessons, online viewings etc.).
- Pre-listening activities include brainstorming and discussion of the forthcoming lesson topic.
- Vocabulary development: pre- and post-listening activities include vocabulary building.

#### Reading and Writing Skills:

- Academic study skills: reading skills, exam revision and preparation, etc.
- Comprehension skills and strategies: reading for the gist, reading for details etc.
- Linguistic knowledge; text structure & purpose.
- Intensive & extensive reading through variety of text types.
- Critical reading.
- Writing process (generating ideas; planning and organisation; revision skills etc).
- Language of academic texts (grammar and sentence structure, academic style and vocabulary).
- Different genres of writing (description, compare/contrast; reason/consequence; argument).
- Use of source references in academic writing: introduction.

#### Language Development:

- Initial assessment and analysis of your needs.
- Systematic work on key areas of grammar, vocabulary and pronunciation (to be adjusted depending on your needs).

## English for Academic Purposes (EAP) I

IFC Term 1 (Online)		
Week	Content	Learning and Teaching Strategy
<b>Headstart</b>	<ol style="list-style-type: none"> <li>1) Explanation of what the module will cover</li> <li>2) Overview of subject modules and assessments</li> <li>3) Explanation of Student Handbook, sourcebook, course book and module website</li> <li>4) Diagnostic Assessment of Skills</li> </ol>	<p><b>Student Induction</b></p> <ul style="list-style-type: none"> <li>• Overview of course</li> <li>• Diagnostic Activities</li> </ul> <p><b>Key Reading</b></p> <ul style="list-style-type: none"> <li>• Course Handbook</li> </ul>
<b>Week 1</b>	<ol style="list-style-type: none"> <li>1) To reflect on your own approach to learning</li> <li>2) To identify strategies for online learning</li> <li>3) To highlight cultural differences in writing style</li> <li>4) To read about writing styles in different cultures</li> <li>5) To compare your own writing style to English and other languages</li> <li>6) To identify Key features of Academic English</li> <li>7) To practice writing a paragraph in an Academic English style</li> <li>8) To introduce Presentation Skills</li> <li>9) To reflect on your experience of speaking in an academic context</li> <li>10) To consider aspects of a successful presentation</li> <li>11) To plan a 2 minute presentation</li> </ol>	<p><b>Interactive lesson and Webinar activity based on the subject matter</b></p> <p><b>Key reading</b></p> <ul style="list-style-type: none"> <li>• Text on Cultural Differences in Writing Style: King's College (n.d.). Introduction to rhetorical style across cultures. Available at: <a href="http://keats.kcl.ac.uk/pluginfile.php/757926/mod_resource/content/1/Unit%204/page_04_section1ext.htm">http://keats.kcl.ac.uk/pluginfile.php/757926/mod_resource/content/1/Unit%204/page_04_section1ext.htm</a>. Accessed on 13.07.2015</li> <li>• Passport to Presentations, (Bell, pp4-10)</li> </ul> <p><b>Webinar</b></p> <ul style="list-style-type: none"> <li>• Discuss strategies relating to independent learning</li> <li>• Look at different styles of writing and compare in class</li> </ul> <p><b>Independent Study</b></p> <ul style="list-style-type: none"> <li>• Week 1 Presentation 1</li> <li>• Week 1 Presentation 2</li> <li>• Worksheet 1: Writing Paragraphs</li> <li>• Week 1 Presentation 3</li> </ul>

<p><b>Week 2</b> <b>Robots</b></p>	<ol style="list-style-type: none"> <li>1) To identify effective note-taking techniques part 1 (symbols and abbreviations)</li> <li>2) To identify main argument</li> <li>3) To practise note-taking skills</li> <li>4) To analyse genre, purpose and audience of texts</li> <li>5) To identify appropriate sources for academic use</li> <li>6) To analyse sentence structure</li> <li>7) To write simple and complex sentences</li> <li>8) To practice reading for gist and detail</li> <li>9) To have Webinar practice/essay practice</li> </ol>	<p><b>Interactive lesson and Webinar activity based on the subject matter</b></p> <p><b>Key reading</b></p> <ul style="list-style-type: none"> <li>• New roles for technology Rise of the robots (The Economist, 2014)</li> <li>• The Lowe's Robot and The Future of Service Work (The New Yorker 2014)</li> <li>• Unit 1.1 Background to Writing – (Bailey, P3-10)</li> <li>• Rise of the robots: how long do we have until they take our jobs?, The Guardian (Devlin, 2015)</li> <li>• A Mighty Contest: Job Destruction by Robots Could Outweigh Creation (The Economist, 2014)</li> </ul> <p><b>Key listening</b></p> <ul style="list-style-type: none"> <li>• TED talk Rodney Brooks: Why we will rely on robots <i>available at</i> <a href="https://www.ted.com/talks/rodney_brooks_why_we_will_rely_on_robots?language=en">https://www.ted.com/talks/rodney_brooks_why_we_will_rely_on_robots?language=en</a></li> </ul> <p><b>Webinar</b></p> <ul style="list-style-type: none"> <li>• Practice note taking and answering question</li> <li>• Discuss usefulness of robots and plan essay</li> <li>• Explore the main features of academic writing</li> <li>• Review simple and complex sentences</li> </ul> <p><b>Independent Study</b></p> <ul style="list-style-type: none"> <li>• Week 2 Presentation 1</li> <li>• Week 2 Presentation 2</li> </ul>
<p><b>Week 3</b> <b>Global Wealth Gap</b></p>	<ol style="list-style-type: none"> <li>1) To identify effective note-taking techniques (methods - mindmapping etc)</li> <li>2) To practise research conventions (plagiarism and referencing)</li> <li>3) To further practice note taking and listening for gist and detail</li> <li>4) To identify and practise using Harvard Referencing</li> <li>5) To analyse essay titles</li> <li>6) To evaluate appropriateness of source material in relation to essay titles</li> <li>7) To review referencing skills</li> </ol>	<p><b>Interactive lesson and Webinar activity based on the subject matter</b></p> <p><b>Key Reading</b></p> <ul style="list-style-type: none"> <li>• Unit 1.8 References and Quotations: (Bailey P52 – P60)</li> <li>• Wealth, Poverty and Compassion (The Economist, 2010)</li> <li>• Growing Wealth Equality in the UK is a ticking time bomb, Danny Dorling, The Guardian (2014)</li> <li>• Bailey Avoiding Plagiarism (Unit 1.4) P25 - 30, Skills for study (ac. 2), find texts and titles</li> </ul>

	<p>8) To practice reading for gist and detail</p> <p>9) To practice reading for gist and detail, look at structure, sections, support, Harvard Referencing</p>	<p><b>Key Listening</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.ted.com/talks/chrystia_freeland_the_rise_of_the_new_global_super_rich">http://www.ted.com/talks/chrystia_freeland_the_rise_of_the_new_global_super_rich</a></li> <li>• Worksheet 1 @ Listening Transcript</li> </ul> <p><b>Webinar</b></p> <ul style="list-style-type: none"> <li>• Review essay writing technique and referencing skills and integrate them into writing practices</li> </ul> <p><b>Independent Study</b></p> <ul style="list-style-type: none"> <li>• Worksheet 2: Summary Writing Practice</li> <li>• Week 3 Presentation 1</li> <li>• Week 3 Presentation 3</li> </ul>
<b>Week 4 Wealth Gap</b>	<p>1) To practise reading for detail</p> <p>2) Using sources to support your argument</p> <p>3) To recognise compare / contrast essay structure</p> <p>4) To focus on introductions</p> <p>5) To write comparative paragraph</p> <p>6) To review structures for comparing and contrasting</p> <p>7) To practice reading for gist and detail</p>	<p><b>Interactive lesson and Webinar activity based on the subject matter</b></p> <p><b>Key reading</b></p> <ul style="list-style-type: none"> <li>• USA vs Brazil, Thaine P82-93</li> <li>• Unit 1.11 introductions and Conclusions (Bailey P72 – 82)</li> <li>• Unit 2.4 Comparisons (Bailey, P100-104)</li> <li>• The Truth About Inequality – Tim Harford. FT.com (2015)</li> </ul> <p><b>Webinar</b></p> <ul style="list-style-type: none"> <li>• Use reading strategies to understand gist and detail of articles.</li> <li>• Practice writing introductions and using techniques to compare and contrast information</li> </ul> <p><b>Independent Study</b></p> <ul style="list-style-type: none"> <li>• Week 4 Presentation 1</li> <li>• Week 4 Presentation 2</li> </ul>
	<b>Submission of Portfolio Task 1</b>	<ul style="list-style-type: none"> <li>• 200 word summary</li> </ul>



<b>Week 5</b> <b>International</b> <b>Development</b>	<ol style="list-style-type: none"> <li>1) To practise reading for gist</li> <li>2) To practise reading for detail</li> <li>3) To use authentic reading texts as a model for writing</li> <li>4) To analyse paragraph structure</li> <li>5) To identify function of topic sentences</li> <li>6) To evaluate the importance of cohesion at paragraph level</li> <li>7) To examine the connection between the writer and the reader in academic English</li> <li>8) Identify how to produce cohesive paragraphs</li> <li>9) Analyse different language functions used to develop supporting points in paragraphs</li> <li>10) Practise constructing a comparative style paragraph</li> </ol>	<p><b>Interactive lesson and Webinar activity based on the subject matter</b></p> <p><b>Key Reading</b></p> <ul style="list-style-type: none"> <li>• Combining Sources Unit 1.9 (Bailey, P61-66)</li> <li>• Keating. B, A. et al. (2014) Food wedges: Framing the global food demand and supply challenge towards 2050. Global Food Security, 3(2014): 125–132.</li> <li>• Bailey Summarising and Paraphrasing unit 1.7 P42-49</li> <li>• Unit 3.4 Academic Vocabulary – verbs and adverbs (Bailey, P172-177)</li> </ul> <p><b>Webinar</b></p> <ul style="list-style-type: none"> <li>• Look at different aspects of academic writing</li> <li>• Reading in Detail Model</li> <li>• Common Coherency Issues</li> <li>• Functions in Academic Writing</li> <li>• Writing Practice</li> </ul> <p><b>Independent Study</b></p> <ul style="list-style-type: none"> <li>• Week 5, Presentation 1</li> <li>• Week 5 Presentation 2</li> <li>• Week 5, Presentation 3</li> </ul>
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<p><b>Week 6</b> <b>International Development</b></p>	<ol style="list-style-type: none"> <li>1) To understand the meaning of inferring and why it is a useful critical thinking skill</li> <li>2) Explore techniques that help you infer meaning</li> <li>3) Analyse an authentic academic text</li> <li>4) Practice inferring the writers meaning in an authentic academic text</li> <li>5) To recognise key aspects of paraphrasing and summarising</li> <li>6) To practise paraphrasing and summarising techniques</li> <li>7) To recognise when and how to use reporting verbs</li> <li>8) To explore the differences in meaning of some reporting verbs</li> <li>9) To identify how to accurately infer and reflect the writer's message</li> <li>10) To practice citing language employing reporting language</li> </ol>	<p><b>Interactive lesson and Webinar activity based on the subject matter</b></p> <p><b>Key reading</b></p> <ul style="list-style-type: none"> <li>• The Importance of Paraphrasing and Summarising: Adapted from: Plotnick, J. (2010) University of Toronto. University College Writing Centre. Paraphrase and Summary. [Online] Available from: <a href="http://www.writing.utoronto.ca/advice/usingsources/paraphrase">http://www.writing.utoronto.ca/advice/usingsources/paraphrase</a>. [Accessed: 9th June 2015]</li> </ul> <p><b>Webinar</b></p> <ul style="list-style-type: none"> <li>• Further reading practice with a focus on inferring meaning using authentic texts</li> <li>• Review of grammar – particularly reporting verbs</li> <li>• Practice summarising and paraphrasing using texts</li> <li>• Review of referencing conventions</li> </ul> <p><b>Independent Study</b></p> <ul style="list-style-type: none"> <li>• Week 6 Presentation 2</li> <li>• Worksheet for Activity 4: Inferring Meaning</li> <li>• Worksheet for Activity 7: Annotating a text part one</li> <li>• Worksheet for Activity 8: Annotating a text: Adapted from: Slaght, J. (2012) 'Diet and sustainability: key to feeding the world.' Food Security Report. pp. 28-29.</li> <li>• Worksheet for Activity 9: Reflection</li> <li>• Week 6 Presentation 1</li> <li>• Worksheet for Activity 2: The Importance of Paraphrasing and Summarising</li> <li>• Worksheet for Activity 7: Summary Writing Practice</li> <li>• Worksheet for Activity 8: Paraphrasing Techniques</li> <li>• Worksheet for Activity 9: Paraphrasing Practice</li> <li>• Worksheet for activity 4: Writing practice</li> <li>• Table of reporting verbs</li> </ul>
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<b>Week 7</b> <b>Finance and Raising Capital</b>	<ol style="list-style-type: none"> <li>1) To practise listening for gist 2</li> <li>2) To practice note taking skills</li> <li>3) To identify the main points and any supporting information from a text</li> <li>4) To develop note taking skills by using symbols and abbreviations</li> <li>5) To explore what an argument is</li> <li>6) To identify ways of using sources in your writing</li> <li>7) To write an appropriate essay plan</li> <li>8) To write a comparative essay</li> <li>9) To practice reading for detail</li> <li>10) To identify useful information from a reading text</li> <li>11) Exemplification and support. Incorporating source material.</li> </ol>	<b>Interactive lesson and Webinar activity based on the subject matter</b>  <b>Key Reading</b> <ul style="list-style-type: none"> <li>• Raising capital online: The new thundering herd (The Economist, 2012)</li> <li>• Unit 2.7 Examples (Bailey P112-115)</li> </ul> <b>Key Listening</b> <ul style="list-style-type: none"> <li>• Dr Thomas Hellman; Said Business School Financial Projections <i>available at</i> <a href="http://podcasts.ox.ac.uk/financial-projections-chapter-1">http://podcasts.ox.ac.uk/financial-projections-chapter-1</a></li> <li>• Transcript</li> </ul> <b>Webinar</b> <ul style="list-style-type: none"> <li>• Listen to lecture and take notes to ensure you record key points</li> <li>• Practice planning your writing</li> <li>• Review using support in writing</li> </ul> <b>Independent Study</b> <ul style="list-style-type: none"> <li>• Week 7 Presentation 1</li> <li>• Week 7 Presentation 3</li> <li>• Worksheet 1: Model compare and contrast essay</li> <li>• Worksheet for Activity 8: Completing an essay plan</li> <li>• Worksheet: Model Essay Plan</li> <li>• Worksheet for Activity 3: Essay plan</li> <li>• Week 7 Presentation 2</li> <li>• Writing an essay plan and an essay</li> </ul>
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<b>Week 8</b> <b>Raising Money</b>	<ol style="list-style-type: none"> <li>1) To practice using prediction for lecture content</li> <li>2) To practice listening for gist and detail</li> <li>3) To develop note taking skills</li> <li>4) To read an academic article</li> <li>5) To learn academic vocabulary</li> <li>6) To look at the structure of an academic text</li> <li>7) To examine general to specific text structure</li> <li>8) To practice critical reading skills</li> <li>9) To identify different ways of using hedging</li> <li>10) To use hedging and cautious language in written English</li> </ol>	<p><b>Interactive lesson and Webinar activity based on the subject matter</b></p> <p><b>Key Reading</b></p> <ul style="list-style-type: none"> <li>• Stemler, A.R (2013). <i>The JOBS Act and Crowdfunding: Harnessing the power – and money – of the masses</i>, Business Horizons, 56, 271-275</li> <li>• The Use of Caution; Unit 2.13 (Bailey, P143 - 144)</li> </ul> <p><b>Key Listening</b></p> <ul style="list-style-type: none"> <li>• Ted Talk: Asia's Rise – How and When: Hans Rosling available at <a href="http://www.ted.com/talks/hans_rosling_asia_s_rise_how_and_when?language=en">http://www.ted.com/talks/hans_rosling_asia_s_rise_how_and_when?language=en</a></li> <li>• Transcript</li> </ul> <p><b>Webinar</b></p> <ul style="list-style-type: none"> <li>• Review of cautious language and hedging look at how writers and speakers hedge their language</li> <li>• Apply critical analysis skills to listening and reading tasks</li> <li>• Review listening and note taking skills</li> <li>• Analysing structure of academic texts</li> </ul> <p><b>Independent Study</b></p> <ul style="list-style-type: none"> <li>• Week 8 Presentation 1</li> <li>• Week 8 Presentation 2</li> <li>• Week 8 Presentation 3</li> </ul>
	<p><b>Submission of Portfolio Task 2</b></p>	<ul style="list-style-type: none"> <li>• 500 word compare and contrast essay</li> </ul>

<b>Week 9</b> <b>Cars</b>	<ol style="list-style-type: none"> <li>1) To practice listening for gist</li> <li>2) To practice listening for detail</li> <li>3) To make short notes to be used in a presentation</li> <li>4) To practice reading for detail</li> <li>5) To develop strategies to improve your understanding of complex texts</li> <li>6) To identify and practice techniques for learning specialist vocabulary</li> <li>7) To do Webinar/Presentation Practice: focussing on speaking criteria</li> </ol>	<p><b>Interactive lesson and Webinar activity based on the subject matter</b></p> <p><b>Key Reading</b></p> <ul style="list-style-type: none"> <li>• Wenzel, T.P. and Ross, M. (2004) <i>The effects of vehicle model and driver behavior on risk</i>, Accident Analysis and Prevention 37 (2005) 479-494</li> </ul> <p><b>Key Listening</b></p> <ul style="list-style-type: none"> <li>• TED Talk: If cars could talk accidents could be avoidable, Jennifer Healey <i>available at</i> <a href="http://www.ted.com/talks/jennifer_healey_if_cars_could_talk_accidents_might_be_avoidable">http://www.ted.com/talks/jennifer_healey_if_cars_could_talk_accidents_might_be_avoidable</a> Transcript</li> </ul> <p><b>Webinar</b></p> <ul style="list-style-type: none"> <li>• Review of note taking from the lecture with a focus on structuring notes.</li> <li>• Reading for detail and answering questions – finding answers quickly</li> <li>• Final practice for presentations</li> </ul> <p><b>Independent Study</b></p> <ul style="list-style-type: none"> <li>• Week 9 Presentation 1</li> <li>• Week 9 Presentation 2</li> </ul>
<b>Week 10</b>	<ol style="list-style-type: none"> <li>1) To prepare for final exams</li> <li>2) To review material from term 1</li> <li>3) Final speaking examination</li> </ol>	<p><b>Interactive lesson and Webinar activity based on the subject matter</b></p> <p><b>Webinar</b></p> <ul style="list-style-type: none"> <li>• Review of exam techniques and practice using past papers</li> <li>• Reading, listening, writing and speaking</li> <li>• Final speaking assessment</li> </ul> <p><b>Independent Study</b></p> <ul style="list-style-type: none"> <li>• Week 10 Presentation</li> </ul>

<b>Week 11</b>	End of term assessments	Reading/Writing/Listening
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## English for Academic Purposes (EAP) II

### General Information

School		School of Foundation and English Language Studies
Level		Level 3
Credit Value		20 Credits
Contact Hours		40 Asynchronous Self-directed Learning Hours 20 Hours Synchronous Webinars 20 Hours Self-directed Forum activities
Programme(s)		All Programmes [Online]
Module Leader(s)		Emma Blyth/Jonathan Dunn
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body		None

### Introduction

The module will provide you with the Academic English skills necessary to undertake an undergraduate degree in either Law or Business at BPP University.

You will be offered the opportunity to improve your command of English and study skills generally and in the academic setting specifically. This will be done through practice and enhancement of your reading, writing, speaking and listening skills relevant to your chosen field of study.

An emphasis will be put on teaching methods, materials and assessments which are relevant to your needs to successfully undertake undergraduate study with BPP University in the immediate future, and also that will help you in your future career

The various skills will be reinforced through regular formative assessments, and homework.

## Educational Aims

This module aims to:

- Provide you with essential language skills for undertaking undergraduate study of business, law, management or finance through the medium of English at BPP University
- Provide you with an opportunity to increase your knowledge of English grammar and vocabulary relevant to your chosen field of undergraduate study and future career
- Develop your reading, writing, speaking and listening skills in an academic setting
- Develop your communication skills across a range of platforms, including web-based technologies
- Provide you with presentation skills relevant to academic studies generally



## Learning Outcomes

### Knowledge and Understanding

Ref	A. Students should be able to demonstrate a:
K1	Reasonable understanding and an ability to use the main language structures with ease and fluency.
K2	Appropriate understanding of a wide range of demanding, longer texts (oral and/or written) and ability to recognise implicit meaning in their field of study.
K3	Ability to write and communicate effectively using an appropriate level of general and English for Academic Purposes.
K4	Productive and receptive use of a core of general academic vocabulary and an active vocabulary in their field of study.

### Cognitive Skills

Ref	B. Students should be able to:
C1	Differentiate between main and supporting ideas in written texts and oral presentations in their field of study.
C2	Categorise and synthesise information and ideas to produce their own argument.
C3	Apply a level of language necessary to communicate orally and in writing to follow a course of academic study at university undergraduate level, albeit with some language support if required.
C4	Recognise English language structures in order to achieve a solid understanding of academic texts in their field of study.

### Professional Skills and Attitudes

Ref	C. Students should be able to:
P1	Demonstrate the level of language necessary to communicate orally and in writing to follow a course of academic study at university undergraduate level with some language support.
P2	Communicate ideas and analysis clearly and concisely in an appropriate format in order to inform and explain their decision making rationale to others.
P3	Express themselves with a degree of fluency and spontaneity that makes regular interaction with native speakers possible without strain for either party.
P4	Produce clear, well-structured, oral and/or written text on complex subjects, showing reasonably controlled use of organisational patterns, connectors and cohesive devices.

### General Transferable Skills

Ref	D. Students should be able to:
T1	Exercise self-management skills, including the ability to set personal objectives, manage time and tasks and evaluate their own performance.
T2	Exercise initiative and personal responsibility within set parameters.
T3	Take responsibility to learn effectively and be aware of their own learning strategies, including the ability to learn autonomously and co-operatively.

## Mode of Assessment

### Overview

This module is formatively assessed through the testing of four elements of English study: Listening, Speaking, Reading and Writing.

There is a final summative assessment in EAP II when students are required to evidence an overall IELTS equivalent score of 6.5 (6.0 for BSc with In-Sessional support thereafter) in order to progress onto their undergraduate degree studies.

Formative assessments are designed to give you the opportunity to practise assessments and to receive tutor feedback on progress against the learning outcomes prior to the final summative assessment.

Formative assessments are designed to accurately reflect the processes and procedures of the end-of-term summative assessments. There are ongoing formative assessment tasks, which take the form of homework portfolio assignments and in-class quizzes.

### Listening

In EAP II, listening is summatively assessed by evaluating the ability to effectively listen to and take notes from a formal academic/professional audio-visual talk or lecture.

Formative assessment is broadly reflective of the summative assessment, in that it aims to develop and evaluate capacities to listen for gist and specific details, and take notes effectively. The talks are chosen from a variety of sources, and will be academic or professional in nature.

### Speaking

In EAP II, speaking is summatively assessed through the evaluation of your performance in an academic presentation based on an aspect of your chosen subject (law, business, psychology). You will be assessed on having suitable supportive academic arguments, the appropriate organisation of material, relevant language and vocabulary and effective pronunciation and intonation.

Speaking will be formatively assessed through various activities throughout the terms. You will be formatively assessed in all elements of giving a presentation including the structure of a presentation, preparing the slides and using clarity when speaking.

### Reading

In EAP II, reading is summatively assessed by evaluating your ability to read and understand a range of academic texts. The assessment questions are designed to test a range of skills, including skim, scan and detailed reading, identifying specific information, as well as more critical reading skills.

Reading is formatively assessed through various activities and strategies. A range of professional and academic texts are used. Reading skills are regularly evaluated through reading comprehension activities.

### Writing

The written assessment takes the form of a timed written task at the end of EAP II and the submission of portfolio tasks. In the timed assessment, you are required to write the response to a discursive task, and you should demonstrate an ability to take a position on a certain issue and defend it in an academically sound way. The task will draw on

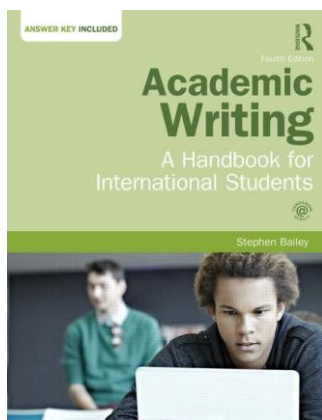
assessments and material from their subject specific modules, which will then be assessed for their English for Academic Purposes in terms of structure, grammar and lexis.

Formative assessments reflect the above in terms of their style and focus. Students are evaluated on their knowledge of various elements of academic discourse and style, incorporating elements such as paragraphing, argumentation and academic referencing.

To achieve a pass in this course all students need to gain a minimum overall mark of 40% (pass grade) and a minimum of 40% (pass grade) in writing.

**Core Text (all subjects)**

Bailey, S. (2015). *Academic writing: a handbook for international students*. 4th ed. London: Routledge.

**Additional core texts by subject area:****Business**

Mascull, B. (2002) *Business Vocabulary in use: intermediate*. 2<sup>nd</sup> ed, (Bill Mascull)  
Cambridge: Cambridge Professional English

**Law**

Brown, G. and Rice, S (2007) *Professional English in use: Law*. Cambridge: Cambridge University Press

**Recommended Texts and Reading**

*Longman Dictionary of Contemporary English* (6<sup>th</sup> edition), Harlow, Pearson Education Ltd (2014).

Hamp-Lyons, L. *Study Writing: A Programme in Written English for Academic Purposes* (2006) 2<sup>nd</sup> edition

Glendinning, E. *Study Reading: A Programme in Reading Skills for Academic Purposes* (2004) 2<sup>nd</sup> edition

Lynch, T. *Study Listening: A programme in listening to self-directed lessons and note-taking*, (2004) 2<sup>nd</sup> ed, CUP

Thaine et al, *Cambridge Academic English, Upper Intermediate* (2012)

**Academic and Professional Articles**

You will be strongly encouraged to use journal articles relevant to your area of specialisation, in order to develop your reading and comprehension skills. You are strongly encouraged to read articles from *The Economist*, and British newspapers such as *The Guardian*. These will really help you to improve your reading fluency. Your teacher will also recommend books and articles for you to read during the course.

**Online Resources** The Global English e-Workbook is available for you to practise grammar and vocabulary (self study). You will also be encouraged to use online resources relevant to your areas of specialisation, in order to develop your reading and comprehension skills.

## INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content may change (for example, new developments in the field or new postings on the Internet) which are taken into account at the time of module delivery.

The indicative scheme of work details the subject matter and learning and teaching strategy for that week.

Actual terms are 10 weeks long in addition in addition to the headstart/induction week.

You may have a reading week, consolidation weeks and examinations or assessments weeks.

Further details on these will be provided at appropriate points throughout the programme.

### Module Title: ENGLISH FOR ACADEMIC PURPOSES 2

#### Syllabus:

##### Listening and Speaking Skills:

- Listening & note-taking (pre-recorded self-directed lessons, online viewings etc.).
- Pre-listening activities include brainstorming and discussion of the forthcoming lesson topic.
- Vocabulary development: pre- and post-listening activities include vocabulary building.

##### Reading and Writing Skills:

- Academic study skills: reading skills, exam revision and preparation, etc.
- Comprehension skills and strategies: reading for the gist, reading for details etc.
- Linguistic knowledge; text structure & purpose.
- Intensive & extensive reading through variety of text types.
- Critical reading.
- Writing process (generating ideas; planning and organisation; revision skills etc).
- Language of academic texts (grammar and sentence structure, academic style and vocabulary).
- Different genres of writing (description, compare/contrast; reason/consequence; argument).
- Use of source references in academic writing: introduction.

##### Language Development:

- Initial assessment and analysis of your needs.
- Systematic work on key areas of grammar, vocabulary and pronunciation (to be adjusted depending on your needs).

## English for Academic Purposes (EAP) II

English for Academic Purposes II (IFC)		
Week	Content	Learning and Teaching Strategy
<b>Headstart</b>	1) To introduce the second half of the programme	<b>Introductory Webinar</b> <ul style="list-style-type: none"> <li>In the Headstart week the tutor will conduct a presentation which explains what this term will cover and gives an overview of the module subjects and assessments</li> </ul>
<b>Week 1</b>	1) To recognise effective communication skills for business and law 2) To identify barriers to listening - accents 3) To introduce presentation skills – link to lecture 4) To introduce different text types, case summaries, memos, abstracts, journal articles, case studies, business reports 5) To practice discursive Vocabulary 6) To review arguments and discussion 7) To expand vocabulary relating to work and jobs/legislation	<b>Interactive lesson and Webinar activity based on the subject matter</b> <p><b>Key Reading</b></p> <ul style="list-style-type: none"> <li>Problem Question Example</li> <li>Blundel, R., Ippolito, K. and Donnarumma, D. (2013), Effective Organisational Communication, Pearson: Harlow</li> <li>Business Report Example: Adapted from Language Learning Online Website &lt;<a href="http://www.monash.edu.as/Lls/llonline/writing/general/report/1.xml">http://www.monash.edu.as/Lls/llonline/writing/general/report/1.xml</a>&gt; [Accessed on 06.06.2015] Model compare/contrast essay</li> <li>Bailey Chapter 2.1 P85-89</li> <li>Unit 2.4 Comparisons (Bailey P101-108)</li> <li>Mascall (P10-11)</li> <li>Brown and Rice (P10-11)</li> </ul> <p><b>Webinar</b></p> <ul style="list-style-type: none"> <li>To discuss ways of communicating and focus on ways this is done in HE.</li> <li>We also introduce presentation skills and developing a professional voice</li> <li>Analyse features of different text types</li> <li>Vocabulary review</li> </ul> <p><b>Independent Study</b></p> <ul style="list-style-type: none"> <li>Presentation One Week One Activities 5-6</li> <li>Presentation One Week One Activity 4</li> <li>Presentation One Week One Activity 1</li> </ul>

<b>Week 2</b>	<p>1) To examine pronunciation features e.g. word stress when word form alters (verb-noun)</p> <p>2) To select appropriate sources</p> <p>3) To read for gist and topic</p> <p>4) To identify essay structures</p> <p>5) To apply knowledge of essay structures to planning</p> <p>6) To expand vocabulary relating to work and jobs/legislation</p>	<p><b>Interactive lesson and Webinar activity based on the subject matter</b></p> <p><b>Key Reading</b></p> <ul style="list-style-type: none"> <li>• The Rana Plaza Disaster: adapted from: (2013) Does the Good Outweigh the Bad? Sizing up 'Selective' Corporate Social Responsibility. Knowledge@Wharton. <a href="http://knowledge.wharton.upenn.edu/article/does-the-good-outweigh-the-bad-sizing-up-selective-corporate-social-responsibility/">http://knowledge.wharton.upenn.edu/article/does-the-good-outweigh-the-bad-sizing-up-selective-corporate-social-responsibility/</a> Accessed: 04/08/15</li> <li>• CSR: adapted from: (2009) The Sichuan Earthquake and the Changing Landscape of CSR in China. Knowledge@Wharton. <a href="http://knowledge.wharton.upenn.edu/article/the-sichuan-earthquake-and-the-changing-landscape-of-csr-in-china/">http://knowledge.wharton.upenn.edu/article/the-sichuan-earthquake-and-the-changing-landscape-of-csr-in-china/</a> Accessed: 04/08/15</li> <li>• CSR Programmes: adapted from: Lawler, E.E. (2015) CSR Programs Are Not The Answer Forbes. <a href="http://www.forbes.com/sites/edwardlawler/2015/03/10/csr-programs-are-not-the-answer/">http://www.forbes.com/sites/edwardlawler/2015/03/10/csr-programs-are-not-the-answer/</a> Accessed: 05/08/15</li> <li>• The Spread of CSR: adapted from: Grguric, J. (2012) Corporate Social Responsibility: Good for Business, Good for Us. Daily Finance. <a href="http://www.dailyfinance.com/2012/04/30/corporate-social-responsibility-good-for-business-good-for-us/">http://www.dailyfinance.com/2012/04/30/corporate-social-responsibility-good-for-business-good-for-us/</a> Accessed: 05/08/15</li> <li>• Mascall (26-27)</li> <li>• Brown and Rice (p14-15)</li> </ul> <p><b>Key Listening</b></p> <ul style="list-style-type: none"> <li>• TED Talk: Why we need to rethink Capitalism, Paul Tudor Jones II (2015) <i>available at</i> <a href="https://www.ted.com/talks/paul_tudor_jones_ii_why_we_need_to_rethink_capitalism">https://www.ted.com/talks/paul_tudor_jones_ii_why_we_need_to_rethink_capitalism</a></li> </ul> <p><b>Webinar</b></p> <ul style="list-style-type: none"> <li>• We discuss different types of assignments that are set on different courses. Considering context of essay – exam or coursework</li> <li>• Developing a professional voice for presentations</li> <li>• Convert knowledge of essay structure to planning</li> </ul> <p><b>Independent Study</b></p> <ul style="list-style-type: none"> <li>• Activity 5: Presentation Evaluation Sheet</li> </ul>
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		<ul style="list-style-type: none"> <li>• How to evaluate and break down essay titles</li> <li>• Discuss ways of finding and evaluating sources</li> <li>• Review of how to write of an essay plan</li> </ul>
<b>Week 3</b>	<ol style="list-style-type: none"> <li>1) To identify usefulness of sources</li> <li>2) To focus on the concept of 'signposting' as a listening skill</li> <li>3) To critically engage with a lecture</li> <li>4) To critically engage with a text</li> <li>5) To analyse features of essay introductions and conclusions</li> <li>6) To expand vocabulary relating to assets, liabilities and the balance sheet</li> <li>7) To write an argument essay</li> </ol>	<p><b>Interactive lesson and Webinar activity based on the subject matter</b></p> <p><b>Key reading</b></p> <p>CSR Text 1: CSR is not the answer: Adapted text - original available at: <a href="http://www.forbes.com/sites/edwardlawler/2015/03/10/csr-programs-are-not-theanswer/">http://www.forbes.com/sites/edwardlawler/2015/03/10/csr-programs-are-not-theanswer/</a></p> <ul style="list-style-type: none"> <li>• CSR Text 2: Corporate Social Responsibility Good for Business Good for Us: Adapted text - original available at: <a href="http://www.dailyfinance.com/2012/04/30/corporate-social-responsibility-good-forbusiness-good-for/">http://www.dailyfinance.com/2012/04/30/corporate-social-responsibility-good-forbusiness-good-for/</a></li> <li>• Franchising: Source: Campbell, C &amp; Smith, J. (2012). English for Academic Study: Listening. Unit 3. Reading: Garnet Education</li> <li>• Mascull P68-69</li> <li>• Brown and Rice p12-13</li> </ul> <p><b>Key Listening</b></p> <ul style="list-style-type: none"> <li>• Listening Activity 6: Notes Completion</li> <li>• Listening Part 3: Signposting Language</li> </ul> <p><b>Webinar</b></p> <ul style="list-style-type: none"> <li>• We will critically analyse sources and look at ways of judging their usefulness</li> <li>• We will review the vocabulary of signposting language in both written and spoken texts</li> <li>• In this session we break down the language used in a lecture in order to see how it is structured</li> <li>• We will review the features of academic writing including introductions and conclusions</li> <li>• We will look at ways of remembering and using academic vocabulary</li> <li>• The students will write an argument essay for homework</li> </ul> <p><b>Independent Study</b></p> <ul style="list-style-type: none"> <li>• Presentation 1 Week 3</li> <li>• Activities 4-6</li> <li>• Presentation 1 Week 3 Activity 2</li> <li>• Presentation 1 Week 3 Activity 7</li> </ul>
<b>Week 4</b>	<ol style="list-style-type: none"> <li>1. To focus on language of argumentation</li> </ol>	<p><b>Interactive lesson and Webinar activity based on the subject matter</b></p>



	<ol style="list-style-type: none"> <li>To distinguish between descriptive and evaluative writing</li> <li>To incorporate and evaluate sources</li> <li>To make claims and arguments in spoken texts</li> <li>To give peer feedback in writing</li> <li>To practise describing visual data</li> <li>To practise giving persuasive presentations</li> <li>Set mock exam presentation topics – (for week 6)</li> <li>To expand vocabulary relating to work and jobs/legislation</li> </ol>	<p><b>Key reading</b></p> <ul style="list-style-type: none"> <li>Tidd, J. &amp; Bessant, J. (2009) <i>Managing Innovation: Integrating Technological Market and Organizational Change</i>. Wiley: Chichester.</li> <li>Mohr, L.A., Webb, D. J. and Harris, K.E. (2001). Do consumers expect companies to be socially responsible? The impact of corporate social Responsibility on buying behaviour. <i>Journal of Consumer Affairs</i>. 35(1), pp. 45-72. Retrieved September 4th, 2012, from <a href="http://nitromart.co.uk/jem/docs/social%20responsibility.pdf">http://nitromart.co.uk/jem/docs/social%20responsibility.pdf</a></li> <li>Unit 2.14 Visual Information (Bailey P162-165)</li> <li>Bell P48-56</li> <li>Brown and Rice p16-17</li> <li>Mascull p30-31</li> </ul> <p><b>Key Listening</b></p> <ul style="list-style-type: none"> <li>TED Talk: Try Something New for 30 Days: Matt Cutts (2011) <i>available at</i> <a href="https://www.ted.com/talks/matt_cutts_try_something_new_for_30_days">https://www.ted.com/talks/matt_cutts_try_something_new_for_30_days</a></li> </ul> <p><b>Webinar</b></p> <ul style="list-style-type: none"> <li>Peer feedback on Week 3 plan</li> <li>Review of structuring and supporting argument in written and spoken texts</li> <li>Study the difference between descriptive and evaluative writing</li> <li>TO practice describing data succinctly and accurately</li> <li>Set mock exam presentation topics</li> </ul> <p><b>Independent Study</b></p> <ul style="list-style-type: none"> <li>Presentation 1 Week 4 Activity 1</li> <li>Presentation 1 Week 4 Activities 2-8</li> <li>Presentation 1 Week 4 Speaking Activities 1-7</li> <li></li> </ul>
	<b>Submission of Portfolio Task 3</b>	<ul style="list-style-type: none"> <li>Plan for writing task</li> </ul>
<b>Week 5</b>	<ol style="list-style-type: none"> <li>To give presentation practice</li> <li>To edit the first draft of essay and analyse writers' confidence</li> <li>To recognise speaker's stance</li> </ol>	<p><b>Interactive lesson and Webinar activity based on the subject matter</b></p> <p><b>Key listening</b></p> <ul style="list-style-type: none"> <li>TED Talk: How Prisons Can Help Inmates Live Meaningful Lives : Dan Pacholke <i>available at</i> <a href="https://www.ted.com/talks/dan_pacholke_how_prisons_can_help_inmates_live_">https://www.ted.com/talks/dan_pacholke_how_prisons_can_help_inmates_live_</a></li> </ul>

		<p><a href="#">meaningful_lives?language=en</a></p> <p><b>Webinar</b></p> <ul style="list-style-type: none"> <li>Students practice 'first draft' of presentation for mocks. Peer feedback</li> <li>We look at final editing in preparation for the submission this week</li> <li>Identifying 'voice' in assignments</li> </ul> <p><b>Independent Study</b></p> <ul style="list-style-type: none"> <li>Week 5 Presentation 1</li> <li>Reading and Writing Activities 1-2</li> <li>Worksheet 1: Using 7Cs Framework</li> <li>Worksheet 2/2b: Editing your work within 7Cs Framework</li> <li>Week 5 Presentation 1 Stance Activities 1-3</li> <li>Worksheet 3: Converting Speaking into Writing</li> <li></li> </ul>
<b>Week 6</b>	<ol style="list-style-type: none"> <li>To revise cohesion</li> <li>To expand vocabulary relating to work and jobs/legislation</li> <li>To listen interactively (legal only)</li> <li>To introduce problem questions/business reports</li> <li>To analyse task approach</li> <li>To analyse problem question/business report titles</li> </ol>	<p><b>Interactive lesson and Webinar activity based on the subject matter</b></p> <p><b>Key Reading</b></p> <ul style="list-style-type: none"> <li>Unit 2.3 Cohesion (Bailey, P96-99)</li> <li>Mascall (48-49)</li> <li>Brown and Rice (p44-45)</li> </ul> <p><b>Key Listening</b></p> <ul style="list-style-type: none"> <li>Criminal Law: Homicide (Hutchinson, O, 2014) available at <a href="https://www.youtube.com/watch?v=1XgUaISuZHQ">https://www.youtube.com/watch?v=1XgUaISuZHQ</a></li> </ul> <p><b>Webinar</b></p> <ul style="list-style-type: none"> <li>To review and give feedback from mock exams</li> <li>Review of features of academic writing – cohesion and coherence</li> <li>To practice interactive listening</li> <li>To introduce and analyse titles for next portfolio tasks</li> </ul> <p><b>Independent Study</b></p> <ul style="list-style-type: none"> <li>Week 6 Presentation 1 Activities 1-6</li> <li>Week 6 Presentation 2</li> </ul>
	<b>Portfolio Task 4</b>	<ul style="list-style-type: none"> <li>Submission of Written Portfolio Task</li> </ul>
<b>Week 7</b>	<ol style="list-style-type: none"> <li>To report findings from research</li> <li>To practice discussing key facts/data</li> <li>To revision of Academic Style,</li> </ol>	<p><b>Interactive lesson and Webinar activity based on the subject matter</b></p> <p><b>Key Reading</b></p> <ul style="list-style-type: none"> <li>The Economist (2011) The Rot Spreads: available at <a href="http://www.economist.com /node/14931615">http://www.economist.com /node/14931615</a></li> </ul>

	<p>focussing on collocation and passive</p> <ol style="list-style-type: none"> <li>To analyse response to problem question, business report</li> <li>To analysing source information</li> <li>To plan essay or report</li> <li>To practice Presentation.</li> <li>To look at techniques for presenting visual data</li> <li>To expand vocabulary relating to work and jobs/legislation</li> <li>Check mock exam presentation topics</li> </ol>	<ul style="list-style-type: none"> <li>Unit 2.13 Style(Bailey P138-145)</li> <li>Model problem question/report</li> <li>Mia's Transcript</li> <li>Brown and Rice p42-43</li> <li>Mascull p46-47</li> </ul> <p><b>Webinar</b></p> <ul style="list-style-type: none"> <li>To look at incorporating sources into written and spoken work</li> <li>Grammar review</li> <li>To review planning techniques</li> <li>To practice vocabulary techniques for learning new vocabulary</li> </ul> <p><b>Independent Study</b></p> <ul style="list-style-type: none"> <li>Week 7 Presentation 2 Activity 2 Activities 7-1 Activities 3-4 Activities 1-6 and 13</li> </ul>
<b>Week 8</b>	<ol style="list-style-type: none"> <li>To look at different case studies and reports.</li> <li>To use questions to guide research</li> <li>To practice paraphrasing</li> <li>To revise features of introductions and look at analysing and formulating definitions</li> <li>To practise reading for detail</li> <li>To practise using visual aids in presentations</li> <li>To expand vocabulary relating to work and jobs/legislation</li> </ol>	<p><b>Interactive lesson and Webinar activity based on the subject matter</b></p> <p><b>Key Reading</b></p> <ul style="list-style-type: none"> <li>Business Case Study 1: Creating an Engaged Workforce. CIPD Research Report 2010. PDF download. <a href="http://www.cipd.co.uk/binaries/creating-an-engaged-workforce_2010.pdf">http://www.cipd.co.uk/binaries/creating-an-engaged-workforce_2010.pdf</a></li> <li>Business Case Study 2: Managing an age-diverse workforce: What employers need to know. CIPD Research Report February 2015. PDF Download. <a href="http://www.cipd.co.uk/binaries/managing-an-age-diverse-workforce_2015-what-employers-need-to-know.pdf">http://www.cipd.co.uk/binaries/managing-an-age-diverse-workforce_2015-what-employers-need-to-know.pdf</a></li> <li>Law Report 1: R v Dowds (CA) 2012 The Incorporated Council of Law Reporting for England and Wales</li> <li>Law Report 2: R v Ahluwalia (1992) The Incorporated Council of Law Reporting for England and Wales</li> <li>Unit 1.7 Summarising and Paraphrasing(Bailey P42-51)</li> <li>Wright, G (2009). The economic feasibility of desalinisation for water supply to arid regions. Global Water Issues 13 (2), 202-206</li> <li>UK Productivity Gap with Developed Nations Now Widest for 20 years (The Guardian) (Business)</li> <li>Veils in Court: This Compromise Ruling Struck the wrong balance (The Guardian)(Legal)</li> <li>Bell – P40-47</li> <li>Mascall (p62-63)</li> <li>Brown and Rice (p64-65)</li> </ul> <p><b>Webinar</b></p>

		<ul style="list-style-type: none"> <li>Looking at model answers and studying the key academic features</li> <li>To review summarising and paraphrasing</li> <li>We will give students the chance to practice presentation techniques in small groups</li> <li>Students will look at relevant reading for their portfolio tasks and will take notes and then compare with others</li> <li>Academic vocabulary review</li> </ul> <b>Independent Study</b> <ul style="list-style-type: none"> <li>Week 8 Presentation 1 Activities 1-3 Activities 4-5</li> </ul>
	<b>Portfolio Task 5</b>	<ul style="list-style-type: none"> <li>Submission of plan for written portfolio task</li> </ul>
Week 9	<ol style="list-style-type: none"> <li>To identify arguments and counter arguments in a written text</li> <li>Evaluating common errors relating to genre</li> <li>To revise conclusion writing</li> <li>To practise note taking skills</li> <li>To expand vocabulary relating to work and jobs/legislation</li> </ol>	<b>Interactive lesson and Webinar activity based on the subject matter</b> <p><b>Key Reading</b></p> <ul style="list-style-type: none"> <li>Is Illegal downloading like stealing a wallet – The Guardian</li> <li>Mascall (p78-79)</li> <li>Brown and Rice (p68-69)</li> </ul> <p><b>Webinar</b></p> <ul style="list-style-type: none"> <li>Review argumentation in written work</li> <li>Final feedback of portfolio tasks</li> <li>To review features of academic writing (conclusions)</li> <li>To review note taking from written sources</li> <li>To review vocabulary from the course</li> </ul> <b>Independent Study</b> <ul style="list-style-type: none"> <li>Week 9 Presentation 1 Activity 1-6</li> <li>Week 9 Presentation 1 Activity 7</li> <li>Worksheet 7 Analysing a conclusion</li> <li>Week 9 Presentation 1</li> <li>Activity 9 Transcript</li> </ul>
Week 10	Final revision	<b>Interactive lesson and Webinar activity based on the subject matter</b> <p><b>Webinar</b></p> <ul style="list-style-type: none"> <li>Review of exam techniques and practice using past papers</li> <li>Final speaking exam</li> </ul> <p>Reading, listening, writing and speaking</p> <b>Independent Study</b>

		<ul style="list-style-type: none"><li>• Week 10 Presentation 1</li></ul> All activities
Week 11	Portfolio Task 6 End of term assessments	<ul style="list-style-type: none"><li>• Submission of Written Portfolio Task</li><li>• Reading/Writing/Listening Examinations</li></ul>

## STUDY AND EMPLOYABILITY SKILLS

### General Information

School	School of Foundation and English Language Studies	
Level	Level 3	
Credit Value	20 Credits	
Contact Hours	40 Asynchronous Self-directed Learning Hours 15 Hours Synchronous Webinars 10 Hours Self-directed Forum activities	
Programme(s)	All Programmes [Online]	
Module Leader(s)	Marshall Hall	
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body	None	

### Introduction

The skills which employers look for in potential employees are precisely those needed to gain academic benefit from a course. By developing those skills students simultaneously improve their success in their university experience and make themselves more employable.

Designed to promote the academic development of entering students this entry level module applies basic management concepts to the process of learning. Included are note taking, following instructions, information sources, information technology, critical thinking skills, and working in groups. Using a variety of delivery methodologies students will develop the academic tools needed for success in core curriculum courses and for success in navigating the transition into university level study.

Throughout the module an emphasis is placed on writing skills and English grammar with regular formative assignments. There are 4 assessment instruments in this module, a written assignment at midterm, a group presentation of an interview with a business person, work experience at a volunteer centre, and an IT portfolio. A series of case studies from a range of industries and countries will be used to illustrate the theory discussed in the module.

One of the main focuses for the design of this module has been the further development of relevant employability and professional skills.

## Educational Aims

This module aims to:

- Enable you to utilise basic study skills as an integral part of your learning experience
- Develop your communication skills across a range of platforms, including web-based technologies;
- Provide you with presentation skills relevant to academic studies generally;
- Develop your study skills in the areas of computer usage and employability;
- Develop your ability to work alone and with colleagues

## Learning Outcomes

By the end of the module you should be able to:

1. Effectively utilise basic study skills as an integral part of the learning experience
2. Understand and perform basic Information Technology concepts and functions; make basic presentations and manage basic projects
3. Create basic spreadsheets and charts
4. Work effectively as an individual

	LO1	LO2	LO3	LO4
Knowledge and Understanding	X	X	X	
Cognitive Skills			X	
Professional Skills and attitudes	X			X
General Transferable Skills				X

## Mode of Assessment

There are two main parts to your summative assessment for this module.

### Part 1 = Portfolio Tasks

These are set out for you throughout the module and involve you demonstrating the skills you have learnt in this module on using Word, PowerPoint and Excel.

This is worth 70% of your overall module grade

### Part 2 = Written Task

This assessment consists of a 500 word written task on a suitable topic in a specified format with a quote, bibliography, footnote, and citation.

Additionally you must produce a CV and Cover Letter.

This is worth 30% of your overall module grade.

NOTE: This module is graded as “PASS” or “FAIL” only and must be passed to progress.

PASS = 40%-100%

FAIL = 0%-39%

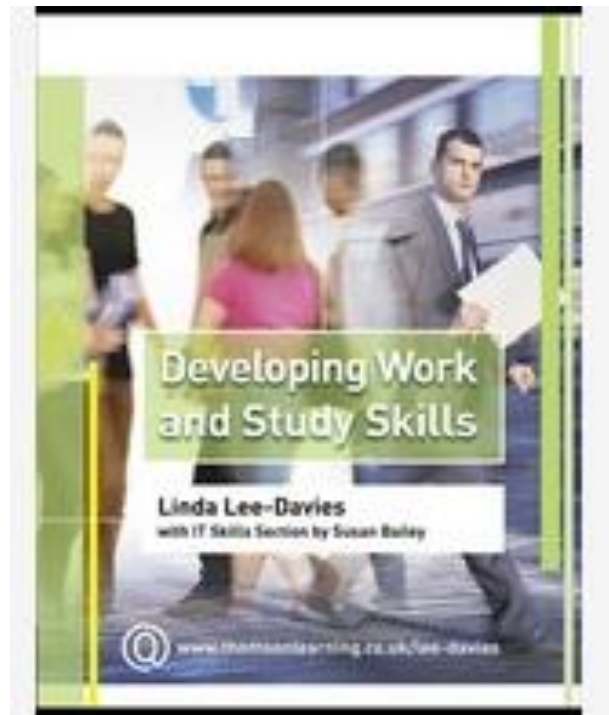
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## Indicative Reading

### Core Text (all subjects)

Lee-Davies, L., 2006, *Developing Work and Study Skills: a swot approach*, 1<sup>st</sup> ed., London Cengage Learning.



### Microsoft Office 2013 Step by Step

Copyright © 2013 by Beth Melton, Mark Dodge, Echosvoice, LLC, Andrew Couch, Eric Legault Consulting Inc., Ben Schorr, Rusen N. Ciprian Adrian  
ISBN: 978-0-7356-6941-3

### Additional core texts by subject area:

Linda Bergman, *Academic Research and Writing*. 1st Edition, 2010, Longman Publishers, ISBN10: 0321091841.

*Power Listening: Mastering the Most Critical Business Skill of All* by Bernard T. Ferrari (Mar 1, 2012)

*The Hard Truth About Soft Skills: Workplace Lessons Smart People Wish They'd Learned Sooner* by Peggy Klaus (Jan 22, 2008)

*10 Steps to Successful Business Writing* (10 Steps) by Jack E. Appleman (Feb 1, 2008)

*Writing That Works; How to Communicate Effectively In Business* by Kenneth Roman and Joel Raphaelson (Aug 22, 2000)

### Online Resources

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[www.skillsoft.com](http://www.skillsoft.com)

[www.bis.gov.uk/](http://www.bis.gov.uk/)

[www.pearson.com](http://www.pearson.com)

## INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content may change (for example, new developments in the field or new postings on the Internet) which are taken into account at the time of module delivery.

The indicative scheme of work details the subject matter and learning and teaching strategy for that week.

Actual terms are 10 weeks long in addition in addition to the headstart/induction week.

You may have a reading week, consolidation weeks and examinations or assessments weeks.

Further details on these will be provided at appropriate points throughout the programme.

## Module Title: STUDY AND EMPLOYABILITY SKILLS

### Syllabus:

- Excel Basics
  - Word
  - Word Auto referencing
  - Excel Beyond Basics
  - 5 Paragraph Essay and Brainstorming
  - PowerPoint Creating a Show
  - PowerPoint Beyond Basics
  - Making Presentations
  - Working in Groups – Teamwork
  - Writing Employment Documents
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## INDICATIVE OUTLINES

The Study and Employability Skills module is organised as follows (split is an expected average per week of self-directed study and may be adjusted on week-by-week basis according to the needs of the individual or cohort).

In addition there will be support webinars and forum postings, together with portfolio homework.

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## Study and Employability Skills

Week	Content	Learning and Teaching Strategy
<b>Head Start Module Introduction</b>  <b>Also</b>  <b>Explanation on How to Use the BPP VLE</b>	<b>Introduction to the module</b> In the Head Start Week, the students will work through a PP presentation which explains what the module will cover and an overview of the module subjects and assessments. Included are: <ul style="list-style-type: none"> <li>• Introduction to the Tutor</li> <li>• Inclusion into the on-line community</li> <li>• What are the skills employers are looking for?</li> <li>• The Module Guide</li> <li>• Skill Sets</li> <li>• Assessments and operations               <ul style="list-style-type: none"> <li>Quizzes</li> <li>Plagiarism Report</li> <li>Employment Documents</li> <li>Portfolio of work</li> </ul> </li> <li>• Expectations of you as a student</li> <li>• Independent activities / study</li> <li>• Key Textbook – Davies</li> <li>• Key Readings</li> <li>• The Forum and Webinar</li> </ul>	<b>Interactive lesson and webinar activity based on the subject matter</b> <b>Webinar:</b> <ul style="list-style-type: none"> <li>• Brief Overview of the Module Introduction – 5 minutes</li> <li>• Opportunity for the participants to ask questions on the module</li> <li>• Answer specific questions on the assessments &amp; requirements</li> <li>• Review the BPP VLE functions</li> </ul> <b>Forum Topic:</b> <ul style="list-style-type: none"> <li>• Discuss Assessments &amp; Portfolio</li> <li>• Expectations of you as an on-line student</li> </ul>
<b>Week 1 Excel Basics</b>	<b>The focus of this week is on:</b> <ul style="list-style-type: none"> <li>• What does MS Excel do?</li> <li>• Worksheets and workbooks</li> <li>• Rows and Columns</li> <li>• Formulas</li> <li>• Basic data entry</li> <li>• Functions</li> <li>• Formatting</li> <li>• Saving and Printing</li> </ul>	<b>Interactive lesson and webinar activity based on the subject matter</b> <b>Webinar:</b> <ul style="list-style-type: none"> <li>• Brief Overview of the lesson content – 5 minutes</li> <li>• Brief review of the lesson quiz – 5 minutes</li> <li>• Review submission of documents via the VLE</li> <li>• Opportunity for the participants to ask questions on material presented</li> <li>• Answer specific questions on the homework (practical exercise below)</li> </ul> <p><i>Not a re-teaching of the on-line lesson but instead Q&amp;A</i></p> <b>Independent Activity:</b> <ul style="list-style-type: none"> <li>• Complete the Portfolio exercise “<b>Old City Ford</b>”</li> </ul>

Week	Content	Learning and Teaching Strategy
		<p><b>Forum Topics:</b></p> <ul style="list-style-type: none"> <li>• Discuss the practical use of Excel in the workplace</li> <li>• Open Discussion</li> </ul> <p><b>Key On-line Reading:</b></p> <ul style="list-style-type: none"> <li>• Microsoft Excel Tutorials File</li> <li>• MS Excel Glossary</li> <li>• Using Excel at Work</li> <li>• Read Chapters 1 &amp; 2 in Davies,</li> </ul>
<p><b>Week 2</b> <b>MS Word</b> <b>Editing</b></p>	<p><b>The focus of this week is on:</b></p> <ul style="list-style-type: none"> <li>• Opening and navigating in MS Word</li> <li>• Selecting and altering text</li> <li>• Copy &amp; Paste</li> <li>• Editing</li> <li>• Saving in MS Word</li> <li>• Inserting a table</li> <li>• Watermarks</li> <li>• Footnotes</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b></p> <ul style="list-style-type: none"> <li>• Brief Overview of the lesson content – 5 minutes</li> <li>• Brief review of the lesson quiz – 5 minutes</li> <li>• Opportunity for the participants to ask questions on material presented</li> <li>• Answer specific questions on the homework (practical exercise below)</li> </ul> <p><i>Not a re-teaching of the on-line lesson but instead Q&amp;A</i></p> <p><b>Forum Topics:</b></p> <ul style="list-style-type: none"> <li>• Discuss the practical use of Word in the workplace</li> <li>• Open Discussion</li> </ul> <p><b>Independent Activity:</b></p> <ul style="list-style-type: none"> <li>• Complete MS Word Portfolio Exercise “<b>Media Bias and Reality</b>” part 1</li> </ul> <p><b>Key On-line Reading:</b></p> <ul style="list-style-type: none"> <li>• Microsoft Word Glossary-1 File</li> <li>• Keyboard Shortcuts for Microsoft Office Word 2010 File</li> <li>• Using Mail Merge in MS Word 2010 File</li> <li>• Microsoft Word Tutorials File</li> <li>• WP Exercise Instructions File</li> <li>• WP Exercise Pdf of Completed Paper File</li> <li>• Media Bias and Reality File</li> <li>• Read chapters 3 &amp; 4 in Davies,</li> </ul>

<p><b>Week 3</b> <b>MS Word</b> <b>Auto</b> <b>Referencing</b></p>	<p><b>The focus of this week is on:</b></p> <ul style="list-style-type: none"> <li>Referencing definitions</li> <li>Referencing styles (Harvard)</li> <li>Footnotes and endnotes</li> <li>Bibliographies and Works Cited</li> <li>MS Word – Auto Referencing</li> <li>Searching &amp; Researching</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b></p> <ul style="list-style-type: none"> <li>Brief Overview of the lesson content – 5 minutes</li> <li>Brief review of the lesson quiz – 5 minutes</li> <li>Discuss the upcoming Plagiarism Report assignment</li> <li>Opportunity for the participants to ask questions on material presented</li> <li>Answer specific questions on the homework (practical exercise below) <i>Not a re-teaching of the on-line lesson but instead Q&amp;A</i></li> </ul> <p><b>Forum Topics:</b></p> <ul style="list-style-type: none"> <li>Discuss plagiarism in the workplace: Does it happen? How can I avoid it? What causes it?</li> <li>Open Discussion</li> </ul> <p><b>Independent Activity:</b></p> <ul style="list-style-type: none"> <li>Complete MS Word Portfolio Exercise “<b>Media Bias and Reality</b>” part 2</li> </ul> <p><b>Key On-line Reading:</b></p> <ul style="list-style-type: none"> <li>WP Exercise Instructions File</li> <li>WP Exercise Pdf of Completed Paper File</li> <li>Media Bias and Reality File</li> <li><i>Harvard Referencing Guide</i></li> <li>Read chapters 5 in Davies,</li> </ul>
<p><b>Week 4</b> <b>Excel Beyond</b> <b>the Basics</b></p>	<p><b>The focus of this week is on:</b></p> <ul style="list-style-type: none"> <li>Complex Formulas</li> <li>Cell references</li> <li>Functions</li> <li>Sorting and filtering shortcuts</li> <li>Tables, charts &amp; graphs</li> <li>Adding comments</li> <li>Conditional formatting</li> <li>Protecting a workbook</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b></p> <ul style="list-style-type: none"> <li>Brief Overview of the lesson content – 5 minutes</li> <li>Brief review of the lesson quiz – 5 minutes</li> <li>Review again the upcoming Plagiarism Report assignment</li> <li>Opportunity for the participants to ask questions on material presented</li> <li>Answer specific questions on the homework (practical exercise below) <i>Not a re-teaching of the on-line lesson but instead Q&amp;A</i></li> </ul> <p><b>Forum Topic:</b></p> <ul style="list-style-type: none"> <li>How has Excel changed the way business is conducted?</li> </ul>

		<ul style="list-style-type: none"> <li>• Open Discussion</li> </ul> <p><b>Independent Study:</b></p> <ul style="list-style-type: none"> <li>• Complete Excel Portfolio Exercise “<b>Brick Layers Arms</b>” Spreadsheet</li> </ul> <p><b>Key Reading:</b></p> <ul style="list-style-type: none"> <li>• Using Microsoft Excel 2-Calculations</li> <li>• Using Microsoft Excel 3-Formatting</li> <li>• Using Microsoft Excel 4-Charts</li> <li>• Using Microsoft Excel 5-Lists</li> <li>• Using Microsoft Excel 6 Working With Sheets</li> <li>• Using Microsoft Excel 7-Advanced</li> <li>• Bricklayers Arms Weekly Takings</li> <li>• Read chapter 6 in Davies,</li> </ul>
<p><b>Week 5</b> <b>Five</b> <b>Paragraph</b> <b>Essay,</b> <b>Brainstorming</b></p>	<p><b>The focus of this week is on:</b></p> <ul style="list-style-type: none"> <li>• Difference between an essay and a report</li> <li>• Starting to write a paper – The processes</li> <li>• Intro to the 5 paragraph essay/report</li> <li>• When to break the 5 paragraph essay rules</li> <li>• Brainstorming</li> <li>• The creative process inside you</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b></p> <ul style="list-style-type: none"> <li>• Brief Overview of the lesson content – 5 minutes</li> <li>• Brief review of the lesson quiz – 5 minutes</li> <li>• Review the upcoming Employment Documents assignment</li> <li>• Opportunity for the participants to ask questions on material presented</li> <li>• Answer specific questions on the homework (practical exercise below) <i>Not a re-teaching of the on-line lesson but instead Q&amp;A</i></li> </ul> <p><b>Forum Topics:</b></p> <ul style="list-style-type: none"> <li>• Discuss how humans think. Interesting facts about the brain. Origins of Creativity, are we born creative?</li> <li>• Open Discussion</li> </ul> <p><b>Independent Activity:</b></p> <ul style="list-style-type: none"> <li>• Watch Video on <i>The 5 Paragraph Essay</i></li> <li>• Watch Video on <i>How to Write an Outline</i></li> <li>• </li> </ul> <p><b>Key On-line Reading:</b></p> <ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Getting Started with Academic Research</li> <li>• Illustration of the Information Timeline</li> <li>• Brainstorming Definitions</li> <li>• Read chapter 7 in Davies,</li> </ul>



<p><b>Week 6</b> <b>PowerPoint</b> <b>Creating a</b> <b>Show</b></p>	<p><b>The focus of this week is on:</b></p> <ul style="list-style-type: none"> <li>• Function Ribbon</li> <li>• Creating and Opening presentations</li> <li>• Slide Basics</li> <li>• Customizing Layouts</li> <li>• Managing Slides and Presentations</li> <li>• Use of Slide Notes</li> <li>• Using Text</li> <li>• Applying Themes</li> <li>• Inserting Images</li> <li>• Inserting Screenshots</li> <li>• Applying Transitions</li> <li>• Advancing Slides</li> <li>• Inserting a Table or Chart</li> <li>• Saving and Printing PowerPoint</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b></p> <ul style="list-style-type: none"> <li>• Brief Overview of the lesson content – 5 minutes</li> <li>• Brief review of the lesson quiz – 5 minutes</li> <li>• Review the quizzes</li> <li>• Opportunity for the participants to ask questions on material presented</li> <li>• Answer specific questions on the homework (practical exercise below) <i>Not a re-teaching of the on-line lesson but instead Q&amp;A</i></li> </ul> <p><b>Forum Topic:</b></p> <ul style="list-style-type: none"> <li>• When are presentations necessary in the workplace?</li> <li>• Open Discussion</li> </ul> <p><b>Independent Activity:</b></p> <ul style="list-style-type: none"> <li>• Complete the PowerPoint Portfolio Exercise <b><i>“It’s a Small World Travel Company”</i></b></li> </ul> <p><b>View the Following Videos:</b></p> <ul style="list-style-type: none"> <li>• Using PowerPoint 2010 - A Complete Tutorial of Most Features</li> <li>• Don McMillan: Death by PowerPoint</li> <li>• How NOT to do PowerPoint by Don McMillan. 4:24</li> </ul> <p><b>Key Reading:</b></p> <ul style="list-style-type: none"> <li>• Microsoft PowerPoint Exercises 1 - Getting Started</li> <li>• Microsoft PowerPoint Exercises 2 - Formatting Slides</li> <li>• PowerPoint and Presentation Tips(1)</li> <li>• Excel Charts and PowerPoint</li> <li>• MS PowerPoint Exercise - 6 – It’s a Small World Travel Company</li> <li>• Read chapter 8 &amp; 9 in Davies,</li> </ul>
<p><b>Week 7</b> <b>PowerPoint</b> <b>Beyond the</b> <b>Basics</b></p>	<p><b>The focus of this week is on:</b></p> <ul style="list-style-type: none"> <li>• Lists and bullets</li> <li>• Indentation and spacing</li> <li>• Word Art in PowerPoint</li> <li>• Shapes and Text Boxes</li> <li>• PowerPoint Themes</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b></p> <ul style="list-style-type: none"> <li>• Brief Overview of the lesson content – 5 minutes</li> <li>• Brief review of the lesson quiz – 5 minutes</li> </ul>

	<ul style="list-style-type: none"> <li>• Formatting Pictures</li> <li>• Adding animation</li> <li>• Adding audio</li> <li>• Setting up your show;</li> <li>• Timings</li> <li>• Inserting Video</li> <li>• Presentation Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Review the process of downloading content from the web</li> <li>• Opportunity for the participants to ask questions on material presented</li> <li>• Answer specific questions on the homework (practical exercise below) <i>Not a re-teaching of the on-line lesson but instead Q&amp;A</i></li> </ul> <p><b>Forum Topic:</b></p> <ul style="list-style-type: none"> <li>• When are presentations necessary in the workplace?</li> </ul> <p><b>Independent Activity:</b></p> <ul style="list-style-type: none"> <li>• Complete the PowerPoint Portfolio Exercise <b>“Nature’s Sounds”</b></li> </ul> <p><b>Key Reading:</b></p> <ul style="list-style-type: none"> <li>• The PowerPoint portion of your Presentation Assignment</li> <li>• MS PowerPoint Exercise - 7 - Natures Sounds</li> <li>• Microsoft PowerPoint Exercises 3 - Drawing</li> <li>• Microsoft PowerPoint Exercises 4 - Audio</li> <li>• Microsoft PowerPoint Exercises 5 - Custom Animation</li> <li>• Add and play sounds in a presentation</li> <li>• Read chapter 10 in Davies</li> </ul>
<b>Week 8 Making Presentations</b>	<p><b>The focus of this week is on:</b></p> <ul style="list-style-type: none"> <li>• Presentation Skills.</li> <li>• When one might be required of you</li> <li>• Preparing a presentation</li> <li>• Practicing your ...</li> <li>• Delivering your presentation</li> <li>• Using visual support in your ...</li> <li>• 10 Points to remember about presentations</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b></p> <ul style="list-style-type: none"> <li>• Brief Overview of the lesson content – 5 minutes</li> <li>• Brief review of the lesson quiz – 5 minutes</li> <li>• Review the process of downloading content from the web</li> <li>• Opportunity for the participants to ask questions on material presented</li> <li>• Answer specific questions on the homework (practical exercise below) <i>Not a re-teaching of the on-line lesson but instead Q&amp;A</i></li> </ul> <p><b>Forum Topics:</b></p> <ul style="list-style-type: none"> <li>• How do I overcome nerves when under pressure?</li> <li>• What creates confidence?</li> <li>• Open Discussion</li> </ul> <p><b>Independent Activity:</b></p> <p><b>View the Following Videos:</b></p>

		<ul style="list-style-type: none"> <li>• How to Make a Dynamite Presentation without exploding!</li> <li>• What you Employer wants from your presentation.</li> </ul> <p><b>Key Reading:</b></p> <ul style="list-style-type: none"> <li>• PowerPoint and Presentation Tips</li> <li>• Read chapter 11 in Davies</li> </ul>
<b>Week 9 Teamwork</b>	<p><b>The focus of this week is on:</b></p> <ul style="list-style-type: none"> <li>• Working in Groups</li> <li>• Definitions</li> <li>• What makes a good team member</li> <li>• Why is it important</li> <li>• Is one needed?</li> <li>• Types of Teams</li> <li>• Team Roles</li> <li>• Team Stages</li> <li>• Managing Conflict</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b></p> <ul style="list-style-type: none"> <li>• Brief Overview of the lesson content – 5 minutes</li> <li>• Brief review of the lesson quiz – 5 minutes</li> <li>• Discuss the upcoming Employment Documents assignment</li> <li>• Opportunity for the participants to ask questions on material presented</li> <li>• Answer specific questions on the homework (practical exercise below) <i>Not a re-teaching of the on-line lesson but instead Q&amp;A</i></li> </ul> <p><b>Forum Topics:</b></p> <ul style="list-style-type: none"> <li>• Why do students hate working in groups?</li> <li>• How to re-shape your opinion of group work.</li> <li>• Open Discussion</li> </ul> <p><b>Independent Study:</b></p> <p><b>View the Following Videos:</b></p> <ul style="list-style-type: none"> <li>• I Hate Working in Groups!</li> <li>• The Difference Between a Group and a Team</li> <li>• How to Work in a Team</li> <li>• Working in a Team – Part 1</li> <li>• Working in a Team – Part 2</li> <li>• Working in a Team – Part 3</li> </ul> <p><b>Key Reading:</b></p> <ul style="list-style-type: none"> <li>• How to be an Effective Team Member</li> <li>• How to be an Effective Team Leader</li> <li>• Team working Skills</li> <li>• Read chapter 12 in Davies</li> </ul>
<b>Week 10 Employment Documents</b>	<p><b>The focus of this week is on:</b></p> <ul style="list-style-type: none"> <li>• The employment process</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b></p> <ul style="list-style-type: none"> <li>• Brief Overview of the lesson content – 5 minutes</li> </ul>

	<ul style="list-style-type: none"> <li>• What employers are looking for</li> <li>• Writing an effective resume and cover letter</li> <li>• Survey of other employment documents</li> <li>• Interviewing</li> </ul>	<ul style="list-style-type: none"> <li>• Brief review of the lesson quiz – 5 minutes</li> <li>• Review the process of downloading content from the web</li> <li>• Opportunity for the participants to ask questions on material presented</li> <li>• Answer specific questions on the homework (practical exercise below) <i>Not a re-teaching of the on-line lesson but instead Q&amp;A</i></li> </ul> <p><b>Forum Topic:</b></p> <ul style="list-style-type: none"> <li>• What are your Career Goals? Do you have a plan?</li> <li>• What is this Survey thing all about?</li> </ul> <p><b>Independent Activity:</b></p> <ul style="list-style-type: none"> <li>• Write your <b><i>Resume and Cover Letter</i></b></li> </ul> <p><b>View the Following Videos:</b></p> <ul style="list-style-type: none"> <li>• No Experience? How to make your CV Stand Out!</li> <li>• 3 Tips – How to Write a Top CV</li> <li>• Cover Letters ... Why bespoke is <b>SO</b> Important!</li> <li>• Complete your End of Module Student Survey</li> </ul> <p><b>Key Reading:</b></p> <ul style="list-style-type: none"> <li>• The Resume and Cover Letter Assignment Instructions</li> <li>• Writing the Curriculum Vitae</li> <li>• Resume Design</li> <li>• Sample Resume</li> <li>• The Application Cover Letter</li> <li>• Tips and Terms for the International Student's Job Search</li> <li>• Read chapter 13 in Davies</li> </ul>
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## NUMERACY AND DATA ANALYSIS

### General Information

School	School of Foundation and English Language Studies	
Level	Level 3	
Credit Value	20 Credits	
Contact Hours	40 Asynchronous Self-directed Learning Hours 15 Hours Synchronous Webinars 10 Hours Self-directed Forum activities	
Programme(s)	International Foundation Certificate in Legal Studies [Online] International Foundation Certificate in Business Management [Online] International Foundation Certificate in Psychology [Online]  Pathway to HE Certificate in Business Management [Online] Pathway to HE Certificate in Accounting [Online] Pathway to HE Certificate in Psychology [Online]	
Module Leader	Vera Koubkova	
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body	None	

### Introduction

The phrase 'If you cannot measure it...you cannot manage it!' is attributable to many people – but whoever originally coined this statement understood that respect for figures and facts is a key element in business and legal success.

Numbers are universal and are able to span both country and organisational boundaries, and a solid understanding in the fundamentals of numbers and how they interact is vital to the success of any career you might choose to pursue in business.

The aim of this module is to provide you with an understanding of those fundamentals, by introducing you to the core principles of statistics and data information.

The module will also develop your technical competence in the preparation of information and in the use of quantitative tools.

## Educational Aims

This module aims to:

- Develop your knowledge and understanding of the basic concepts, theories and contexts that underpin numerical and statistical concepts;
- Establish your appreciation of introductory issues arising in quantitative research;
- Develop your technical abilities to record and report data and measurements;
- Broaden your understanding of the role of quantitative measurement in decision making;
- Develop your communication and reporting skills to present information to different users of statistical information.

## Learning Outcomes

By the end of the module you should be able to:

1. Understand the key principles and objectives of quantitative data;
2. Adequately select and apply, with supervision, appropriate techniques to generate and analyse data;
3. Evaluate data effectively using pre-defined techniques to assist in decision making;
4. Work independently in analysing quantitative information;
5. Clearly and concisely communicate statistical information to an audience.

	LO1	LO2	LO3	LO4	LO5
Knowledge and Understanding	X		X		X
Cognitive Skills		X	X		
Professional Skills and attitudes				X	
General Transferable Skills	X				X

## Mode of Assessment

### Formative Assessment

1. Undertake primary research and analyse the data compiled. For example, you may undertake a questionnaire of a number of people regarding their views on a particular subject and then produce comparative information.
2. Spread sheet and Calculation Problem - for example, this problem set may relate to the profits achieved by a particular business over a given period and you will be asked to produce relevant information to aid with assessment of the situation.

### Summative Assessment

This module is assessed through ONE (1) individual summative assessment in two parts.  
[100% of Module Grade]

The two parts are:

- a. Analysis of statistical information - for example, a problem set focusing on the analysis and potential future trends.
  - b. A time constrained MCT covering topics on the module
-

## Indicative Reading

To develop your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information (books, academic and professional journals, online resources, etc.) to drive and enhance your learning. Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilised throughout the module.

### Business Decision Making, BPP Learning Media.

BPP Learning Media, Business Essentials, *Business Decision Making*, BPP Learning Media.



## Books and Texts

Saunders et al., 2010, *Research Methods for Business Students*, 5<sup>th</sup> Edn, Pearsons.

Swift, L and Piff, S. (2014) *Quantitative Methods: for Business, Management and Finance* 4<sup>th</sup> Edition Palgrave Macmillan

## Academic and Professional Articles

Students will be strongly encouraged to use academic and professional articles to support your research and studies. These may also include articles extracted from the following sources which are not exhaustive:

Accountancy Age.

Accounting and Business Research (UK).

Accountancy (UK).

British Accounting Review (UK).

Harvard Business Review.

Journal of Accountancy (US).

Journal of Business Finance and Accounting (UK).



## **INDICATIVE SCHEME OF WORK**

In some instances information regarding content of module is indicative - actual module content will be determined depending on subject considerations. Up-to-date details are on the VLE and may be accessed at any time.

Actual terms are 10 weeks long and in addition to you may have reading weeks, consolidation weeks and examinations or assessments. Further details on these will be provided at appropriate points throughout the programme.

### **Module Title: NUMERACY AND DATA ANALYSIS**

#### **Syllabus:**

##### **Sources for the collection and storage of data:**

- Data and data storage;
- Primary and secondary research;
- Sampling; and
- Questionnaires and survey methods.

##### **Techniques to analyse data:**

- Presentation;
- Time series; and
- Correlation.

##### **Producing Information in appropriate formats:**

- Spread sheeting; and
  - Charting.
-

Week	Content	Learning and Teaching Strategy
<b>Head Start</b>	<p><b>INTRODUCTION TO NUMERACY AND DATA ANALYSIS</b></p> <p>In the Head Start Week, the tutor will conduct a presentation which explains what the module will cover and an overview of the module subjects and assessments. It will be in this presentation that the students will be issued with a student handbook</p>	<p><b>Introduction to Numeracy and Data Analysis</b></p> <p>Background reading introducing students to the module content, including a short to start building familiarity with data collection.</p> <p><b>Independent Study</b></p> <p><b>Key Reading:</b> reviewing student's knowledge of Mathematics</p> <p><b>Forum activity:</b> Students are to discuss</p> <ul style="list-style-type: none"> <li>✓ How they will collect information regarding the course and its content</li> <li>✓ What are the benefits and challenges of on-line education as opposed to face to face</li> </ul>
<b>Week 1</b>	<p><b>THE COLLECTION AND STORAGE OF DATA</b></p> <p>This focus of the week is on the fundamental knowledge and tools required to study Quantitative data</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>✓ Why is data useful</li> <li>✓ What is data</li> <li>✓ Sources of secondary data</li> <li>✓ Qualitative and quantitative data</li> <li>✓ Sampling</li> <li>✓ Data storage and protection</li> <li>✓ Lesson recap</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <ul style="list-style-type: none"> <li>✓ Activity: Data collection.</li> <li>✓ Activity 2: Quantitative or qualitative data identification.</li> <li>✓ Activity 3: Sampling frames.</li> </ul> <p><b>Webinar:</b> How to collect Data</p> <p><b>Independent Study:</b> Read article qualitative v quantitative</p> <p><b>Key Reading:</b> Chapter 1 from Business Decision Making, BPP Learning Media.</p> <p><b>Forum activity:</b> Discuss exercises set by tutor.</p>
<b>Week 2</b>	<p><b>QUESTIONNAIRE DESIGN</b></p> <p>This week will concentrate on:</p> <ul style="list-style-type: none"> <li>✓ Survey methods</li> <li>✓ Design and Content</li> <li>✓ Format and sequence</li> <li>✓ Layout and pilot testing</li> <li>✓ Ethics</li> <li>✓ Lesson recap</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <ul style="list-style-type: none"> <li>✓ Activity: Undertake class questionnaire.</li> <li>✓ Activity 2: Different types of questionnaire.</li> <li>✓ Activity 3: Questions design and critique.</li> </ul> <p><b>Webinar:</b> Designing the questionnaire</p> <p><b>Independent Study:</b> Analyse class questionnaire and comment on results</p> <p><b>Key Reading:</b> Chapter 1 and 2 of Business Decision Making, BPP Learning Media.</p> <p><b>Forum activity:</b> Discuss exercises set by tutor.</p>

Week	Content	Learning and Teaching Strategy
<b>Week 3</b>	<p><b>PREPARATION: “CHECK YOUR MATHS”</b></p> <p>Series of tests and reviews of basic knowledge of Mathematics</p> <ul style="list-style-type: none"> <li>✓ Basic Algebra</li> <li>✓ Percentages</li> <li>✓ Equations</li> <li>✓ Linear Functions</li> <li>✓ Logic</li> <li>✓ Permutations and Combinations</li> <li>✓ Probability</li> <li>✓ Lesson Recap</li> </ul>	<p><b>Forum activity:</b> Discuss exercises set by tutor.</p> <p><b>Webinar:</b> Why is maths important?</p> <p><b>Independent Study:</b> Online maths exercise</p> <p><b>Key Reading:</b> Chapter 1 from Business Decision Making, BPP Learning Media.</p> <p><b>Forum activity:</b> Discuss exercises set by tutor.</p>
<b>Week 4</b>	<p><b>FREQUENCY DISTRIBUTION</b></p> <ul style="list-style-type: none"> <li>✓ Grouping data into bands</li> <li>✓ Histogram</li> <li>✓ Cumulative frequency</li> <li>✓ Ogives</li> <li>✓ Examples</li> <li>✓ Lesson recap</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <ul style="list-style-type: none"> <li>✓ Activity: Frequency Distribution</li> <li>✓ Activity 2: Cumulative distributions</li> </ul> <p><b>Webinar:</b> Why are frequency distributions important?</p> <p><b>Independent Study:</b> Watch provided multimedia and make notes to be submitted</p> <p><b>Key Reading:</b> Review chapter 10 Business Decision Making, BPP Learning Media.</p> <p><b>Forum activity:</b> Discuss exercises set by tutor.</p>
<b>Week 5</b>	<p><b>AVERAGES</b></p> <p>The week will concentrate on:</p> <ul style="list-style-type: none"> <li>✓ Arithmetic mean</li> <li>✓ Mode</li> <li>✓ Median</li> <li>✓ Arithmetic mean for grouped data</li> <li>✓ Median for grouped data</li> <li>✓ Mode for grouped data</li> <li>✓ Lesson recap</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p>Activity: Average, Mean, Mode, Median.</p> <p><b>Webinar:</b> Mean. Mode or median?</p> <p><b>Independent Study:</b> Undertake a questionnaire directed by the tutor and analyse the results</p> <p><b>Key Reading:</b> Review chapter 3 Business Decision Making, BPP Learning Media.</p> <p><b>Forum activity:</b> Discuss exercises set by tutor.</p>

Week	Content	Learning and Teaching Strategy
<b>Week 6</b>	<b>CORRELATION, DISPERSION, SKEWNESS, RANGE</b>  The week will concentrate on: <ul style="list-style-type: none"> <li>✓ Correlations, lines of best fit</li> <li>✓ Positive/negative correlation</li> <li>✓ Coefficient</li> <li>✓ Range</li> <li>✓ Deciles, Outliers</li> <li>✓ Lesson Re-cap</li> </ul>	<b>Interactive lesson and webinar activity based on the subject matter</b> <ul style="list-style-type: none"> <li>✓ Activity: Correlation diagram.</li> <li>✓ Activity 2: Lines of best fit.</li> </ul> <b>Webinar:</b> Correlation and application  <b>Independent Study:</b> Undertake a questionnaire involving the ages of the class and compile a line of best fit  <b>Key Reading:</b> Review chapter 5 Business Decision Making, BPP Learning Media.  <b>Forum activity:</b> Discuss exercises set by tutor.
<b>Week 7</b>	<b>STANDARD DEVIATION, NORMAL DISTRIBUTION</b>  This will concentrate on: <ul style="list-style-type: none"> <li>✓ Variance and Standard deviation</li> <li>✓ Exercise</li> <li>✓ Normal Distribution</li> <li>✓ Positively/negatively skewed</li> <li>✓ Examples</li> <li>✓ Lesson recap</li> </ul>	<b>Interactive lesson and webinar activity based on the subject matter</b> <ul style="list-style-type: none"> <li>✓ Activity: Mean and range.</li> <li>✓ Activity 2: Standard Deviation. Normal Distribution.</li> </ul> <b>Webinar:</b> Nice or Mean?  <b>Independent Study:</b> Take the previous week's results and further analyse  <b>Key Reading:</b> Review chapter 3 Business Decision Making, BPP Learning Media.  <b>Forum activity:</b> Discuss exercises set by tutor.
<b>Week 8</b>	<b>TIME SERIES ANALYSIS</b>  Here we look at the relationship between two variable and the strength of that relationship  This will concentrate on: <ul style="list-style-type: none"> <li>✓ Introduction</li> <li>✓ Time Series Components</li> <li>✓ Finding a Trend</li> <li>✓ Exercise</li> <li>✓ De-seasonalisation</li> <li>✓ Exercise</li> <li>✓ Lesson Recap</li> </ul>	<b>Interactive lesson and webinar activity based on the subject matter</b> <ul style="list-style-type: none"> <li>✓ Activity: Seasonal variation I.</li> <li>✓ Activity 2: Moving average.</li> <li>✓ Activity 3: Trends.</li> </ul> <b>Webinar:</b> What is trending?  <b>Independent Study:</b> As directed by the tutor  <b>Key Reading:</b> Review chapter 5 Business Decision Making, BPP Learning Media  <b>Forum activity:</b> Discuss exercises set by tutor.

Week	Content	Learning and Teaching Strategy
<b>Week 9</b>	<b>FORECASTING</b> <ul style="list-style-type: none"> <li>✓ Introduction to forecasting. Types. Examples.</li> <li>✓ Forecasting by Extrapolation – trend extrapolation.</li> <li>✓ Forecasting by Extrapolation – adding seasonality.</li> <li>✓ Forecasting by Extrapolation with Excel. Part 1 – Trend.</li> <li>✓ Forecasting by Extrapolation with Excel. Part 2 – Seasonality.</li> <li>✓ Forecast accuracy.</li> <li>✓ Test: trend extrapolation, with Excel.</li> <li>✓ Test: adding seasonality, with Excel.</li> </ul>	<b>Interactive lesson and webinar activity based on the subject matter</b> <ul style="list-style-type: none"> <li>✓ Activity: Time series and forecasting</li> <li>✓ Activity 2: Forecasting.</li> </ul> <b>Webinar:</b> Forecasting and application <b>Independent Study:</b> take the figures provided by the tutor and create your own forecast <b>Key Reading:</b> Review chapter 9 Business Decision Making, BPP Learning Media. <b>Forum activity:</b> Discuss exercises set by tutor.
<b>Week 10</b>	<b>THE PRESENTATION OF DATA</b> <ol style="list-style-type: none"> <li>1. Tables</li> <li>2. Charts</li> <li>3. Documentation</li> <li>4. Delivering Presentations</li> <li>5. Lesson recap</li> </ol>	<b>Interactive lesson and webinar activity based on the subject matter</b> <b>Webinar:</b> Revision and key points week <b>Independent Study</b> <b>Key Reading:</b> Review previous chapters of Business Decision Making, BPP Learning Media. <b>Forum activity:</b> Discuss exercises set by tutor.

## SOCIETY AND CULTURE

### General Information

School	School of Foundation and English Language Studies	
Level	Level 3	
Credit Value	20 Credits	
Contact Hours	40 Asynchronous Self-directed Learning Hours 15 Hours Synchronous Webinars 10 Hours Self-directed Forum activities	
Programme(s)	International Foundation Certificate in Legal Studies [Online] International Foundation Certificate in Psychology [Online] Pathway to HE Certificate in Legal Studies [Online] Pathway to HE Certificate in Psychology [Online]	
Module Leader	Rebecca Page-Tickels	
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body	None	

### Introduction

The world in which we live is a vibrant ever changing kaleidoscope of beliefs, communication, people and cultures – but we tend to base the way we think about societies and cultures on our own, sometimes limited, experiences. This module seeks to help you move beyond these assumptions.

Take for instance the example of what Giddens (2010) describes as the ‘everyday’ activity of drinking a cup of coffee. There are many ways in which the coffee drinking experience might be viewed if we ‘think ourselves away’ from our own personal viewpoint: e.g.

- The symbolic value of coffee drinking as a social ritual; coffee’s status as an accepted Western drug which contrasts with substances deemed anti-social in the West and the prohibition of coffee in other cultures;
- Coffee’s availability as a commodity, the result of a complex system of production and distribution operating across the globe;
- The relatively recent introduction of coffee into Western diets in the late nineteenth century on the back of colonial expansion in South America and Africa;
- And the significance of coffee drinking as a ‘lifestyle choice’ in terms of the brand people choose, their attitudes to the manner in which the product is manufactured and traded, and even where they choose to sit and drink it.

So as you can see there are many ways of viewing society and culture around us!

## Educational Aims

This module aims to:

- Discuss the concepts and influences of human nature;
- Explore different societies and cultures;
- Understand the structure of society;
- Explore how and why societies change; and
- develop your sociological imagination

## Learning Outcomes

By the end of the module you should be able to:

1. Explain the drivers and influences on human nature, societies and cultures.
2. Evaluate the limitations of their own sociological imagination.
3. Analyse the increasing role of globalisation on society and cultures.
4. Evaluate the concepts and implications of the life course within societies.
5. Communicate ideas and analysis clearly and concisely in an appropriate format in order to inform and explain their understanding to others.

	LO1	LO2	LO3	LO4	LO5
Knowledge and Understanding	X	X	X		
Cognitive Skills		X	X	X	
Professional Skills and attitudes			X	X	X
General Transferable Skills		X			X

## **Mode of Assessment**

### **Formative Assessment**

Case study presentation (Group task) - For example, a group case study relating to an element of society and culture and how it relates to the law or healthcare with feedback during the following session. E.g. explain a concept to a particular audience (e.g. unfamiliar to the topic), apply a concept to a problem, situation, issue, extended abstracts (1000 words) of a summary of literature.

Compilation of portfolio on key sociological aspects and the law or healthcare: for example, a collection of pieces of evidence collected using a variety of methods. This may include use of methods such as blogs, group discussions of articles, audio logs/recordings, reflection pieces/summaries of an article or issue, chapter, lecture or other instructional activity

### **Summative Assessment**

This module is assessed through the completion of one (1) independent task which consists of submission of your weekly compiled portfolio on key sociological aspects and the law or healthcare. [100% of Module Grade]

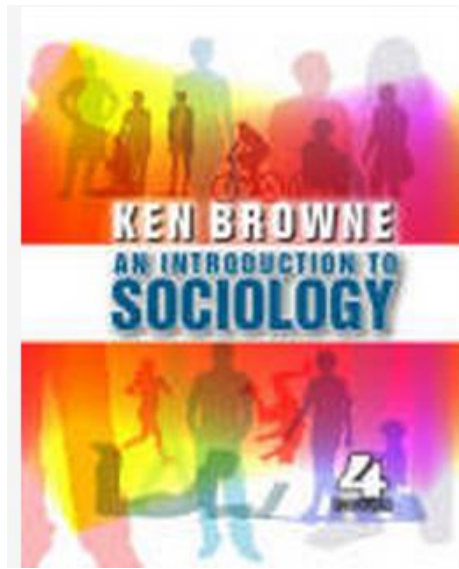


### Indicative Reading

To develop your skills in finding, accessing and analysing information, data and knowledge you are encouraged to explore all sources of information (books, academic and professional journals, online resources, etc.) to drive and enhance your learning. Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilised throughout the module.

### Core Text

Browne, K., 2012, *Introduction to Sociology*, 4<sup>th</sup> Ed. London. Polity Press



### Books and Texts

Baldwin et al., (2004) *Introducing Cultural Studies*, Pearson.

Seale, C. (2011) *Researching Society and Culture*, 3<sup>rd</sup> edition, SAGE Publications Ltd

### Academic and Professional Articles

You will be strongly encouraged to use journal articles relevant to your areas of research. These may include articles extracted from the following sources, which are not exhaustive: The Economist; the Financial Times.

### Online Resources

European Commission [[www.ec.europa.eu](http://www.ec.europa.eu)].

Financial Times [[www.ft.com](http://www.ft.com)].

The Independent ([www.independent.com](http://www.independent.com)).

The Office for National Statistics [[www.statistics.gov.uk](http://www.statistics.gov.uk)].

Organisation for Economic Co-operation and Development [[www.oecd.org](http://www.oecd.org)].

Sociology Central ([www.sociology.org.uk](http://www.sociology.org.uk)).

Thomson Reuters [[www.thomsonreuters.com](http://www.thomsonreuters.com)].

World Trade Organisation [[www.wto.org](http://www.wto.org)].

**INDICATIVE SCHEME OF WORK**

In some instances information regarding content of module is indicative - actual module content will be determined depending on subject considerations. Up-to-date details are on the VLE and may be accessed at any time.

Actual terms are 10 weeks long plus headstart / induction week and assessment week. In addition to you may have reading weeks and consolidation weeks.

Further details on these will be provided at appropriate points throughout the programme.

**Module Title: SOCIETY AND CULTURE:****Syllabus****Sociology:**

- Asking and Answering Sociological Questions;
- Theories and Perspectives in Sociology.

**Globalisation and the Changing World:**

- The Environment;
- Politics, Government and Social Movements, Global Inequality;

**The Life-Course:**

- Cities and Urban Life;
- Poverty, Social Exclusion and Welfare;
- Culture, 'Race', Ethnicity and Migration;

**Social Interaction and Everyday Life:**

- Families and Intimate Relationships;
- Stratification and Class;
- Education.

Week	Content	Learning and Teaching Strategy
Head Start	<p><b>Introduction to Society and Culture</b></p> <p>In the Head Start Week, the tutor will conduct a presentation which explains what the module will cover and an overview of the module subjects and assessments. It will be in this presentation that the students will be issued with a student handbook</p>	<p><b>A Context for Sociology and Culture</b></p> <p>The head start week requires students to consider:</p> <ul style="list-style-type: none"> <li>• What is 'Sociology' and how can 'Cultures' be classified?</li> <li>• The environment in which we live.</li> </ul> <p><b>Webinar:</b> The sociological imagination</p> <p><b>Key Reading:</b> Chapter 1, of Business Environment, Directed introductory Reading and Multimedia</p> <p><b>Independent Study:</b> Read through the assessment brief for this term and prepare to start your portfolio. Check you can log onto the VLE and access your core text and recommended reading</p> <p><b>Forum activity:</b> Meet with your colleagues online – you will be allocated an immediate group with whom you will share and communicate</p>
Week 1	<p><b>Society and Sociology</b></p> <p>This week will focus on the basics of the subject including defining and reviewing;</p> <ul style="list-style-type: none"> <li>• Asking and Answering Sociological Questions.</li> <li>• Theories and Perspectives in Sociology.</li> </ul> <p>To introduce the notion of the sociological imagination and promote the development of sociological thinking</p>	<p><b>Interactive lesson and webinar activity based on the subject matter.</b></p> <p>Activity: Exploring different ways of looking at sociological actions.</p> <p><b>Webinar:</b> Power &amp; Promise of sociological theory and theoretical issues in modern sociology</p> <p><b>Independent Study:</b> Work on your portfolio homework for this week</p> <p><b>Key Reading:</b> Chapters 2 of Giddens Sociology</p> <p><b>Forum activity:</b> Students identify topics of sociology and how they inform their understanding of law and how it interacts with order. Upload to forum for group discussion</p>
Week 2	<p><b>Globalisation and the Changing World I</b></p> <p>This week will develop your understanding of the concepts of globalisation and the effects it has on our world and people</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The Environment.</li> <li>• Politics, Government and Social Movements.</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p>Activity: Globalisation and you.</p> <p>Session 2:</p> <p>Activity: Political or social theme examined.</p> <p><b>Webinar:</b> Describing and debating globalisation</p>

Week	Content	Learning and Teaching Strategy
		<p><b>Independent Study:</b> Work on your portfolio homework for this week</p> <p><b>Key Reading:</b> Chapter 3, of Giddens Sociology</p> <p><b>Forum activity:</b> Analyse the salient elements of their own identity. Upload to forum for discussion of why salient elements are so salient.</p>
Week 3	<p><b>Globalization and the Changing World II</b></p> <p>This week we will further look at the negatives aspects of the effects of globalisation and the nature of some conflicts;</p> <ul style="list-style-type: none"> <li>• Global Inequality.</li> <li>• Poverty, Social Exclusion and Welfare.</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p>Activity: The positives and negatives of globalisation</p> <p>Activity: Inequality and benchmarking growth.</p> <p><b>Webinar:</b> The nature of global inequality, population and demography</p> <p><b>Independent Study:</b> Work on your portfolio homework for this week</p> <p><b>Key Reading:</b> Chapter 5, of Giddens Sociology</p> <p><b>Forum activity:</b> Find examples of absolute and relative poverty. How does this relate to deprivation? Find 2 local media comments that shed light on poverty &amp; deprivation. Upload your comments to this week's forum for group discussion in preparation for the webinar.</p>
Week 4	<p><b>The Life Course</b></p> <p>This week we will look at the make-up of societies and their cultures and the embedded attitudes towards:</p> <ul style="list-style-type: none"> <li>• Culture</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p>Activity: Review of attitudes in a particular country.</p> <p>Activity: Discrimination.</p> <p><b>Webinar:</b> Social construction of femininities and masculinities?</p> <p><b>Independent Study:</b> Work on your portfolio homework for this week</p> <p>Work on your portfolio homework for this week</p> <p><b>Key Reading:</b> Chapter 5, of Giddens Sociology</p> <p><b>Forum activity:</b> In the previous section there are a number of you tube clips. Choose one clip to watch. While you watch it note down answers to the following:-</p> <ol style="list-style-type: none"> <li>1. What are the core issues presented?</li> </ol>

Week	Content	Learning and Teaching Strategy
		<p>2. Identify two benefits and two difficulties of the situation of those who are the subject of the clip</p> <p>3. How does the experience of Gender impact the family and local society? Then upload your answers to the forum in preparation for this week's webinar.</p>
Week 5	<p><b>The Life Course</b></p> <p>This week we will look at the make-up of societies and their cultures and the embedded attitudes towards:</p> <ul style="list-style-type: none"> <li>• Race', Ethnicity and Migration.</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p>Activity: Cultures around the world. Activity: The benefits of migration.</p> <p><b>Webinar:</b> 1.Processes of discrimination and prejudice. 2.Ethnicity and inequality</p> <p><b>Independent Study:</b> Work on your portfolio homework for this week</p> <p><b>Key Reading:</b> Chapter 8, of Giddens Sociology</p> <p><b>Forum activity:</b> Use the seven characteristics of Ethnic identity to map out your own ethnic identity.</p> <ul style="list-style-type: none"> <li>• Review the document with a friend or relative</li> <li>• Are there any elements which are more important than you had previously considered?</li> <li>• Have you discovered part of your ethnic identity which you had not previously known?</li> <li>• Are there elements that you disagree with?</li> </ul> <p>When you have finished, upload a summary of your findings to the forum.</p>
Week 6	<p><b>Social Interaction and Everyday Life.</b></p> <p>This week will look at aspects of everyday life and the influence of our immediate surroundings, and how they shape us and the way we think.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Families and Intimate Relationships.</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p>Activity: Families and Intimate Relationships. Activity: Class and caste.</p> <p><b>Webinar:</b> 1.Diversity of family forms. 2. Presentation of the self in everyday life.</p> <p><b>Independent Study:</b> Work on your portfolio homework for this week</p> <p><b>Key Reading:</b> Chapter 7, of Giddens Sociology</p> <p><b>Forum activity:</b> Using the concepts discussed in Part D, identify the differences in an everyday performance of going shopping with a special performance of attending college for the first time. Think</p>

Week	Content	Learning and Teaching Strategy
		about the preparation and execution of each of these performances and how they differ. Upload your notes onto the forum.
Week 7	<p><b>Social Interaction and Everyday Life II</b></p> <p>This week will look further at aspects of everyday life and the influence of our immediate surroundings and how they shape us and the way we think. This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Media.</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p>Activity: The class in life.</p> <p>Activity: The same story? Case study.</p> <p><b>Webinar:</b> For this exercise you are required to identify all the media currently available in one location. This may be your home, college, a library etc. Identify a topic which interests you e.g. sport and search out all the media messages and modes of communication you can. E.g. TV, newspaper, face book.</p> <p>Now review the sociological perspectives on media</p> <p>Which of these seems appropriate to the media you are looking at?</p> <p>How is the media 'framing' the message?</p> <p>Upload your thoughts tot the forum where we will share them as part of the webinar</p> <p><b>Independent Study:</b> Work on your portfolio homework for this week</p> <p><b>Key Reading:</b> Chapter 7, of Giddens Sociology</p> <p><b>Forum activity:</b> write down how you used new media over the past three days</p> <p>You should note down:</p> <ul style="list-style-type: none"> <li>• Which sites you use;</li> <li>• How long you use them for each day;</li> <li>• What you do on the sites e.g. do you post content, comment on other people's content, watch clips etc.;</li> <li>• Identify what motivates you to continue e.g. are you keeping in touch with friends, learning new things etc.;</li> <li>• Now keep a diary of how you actually use new media – write down when and how long you are on-line;</li> <li>• Compare your expectations of your use with what you actually did;</li> </ul> <p>Are there are any surprises? How would you evaluate your use of new media?</p> <p>Upload a summary of your thoughts to the forum.</p>

Week	Content	Learning and Teaching Strategy
Week 8	<p>Social Interaction and Everyday Life III</p> <p>This week will further look at the aspects of everyday life and the influence of those immediate surroundings and how they shape us and the way we think.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>Religion.</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter.</b></p> <p>Activity: World religions</p> <p><b>Webinar:</b> World religions – how different am I?</p> <p><b>Independent Study:</b> Work on your portfolio homework for this week</p> <p><b>Key Reading:</b> Chapter 6, of Giddens Sociology</p> <p><b>Forum activity:</b> Research and consider each of these questions</p> <ol style="list-style-type: none"> <li>1. Identify, if any, which belief system you adhere to.</li> <li>2. What does this belief system / religion identify as sacred and profane? Think of specific examples in each category. How does this impact the way that you think about those objects? Upload a summary of your thoughts to the forum.</li> </ol>
Week 9	<p>Social Interaction and Everyday Life.</p> <p>This week will further look at the aspects of everyday life and the influence of those immediate surroundings and how they shape us and the way we think.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>Education.</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p>Activity: Education and social mobility.</p> <p><b>Webinar:</b> Differences in Education</p> <p><b>Independent Study:</b> Work on your portfolio homework for this week</p> <p><b>Key Reading:</b> Chapter 7, of Giddens Sociology</p> <p><b>Forum activity:</b> Visit the education index at <a href="http://en.wikipedia.org/wiki/Education_Index">http://en.wikipedia.org/wiki/Education_Index</a> Identify where the education in your country and one other are placed.</p> <p>Describe the education system in your country – what are its positives and negatives?</p> <p>Using the sociologist you researched earlier and their concepts - analyse your own education system. Upload your research onto the Forum.</p>
Week 10	<p>Culture</p> <p>This week will concentrate on those aspects that shape the cultures and norms of our societies and how these change</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>Socialisation.</li> <li>Peer groups.</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p>Activity: Defining Cultures.</p>

Week	Content	Learning and Teaching Strategy
	<ul style="list-style-type: none"> <li>Acceptance.</li> </ul>	<p><b>Webinar:</b> Think about your own culture. List specific examples of at least three of the following components of culture for discussion</p> <ul style="list-style-type: none"> <li>– Symbols</li> <li>– Language</li> <li>– Values</li> <li>– Norms</li> </ul> <p><b>Independent Study:</b> Work on your portfolio homework for this week</p> <p><b>Key Reading:</b> Directed reading of journal articles.</p> <p><b>Forum activity:</b> We have now come to the end of this module.</p> <p>Having reviewed each topic, identify which topic has been of specific interest to you. Why has that topic had a particular impact on you?</p> <p>What will you do to research this topic further?</p> <p>How will it contribute to your ongoing studies?</p>



## INTRODUCTION TO BUSINESS and BUSINESS LAW

### General Information

School	School of Foundation and English Language Studies	
Level	Level 3	
Credit Value	20 Credits	
Contact Hours	40 Asynchronous Self-directed Learning Hours 15 Hours Synchronous Webinars 10 Hours Self-directed Forum activities	
Programme(s)	International Foundation Certificate in Legal Studies [Online]	
Module Leader	Tahsin Ozalan	
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body	None	

### Introduction

Do you think you can be the next Richard Branson? Perhaps as successful as the Ambani Brothers or Rattan Tata? How about Carlos Ghosns – who was born in Brazil, educated in France, and now Chairman of both Renault (French) and Nissan (Japanese) car companies?

Remember they all had to start somewhere!

In our lives we come into contact with a huge range of different organisations and businesses. Some exist to make profit, some to serve others. Some have only a few employees and others are huge multi-nationals that span the globe.

However it is also important that all organisations are accountable for their actions and particularly when it comes to dealing with the environment, customers, employees and each other.

There exists a wealth of legislation that protects these major stakeholders from wrong-doing, and of course the organisation from being wronged itself.

This module will look at the key elements that go into making up a business organisation, its management, responsibilities, legislation and interaction with the world around it.

## Educational Aims

This module aims to:

- Review the purpose of organisations, their nature and intent, and responsibilities;
- Provide you with a broad knowledge and comprehension of the basic principles, concepts and techniques of business and business law;
- Review resource issues and economic systems that affect these organisations; and
- Discuss the requirement to satisfy the needs of consumers and markets.

## Learning Outcomes

By the end of the module you should be able to:

1. Understand the concept of the organisation and the environment in which it operates
2. Evaluate how consumer demand determines business responses
3. Identify the role and interest of stakeholders
4. Recognise a range of issues related to business and business law and how they interlink

	LO1	LO2	LO3	LO4
Knowledge and Understanding	X	X		
Cognitive Skills		X	X	
Professional Skills and attitudes				X
General Transferable Skills		X		

## **Mode of Assessment**

### **Formative Assessment**

A 750 - 1000 word peer reviewed portfolio analysing key business elements of an identified company. For example the company's mission statement, HR policies, CSR, leadership and management, culture and/or financial performance. This may include use of blogs, group discussions of articles, audio logs/recordings, reflection pieces/summary of an article, chapter, lecture or other instructional activity and/or analysis of company information or a relevant business issue.

### **Summative Assessment**

There are two summative assessments.

1. 750 - 1000 word essay on an aspect of business management from a choice of subjects, for example how globalisation affects business. [25% of Module Grade]
2. Completion of a portfolio on key business elements. For example, a range of pieces of work collected from a variety of tasks/activities analysing key business elements of an identified company. This may include use of blogs, group discussions of articles, audio logs/recordings, reflection pieces/summary of an article, chapter, lecture or other instructional activity and/or analysis of company information or a relevant business issue. [75% of Module Grade]

## Indicative Reading

To develop your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information (books, academic and professional journals, online resources, etc.) To drive and enhance your learning. Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilized throughout the module.

## Course Book

Business Decisions, 2013, *Business Essentials*, BPP Learning Media, 2<sup>nd</sup> edition.

Business Law, 2013, *Business Essentials*, BPP Learning Media, 2<sup>nd</sup> edition

Human Resources, 2013, *Business Essentials*, BPP Learning Media, 2<sup>nd</sup> edition

Marketing, 2013, *Business Essentials*, BPP Learning Media, 2<sup>nd</sup> edition

## Academic and Professional Articles

You will be strongly encouraged to use journal articles relevant to your areas of research. These may include articles extracted from the following sources, which are not exhaustive:

The Economist

The Financial Times

## Online Resources

The Bank of England [[www.bankofengland.co.uk](http://www.bankofengland.co.uk)]

The Economist [[www.economist.com](http://www.economist.com)]

The European Central Bank [[www.ecb.int](http://www.ecb.int)]

European Commission [[www.ec.europa.eu](http://www.ec.europa.eu)]

Financial Times [[www.ft.com](http://www.ft.com)]

The Office for National Statistics [[www.statistics.gov.uk](http://www.statistics.gov.uk)]

Organisation for Economic Co-operation and Development [[www.oecd.org](http://www.oecd.org)]

Thomson Reuters [[www.thomsonreuters.com](http://www.thomsonreuters.com)]

World Trade Organisation [[www.wto.org](http://www.wto.org)]

## INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content may change depending on subject considerations. Up-to-date details are on the VLE and may be accessed at any time.

Actual terms are 10 weeks long and in addition to you may have reading weeks, consolidation weeks and examinations or assessments. Further details on these will be provided at appropriate points throughout the programme.

### Module Title: INTRODUCTION TO BUSINESS and BUSINESS LAW

#### Syllabus:

##### 1 - Organisations and their Objectives

- The size and types of organisations; and
- Public and private companies.

##### 2 - Responsibilities of Organisations

- Organisational objectives;
- Management responsibilities; and
- Ethics.

##### 3 - Globalisation and International Markets

##### 4 - Markets and Marketing

##### 5 - The Business Environment

##### 6 - The Customer

##### 7 - Development of HRM

- The role of people in the company; and
- Overview of legislation.

##### 8- Contract Law

##### 9 - Consumer Law

- Market demand;
- Economies of scale; and
- Structures

##### 10- Intellectual Property Law

Week	Content	Learning and Teaching Strategy
Head Start	<p><b>Introduction</b></p> <p>In the Head Start Week, the tutor will conduct a presentation which explains what the module will cover and an overview of the module subjects and assessments. It will be in this presentation that the students will be issued with a student handbook</p>	<p><b>A Context for Business</b></p> <p>The head start week requires students to consider:</p> <ul style="list-style-type: none"> <li>• What is 'a Business' and how can businesses be classified?</li> <li>• The environment in which businesses operate.</li> </ul> <p><b>Key Reading:</b> Chapter 1, of Business Environment, Business Essentials.</p> <p><b>Independent Study:</b> Work on your portfolio homework for this week</p> <p><b>Forum activity :</b>Review your portfolio and list 20 websites that you will use to source information about your allocated company</p>
Week 1	<p><b>Organisations and their Objectives</b></p> <p>This week will focus on the basics of the subject including defining and reviewing;</p> <ul style="list-style-type: none"> <li>• The size and types of organisations.</li> <li>• Differences between Public and Private sector.</li> <li>• The nature of customers, shareholders and staff requirement.</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p>Activity: Exploring different types of sectors and businesses.</p> <p>Activity 2: The differences between private and public sectors.</p> <p><b>Webinar:</b> Identify the main businesses in your country</p> <p><b>Independent Study:</b> Work on your portfolio homework for this week</p> <p><b>Key Reading:</b> Chapters 2 and 3, of Business Environment, Business Essentials and A4 on a personal example where a company had let you down.</p> <p><b>Forum activity:</b> Discussion on a newspaper or journal article issued by the tutor</p>
Week 2	<p><b>Responsibilities of Organisations</b></p> <p>This week will develop your understanding of the concepts of good corporate governance and the potential conflict between different groups interests and management responsibilities</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Ethics.</li> <li>• Responsibilities of Business.</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p>Activity: Management responsibilities to the consumer.</p> <p>Activity 2: Ethics.</p> <p><b>Webinar:</b> Identify poor CSR in a company and the effects on the organisation</p> <p><b>Independent Study:</b> Work on your portfolio homework for this week</p> <p><b>Key Reading:</b> Chapter 3, of Business Environment, Business Essentials.</p>

Week	Content	Learning and Teaching Strategy
		<b>Forum activity:</b> Discussion on a newspaper or journal article issued by the tutor
Week 3	<p><b>Globalisation and International Markets</b></p> <p>We focus first on foreign trade and see how countries can mutually benefit from trade based on differences in their comparative or opportunity costs of producing goods and services. We then look at the balance of payments</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The importance of international trade</li> <li>• Trading blocs throughout the world</li> <li>• The Balance of Payments and the Exchange Rate</li> <li>• Globalisation</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p>Activity: International trade.</p> <p>Activity 2: Globalisation</p> <p><b>Webinar:</b> Is globalisation good or bad?</p> <p><b>Independent Study:</b> Work on your portfolio homework for this week</p> <p><b>Key Reading:</b> Chapter 10, of Business Environment, Business Essentials.</p> <p><b>Forum activity:</b> Discussion on your portfolio, how it is going and tips/hints for others.</p>
Week 4	<p><b>Markets and Marketing</b></p> <p>This week we will look at the costs and output decisions of the individual firm and how these are affected by short and long term factors.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• What is marketing</li> <li>• Pricing.</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b> Is marketing all about selling?</p> <p><b>Independent Study:</b> Work on your portfolio homework for this week</p> <p><b>Key Reading:</b> Chapter 5, of Business Environment, Business Essentials.</p> <p><b>Forum activity:</b> Discussion on a newspaper or journal article issued by the tutor</p>
Week 5	<p><b>The Business Environment</b></p> <p>This week will further develop your understanding of the environment in which businesses operate and the implications of changes in them.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• PESTLE forces;</li> <li>• Competition.</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p>Activity: PESTLE</p> <p><b>Webinar:</b> Identify what effect politics has on business in your city</p> <p><b>Independent Study:</b> Work on your portfolio homework for this week</p> <p><b>Key Reading:</b> Chapter 8, of Business Environment, Business Essentials.</p> <p><b>Forum activity:</b> Discussion on a newspaper or journal article issued by the tutor</p>
Week 6	<p><b>The Customer</b></p> <p>This week will look at the reasons why people buy and how we can try to analyse them and their buying behaviour</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• Consumer demand and concept of value.</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p>Activity: Analysis of own buying motivations.</p> <p>Activity 2: market segmentation.</p>

Week	Content	Learning and Teaching Strategy
	<ul style="list-style-type: none"> <li>Branding.</li> </ul>	<p><b>Webinar:</b> Is the customer always right?</p> <p><b>Independent Study:</b></p> <p><b>Key Reading:</b> Chapter 7, of Business Environment, Business Essentials.</p> <p><b>Forum activity:</b> Discussion on a newspaper or journal article issued by the tutor</p>
Week 7	<p><b>Development of HRM</b></p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>Legislation and termination of employment.</li> <li>Disciplining.</li> <li>Motivating people.</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p>Activity: Pricing.</p> <p><b>Webinar:</b> Are people the greatest asset?</p> <p><b>Independent Study:</b> Work on your portfolio homework for this week</p> <p><b>Key Reading:</b> Chapter 7, of Business Environment, Business Essentials.</p> <p><b>Forum activity:</b> Discussion on a newspaper or journal article issued by the tutor</p>
Week 8	<p><b>Introduction to Business Contract Law</b></p> <p>This week will look at contracts and contract law – a very important consideration when in business</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>Defining a contract</li> <li>Remedies for non-compliance</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b> Case study discussions on contract law</p> <p><b>Independent Study:</b> Work on your portfolio homework for this week</p> <p><b>Key Reading:</b> Chapter 6, of Business Environment, Business Essentials.</p> <p><b>Forum activity:</b> Discussion on a newspaper or journal article issued by the tutor</p>
Week 9	<p><b>Consumer Law</b></p> <p>This week will focus on developing your understanding of the continuing problem of balancing the available resources of the business with demands</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>Scarcity of resources.</li> <li>Outsourcing.</li> <li>Disposable income.</li> <li>Research and development.</li> <li>Risk.</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b> How does consumer law help the business?</p> <p><b>Independent Study:</b> Work on your portfolio homework for this week</p> <p><b>Key Reading:</b> Chapter 8, of Business Environment, Business Essentials.</p> <p><b>Forum activity:</b> Discussion on a newspaper or journal article issued by the tutor</p>
Week 10	<p><b>Intellectual Property Law</b></p> <p>This week will concentrate on the important subject of</p>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p>Activity: Leadership – born or bred debate.</p>



Week	Content	Learning and Teaching Strategy
	This will concentrate on: <ul style="list-style-type: none"> <li>• Concepts of management.</li> <li>• Leadership in business.</li> <li>• The Entrepreneur.</li> </ul>	Activity 2: Case studies of business leaders – context.  <b>Webinar:</b> The future of Intellectual property?  <b>Independent Study:</b> Work on your portfolio homework for this week <b>Key Reading:</b> Review the lessons and information <b>Forum activity:</b> Discuss your portfolio submission



## INTRODUCTION TO ECONOMICS

### General Information

School	School of Foundation and English Language Studies	
Level	Level 3	
Credit Value	20 Credits	
Contact Hours	40 Asynchronous Self-directed Learning Hours 15 Hours Synchronous Webinars 10 Hours Self-directed Forum activities	
Programme(s)	International Foundation Certificate in Business Management [Online]	
Module Leader	tbc	
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body	None	

### Introduction

Have you ever wondered what it means when people talk about interest rates increasing? Or why it matters if the sterling and dollar rate go up or down, let alone the price of oil? Well, all these things and more affect us eventually; whether paying by credit card, getting a raise from the boss, or considering the cost of rice and bread this week.

Back in 1890 A. Marshall described the study of economics as;

“The study of mankind in the ordinary business of life; it examines that part of individual and social action which is more closely connected with the attainment and with the use of the material requisites of wellbeing... Thus it is on the one side a study of wealth; and on the other, and more important side, a part of the study of man”

The study of Economics is anything but dry and dusty as the rules and outcomes surround and determine our daily lives.

This course aims to give you an overview of the way that the wheels of the country and business keep turning and how, as we have seen in the recent recession, things can go wrong!

## Educational Aims:

This module aims to:

- Review current microeconomic developments and trends including consumer demand and market structures;
- Analyse the key factors which generate competitive advantage within organisations;
- Provide a broad knowledge and comprehension of basic principles of economics e.g. demand and supply and price elasticity;
- Review the basic principles of national economic and government policies e.g. credit, investments, banking, disposable income, inflation, interest rates and how these affect companies;
- Increase awareness of the broader social, political and ethical dimensions of business activity within an international context;
- Demonstrate research and information gathering skills for you as an individual and as a group to inform business decision-making.

## Learning Outcomes

By the end of the module you should be able to:

1. Explain the factors that determine competitive advantage within organisations.
2. Evaluate the responses of organisations to consumer demands and trends using established principles or data.
3. Collect, categorise and analyse information and ideas using prescribed economic techniques.
4. Evaluate the reliability of given economic data.
5. Communicate ideas and analysis clearly and concisely in an appropriate format in order to inform and explain their decision making rationale to others.

	LO1	LO2	LO3	LO4	LO5
Knowledge and Understanding	X	X			
Cognitive Skills		X	X	X	
Professional Skills and attitudes		X	X	X	
General Transferable Skills			X	X	X

## **Mode of Assessment**

### **Formative Assessment**

Produce a portfolio of key macro-economic trends. For example, a collection of pieces of evidence, using a variety of tasks/activities analysing macro-economic topics e.g. employment, demographics or inflation etc. This may include use of methods such as blogs, group discussions of articles, audio logs/recordings, reflection piece/summary of an article chapter, lecture or other instructional activity.

### **Summative Assessment**

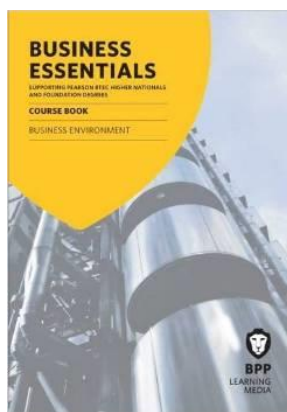
Completion of a portfolio on key micro-economic and macro-economic trends. For example, a collection of pieces of evidence, using a variety of tasks/activities analysing macro-economic topics e.g. employment, demographics or inflation etc. This may include use of methods such as blogs, group discussions of articles, audio logs/recordings, reflection pieces/ summary of an article, chapter, lecture or other instructional activity. [100% of Module Grade]

### Indicative Reading

To develop your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information (books, academic and professional journals, online resources, etc.) to drive and enhance your learning. Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilised throughout the module.

### Core Text

Economics, (2013) *Business Essentials*, 2<sup>nd</sup> edition BPP Learning Media,



### Books and Texts

Begg, D. and Ward, D. (2009), *Foundations of Economics*, 3<sup>rd</sup> Edition McGraw Hill.

Worthington, I. and Britton, C. (2009) *The Business Environment*, 6<sup>th</sup> edition, Harlow: Pearson Education.

### Academic and Professional Articles

You will be strongly encouraged to use journal articles relevant to your areas of research. These may include articles extracted from the following sources, which are not exhaustive:

The Economist

The Financial Times.

Strategic Change, Strategic Management Journal.

Strategic Organisation, Strategy and Leadership.

### Online Resources

The Bank of England [[www.bankofengland.co.uk](http://www.bankofengland.co.uk)].

The Economist [[www.economist.com](http://www.economist.com)]

The European Central Bank [[www.ecb.int](http://www.ecb.int)]

European Commission [[www.ec.europa.eu](http://www.ec.europa.eu)].

Financial Times [[www.ft.com](http://www.ft.com)].

The Office for National Statistics [[www.statistics.gov.uk](http://www.statistics.gov.uk)].

Organisation for Economic Co-operation and Development [[www.oecd.org](http://www.oecd.org)].

Thomson Reuters [[www.thomsonreuters.com](http://www.thomsonreuters.com)].

World Trade Organisation [[www.wto.org](http://www.wto.org)].

## INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined depending on subject considerations. Up-to-date details are on the VLE and may be accessed at any time.

Actual terms are 10 weeks long and in addition to you may have reading weeks, consolidation weeks and examinations or assessments. Further details on these will be provided at appropriate points throughout the programme.

### Module Title: INTRODUCTION TO ECONOMICS

#### Syllabus:

Introduction to the study of economics

Introduction to microeconomics:

- Size and structure of firms and industries
- Credit creation and the banking sector
- International financial institutions
- Capital investments

Introduction to macro-economics

- International trade
- The competitive advantage of nations
- Globalisation and the international business environment.

Week	Content	Learning and Teaching Strategy
Head Start	<p>In the Head Start Week, the tutor will conduct a presentation which explains what the module will cover and an overview of the module subjects and assessments. It will be in this presentation that the students will be issued with a student handbook</p>	<p><b>A Context for Economics</b></p> <p>The head start week requires students to consider:</p> <ul style="list-style-type: none"> <li>• What is Economics?</li> <li>• The environment in which businesses operate.</li> </ul> <p><b>Key Reading:</b> Chapter 1, of Economics, Business Essentials</p> <p><b>Independent Study:</b> Work on your portfolio homework for this week</p> <p>Forum Activity: Identify ways in which different types of businesses (organisations) are affected/ influenced by their environment.</p>
Week 1	<p>Introduction to Micro-economics</p> <p>This week will focus on</p> <ul style="list-style-type: none"> <li>• Concepts of resource scarcity.</li> <li>• Markets.</li> <li>• The nature of money.</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b> Review the definitions and concepts of money and value</p> <p><b>Independent Study:</b> Work on your portfolio homework for this week</p> <p><b>Key Reading:</b> Chapter 2, of Economics, Business Essentials.</p> <p><b>Forum Activity:</b> Discussion on a journal or newspaper article provided by your tutor</p>
Week 2	<p>Size and Structure of Firms &amp; Industries</p> <p>This week will develop your understanding of the concepts of supply and demand</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The concept of a market.</li> <li>• The demand and supply schedule.</li> <li>• Elasticity.</li> <li>• Different economic systems.</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b> The Demand curve</p> <p><b>Independent Study:</b> Work on your portfolio homework for this week</p> <p><b>Key Reading:</b> Chapter 3, of Economics, Business Essentials.</p> <p><b>Forum Activity:</b> Discussion on a journal or newspaper article provided by your tutor</p>
Week 3	<p>Market Structures, Costs and Revenues</p> <p>This week we will look at the costs and output decisions of the individual firm and how these are effected by short and long term factors</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>• The concept and behaviour of costs.</li> <li>• Profit and maximisation.</li> <li>• Diminishing returns.</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b> Exploring Economies of Scale</p> <p><b>Independent Study:</b> Work on your portfolio homework for this week</p> <p><b>Key Reading:</b> Chapter 4, of Economics, Business Essentials.</p>



Week	Content	Learning and Teaching Strategy
	<ul style="list-style-type: none"> <li>Economies of scale.</li> <li>Competition.</li> </ul>	<b>Forum Activity:</b> Discussion on a journal or newspaper article provided by your tutor
Week 4	<p>Credit creation and the banking sector</p> <p>This week will discuss the role of the banks and their part in the term credit</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>Credit creation and the banking system.</li> <li>Shares.</li> <li>Supply and demand for money.</li> <li>Introduction to the UK financial system.</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter.</b></p> <p><b>Webinar:</b> Disposable income .</p> <p><b>Independent Study:</b> Work on your portfolio homework for this week</p> <p><b>Key Reading:</b> Chapter 5, of Economics, Business Essentials.</p> <p><b>Forum Activity:</b> Discussion on a journal or newspaper article provided by your tutor</p>
Week 5	<p>Financial institutions</p> <p>This week will provide you with knowledge of the institutions that specialise in the financial services that are needed in a sophisticated economy and the role of the flow of money.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>The nature of investment.</li> <li>Borrowing.</li> <li>Interest rates.</li> <li>The stock market.</li> <li>Small company finance.</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b> Share ownership .</p> <p><b>Independent Study:</b> Work on your portfolio homework for this week</p> <p><b>Key Reading:</b> Chapter 5, of Economics, Business Essentials.</p> <p><b>Forum Activity:</b> Work on individual summative Forum Activity for week 8.</p>
Week 6	<p>Capital Investments</p> <p>This week will look at the numerical tools used by investors to assess company performance.</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>The nature of investment companies and investment trusts</li> <li>Using financial information to interpret company results</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b> Profitability indices .</p> <p><b>Independent Study:</b> Work on your portfolio homework for this week</p> <p><b>Key Reading:</b> Chapter 7, of Economics, Business Essentials.</p> <p><b>Forum Activity:</b> Discussion on a journal or newspaper article provided by your tutor</p>

Week	Content	Learning and Teaching Strategy
Week 7	<p>Macroeconomics I</p> <p>This week will develop your understanding of the environment in which businesses operate and the implications of changes in them</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>Defining and reviewing the macroeconomic forces.</li> <li>Measure economic activity on a national scale.</li> <li>Aggregate demand and supply.</li> <li>Savings.</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b> National Income</p> <p><b>Independent Study:</b> Work on your portfolio homework for this week</p> <p><b>Key Reading:</b> Chapter 7, of Economics, Business Essentials.</p> <p><b>Forum Activity:</b> Discussion on a journal or newspaper article provided by your tutor</p>
Week 8	<p>Macroeconomics II</p> <p>This week will further develop your understanding of the environment in which businesses operate and the implications of changes in them</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>The business cycle.</li> <li>Consumer price indices.</li> <li>Money supply.</li> <li>Consequences of unemployment.</li> <li>Interest rates.</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b> Identify business cycle from real life activity i.e. sector / company</p> <p><b>Independent Study:</b> Work on your portfolio homework for this week</p> <p><b>Key Reading:</b> Chapter 8, of Economics, Business Essentials.</p> <p><b>Forum Activity:</b> Discussion on a journal or newspaper article provided by your tutor</p>
Week 9	<p>International Trade I</p> <p>This week will focus on developing your knowledge of the international economic environment and includes international foreign trade and balances of payments</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>The importance of international trade.</li> <li>Trading blocs.</li> <li>The balance of payments.</li> <li>The UK membership of the EU.</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b> Country competition</p> <p><b>Independent Study:</b> Work on your portfolio homework for this week</p> <p><b>Key Reading:</b> Chapter 9, of Economics, Business Essentials.</p> <p><b>Forum Activity:</b> Discussion on a journal or newspaper article provided by your tutor</p>
Week 10	<p>International Trade I</p> <p>This week will focus on further developing your knowledge of the international economic environment and includes international foreign trade and balances of payments</p> <p>This will concentrate on:</p> <ul style="list-style-type: none"> <li>Globalisation.</li> <li>Free trade.</li> <li>An overview of the balance of payments and the problem of deficit.</li> <li>An introduction to exchange rates and their impact on businesses .</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b> Labour law and migratory implications – case study from real life</p> <p><b>Independent Study:</b> Work on your portfolio homework for this week</p> <p><b>Key Reading:</b> Directed reading of journal articles.</p> <p><b>Forum Activity:</b> Discussion on a journal or newspaper article provided by your tutor</p>

## INTRODUCTION TO ACCOUNTING

### General Information

School	School of Foundation and English Language Studies	
Level	Level 3	
Credit Value	20 Credits	
Contact Hours	40 Asynchronous Self-directed Learning Hours 15 Hours Synchronous Webinars 10 Hours Self-directed Forum activities	
Programme(s)	International Foundation Certificate in Business Management [Online]	
Module Leader	Tahsin Ozalan	
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body	None	

### Introduction

If someone were to present you with a set of accounts for a business and asked you to tell them what they mean, you would probably feel quite intimidated.

Accounting is all about the process of collecting, analysing and communicating financial information to help make informed decisions, and actually it's not that stressful – it's just a matter of being able to read the language!

What about that great idea you have for a business you want to run one day? Just a few basic ideas about accounting will help you realise your dream! Whatever you choose to do in your future business career an understanding in the basics of accounting is vital to your success.

The aim of this module is to provide you with an understanding of these fundamentals by introducing you to the core principles of financial accounting.

### Educational Aims:

On successful completion of the module, the student will be able to:

- Explain the nature and purpose of accounting;
- Explain the basic terminology, concepts and theories of financial accounting;
- Discuss the reasons why businesses produce financial statements and the needs of the users of accounting information;
- Discuss the main forms of legal ownership;
- Explain the process by which a business transaction works its way through to the financial statements;
- Prepare a statement of financial position;
- Discuss Corporate Governance.

### Learning Outcomes

By the end of the module you should be able to:

1. Explain the key principles and objectives of financial accounting
2. Apply appropriate techniques to generate financial information
3. Prepare simple financial statements
4. Analyse and interpret financial statements
5. Determine the reasonableness of financial information for decision making
6. Understand how different legal forms of ownership affect the way businesses are directed and controlled

	LO1	LO2	LO3	LO4	LO5	LO6
Knowledge and Understanding	X	X				X
Cognitive Skills			X		X	X
Professional Skills and attitudes			X	X		
General Transferable Skills					X	

**Mode of Assessment:****Formative Assessment**

There are two formative assessments;

3. Profit and Loss exercise ;
4. Multiple choice questions on key aspects of 'Introduction to accounting'.

**Summative Assessment**

This module is assessed through ONE (1) individual summative assessment in two parts (elements) [100% of Module Grade]

The two parts are:

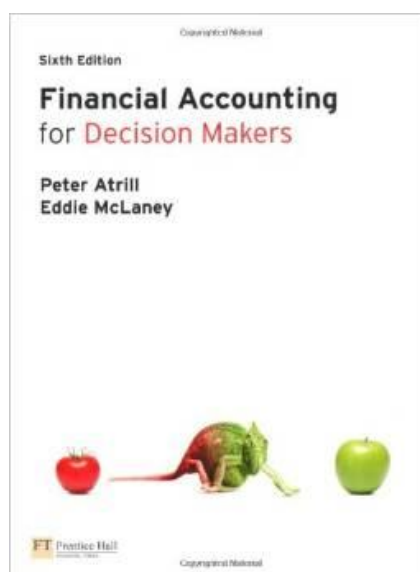
- a. Profit and loss, balance sheet or cash flow question - for example, this problem set will focus on either the profit and loss account or cash flow statement to assess the health of a business; (50%)
- b. Multiple choice questions on key aspects of 'Introduction to accounting'. (50%)

## Indicative Reading:

To develop your skills in finding, accessing and analysing business information, data and knowledge you are encouraged to explore all sources of information (books, academic and professional journals, online resources, etc.) to drive and enhance your learning. Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilized throughout the module.

### Core Texts

Atrill, P. (2013), Financial Accounting for Decision Makers. 7<sup>th</sup> edition. Pearson Education.



## Recommended Reading

Basioudis, I. (2010), Financial Accounting: A Practical Introduction. Financial Times Press.

### Academic and Professional Articles

You will be strongly encouraged to use academic and professional articles to support your research and studies. These may also include articles extracted from the following sources which are not exhaustive:

Accountancy Age.

Accountancy (UK).

Accounting and Business Research (UK).

British Accounting Review (UK).

Harvard Business Review.

Journal of Accountancy (US).

Journal of Business Finance and Accounting (UK).

### Online Resources

Professional Accounting Bodies:

Association of Chartered Certified Accountants [[www.accaglobal.com](http://www.accaglobal.com)].

Chartered Institute of Management Accountants [[www.cimaglobal.com](http://www.cimaglobal.com)].

Institute of Chartered Accountants in England and Wales [[www.icaew.com](http://www.icaew.com)].

## INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined depending on subject considerations. Up-to-date details are on the VLE and may be accessed at any time.

### Module Title: INTRODUCTION TO ACCOUNTING

#### Syllabus:

- Double Entry Bookkeeping
- Profit and Loss
- Final Adjustments
- Company Accounts
- Cash Flow
- Ratios
- Corporate Governance

Week	Content	Learning and Teaching Strategy
Head Start	In the Head Start Week, the tutor will conduct a presentation which explains what the module will cover and an overview of the module subjects and assessments. It will be in this presentation that the students will be issued with a student handbook	<p><b>Independent Study:</b> Background reading introducing students to the module content, including a short to start building familiarity with annual reports and financial statements.</p> <p><b>Key Reading:</b> Chapter 1 from core text</p> <p><b>Forum activity:</b> Students are to reflect and produce an A4 of writing on the definition of an organisation and the purpose of accounts and what is profit?</p>
Week 1	<p><b>Introduction to Accounting</b></p> <p>The week will concentrate on the:</p> <ul style="list-style-type: none"> <li>• The nature and purpose of accounting;</li> <li>• The main users of financial information and discuss their needs;</li> <li>• The purpose of a business and the three main legal forms of ownership;</li> <li>• The nature and purpose of the Balance Sheet.</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b> Review of a set of large and small company accounts</p> <p><b>Independent Study:</b> Tutor directed exercises</p> <p><b>Key Reading:</b> Chapter 2, Atrill, P. (2013), Financial Accounting for Decision Makers</p> <p><b>Forum activity :</b> Discuss and review the different kinds of business ownerships possible</p>
Week 2	<p><b>Double entry bookkeeping and books of prime entry</b></p> <p>The week will concentrate on the:</p> <ul style="list-style-type: none"> <li>• The role and types of source documents;</li> <li>• Identify the reasons behind double entry.</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b> Business ownership and the main books of accounting</p> <p><b>Independent Study:</b> Tutor directed exercises</p> <p><b>Key Reading:</b> Chapter 3, of Atrill, P. (2013), Financial Accounting for Decision Makers</p> <p><b>Forum activity:</b> Work out your personal monthly income and expenditure. What are your assets and how much do you owe?</p>
Week 3	<p><b>Double entry bookkeeping and books of prime entry II</b></p> <p>The week will concentrate on the:</p> <ul style="list-style-type: none"> <li>• Understand use of day, stock and cash books.</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b> The main books of accounting</p> <p><b>Independent Study:</b> Tutor directed exercises</p> <p><b>Key Reading:</b> Chapter 3, of Atrill, P. (2013), Financial Accounting for Decision Makers</p> <p><b>Forum activity:</b> Working out your future personal monthly income and expenditure.</p>
Week 4	<p><b>Profit and Loss</b></p> <p>The week will concentrate on the:</p>	<b>Interactive lesson and webinar activity based on the subject matter.</b>



Week	Content	Learning and Teaching Strategy
	<ul style="list-style-type: none"> <li>The nature and purpose of the income statement;</li> <li>The cost of goods sold, and hence the business's gross profit;</li> <li>The difference between gross profit and net profit;</li> <li>Preparation and interpretation of the income statement.</li> </ul>	<p><b>Webinar:</b> Why we need the Income statement</p> <p><b>Independent Study:</b> Tutor directed exercises</p> <p><b>Key Reading:</b> Chapter 3, of Atrill, P. (2013), Financial Accounting for Decision Makers</p> <p><b>Forum activity:</b> Undertake the examples set by your tutor for next week.</p>
Week 5	<p><b>Profit and Loss II</b></p> <p>The week will concentrate on the:</p> <ul style="list-style-type: none"> <li>The nature and purpose of the income statement;</li> <li>The cost of goods sold, and hence the business's gross profit;</li> <li>The difference between gross profit and net profit;</li> <li>Preparation and interpretation of the income statement.</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter.</b></p> <p><b>Webinar:</b> Why we need the Income statement</p> <p><b>Independent Study:</b> Tutor directed exercises</p> <p><b>Key Reading:</b> Chapter 3, of Atrill, P. (2013), Financial Accounting for Decision Makers</p>
Week 6	<p><b>Final Adjustments</b></p> <p>The week will concentrate on the:</p> <ul style="list-style-type: none"> <li>Discuss the reasons for final adjustments;</li> <li>Accounting for accrued and prepaid expenses;</li> <li>Accounting for bad debts and provisions for bad debts;</li> <li>Accrued and deferred revenues.</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b> Adjustments</p> <p><b>Independent Study:</b> Tutor directed exercises</p> <p><b>Key Reading:</b> Chapter 4 , Atrill, P. (2013), Financial Accounting for Decision Makers</p> <p><b>Forum activity:</b> Undertake the examples set by your tutor for next week.</p>
Week 7	<p><b>Company Accounts</b></p> <p>The week will concentrate on the:</p> <ul style="list-style-type: none"> <li>Nature and financing of a limited company</li> <li>Main features of the equity in a limited company and the restrictions placed on owners seeking to withdraw part of their equity</li> <li>Income statement and statement of financial position of a limited company</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b> The threat of creative accounting</p> <p><b>Independent Study:</b> Tutor directed exercises</p> <p><b>Key Reading:</b> Chapters 5, Atrill, P. (2013), Financial Accounting for Decision Makers</p> <p><b>Forum activity:</b> Undertake the examples set by your tutor for next week.</p>

Week	Content	Learning and Teaching Strategy
Week 8	<b>Cash Flow</b> The week will concentrate on the: <ul style="list-style-type: none"> <li>• The crucial importance of cash to a business.</li> <li>• The nature of the cash flow statement.</li> <li>• Identifying cash flow problems.</li> <li>• Preparation and interpretation of a cash flow statement.</li> </ul>	<b>Interactive lesson and webinar activity based on the subject matter</b>  <b>Webinar:</b> The importance of cash  <b>Independent Study:</b> Tutor directed exercises <b>Key Reading:</b> Chapters 6, Atrill, P. (2013), Financial Accounting for Decision Makers <b>Forum activity :</b> Meet with groups to work on tutor directed exercise
Week 9	<b>Ratios and ratio analysis.</b> The week will concentrate on the: <ul style="list-style-type: none"> <li>• The major categories of ratios.</li> <li>• Important ratios for assessing the financial performance of a business.</li> <li>• The significance of the ratios calculated.</li> </ul>	<b>Interactive lesson and webinar activity based on the subject matter.</b>  <b>Webinar:</b> Significance of ratio analysis  <b>Independent Study:</b> Tutor directed exercises <b>Key Reading:</b> Chapter 7, of Atrill, P. (2013), Financial Accounting for Decision Makers <b>Forum activity:</b> Prepare for end of term Summative assessments
Week 10	<b>Corporate governance and auditing</b> The week will concentrate on the: <ul style="list-style-type: none"> <li>• The role for audits</li> <li>• The nature of the concept 'true and fair'</li> <li>• The role which accounting and auditing play in the governance process</li> </ul>	<b>Interactive lesson and webinar activity based on the subject matter</b>  Webinar: Poor governance case study  <b>Independent Study:</b> Prepare for assessments <b>Key Reading:</b> Chapter 9, Atrill, P. (2013), Financial Accounting for Decision Makers <b>Forum activity:</b> Prepare for end of term Summative assessments

## INTRODUCTION TO ENGLISH LAW

### GENERAL INFORMATION

School	School of Foundation and English Language Studies	
Level	3	
Credit Value	20 Credits	
Contact Hours	40 Asynchronous Self-directed Learning Hours 15 Hours Synchronous Webinars 10 Hours Self-directed Forum activities	
Programme(s)	International Foundation Certificate in Legal Studies [Online] Pathway to HE Certificate in Legal Studies [Online]	
Module Leader	Mercilla Choudhury	
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body (if appropriate)	None	

### Introduction

Even if given a lifetime, the most competent of scholars would be unable to study the entire discipline of English law.

This is partly because of the sheer volume and, perhaps more importantly, because English law is never in a constant state, but is ever evolving.

For this reason this module is not only about the acquisition of knowledge, but also about the study of law: where to find it and what to do with it once you have found it.

This module seeks to introduce you to the main methods of legal study and will go further and introduce you to the building blocks of the English legal system: the courts, statutes and case law. You will be introduced to the key themes underpinning the area of law such as 'Tort', 'Contract' and 'Criminal' Law.

This will give you a solid grounding from which to progress into study at undergraduate degree level and your future career in Law.

## Educational Aims

This module aims to:

- Introduce learners to the study of law;
- Familiarise learners with the sources of law;
- Expose you to a range of academic and practitioner materials used in the study of law;
- Familiarise learners with the English legal system;
- Expose you to the key themes underpinning the foundations of legal knowledge; and
- Introduce you to the basic legal principles to enable them to practice problem solving skills, using the IRAC methodology.

## Learning Outcomes

By the end of the module you should be able to:

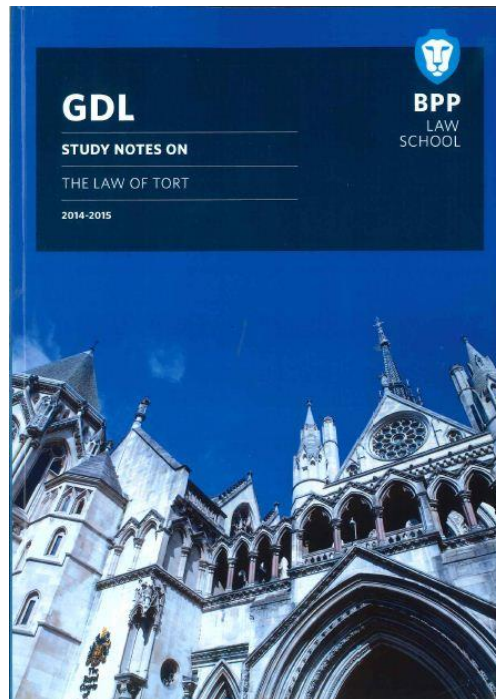
1. Explain the key personnel who operate within the English legal system and their function
2. Explain the UK court structure and system of precedent
3. Identify the key themes underpinning the foundations of legal knowledge
4. Resolve legal problems through the application of logic and respond appropriately to questions
5. Conduct basic legal research by identifying and retrieving up-to-date relevant legal information, using a variety of different paper and electronic sources

	LO1	LO2	LO3	LO4	LO5
Knowledge and Understanding	X	X	X		
Cognitive Skills				X	X
Professional Skills and attitudes				X	X
General Transferable Skills					X

## Indicative Reading

To develop your skills in finding, accessing and analysing information, data and knowledge you are encouraged to explore all sources of information (books, academic and professional journals, online resources, etc.) to drive and enhance your learning.

BPP Learning Media (2013)  
Cases and Materials on the Law of Tort  
Study Notes on the Law of Tort



BPP Learning Media (2013)  
Cases and Materials on Contract Law  
Study Notes on Contract Law

BPP Learning Media (2013)  
Cases and Materials on Criminal Law  
Study Notes on Criminal Law

Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilised throughout the module.

Harris, *An Introduction to Law* 7<sup>th</sup> Ed  
Haigh, *Legal English* 2<sup>nd</sup> Ed  
McBride *Letters to a law student: a guide to studying law at university* 2<sup>nd</sup> Ed  
Webley, *Legal Writing* 2<sup>nd</sup> Ed

## INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined depending on subject considerations. Up-to-date details are on the VLE and may be accessed at any time.

Actual terms are 10 weeks long and in addition to you may have reading weeks, consolidation weeks and examinations or assessments. Further details on these will be provided at appropriate points throughout the programme.

### Module Title: INTRODUCTION TO ENGLISH LAW

#### Syllabus:

- History of the English legal system and personnel of the English legal system;
- The English court structure and system of precedent;
- Legal research: Hard-copy and online legal research;
- Case analysis;
- Statutory interpretation and introduction to problem solving;
- Contract law;
- Tort law (1);
- Tort law (2); and
- Criminal law.

## Mode of Assessment

### Formative Assessment

There is one formative assessment that is reviewed throughout the term.

Compile a portfolio of key elements in Law where you will act as if working for a solicitor. You will be given a brief that will require you to undertake legal research to find relevant case law and/or statute law.

You will be required to choose the most appropriate method of legal research and then undertake the research and answer a problem question using the IRAC method.

As well as finding the material, you will be expected to produce a research trail. For example, a collection of pieces of evidence, using a variety of tasks/activities analysing legal research trail.

### Summative Assessment

This module is assessed through Two (2) individual summative assessment components [100% of Module Grade]

1. This module is assessed through the completion of a portfolio of key elements in Law where you will act as if working for a solicitor. [50%]
2. A problem question with an appropriate legal research trail which will focus on one of the areas of substantive legal knowledge. [50% of Module Grade] Students will be expected to complete the assignment using their knowledge of the law and the law they have found while undertaking legal research. This written piece may also be used to judge your written Academic English Submission.

A minimum of 40% in each component is required to pass.

Week	Content	Learning and Teaching Strategy
Head Start Week	In the Head Start Week, the tutor will conduct a presentation which explains what the module will cover and an overview of the module subjects and assessments. It will be in this presentation that the students will be issued with a student handbook	<p><b>Head Start Tasks:</b> Watch the multimedia on the</p> <ol style="list-style-type: none"> <li>1. The English court system, and;</li> <li>2. How laws are made.</li> </ol> <p>There will be a test requiring the student to undertake some research into the legal profession and produce a short written piece of work.</p>
Week 1  English Legal System & Legal Personnel	<p>In week 1 the students will be introduced to the history of the English legal system and to the personnel of the English legal system.</p> <p>In particular, students will learn about:</p> <ul style="list-style-type: none"> <li>• Developments in the English legal system which contextualise practice in the modern day;</li> <li>• The role of solicitors in the English legal system;</li> <li>• The role of barristers in the English legal system; and</li> <li>• The role of the judiciary in the English legal system.</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter:</b></p> <p>This week will focus on the history of the ELS, and the legal profession.</p> <p><b>Webinar:</b> In the first webinar students will have a general discussion with the tutor on the development of the English legal system. The discussion will be based around pre-directed questions and will cover, amongst others, the role of the Crown as the fountain of justice, the split between common law courts and courts of equity, the advantages and disadvantage of each approach and the impact of the fusion of common law and equitable jurisdictions in the 19 century.</p> <p><b>Forum Discussion:</b> Will focus on the legal professions. Students will be given different tasks that a lawyer might typically perform and be asked to identify the person who would perform the role. Students will also be asked to reflect on the different roles and to consider which branch of the profession they might ultimately want to go into.</p> <p><b>Independent Study:</b> An Introduction to Law, Phil Harris, 7<sup>th</sup> Ed, CUP (2007) – Chapter 6, Law and the Settlement of Disputes, Chapter 13, The Legal Professions; and Chapter 14, The Judges Williams, G, <i>Learning Legal Rules</i>, (2010) 14<sup>th</sup> Ed, Sweet &amp; Maxwell– Chapter 1, The Divisions of Law</p>
Week 2  Court Structure & System of Binding Precedents	<p>In week 2 students will study the court structure and doctrine of precedents.</p> <p>In particular, students will learn about:</p>	<p><b>Interactive lesson and webinar activity based on the subject matter:</b></p> <p>This lesson will focus on the civil and criminal court structure and lesson 2 will focus on the system of binding precedent.</p>



Week	Content	Learning and Teaching Strategy
	<ul style="list-style-type: none"> <li>• The hierarchical court structure in the UK;</li> <li>• The role of 'finder of fact' and arbiter of law;</li> <li>• The role of trial courts and appellate courts;</li> <li>• The division between criminal courts and civil courts;</li> <li>• The system of binding precedent, including the anatomy of a case.</li> </ul>	<p><b>Webinar:</b> This webinar will focus on the court structure. It will be a generalised discussion about the role of the various courts and <i>why</i> they perform different roles. There will also be a discussion about courts as trial courts and finders of fact and the judge's role in relation to law, and courts in their appellate function.</p> <p><b>Forum activity :</b></p> <p>The <b>Forum activity</b> will explore the system of binding precedent through a quiz. Students will be shown a case judgement and asked to identify the Ratio Decidendi and Obiter dictum of the case. Students will have the opportunity to ask questions about the terms Ratio Decidendi and Obiter dictum.</p> <p><b>Independent Study:</b></p> <p>Learning Legal Rules, Glanville Williams, 14<sup>th</sup> Ed, Sweet &amp; Maxwell (2010) – Chapter 4, The Mechanisms of Scholarship; Chapter 5, Methods of Study; and Chapter 12, Legal Research</p>

Week	Content	Learning and Teaching Strategy
Week 3  1. Case Analysis 2. Legal Research 3. Legal Analysis Methodology	<p>This week will see the first introduction of detailed case analysis. Students will be need to draw on what they have learnt in previous weeks in relation to the system of precedent and the anatomy of a case, but will go deeper and explore the case law itself, in particular furthering the key concepts of <i>ratio decidendi</i> and <i>obiter dicta</i> and be asked to read real cases, appropriate to their level of learning</p> <p>Students will begin their learning on 'how to study law'. This week will see the introduction of the law library and to hard copy and online legal resources. Students will begin to navigate their way around the law library and understand the different resources available, and also how to ensure that material is up-to-date. They will begin to conduct searches online and learn about search engine methodology for the main online resources Westlaw and LexisNexis.</p> <p>Students will be taught how to answer problem questions using the IRAC methodology.</p>	<p><b>Interactive lesson and webinar activity based on the subject matter:</b></p> <p>This lesson will explore the concepts of <i>ratio decidendi</i> and <i>obiter dicta</i>. Practical examples will be used to illustrate these points. Examples will come from one (or more) of the foundations of legal knowledge, acting as a vehicle for the introduction of basic substantive law concepts which will be developed later in the module.</p> <p><b>Webinar:</b> This webinar will focus on Legal Analysis Methodology. The IRAC method will be discussed in detail, encouraging students to further understand this method of analysis and ask questions. The students will be asked to outline what would need to be included in each section of IRAC.</p> <p><b>Forum activity:</b> Will explore the system of binding precedent through a 'pub style' quiz. This will also incorporate a 'picture' round whereby students will be shown a piece of a law report and will have to identify what it is (i.e. head note; date of judgment; date of hearing; counsel's name; law reporters name, etc.). Students will also have the opportunity to ask questions about the anatomy of a case and/or the system of precedent.</p> <p>There will be a short revision test of the work covered in week 2 on court structures and binding precedents.</p> <p><b>Independent Study:</b> Learning Legal Rules, Glanville Williams, 14<sup>th</sup> Ed, Sweet &amp; Maxwell (2010) – Chapter 6, Case Law Technique</p>

Week	Content	Learning and Teaching Strategy
<p>Week 4</p> <p>1. The Oxford University Standard for Citation of Legal Authorities</p> <p>2. Plagiarism</p>	<p>In week 4 students will learn how to reference their work using OSCOLA. Students will learn how to reference primary and secondary sources and how to write a bibliography.</p> <p>Students will also be introduced to the concept of plagiarism – the meaning and how not to plagiarise.</p>	<p><b><i>Interactive lesson and webinar activity based on the subject matter:</i></b></p> <p>This lesson will focus on what legal research is and its purpose. It will also focus on the legal research trail required to be produced in their assessments.</p> <p>Discussion on OSCOLA.</p> <p><b><i>Webinar:</i></b> This will be a practical session and introduction to in the online library, where the students do 'live' online legal research training and learn how to use hard copy sources and materials.</p> <p><b><i>Forum activity:</i></b> There will be discussion on plagiarism and further opportunity for questions on OSCOLA.</p> <p><b><i>Independent Study:</i></b> Learning Legal Rules, Glanville Williams, 14<sup>th</sup> Ed, Sweet &amp; Maxwell (2010) – Chapter 4, The Mechanisms of Scholarship; Chapter 5, Methods of Study; and Chapter 12, Legal Research</p>

Week	Content	Learning and Teaching Strategy
<p>Week 5</p> <ol style="list-style-type: none"> <li>1. Sources of Law</li> <li>2. Statutory Interpretation</li> </ol>	<p>In week 5 students will begin to learn about the primary source of law in England, Acts of Parliament. In particular, students will learn about:</p> <ul style="list-style-type: none"> <li>• How a Bill becomes a law;</li> <li>• The four methods of statutory interpretation;</li> <li>• The rules of language used in statutory interpretation;</li> <li>• The statutory presumptions;</li> <li>• Additional aids to interpretation; and</li> <li>• The impact of the Human Rights Act 1998 s 3 on the interpretation of statutes.</li> </ul>	<p><b><i>Interactive lesson and webinar activity based on the subject matter:</i></b></p> <p>Students will be asked to watch the documentary, 'How a Bill becomes a law'. The remaining time will explore the remaining themes on how statutes are interpreted by the courts.</p> <p><b><i>Webinar:</i></b> Students will be given an extract from a fictional case. From it, they will need to identify the <i>ratio</i> and any <i>obiter</i> statements. Applying their knowledge they will be asked to write the end of the judgment and predict the conclusion of the fictional judge.</p> <p>The second half of the class will see students working on a short and simple real case. They will be asked to identify the anatomy of the case, drawing on their work in previous weeks, but also to highlight the <i>ratio decidendi</i> and <i>obiter dicta</i> statements. The tutor will then lead the class in a discussion of what is <i>ratio</i> and what is <i>obiter</i> and identify the different parts of the case used.</p> <p><b><i>Forum activity:</i></b> Students will discuss how laws are made and the impact of the HRA 1998.</p> <p><b><i>Independent Study:</i></b></p> <p>An Introduction to Law, Phil Harris, 7<sup>th</sup> Ed, CUP (2007) – Chapter 7, The Making of Legal Rules</p> <p>Learning Legal Rules, Glanville Williams, 14<sup>th</sup> Ed, Sweet &amp; Maxwell (2010) – Chapter 7, The Interpretation of Statutes; and Chapter 8, Working Out Problems</p>

Week	Content	Learning and Teaching Strategy
<p>Week 6</p> <p>Tort law (1)</p>	<p>In week 6 students will study the law of tort (1). They will learn about the nature of the subject – the imposition of obligations <i>by law</i> and compare that to the nature of contract law which imposes obligations by mutual agreement. Students will also learn about the fundamentals of tort law, including general negligence. Students will gain a detailed understanding of the first two elements of negligence – duty of care and breach.</p>	<p><b>Interactive lesson and webinar activity based on the subject matter:</b></p> <p>The first half will focus on the idea behind tort law: that we should not cause a mischief, injury, wrong or calamity to another and from that root explores the ways in which tort liability has developed. The second half will focus on the specific tort of negligence, the duty of care and breach, raising also the requirement of causation for liability to be made out</p> <p><b>Webinar:</b> The webinar will be a discussion on the nature of tort law. Students will be asked to consider whether the law should impose obligations and what the consequences of not doing so would be. They will then explore the types of obligation that have been imposed and consider whether they remain true to the fundamental purpose of tort law.</p> <p><b>Forum activity:</b> Will be a practical session where key case law is analysed and how various tests are applied to problem scenarios. This emphasises the application of law to a problem based scenario is demonstrated by using the IRAC method.</p> <p><b>Independent Study:</b> An Introduction to Law, Phil Harris, 7<sup>th</sup> Ed, CUP (2007) – Chapter 9, Liability in English Law, The Law of Tort Reading the key case summaries in the student handbook.</p>
<p>Week 7</p> <p>Tort law (2)</p>	<p>In week 7 the students will learn in more detail the law of negligence and its application to problem solving scenarios using the IRAC methodology. The session will cover the following:</p> <p>The third element of negligence – Causation.</p> <p>Understanding what the key elements are for the law of negligence and key authorities – relevant case law.</p> <p>Students will also consider which courts any claims</p>	<p><b>Interactive lesson and webinar activity based on the subject matter:</b></p> <p>This will cover a revision of the key elements of the law of negligence with key case law. The law of causation, in particular multiple causation will be considered in detail. The lesson will also look at the different types of damages and various tests and legal principles with key authorities.</p> <p><b>Webinar:</b> The key elements for the law of negligence</p> <p><b>Forum activity:</b> Will be a practical session which emphasises the application of law to a problem based scenario utilising the IRAC method.</p>

Week	Content	Learning and Teaching Strategy
	<p>would be initiated in.</p> <p>Understanding and applying the law and relevant case law 'tests' to see whether a claim in negligence has been satisfied to determine a claim for damages...e.g.: personal injury, property and/or psychiatric injury.</p>	<p>There will be a short revision test posted to the VLE of the work covered in week 6 on the law of tort.</p> <p><b>Independent Study:</b> An Introduction to Law, Phil Harris, 7<sup>th</sup> Ed, CUP (2007) – Chapter 9, Liability in English Law, The Law of Tort Reading the key case summaries in the student handbook.</p>
<p>Week 8</p> <p>Contract law</p>	<p>In week 8 students will study the law of contract. Students will learn about the nature of contract law as the law which regulates obligations which have been voluntarily entered into. They will further explore the fundamentals of contract law: offer, acceptance, consideration and intention to create legal relations.</p>	<p><b>Interactive lesson and webinar activity based on the subject matter:</b> This will explore the underpinning rationale for contract law. The lesson will also explore the result of breach of contract – the innocent party is put back in the position as if the contract were not breached. This topic will be linked back to the week 1 webinar and a discussion had around common law and equitable remedies. The second lesson will focus on the law itself and introduce students to the key cases and statutes.</p> <p><b>Webinar:</b> The webinar will be a discussion on the nature of contract law only in relation to the law of obligations. Students will be faced with scenarios that contract law has had to deal with (i.e. frustration of a contract/misrepresentation) and asked to think how the law might have dealt with these scenarios given the nature of the subject.</p> <p><b>Forum activity:</b> Will be a practical session which emphasises the application of law to a problem based scenario utilising the IRAC method.</p> <p><b>Independent Study:</b> An Introduction to Law, Phil Harris, 7<sup>th</sup> Ed, CUP (2007) – Chapter 11, The Development and the Role of Contract Reading the key case summaries in the student handbook.</p>

Week	Content	Learning and Teaching Strategy
<p>Week 9</p> <p>Criminal law</p>	<p>In week 9 the students will study criminal law. They will learn the underlying theory that crimes are committed against society and not individuals (like torts). They will explore the concept of 'harm', and consider how that may change (i.e. laws on homosexuality). They will also learn about a specific crime, theft which will enable students to explore a statute and corresponding case law.</p>	<p><b>Interactive lesson and webinar activity based on the subject matter:</b></p> <p>The first lesson will focus on the nature of criminal law – a set of laws to punish those who harm society. Links will be made back to the court structure and particularly the split role in criminal trials (Crown Court) or trials of fact (jury) and law (judge). The second lesson will explore the specific crime of theft.</p> <p><b>Webinar:</b> In the webinar students will consider the harm theory and try and identify the societal harm caused by a range of crimes. They will consider old offences to identify the 'harm' and consider the impact of the political process discussed in weeks 4 and 5 on the development of criminal law. This will be juxtaposed with the 'safety net' of trial by peers, rather than by the government directly as trials of fact.</p> <p><b>Forum activity:</b> Will be a practical session which emphasises the application of law to a problem based scenario.</p> <p><b>Independent Study:</b></p> <p>An Introduction to Law, Phil Harris, 7<sup>th</sup> Ed, CUP (2007) – Chapter 10, Liability in English Law: Crime and the Criminal Justice System</p> <p>Reading the key case summaries in the student handbook.</p>
<p>Week 10</p> <p>Consolidation</p>	<p>In the final teaching week of the term students will revisit aspects of the module that are relevant to the coursework assignment. This will include recapping on and Contract and a Contract problem question.</p>	<p><b>Interactive lesson and webinar activity based on the subject matter:</b></p> <p>The self-directed lessons will cover tort, contract and a contract problem question.</p> <p><b>Webinar:</b> Students will be asked to come to the session with any areas of the law covered over the past weeks that they would like a revision session on.</p> <p><b>Forum activity :</b> Will be a practical session which emphasises the application of law to a problem based scenario demonstrating how the IRAC methodology is used to prepare students for the Summative Assessment – this will be a review of Activity Week 8.</p>

## INTRODUCTION TO PSYCHOLOGY

### General Information

School	School of Foundation and English Language Studies	
Level	Level 3	
Credit Value	20 Credits	
Contact Hours	40 Hours	
Programme(s)	Pathway to HE Certificate in Psychology International Foundation Certificate in Psychology First year of the Extended BSc (Hons) in Psychology	
Module Leader	Sarah Finnegan	
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body	None	

### Introduction

This module is designed to provide a general understanding and application of the basic principles of psychology.

Psychology is the study of the mind and behaviour.

Psychology deals with human thoughts, feelings, and behaviour, and as we are all aware, humans are not always predictable and reliable. Instead, we interact with our environment in ways that alter how we behave, how we think, and how we feel.

There are many potential applications and careers for those studying the discipline. For example, many psychologists spend your careers in academia designing and performing research to better understand how people behave in specific situations, how and why we think the way we do, and how emotions develop and what impact they have on our interactions with others. Organisational psychologists may work with businesses and organisations to help them become more productive, effective, and efficient, and to assist them in working with your employees and your customers.

Practitioners, typically health, counselling and clinical psychologists, work with individuals, couples, families, and small groups to help them feel less depressed, less anxious, become more productive or motivated, and overcome issues which prevent them from living up to your full potential.



## Educational Aims

### This module aims to:

- Introduce some basic concepts in psychology as well as the core and specialist fields in psychology
- Describe the aspects and elements of behaviour in cognitive, developmental, social and biological psychology
- Introduce the field of cross-cultural psychology and its applications in some core fields in psychology
- Recognise the contributions of important theorists and researchers in the development of the different fields

## Learning Outcomes

By the end of the module you should be able to:

1. Explain the key concepts and basic principles within Psychology and those of its various disciplines
2. Discuss particular areas within psychology and their application in today's world
3. Analyse and evaluate evidence from a range of sources
4. Communicate psychological knowledge and research findings effectively
5. Conduct independent research using a variety of sources
6. Assess their own skills of self-directed study and project management

	LO1	LO2	LO3	LO4	LO5	LO6
Knowledge and Understanding	X	X		X		
Cognitive Skills		X	X			
Professional Skills and attitudes			X	X		
General Transferable Skills			X		X	X

## Mode of Assessment

### Formative Assessment

Please Note: These elements are designed to inform you, and your tutor, how well you understand the subject and how well you are applying yourself to your studies. They must be undertaken.

1. Group Presentation. Case study presentation on a key element of cognitive psychology followed by an individual reflection on the subject included in the student's portfolio

*Due Date: Week 7.*

2. Compilation of a weekly portfolio on key psychological aspects covered throughout the 10 week teaching course: for example, a collection of pieces of evidence collected using a variety of methods specified in the portfolio directive.

*Due Date: Each week*

### Summative Assessment

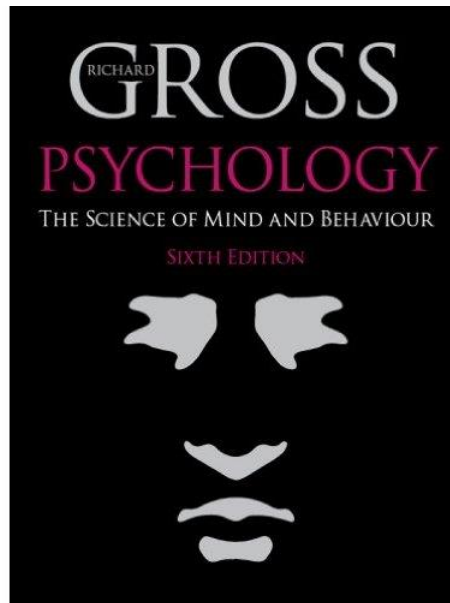
Compilation of a weekly portfolio on key psychological aspects covered throughout the 10 week teaching course: for example, a collection of pieces of evidence collected using a variety of methods specified in the portfolio directive.

This may include use of methods such as blogs, group discussions of articles, audio logs/recordings, and word reflection pieces/summaries of an article or issue, chapter, workshop or other instructional activity [100% of Module Grade]

*Due Date: (depends on the term timetable)*

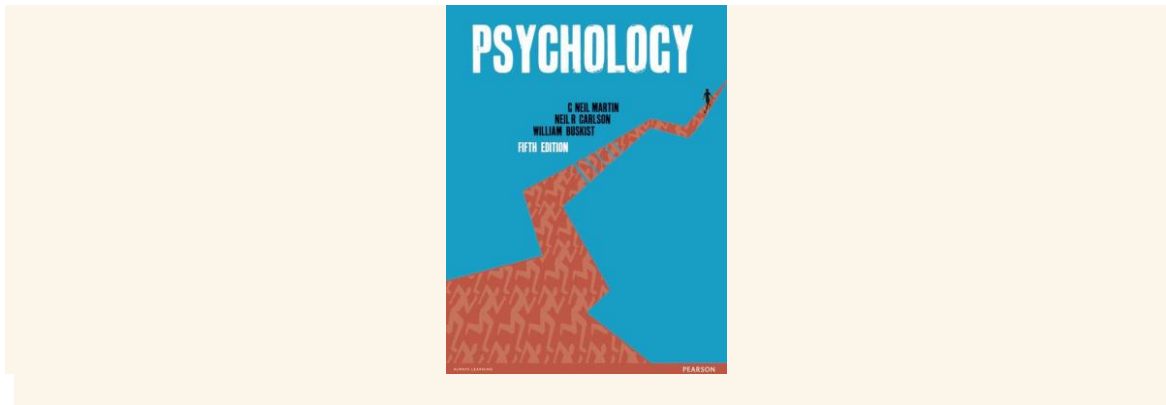
**Indicative Reading**

To develop your skills in finding, accessing and analysing information, data and knowledge you are encouraged to explore all sources of information (books, academic and professional journals, online resources, etc.) to drive and enhance your learning. Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilised throughout the module.

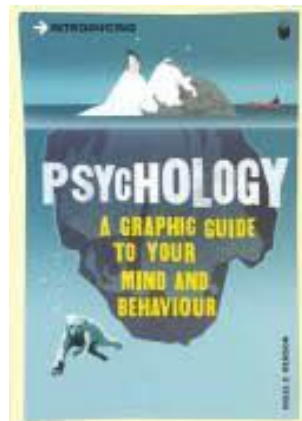
**Core Text****Supplied Reading:**

Gross R. (2014), Psychology: The Science of Mind and Behaviour, Hodder Education 6<sup>th</sup> Edition. ISBN-13: 978-1444108316

This book is available as an e-book through your Athens Log-in and in the library

**Further Recommended Reading:**

Martin C. et al, (2013) Psychology, Pearson 5<sup>th</sup> Edition



Benson B., (2013), Introducing Psychology, Icon Books ISBN 1840468521

**Recommended Journals:**

- British Journal of Clinical Psychology
- British Journal of Developmental Psychology
- British Journal of Educational Psychology
- British Journal of Health Psychology
- British Journal of Psychology
- British Journal of Social Psychology
- Journal of Occupational & Organisational Psychology

**Web Resources:**

<http://www.bps.org.uk/>

<http://www.psychwww.com/>

<http://www.psychology.org/>

<http://www.mhhe.com/socscience/intro/cafe/common/inet/links.html>

<http://www.apa.org/>

<http://www.behavior.net/>

<http://www.psychologicalscience.org/>



Journals: <http://www.bps.org.uk/publications/journals/journals>

Find out about BPS journals; 32 Wiley journals; EBSCO's Psychology & Behavioural Sciences Collection; Evidence Based Mental Health; BJEP Monographs, and Annual Reviews.

The Psychologist: <http://www.bps.org.uk/publications/psychologist/psychologist>  
The Society's monthly magazine providing a forum for communication, discussion and controversy among all members of the Society.

Research Digest: <http://www.bps.org.uk/publications/research-digest/research-digest>  
Delivering the latest psychological research through an award-winning blog, RSS feed and fortnightly e-mail.

Occupational Digest: <http://www.bps.org.uk/publications/occupational-digest/occupational-digest>

An offshoot of the Research Digest dedicated to psychology in the workplace.

Member network publications: <http://www.bps.org.uk/publications/member-network-publications/member-network-publications>

Publications produced by the Society's Divisions, Sections, Branches, student groups and other networks.

Policy and guidelines: <http://www.bps.org.uk/publications/policy-and-guidelines/policy-and-guidelines>

Practical and ethical guidance in your work as a psychologist.

Conference proceedings: <http://www.bps.org.uk/events/conferences-events/conference-proceedings/conference-proceedings>

Abstracts from Society conferences and events.

## INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

The indicative scheme of work details the weeks in which there are face-to-face teaching and indicates the subject matter and learning and teaching strategy for that week. Actual terms are 10 weeks long and in addition to the teaching weeks you may have reading weeks, consolidation weeks and examinations or assessments. Further details on these will be provided at appropriate points throughout the programme.

**Module Title: INTRODUCTION TO PSYCHOLOGY:**

### Syllabus

- Introducing psychology as a science
- Core and specialist fields in psychology
- Earlier psychology: The birth of behaviourism
- Cognitive psychology I & II: Memory and attention
- Biological psychology: the brain, the nervous and the hormonal system
- Developmental psychology: early experiences and social development
- Social psychology: attitudes and behaviour
- Cross-cultural psychology: applications on language and emotions

Week	Content	Learning and Teaching Strategy
Head Start	<ul style="list-style-type: none"> <li>The head start week is organised to present the content that will be discussed in the module and to encourage students to acquire an overview of Psychology before progressing with the full module content.</li> </ul>	<p><b>Independent Study:</b> Preparation for Week 2: Watch online induction</p> <p>Read Chapter 1 of Gross R. (2014) The Science of Mind and Behaviour, 6<sup>th</sup> Edition</p>
Week 1 (first full teaching week)	<p><b>The Nature and Scope of Psychology</b> Introduction to Psychology</p> <ul style="list-style-type: none"> <li>Psychology as a science             <ul style="list-style-type: none"> <li>The elements of science</li> <li>Areas of Applied Psychology</li> </ul> </li> <li>The Language of Psychology</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter.</b></p> <p><b>Webinar;</b> Introduction to Psychology</p> <p><b>Forum Activity:</b> What assumptions about human nature underlie the popularity of facebook?</p> <p><b>Key Reading:</b> Gross R. (2014) The Science of Mind and Behaviour, 6<sup>th</sup> Edition Chapter 1</p> <p><b>Independent Study:</b> Portfolio Work this week: Review elements of social media and explore the psychological underpinnings of why they are so popular</p>
Week 2	<p><b>Fields in Psychology</b></p> <p>Some of the core 'fields' in psychology are described, including</p> <ul style="list-style-type: none"> <li>Cognitive</li> <li>Biological</li> <li>Social</li> <li>Developmental</li> </ul> <p>Some of the special fields in psychology are described including</p> <ul style="list-style-type: none"> <li>Health psychology</li> <li>Clinical psychology</li> <li>Organisational psychology</li> <li>Forensic psychology</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter.</b></p> <p><b>Webinar:</b> Fields of Psychology thought</p> <p><b>Forum Activity:</b> For each of the specialist fields in psychology, formulate a research question that a psychologist (or you) may be interested in exploring and explain why you chose these research questions</p> <p><b>Key Reading:</b> Gross R. (2014) The Science of Mind and Behaviour, 6<sup>th</sup> Edition Chapter 1</p> <p><b>Independent Study:</b></p>

		<b>Portfolio Work this week:</b> Which field of psychology do you prefer and why?
Week 3	<b>Earlier Psychology - Behaviourism</b> <ul style="list-style-type: none"> <li>• The emergence of behaviourism within psychological science</li> <li>• Classical Conditioning</li> <li>• Operant Conditioning</li> </ul>	<b>Interactive lesson and webinar activity based on the subject matter.</b>  <b>Webinar:</b> Are we programmed?  <b>Forum Activity:</b> Addictive Behaviour – the diversity of addiction. Is addiction a learnt behaviour?  <b>Key Reading:</b> Gross R. (2014) The Science of Mind and Behaviour, 6 <sup>th</sup> Edition Chapter 8  <b>Independent Study:</b> <b>Portfolio Work this week:</b> Reviewing addiction, cause and effect
Week 4	<b>Cognitive Psychology I – Memory and Forgetting</b>  Models of Memory <ul style="list-style-type: none"> <li>• General Principles of Memory <ul style="list-style-type: none"> <li>○ Retrieval</li> <li>○ Multi-store-model</li> </ul> </li> </ul> Models of memory <ul style="list-style-type: none"> <li>• Levels of processing</li> <li>• Long and short-term memory.</li> </ul>	<b>Interactive lesson and webinar activity based on the subject matter.</b>  <b>Webinar</b> Memory and levels of processing  <b>Forum Activity:</b> Discuss the importance of memory Loss of memory  <b>Key Reading:</b> Gross R. (2014) The Science of Mind and Behaviour, 6 <sup>th</sup> Edition Chapter 17  <b>Independent Study:</b>  <b>Portfolio Work this week:</b> Memory loss – cause and effect
Week 5	<b>Cognitive Psychology II - Attention</b> <ul style="list-style-type: none"> <li>• Attention</li> </ul>	<b>Interactive lesson and webinar activity based on the subject matter.</b>



	<ul style="list-style-type: none"> <li>• Attention Deficit Hyperactivity Disorder</li> </ul> <p>Prepare for group presentation in week 7– ADHD – does it really exist?</p>	<p><b>Webinar:</b> Attention and Learning</p> <p><b>Forum Activity:</b> Multitasking: can anyone really do several things at once?</p> <p><b>Key Reading:</b> Gross R. (2014) The Science of Mind and Behaviour, 6<sup>th</sup> Edition Chapter 13</p> <p><b>Independent Study:</b></p> <p><b>Portfolio Work this week:</b> The rise and rise in ADHD</p>
Week 6	<p><b>Recap to date</b></p> <p>Presentations</p> <p>ADHD – Fact or Fiction in today's society?</p>	<p><b>Interactive lesson and webinar activity based on the subject matter.</b></p> <p><b>Webinar:</b> Presentations</p> <p><b>Forum Activity:</b> Peer feedback on presentations</p> <p><b>Independent Study:</b> Self-reflection, Learning Plans</p>
Week 7	<p><b>Biological Psychology</b></p> <ul style="list-style-type: none"> <li>• Localisation of the brain</li> <li>• Nervous system</li> <li>• Hormonal system</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter.</b></p> <p><b>Webinar:</b> The brain and bodily systems</p> <p><b>Forum Activity:</b> Are we biological entities or do we have free will?</p> <p><b>Key Reading:</b> Gross R. (2014) The Science of Mind and Behaviour, 6<sup>th</sup> Edition Chapter 15 and 16</p> <p><b>Independent Study:</b></p> <p><b>Portfolio Work this week:</b> Drugs and the long term effects</p>

Week 8	<b>Developmental Psychology</b> <ul style="list-style-type: none"> <li>• Early experience and social development <ul style="list-style-type: none"> <li>○ Variety of attachments</li> <li>○ Deprivation</li> <li>○ Ethological approach</li> <li>○ Individual and Cultural variations</li> </ul> </li> </ul>	<b>Interactive lesson and webinar activity based on the subject matter.</b> <p><b>Webinar:</b> Human Development</p> <p><b>Forum Activity:</b> Different types of parenting and attachment. Does it matter who the parent is?</p> <p><b>Reading:</b> Gross R. (2014) The Science of Mind and Behaviour, 6<sup>th</sup> Edition Chapter 32</p> <p><b>Independent Study:</b></p> <p><b>Portfolio Work this week:</b> Describe three seminal works on deprivation and critically review the ethics of each</p>
Week 9	<b>Social Psychology – Attitudes</b> <ul style="list-style-type: none"> <li>• Attitude and behaviour</li> <li>• Social influence and behaviour change</li> <li>• Prejudice and Discrimination <ul style="list-style-type: none"> <li>○ Prejudice and attitude</li> <li>○ Theories on prejudice</li> <li>○ Reducing prejudice</li> </ul> </li> </ul>	<b>Interactive lesson and webinar activity based on the subject matter.</b> <p><b>Webinar:</b> Attitudes Behaviour and Prejudice</p> <p><b>Forum Activity:</b> Prejudice, the brain and evolution: is prejudice natural and adaptive?</p> <p><b>Key Reading:</b> Gross R. (2014) The Science of Mind and Behaviour, 6<sup>th</sup> Edition Chapter 24 and 25</p> <p><b>Independent Study:</b></p> <p><b>Portfolio Work this week:</b> Prejudice – nature or nurture?</p>
Week 10	<b>Cross-cultural Psychology</b> <ul style="list-style-type: none"> <li>• Relativism vs universalism</li> <li>• Applications of cross-cultural psychology <ul style="list-style-type: none"> <li>○ Linguistic influences and effects</li> </ul> </li> </ul>	<b>Interactive lesson and webinar activity based on the subject matter.</b> <p><b>Webinar:</b> Influence of language on thought</p>

	<ul style="list-style-type: none"><li>○ Emotions</li></ul>	<p><b>Forum Activity:</b> Are emotions a sociocultural construction? Are facial expressions universal? Does language convey culture?</p> <p><b>Key Reading:</b>Gross R. (2014) The Science of Mind and Behaviour, 6<sup>th</sup> Edition Chapter 18</p> <p><b>Independent Study:</b> <b>Portfolio Work this week:</b> Emotions across continents</p>
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## RESEARCH METHODS FOR SOCIAL SCIENCES

### General Information

School	School of Foundation and English Language Studies	
Level	Level 3	
Credit Value	20 Credits	
Contact Hours	40 Hours	
Programme(s)	Pathway to HE Certificate in Psychology International Foundation Certificate in Psychology First year of the Extended BSc (Hons) in Psychology	
Module Leader	Sarah Finnegan	
Related Modules	Pre-requisites	None
	Co-requisites	None
	Post-requisites	None
	Excluded Combinations	None
External Accrediting Body	None	

### Introduction

This module is designed to provide a general understanding and application of the basic principles of research methods in social sciences.

Research plays an extremely important role in psychology and the social sciences.

Research helps us understand what makes people think, feel, and act in certain ways; how both biological and social development i.e. family, peers, national institutions affect us as individuals and as a society; in respect to the clinical field of psychology, research allows us to categorise psychological disorders in order to understand the symptoms and your impact on the individual and society; and helps us to develop effective treatments to improve the quality of life of individuals and groups.

The goal is to study all of the above in a systematic way, which includes reviewing the literature, asking questions, observing/measuring, analysing data and informing the theory. Data is reported in order to support/justify conclusions and ensure that the information reported in the research justifies hypotheses and conclusions. Of course this must be done with due consideration to the 'ethics' of data gathering, handling and reporting.

## Educational Aims

This module aims to:

- Introduce the concepts of research within social sciences
- Describe the aspects and elements of research, including qualitative and quantitative measurement
- Recognise the contributions of important researchers in the development of the field of social sciences
- Engage and prepare you to undertake a BSc(Hons) in Psychology

## Learning Outcomes

By the end of the module you should be able to:

1. Explain the basic social science research methods, paradigms and measurement techniques.
2. Demonstrate competence in research skills including design, conduct, ethical considerations and reporting of research findings
3. Communicate psychological knowledge and research findings by appropriate means
4. Develop critical thinking and problem solving in a systematic way
5. Assess their own skills of self-directed study and project management.
6. Conduct independent research including into unfamiliar areas using a variety of sources

	LO1	LO2	LO3	LO4	LO5
Knowledge and Understanding	X		X		
Cognitive Skills		X		X	
Professional Skills and attitudes			X		X
General Transferable Skills			X	X	

## Mode of Assessment

### Formative Assessment

Please Note: These elements do not count towards your final module grade.

#### 1. Write-up

The methodology section of a research proposal on a topic specified by the Tutor *Due Date: Week 7*

#### 2. Portfolio of your individual work undertaken

Week by week in order to build a compilation of assignments and reflections which consolidate your learning of the topics taught every week. *Due Date: Weekly*

### Summative Assessment

Portfolio of your individual work undertaken week by week in order to build a compilation of assignments and reflections which consolidate your learning of the topics taught every week. Will include a section on methodology of research on a topic specified by the Tutor

To include a personal reflection section

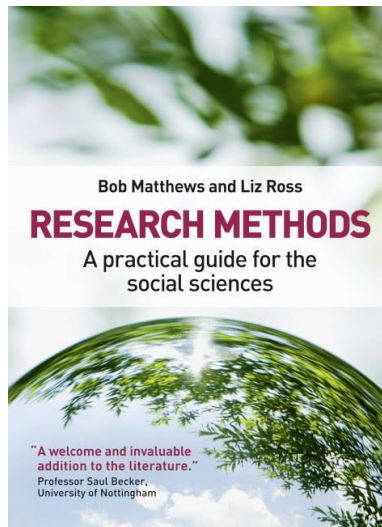
This may include use of methods such as blogs, group discussions of articles, audio logs/recordings, and word reflection pieces/summaries of an article or issue, chapter, workshop or other instructional activity [100% of Module Grade]

*Due Date: (depends on the term)*

## Indicative Reading

To develop your skills in finding, accessing and analysing information, data and knowledge you are encouraged to explore all sources of information (books, academic and professional journals, online resources, etc.) to drive and enhance your learning. Below is an indicative list of reading that you may find helpful in your studies; more specific readings may be utilised throughout the module.

### Core Text Supplied Reading:



MATTHEWS B., AND ROSS L., (2010), RESEARCH METHODS A PRACTICAL GUIDE FOR THE SOCIAL SCIENCES. ISBN13: 9781405858502, ISBN10: 1405858508

### Further Recommended Reading:



Albon A., (2013), Introducing Psychology through Research, McGraw-Hill Education. ISBN 0335221343



Buryell P and Grayson A, (2011) *Introducing Psychological Research: Sixty Studies that Shape Psychology*, Macmillan. ISBN 0333620054

**Recommended Journals:**

American Journal of Clinical Psychology  
American Journal of Developmental Psychology  
American Journal of Educational Psychology  
American Journal of Health Psychology  
American Journal of Psychology  
American Journal of Social Psychology  
Evidence-Based Mental Health  
Journal of Neuropsychology  
Journal of Occupational & Organisational Psychology  
Legal and Criminological Psychology  
Psychology and Psychotherapy: Theory, Research and Practice  
Consulting Psychology Journal: Practice and Research  
Journal of Research in Personality  
Journal of Sex Research  
Professional Psychology: Research and Practice  
Review of Philosophy and Psychology

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**Web Resources:**

<http://www.bps.org.uk/>  
<http://www.psychwww.com/>  
<http://www.psychology.org/>  
<http://www.mhhe.com/socscience/intro/cafe/common/inet/links.html>  
<http://www.apa.org/>  
<http://www.behavior.net/>  
<http://www.psychologicalscience.org/>





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Psychological Society**  
Promoting excellence in psychology

Journals <http://www.bps.org.uk/publications/journals/journals>

Find out about BPS journals; 32 Wiley journals; EBSCO's Psychology & Behavioural Sciences Collection; Evidence Based Mental Health; BJEP Monographs, and Annual Reviews.

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An offshoot of the Research Digest dedicated to psychology in the workplace.

Practical and ethical guidance in your work as a psychologist.

Conference proceedings <http://www.bps.org.uk/events/conferences-events/conference-proceedings/conference-proceedings>

Abstracts from Society conferences and events.

## INDICATIVE SCHEME OF WORK

In some instances information regarding content of module is indicative - actual module content will be determined according to considerations (for example, opportunities for work with specific external partners or new developments in the field) which are taken into account at the time of module delivery.

The indicative scheme of work details the weeks in which there are face-to-face teaching and indicates the subject matter and learning and teaching strategy for that week. Actual terms are 10 weeks long and in addition to the teaching weeks you may have reading weeks, consolidation weeks and examinations or assessments. Further details on these will be provided at appropriate points throughout the programme.

### Module Title: RESEARCH METHODS FOR SOCIAL SCIENCES:

#### Syllabus

##### Thinking about research

- Knowledge
- Theories
- The nature of data in social research
- Ethical and cultural issues

##### Preparing for research

- Reviewing the literature
- Research design
- Methods and Sampling

##### Data collection

- Collecting data
- Questionnaires
- Statistical analysis

##### How to write a research proposal

Week	Content	Learning and Teaching Strategy
Head Start	<ul style="list-style-type: none"> <li>The head start week is organised to present the content that will be discussed in the module and to encourage students to acquire an overview of Psychology before progressing with the full module content.</li> </ul>	<p><b>Online Induction.</b></p> <p><b>Independent Study:</b> Independent Study: Preparation for Week 1 – read the first chapter from key reading and complete the quiz on the VLE</p> <p><b>Key Reading:</b> Matthews B., and Ross L., (2010), Research: A Practical Guide for the Social Sciences, Chapter 1</p> <p><b>Task:</b> Complete end of chapter review</p>
Week 1 (first full teaching week)	<p><b>Introduction to the module</b></p> <p><b>Thinking about research</b></p> <ul style="list-style-type: none"> <li>Knowledge and Theories <ul style="list-style-type: none"> <li>Ontology</li> <li>Epistemology</li> <li>Paradigms</li> </ul> </li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b> Systematic knowledge and Theories</p> <p><b>Key Reading:</b> Matthews B., and Ross L., (2010), Research: A Practical Guide for the Social Sciences, Chapter 2</p> <p>Gross R. (2014) The Science of Mind and Behaviour, 6<sup>th</sup> Edition Chapter 3</p> <p><b>Independent Study:</b> Independent Study: Preparation for next week workshop – read the chapters from key reading and complete this week's quiz on the VLE</p>
Week 2	<p><b>The use of data in social research</b></p> <ul style="list-style-type: none"> <li>Primary/Secondary data</li> <li>Individual/group data</li> <li>Language/Numerical data</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b> Familiarisation with different types of data and your use in social research Tutor led practical library session. How and where to look for different types of data; the instruments that generate different types of data</p> <p><b>Forum Activity:</b></p>

Week	Content	Learning and Teaching Strategy
		<p>Discussion on the use of different types of data in social research; a multi-methodological approach</p> <p><b>Key Readings:</b> Matthews B., and Ross L., (2010), Research: A Practical Guide for the Social Sciences, Chapter A3 and C9</p> <p>Gross R. (2014) The Science of Mind and Behaviour, 6<sup>th</sup> Edition, Chapter 47</p> <p><b>Portfolio Work this week:</b> Students will do the following task: Identify sources of online secondary data and write a short summary about the usability of some of them</p>
Week 3	<p><b>Research questions, hypotheses and operationalization</b></p> <ul style="list-style-type: none"> <li>• Types of research questions</li> <li>• Types of hypotheses</li> <li>• How to develop a research question and a hypothesis</li> <li>• What is operationalization?</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b> Research questions and Hypotheses, Structure of a research paper</p> <p><b>Forum activity:</b> Students will be given two research papers and asked to identify and characterise the Research questions and the Hypotheses found in the papers. Answers to be posted on forum.</p> <p><b>Key Readings:</b> Matthews B., and Ross L., (2010), Research: A Practical Guide for the Social Sciences, Chapter A4</p> <p>Gross R. (2014) The Science of Mind and Behaviour, 6<sup>th</sup> Edition Chapter 48</p> <p><b>Portfolio Work this week:</b> Students will be given different topics and asked to develop your own research questions and hypotheses</p>
Week 4	<p><b>Preparing for research</b></p> <ul style="list-style-type: none"> <li>• Planning a research project</li> <li>• Reviewing the literature</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b></p>

Week	Content	Learning and Teaching Strategy
		<p>What are the steps when planning a research project?</p> <p>How to undertake a review of the literature and how to write a literature review</p> <p><b>Key Reading:</b> Matthews B., and Ross L., (2010), Research: A Practical Guide for the Social Sciences, Chapters B1 and B2</p> <p><b>Independent Study:</b> Independent Study: Preparation for next week workshop – read the chapters from key reading and complete this week's quiz on the VLE</p> <p><b>Portfolio Work this week:</b> Students will undertake a short literature review of the following example (or similar topic) : what are the effects of social media on intimate relationships during adolescence</p>
Week 5	<p><b>Research designs</b></p> <ul style="list-style-type: none"> <li>• Qualitative-Quantitative designs</li> <li>• Cross-sectional, Longitudinal, Experimental and Case studies</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b> Qualitative vs Quantitative data (description and the debate) How do we identify the most appropriate design for different research questions?</p> <p><b>Forum activity:</b> Chose a research topic, formulate your Research questions and Hypotheses and also make an informed choice of a research design. Your work could be presented in the forum for peer review.</p> <p><b>Key Reading:</b> Matthews B., and Ross L., (2010), Research: A Practical Guide for the Social Sciences, Chapter B3 and B4</p> <p>Gross R. (2014) The Science of Mind and Behaviour, 6<sup>th</sup> Edition Chapter 47</p> <p><b>Portfolio Work this week:</b></p>

Week	Content	Learning and Teaching Strategy
		Students will evaluate a number of research scenarios in reference to the choice of research design
Week 6	Presentation in class The methodology section of a research proposal	<b>Interactive lesson and webinar activity based on the subject matter</b>  <b>Webinar:</b> Presentation of their research methodology  <b>Independent Study:</b> Self-reflection on feedback from peers and tutor. Independent learning plan
Week 7	<b>Sampling</b> <ul style="list-style-type: none"> <li>Different types of sampling               <ul style="list-style-type: none"> <li>Probability sampling</li> <li>Non-probability sampling</li> <li>Purposive sampling</li> </ul> </li> </ul>	<b>Interactive lesson and webinar activity based on the subject matter</b>  <b>Webinar:</b> Presentation of different types of sampling How do we choose an appropriate sampling method?  <b>Key Reading:</b> Matthews B., and Ross L., (2010), Research: A Practical Guide for the Social Sciences, Chapter B5  <b>Portfolio Work this week:</b> <ol style="list-style-type: none"> <li>Identification of the sampling methodology used in 2 research papers and</li> <li>Describe how you would sample for a list of particular research topics</li> </ol>
Week 8	<b>Data Collection</b> <ul style="list-style-type: none"> <li>Role of the researcher</li> <li>Semi/un/structured data</li> <li>Quick presentation of data collection tools</li> <li>Practicalities</li> </ul>	<b>Interactive lesson and webinar activity based on the subject matter</b>  <b>Webinar:</b> Data collection  <b>Forum activity:</b> Post ideas for a method of data collection for a topic given by the Tutor  <b>Key Reading:</b> Matthews B., and Ross L., (2010), Research: A Practical Guide for the Social Sciences, Chapter C1, C2 (the rest of chapters in section C could be used for reference)

Week	Content	Learning and Teaching Strategy
		<p><b>Independent Study:</b> Independent Study: Preparation for next week workshop – read the chapters from key reading and complete this week’s quiz on the VLE</p> <p><b>Portfolio Work this week:</b> In-depth description and critique of one methodology of data collection directed by the tutor</p>
Week 9	<p><b>Data Analysis</b></p> <ul style="list-style-type: none"> <li>• Methods of analysis of qualitative data</li> <li>• Methods of analysis of quantitative data</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b> Differences and summary of the methods of analysis of qualitative data. Basic statistical concepts (Data normality, measures of central tendency)</p> <p><b>Key Reading:</b> Matthews B., and Ross L., (2010), Research: A Practical Guide for the Social Sciences, Chapters D1-D8</p> <p><b>Portfolio Work this week:</b> Conducting the basic statistics for a topic and a data set from within the class as directed by the Tutor</p>
Week 10 (Final week of teaching)	<p><b>How to write a research proposal</b></p> <ul style="list-style-type: none"> <li>• Structure of a research proposal</li> <li>• Drawing conclusions</li> </ul>	<p><b>Interactive lesson and webinar activity based on the subject matter</b></p> <p><b>Webinar:</b> How to write a research proposal</p> <p><b>Forum activity:</b> Evaluation of the conclusions drawn in two research papers</p> <p><b>Key Reading:</b> Matthews B., and Ross L., (2010), Research: A Practical Guide for the Social Sciences, Chapter B6 and D10</p> <p><b>Portfolio Work this week:</b> Preparation of a research proposal on a topic of Tutor’s choice</p>

**CURRICULUM MAP – International Foundation Certificate**

			English for Academic Purposes	Intro to Psychology	Research Methods for Social Sciences	Society and Culture	Intro to English Law	Intro to Business and Business Law	Numeracy and Data Analysis	Intro to Accounting	Intro to Economics	Study and Employability Skills
Programme Learning Outcomes	Knowledge and Understanding	1	x									x
		2	x			x						x
		3	x	x	x	x						
		4	x	x	x		x	x	x	x	x	
		5			x				x			
		6						x				
		7									x	x
		8								x		
		9				x						
		10					x					
		11		x	x							
	Cognitive Skills	1	x		x	x					x	x
		2	x	x	x	x					x	x
		3	x	x	x							
		4	x									
	Professional Skills	1	x	x	x	x		x			x	x
		2	x	x	x	x				x		x
		3	x	x	x	x	x		x			
		4		x	x		x	x				
	General Transferable Skills	1	x					x	x	x	x	x
		2	x	x	x	x						
		3	x					x	x	x	x	



**ASSESSMENT MAP – International Foundation Certificate**

			English for Academic Purposes	Intro to Psychology	Research Methods for Social Sciences	Society and Culture	Introduction to Law	Introduction to Business	Numeracy and Data Analysis	Intro to Accounting	Intro to Economics	Study and Employability Skills
Assessment			Assessment Individual Essay (E) Portfolio (P) Individual Speaking (IS) Individual Reading (IR)	Portfolio (P)	Portfolio (P)	Portfolio (P)	Coursework (C) MCT (M)	Coursework (C) Portfolio (P)	Examination (A) MCT (M) Coursework (C)	Coursework (C)	Portfolio (P)	Portfolio (P)
Programme Learning Outcomes	Knowledge and Understanding	1	IS / IR / E / P	X	X	X	X	X	A	X	X	X
		2	IS / IR / E / P	X	X	P	X	X	A	X	X	X
		3	IR / E / P	P	P	P	X	X	X	X	X	X
		4	E / P / IS / IR	P	P	X	C/M	C / P	M	C	P	P
		5	X	X	P	X	X	X	M	X	X	X
		6	X	X	X	X	X	C / P	X	X	X	X
		7	X	X	X	X	X	X	P	X	P	P
		8	X	X	X	X	X	X	X	C	X	X
		9	X	X	X	P	X	X	X	X	X	X
		10	X	X	X	X	C	X	X	X	X	X
		11	X	P	P	X	X	X	P	X	X	X
	Cognitive Skills	1	IS / IR / E	P	P	P	X	X	P	X	P	P
		2	IS / IR / E	X	P	P	X	X	X	X	P	P
		3	IR / E	P	P	X	X	X	X	X	X	X
		4	IS / IR	P	P	X	X	X	X	X	X	X
	Professional Skills	1	IS / P	P	P	P	X	P	X	X	P	P
		2	IS / IR / E / P	P	P	P	X	X	X	C	X	X
		3	IS / IR / E / P	P	P	P	C	X	X	X	X	X

	General Transferable Skills	4	X	P	P	X	C	P	P	X	X	X
		1	IS / IR / E	X	X	X	X	P	X	C	P	P
		2	IS / IR / E	P	P	P	X	X	X	X	X	X
		3	IS / IR / E	X	X	X	X	P	A	C	P	P

## **Programme Regulations for the International Foundation Certificate**

### **1. Authority**

These regulations are made under the University College's General Academic Regulations, Part A, Paragraph 7 and are cited as the International Foundation Certificate Programme Regulations.

### **2. Conflict with the General Academic Regulations**

In the event of a conflict between these regulations and the University College's General Academic Regulations, and its sub-regulatory instruments, the latter shall prevail, unless a derogation has been approved.

### **3. Conditions for Admission**

Students need to have completed 12 years of schooling (or the local equivalent to meet the same standard) and show reasonable evidence of ability to complete the programme successfully and/or progress to your chosen degree.

Both 'international' and EU students may apply.

Students must be 16 years or older on commencement and have an overall IELTS score of 5.5 or equivalent with 5.5 in writing.

### **4. Conditions of Acceptance**

An offer of a place on the programme is subject to the terms and conditions stated in the documentation accompanying the offer, these regulations and the College's General Academic Regulations as in force at the time of interpretation. The acceptance of the offer is taken as agreement to these regulations.

### **5. Programme Structure and Core modules**

- (1) The programme can only be studied full-time;
- (2) The programme comprises 120 credits;
- (3) English for Academic Purposes I (20 credits), English for Academic Purposes II (20 credits) and Employability Skills (0 credits) are compulsory modules for all International Foundation Certificates
- (4) Students are required to study for a specific award and must also undertake the additional modules which are compulsory to that award to the value of 80 credits.

### **6. Changing Modules**

Students must complete all the modules on the programme.

### **7. Changing Awards**

Subject to the approval of the Director of Programmes, candidates may be permitted to change from one International Foundation Certificate programme to another at an appropriate point in the programme.

### **8. Pass Mark**

- a) The pass mark for all assessments is 40%.

- b) Where a module comprises more than one component of assessment, a mark of at least 40% in each component of assessment must be obtained in order to pass that module.
- c) Where a programme is made up of more than one module, the aggregate mark of all modules is calculated to give the final programme mark.
- d) Grades available for the International Foundation Certificate programme are 'pass', 'merit' and 'distinction'.
- e) English for Academic Purposes has four parts to one assessment. Students must obtain at least 40% in the writing part and 40% overall to pass the module.

## **9. Reassessment of Failed Assessment Components**

- a) Where a module has more than one assessment component, each component must be passed in order to pass the module. A student who fails one or more assessment component will only be reassessed in the failed assessment component(s).
- b) A student shall be permitted three attempts at each assessment component; one first sit and two re-sits.
- c) Where a student undertakes a re-sit and passes an assessment component the mark shall be capped at the pass mark and the capped mark shall appear on the transcript.
- d) Where a student undertakes a second resit in any assessment component and fails that assessment component they will fail the programme overall.

**10. Presentation of coursework assignments**

- a) Candidates must comply with the requirements on the presentation of assignments stated in the Programme Handbook.
- b) Assignments which do not comply with these requirements may be rejected by the Programme Leader.
- c) The Programme Leader may require assignments or assessments which do not comply with the relevant requirements to be amended and resubmitted. Assessments or Assignments not amended and submitted by the due submission date will incur the standard penalties for late submission contained in the General Academic Regulations.

**11. Examinations Board**

- a) The International Foundation Certificate Examinations Board shall be structured as a Single Programme Board as defined in regulation I/2(a) of the University College's General Academic Regulations.
- b) An Examinations Board will be held after each term.

**12. Conditions for the award of the International Foundation Certificate**

Candidates shall be awarded either the:

**International Foundation Certificate in Business Management;**

**International Foundation Certificate in Legal Studies;**

**International Foundation Certificate in Psychology**

Where they have:

- a) completed the 40 credit ENGLISH FOR ACADEMIC PURPOSES (EAP) module;
- b) completed a further 80 credits consisting of the modules which are compulsory for the particular award being studied; and
- c) Obtained a mark of at least 40% in each assessment component of each module.

### **13. Progression to bachelors degree programmes**

Students who successfully complete the programme will be permitted to progress directly onto relevant three year BPP University degree programmes and Level 4 Higher Education Certificates. Students are not guaranteed progression directly onto BSc (Hons) in Banking and Finance or BSc Nursing programmes, as these programmes have additional regulatory/admissions requirements.

Students interested in progressing onto a relevant BPP University two year 'accelerated' programme must first complete the initial term of the degree including the assessments. Thereafter progression onto the accelerated programme will be at the discretion of the programme leader, based on your performance, including assessment results available in your second term.