



Course Handbook  
**BA (Hons) in English for International Corporate  
Communication (EICC)**

**2019/20**

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**School of Language and Global Studies  
(& City University of Hong Kong)**



Please read this Handbook in conjunction with the University's Student Handbook.

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## 1. Welcome to the course

Welcome to the BA (Hons) in **English for International Corporate Communication (EICC)** at the University of Central Lancashire.

The course is taught in the University's School of Language and Global Studies and all the staff of the School wish you a happy and successful time with us. You may also be interested to know that there are over 100 students taking the same course at our partner university in Hong Kong.

This Handbook introduces you to key aspects of the **BA (Hons) EICC** programme to help you to form a picture of what you can expect to be doing with us over the next year. We will introduce you to the course content and structure, to some of the people you will meet and to the learning facilities you will use during your studies with us, as well as some of the general rules and guidelines which apply within the School.

There are also details of where you can go for help and advice and how you can make your own views on the course and University issues in general known.

If there is anything else you need to know, please ask and we will do our best to help you.

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### 1.1 Rationale, aims and learning outcomes of the course



BA (Hons) EICC degree programme was developed in 2000 as a variation of our very successful BA (Hons) International Business Communication (IBC) degree. We did this in response to requests from students who wished to focus on professional language and skills for careers involving international corporate communication in English. Since then, the programme has been updated several times in order to respond to the recent developments in theories and practices related to globalisation and international corporate communication.

If you are hoping to take your place in the increasingly global, international business environment, you need to develop good communication skills in English, in addition to acquiring specialised work-related knowledge and skills. Professionals in many fields of work need to be able to use English to communicate effectively and to achieve success for themselves and the organisations they represent.

Of course, there is more to international corporate communication than just having a good level of English. You need to be able to demonstrate mastery of skills in exchanging information and opinion, negotiating, persuading, establishing and maintaining interpersonal relations, solving problems, making decisions and so on. All these skills are set in a context of increasing globalisation, intercultural awareness and intercultural communication in general. This course has been designed to enable you to develop your knowledge and skills in these areas and prepare you for successful international careers. Graduates of previous courses have found that career opportunities are wide and may include postgraduate study in a

business or communication-related field, work in management, administration, marketing and public relations.

The BA (Hons) EICC is a course which is:

- *truly international*: this course has a global focus in terms of topics and content and you'll find that cross-cultural awareness forms a central part of your studies;
- *innovative*: there are several ways in which this course is distinctive and innovative, for example we place great emphasis on student-centred learning which involves you in becoming aware of, reflecting on, evaluating and taking responsibility for your own personal, academic and professional achievements;
- *practical*: you will be developing your competence in professional English through activities which involve you in doing or simulating authentic work-related tasks;
- *intellectually stimulating*: we think you'll find it challenging to study and talk about the theories and practice of how language works in international media, business and communication in general; the theories and practice behind global business and management and the theories and practice of Marketing or Translation/ Interpreting, depending on your choice of specialisation;
- *rewarding and frustrating*: just like communication itself, it's not all going to be plain sailing. You'll experience the course on an emotional as well as an intellectual level, and learn a lot about yourself and how you interact with others, in the process.
- In addition to *core professional skills*, you will also develop important *academic skills* such as essay-writing and research. Your tutors will help you to prepare for all these things by providing language presentations and practice, briefing information and skills-building tasks, feedback on your performance and support as you develop your knowledge and skills.
- We will discuss the course aims at the beginning of the course and you should look at them every so often over the year to make sure you still understand them, and check that you are working towards achieving them. You will surely agree that understanding what you are trying to achieve will help you actually achieve it. If you know where you are going, it's easier to get there without getting lost.

**The overall aims of this course are:**

- to provide international perspectives on the use of English in professional, cultural and social contexts
- to examine and raise critical awareness of recurrent themes and issues in international corporate communication
- to develop a high level of individual and integrated communication skills in English
- to develop a high level of knowledge and skills in a chosen specialisation (e.g. Marketing, Digital Business Communication, Translation & Interpreting)

- to develop and strengthen a high level of awareness of intercultural communication as this relates to international corporate communication
- to refine learning techniques and provide training in learning strategies to facilitate language learning both inside and outside the classroom
- to develop an active approach to Personal Development Planning as a life-long process and ability to demonstrate personal effectiveness in selection processes
- to develop interpersonal skills, critical self-awareness and problem-solving skills.

The aims of the course listed above are quite general, so when we have thought about the aims, we break these down into what we call '*learning outcomes*' which specify in more detail exactly what you should achieve by the end of the course. We have learning outcomes for the BA degree as a whole and also for each module.

In the assessed work you do, you have to show that you have achieved the learning outcomes for each part of the programme in order to go on to the next part or gain the qualification. Again, we think you will find it very useful to know and understand these learning outcomes, as they are the standard against which you are going to be assessed. If you don't achieve the learning outcomes, it means that you cannot pass the course.

We divide the course learning outcomes into 4 parts;

Knowledge and Understanding,

Subject-specific Skills,

Thinking Skills

Other Skills relevant to Employability and Personal Development.

Below, you will find a table showing the learning outcomes for the BA (Hons) EICC. We think you will find it useful to look at these every so often during the year and check that you are achieving them.

### Learning Outcomes for BA (Hons) EICC

#### A. At the end of the course, you will be able to demonstrate the following:

##### Knowledge and Understanding

- |  |  |
|--|--|
| A1. Explain a range of recurrent concepts, themes and issues in international corporate communication at a level which prepares students for careers in international business;        | A3. Explain a range of concepts, themes and issues in a chosen specialisation (e.g. Marketing, Digital Business Communication, Translation / Interpreting);      |
| A2. Recognise intercultural psychology and how cultural differences affect international corporate communication at a level which prepares them for careers in international business; | A4. Demonstrate a variation in register and styles of English in a variety of business-related contexts, according to genre, audience, geographical region etc.; |

A5. Employ a high level of English Language knowledge & skills

**B. At the end of the course, you will be able to demonstrate the following:**

**Subject-specific skills**

- B1. Employ communication, intercultural and interpersonal skills transferable to corporate communication in international contexts, analyse and evaluate, produce and present a range of oral and written texts for international corporate communication contexts;
- B2. Describe, explain and critically discuss, orally and in writing, in English (and Chinese, Japanese, French, depending on chosen pathways), recurrent themes and issues in international communication;
- B3. Practise professional level skills in a chosen specialisation (e.g. Marketing, Digital Business Communication Translation /Interpreting);
- B4. Employ academic and practical skills required to undertake language-oriented research projects, e.g. sourcing and searching the research literature, referencing and compiling bibliographies.

**1.2 Course Team**

Alexa, Irina	BA EICC Course Leader	<a href="mailto:IAlexa@uclan.ac.uk">IAlexa@uclan.ac.uk</a>
Amano, Takako	Japanese Language Modules	<a href="mailto:TAmano@uclan.ac.uk">TAmano@uclan.ac.uk</a>
Broadbridge, Judith	French Language Modules	<a href="mailto:OJBroadbridge@uclan.ac.uk">OJBroadbridge@uclan.ac.uk</a>
Engelbart, Silke	German Language & IBC Modules	<a href="mailto:SEngelbart@uclan.ac.uk">SEngelbart@uclan.ac.uk</a>
Gregson, Anna-maria	IBC Modules	<a href="mailto:AGregson@uclan.ac.uk">AGregson@uclan.ac.uk</a>
Griffith, Edward	Asia Pacific Studies Modules	<a href="mailto:EGriffith@uclan.ac.uk">EGriffith@uclan.ac.uk</a>
Jackson, Delia	IBC Modules	<a href="mailto:DAJackson1@uclan.ac.uk">DAJackson1@uclan.ac.uk</a>
Jeon, Hae-Sung	Korean Language Modules	<a href="mailto:HJeon1@uclan.ac.uk">HJeon1@uclan.ac.uk</a>
Knowles, Paul	BA IBC Course Leader	<a href="mailto:PKnowles1@uclan.ac.uk">PKnowles1@uclan.ac.uk</a>
Liu, Sunny	Chinese Language Modules	<a href="mailto:Xliu13@uclan.ac.uk">Xliu13@uclan.ac.uk</a>
Lopez-figueroa, Esther	Spanish Language Modules	<a href="mailto:ELopez-figueroa@uclan.ac.uk">ELopez-figueroa@uclan.ac.uk</a>
Orange-Sibra, Victoria	EICC Modules	<a href="mailto:VOrange-Sibra@uclan.ac.uk">VOrange-Sibra@uclan.ac.uk</a>
Rutter, John	IBC Modules	<a href="mailto:JDRutter3@uclan.ac.uk">JDRutter3@uclan.ac.uk</a>
Satya, Sundeep	IBC Modules	<a href="mailto:SSatya@uclan.ac.uk">SSatya@uclan.ac.uk</a>
Smolienko, Valeriy	Worldwise Centre	<a href="mailto:vsmolienko@uclan.ac.uk">vsmolienko@uclan.ac.uk</a>
Tabachnikova, Olga	Russian Language Modules	<a href="mailto:OTabachnikova@uclan.ac.uk">OTabachnikova@uclan.ac.uk</a>

### 1.3 Expertise of staff

The EICC team's strength is in its diversity reflected in their national, educational and professional background. Their expertise comes from their professional experience in the fields of marketing, tourism, business management, events management and communication, their various research interests and publications lie within the fields of literature, linguistics, identity studies, employability and intercultural communication.

### 1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.



### 1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

### Computing and Technology Building

Art, Design and Fashion

Computing

Journalism, Media and Performance

Engineering

telephone: 01772 891994/891995

email: [CandTHub@uclan.ac.uk](mailto:CandTHub@uclan.ac.uk)



### 1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

The quickest and most efficient way to contact staff and other students is through email, most of us check our email several times a day and we will usually respond to you within three working days. If you need to see one of us, it is a good idea to email first and make an appointment. Please make sure you **check your UCLan email regularly** as we may send you important messages for example if we need to postpone or cancel a class due to illness.

If you have any problems related to your course, you should contact Irina Alexa, the Course Leader in the first instance. If she is not available, then you can talk to Petra Bagley, Course Leader for EICC with MFL. If you would like to talk about more personal or health issues or discuss your future career and such like, then you should go to your academic advisor, this is probably also Irina Alexa.

All academic staff have Office Hours which are usually displayed on their office doors and MIPs of the modules they teach. This is a time when you can feel free to go and talk to any member of staff, though it's still a good idea to email them first and make an appointment.

## 1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. Your external examiner is Simon Gooch from the School of Education, University of Nottingham. If you wish to make contact with your External Examiner, you should do this through your Course Leader.



## 2. Structure of the course

### 2.1 Overall structure

In most British Higher Education institutions, programmes of learning are divided into '**modules**'. A module is a self-contained unit of learning, which has a name and a number (e.g. EB3101: International Corporate Communication for Global Business). Each module is assessed separately from other modules, which means for example, that you might get low marks for one module but this would not affect your marks in other modules. If you successfully complete a module, you gain 'credits' (usually 20 credits per module).

In UK, undergraduate degree courses have **3 'levels'**, these are numbered:

Year 1 = first undergraduate year = **Level 4**: module codes begin '1' (e.g. EB1101)

Year 2 = second undergraduate year = **Level 5**: module codes begin '2' (e.g. EB2101)

Year 3 = final undergraduate year = **Level 6**: module codes begin '3' (e.g. EB3101)

In order to be awarded the BA English for International Corporate Communication *with honours*, you will have to take and pass **six modules** (120 credits in all), of which:

- **6 modules at Level 6**  
OR you can take
- **5 modules at Level 6 and 1 module at Level 5**
- NB. Some of the available modules are double modules worth 40 credits

We have designed this degree programme to give you some choice of specialist subjects, but 2 modules are compulsory, which means that you must take and pass these 2 modules in order to be awarded BA (Hons) EICC.

The **2 compulsory modules** are:

EB3101 International Corporate Communication for Global Business (20 credits)

EB3102 Culture and Business for International Corporate Communication  
(20 credits)

**Dissertation (EB3996) or Research Methods for EICC (EB3992)**



Although it is not compulsory, we recommend that you undertake a dissertation (a double module worth 40 credits), especially if you intend at some stage to do higher level studies. The dissertation is a piece of individual research which you carry out under the guidance of a supervisor. Alternatively, you can study a research methods module (a single module worth 20 credits), which will equip you with relevant research skills. You will attend weekly research methods sessions with other students but are expected to carry out the research project fairly independently.

### Options

In addition to the 2 compulsory modules, most of you will do a dissertation, or a research methods module, and you will choose **2 modules** in your specialist **route** (e.g. Translating / Interpreting or one of the other routes detailed below) and one other module. A route comprises 2 modules:

e.g. The *Marketing Route* includes 2 modules out of the available 3:

EB3209 *Advertising Around the World for IBC and*

EB3309 *The Changing World of Marketing*

### The Additional Optional Module

The third optional module must come from one of the following:

A single module from one of the other routes

*Or*

An additional language course

Please note that you will not have a totally free choice for the third option as some of the modules have '**prerequisites**', which means that you must have studied another module first. This is often the case with Semester 2 modules. It's probably better to do your third option in semester 1 anyway, as you may be very busy with your dissertation in Semester 2. You will notice that some of the modules are semester based while others are taught on a year-long basis; the workload and contact time for modules is the same in either case.

## BA (Hons) EICC Programme Structure at a Glance

SEMESTER 1	SEMESTER 2
<b>EB3102:</b> Culture & Business for English for International Corporate Communication	<b>EB3101:</b> International Corporate Communication for Global Business
<b>AND</b>	
Option Pathway 1: Module 1	Option Pathway 1: Module 2
<b>AND EITHER</b>	
Option Pathway 2: Module 1	Option Pathway 2: Module 2
<b>OR</b>	
Option Pathway 2: Module 1 PLUS Additional Module	
<b>OR</b>	
EB3996: Dissertation	
<b>OR</b>	
EB3992: Research Methods for EICC PLUS Additional Module	
<b>ADDITIONAL MODULES</b>	
<b>WP3001: Cultural Event Management in Practice</b> <b>EB3803: Managing International Businesses for IBC</b> <b>An additional language – see the School’s elective programme</b>	

\*Please note that not all combinations are available each year and that timetable constraints or the size of groups may mean that you cannot do your first choice of pathway or additional optional module. Your tutors will discuss your choices with you and help you to decide.

## 2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Please note that not all modules are available each year.

Level	Module Code	Module Title	Credit rating
<b>LEVEL 6</b>			
<b>Compulsory Modules</b>			
<b>L E V E L  6</b>	EB3101	International Corporate Communication for Global Business	20
	EB3102	Culture and Business for International Corporate Communication	20
	<b>Optional Modules – Students will study combinations of the following modules and specialist options provided that they have fulfilled any prerequisites and do not take more than 1 module at Level 5. Modules with prerequisites are marked *</b>		
	EB3992	Research Methods for EICC	20
	EB3996	Dissertation	40
	WP3001	Cultural Event Management in Practice	20
	EB3803	Managing International Businesses for IBC	20
		An additional language module at level 5 or 6	20
	<b>Specialist Options – Students will normally study 40 credits or TWO modules from a specialist option but may take one if it does not have pre-requisites</b>		
		<b><u>Asia Pacific</u></b>	
	AI3000	Development and Change in the Asia Pacific Region	20
	AI3001	Asia Pacific International Relations	20
		<b><u>Human Resource Management</u></b>	
	EB3701	Principles of Human Resource Management for International Business Communication	20
EB3702	Principles of Human Resource Development for International Business Communication	20	
	<b><u>Marketing</u></b>		
EB3309	The Changing World of Marketing Communication	20	
	OR		
MK3120	Media Planning and Buying (SCOPE only)	20	
	AND		
EB3209	Advertising Around the World for International Business Communication	20	
	<b><u>Events Management and International Tourism</u></b>		
EB3037	Events Management for International Business Communication	20	
	AND		
EB3038	Issues in International Tourism: Cross-cultural aspects	20	
	OR		
WP3001	Cultural Event Management in Practice	20	

ML3205	<b><u>Translation &amp; Interpreting</u></b> Theory and Practice of Interpreting OR	20
ML3026	Translation Project in a Modern Language	20
CL3201 CL3205 CL3003 CL3004	<b><u>Chinese- English Translation/ Interpreting Option (for advanced learners of Mandarin Chinese)</u></b> Chinese Language 3 Chinese Language Studies Theory and Practice of Interpreting (SCOPE only) Theory and Practice of Translation	20 20 20 20
GM3001 GM3105 GM2115 ML302	<b><u>German Option (for advanced learners of German)</u></b> German Language German Language Studies Introduction to Theory and Techniques of Translation Translation Project in a Modern Language	20 20 20 20
JS 3051 JS3050	<b><u>Japanese Language Option (for advanced learners of Japanese)</u></b> Japanese Language (double module) Japanese Language Studies	40 20
KO3001 KO3002 KO3003 KO3008	<b><u>Korean Language Option (for advanced learners of Korean)</u></b> Ab Initio Korean Language 3 (Sem 1) (for students who have not spent year abroad in Korea) OR Advanced Korean Language (Sem 1) Korean for Academic Purpose (Sem 2) OR Divided Korea (Sem 2)	20 20 20 20
RN3000 RN3001 RN3002	<b><u>Russian Language Option (for advanced learners of Russian)</u></b> Russian Language Russian Language Studies Russian Literary Identities	20 20 20
FR3061 FR3001 ML3026 ML3205	<b><u>French Option (for advanced learners of French)</u></b> French Language (Minor Route) OR French Language (Joint/Major) AND Translation Project in a Modern Language OR Theory and Practice of Interpreting	20 20 20 20

	SH3001	<b>Spanish Option (for advanced learners of Spanish)</b> Spanish Language (Major/Joint) OR	20
	SH3002	Spanish Language (Minor) AND	20
	ML3026	Translation Project in a Modern Language OR	20
	ML3205	Theory and Practice of Interpreting	20

### Examples of what your programme could look like this year

The following are some examples of what your programme may look like, several other combinations are available and you should discuss what you would like to do with your tutor. Please also remember that not all combinations are available and that timetable constraints or the size of groups may mean that you cannot do your first choice of additional optional module. Your tutors will discuss your choices with you and help you to decide.

#### Example A:

	Semester 1		Semester 2	Level
<b>1</b>	EB 3102  Culture and Business in English for International Corporate Communication	<b>2</b>	EB 3101  International Corporate Communication for Global Business	6 + 6
<b>3</b>	EB 3992  Research Methods for EICC			6
<b>4</b>	EB3309  The Changing World of Marketing Communication	<b>5</b>	EB3209  Advertising around the World for IBC	6 +6
<b>6</b>	WP3001  Cultural Event Management in Practice			6
	<b>Total number of modules = 6</b>			

**Example B:**

	Semester 1		Semester 2	Level
1	EB 3102 Culture and Business in English for International Corporate Communication	2	EB 3101 International Corporate Communication for Global Business	6 + 6
3	EB 3996 (double module) Dissertation			6
4	EB3701: Principles of Human Resource Management for IBC	5	EB3702: Principles of Human Resource Development for IBC	6 + 6
6	EB3803 Managing International Business for IBC			6
	<b>Total number of modules = 6</b>		<b>5 Level 6 modules</b>	

**2.3 Course requirements**

As explained in 2.1, in order to gain your final award, you need to complete two core modules (EB3101 and EB3102) and three (if you choose the dissertation) or four optional modules from the specialist route and additional options list.

**2.4 Module Registration Options**

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

**2.5 Study Time****2.5.1 Weekly timetable**

A timetable will be available once you have enrolled on the programme, through the student portal

### 2.5.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours.

The exact shape of your weekly timetable will vary depending on the modules you are taking. In most modules you can expect to have 3 hours of classes per week, usually this is one hour of lecture and 2 hours of seminar work. Sometimes these 3 hours will be on the same day but usually we try to leave a gap between the lecture and the seminars. This means that you may have between 9 and 12 hours of classes per week, which might seem very little to some people, however you should keep in mind that we expect you to be doing a considerable amount of work outside the classroom and that your success in the course relies on your doing this. As a rough guide, you should be spending around **10 hours a week per module** studying outside the classroom for each module.

### 2.5.3 Attendance Requirements



You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to your module tutor or the course leader.

#### IMPORTANT INFORMATION ABOUT ATTENDANCE & UK VISAS

It is especially important for **International Students** here on student visas to keep us informed of any attendance difficulties. Under the Points Based System (PBS), we are obliged to tell the UK Border Agency if a student fails to attend regularly, suspends their studies or withdraws from a programme. In such a case, a student will be seen to have broken the terms of the visa and may be deported from UK.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

We record your attendance through a system called **SAM** (Student Attendance Monitoring). In all classes you will need to register your attendance by scanning your **Corporate Card** so you need to make sure you have it with you for every class.

Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the Student Guide to regulations.

## 3. Approaches to teaching and learning

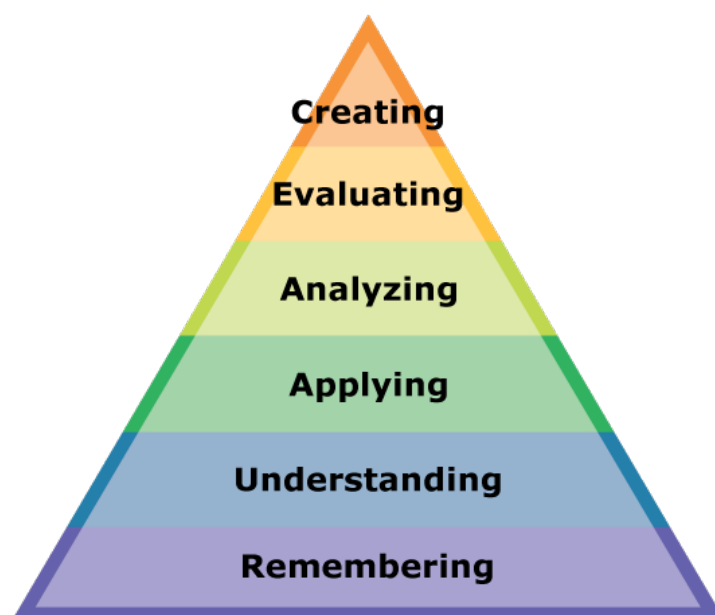
### 3.1 Learning and teaching methods

We believe that people learn and develop language and professional skills best when they actually have to *do* the things they are learning, this is sometimes called '*experiential learning*'. It means that we will provide experiences which are opportunities for you to develop your

knowledge and skills. In order to benefit from this approach, you have to be very active and take part in some activities that may be quite new for you. This Handbook gives you some information and advice to help you get the maximum benefit from these new experiences.

We regard Higher Education as a participative and collaborative process in which we all need to contribute. On our side, UCLan staff can offer you our considerable experience in teaching English for professional purposes and business-related subjects. We have combined this experience with suggestions and recommendations from employers, consultants and other experts within and outside the University to design this degree course for you. On your side, you bring your own knowledge and experience of work, business and management, your motivation to learn more and to improve your standard of English for International Corporate Communication. You may find that we teach English in a slightly different way from what you are used to, we tend not to focus on grammar and vocabulary so much as the use of English for communicating effectively in real or simulated contexts.

Researchers who investigate the skills which students need to carry out their work effectively and to be well prepared for future employment, have identified various levels of skills for thinking and learning. In order to be successful in studying for a UK degree, postgraduate studies and employment, you need to be able to operate at the top of the pyramid shown below. It is not going to be enough simply to show that you can remember what we tell you, you need to demonstrate that you can *use* your knowledge.



(Anderson & Krathwohl's (2001) adaptation of Bloom's taxonomy of educational objectives

We believe that the best approach to teaching and learning any subject depends partly on the subject itself. Learning to be a computer analyst is different from learning to be a teacher, you need to know and be able to do different things and the best ways to learn those things is different.

When it comes to teaching English for International Corporate Communication, we place a lot of emphasis on experiential learning. This means that when we teach you English language



and communication skills, we try to simulate contexts and situations in which corporate executives and business people work as realistically as is possible in the classroom, so that you learn by doing and practising the things you are learning about. You are also going to learn how to assess your own abilities and how to take responsibility for your own learning.

Much of the time you will find you are expected to be active in classes, participating in and sometimes leading, activities which encourage you to interact with each other and to learn through experience. Very often the tutors will *not* stand at the front of the room talking to you, they will give you tasks to do and then come round the classroom to help you. This may be a slightly different role for the teacher from what you are used to and it may take you a little time to get used to it. We prefer to teach in this way because we believe that one important way in which adults learn effectively is when they *do* the things they are learning, rather than simply being *told how to do* them. You cannot learn how to swim by being told how to do it, you have to get wet and in the same way, you are only going to develop the skills for international corporate communication if you practise those skills yourself.

'*Simulations*' are one example of the activities that we often use in our teaching to help you to learn and practise corporate communication skills in English. In a simulation you may spend several class hours researching and analysing topics for projects, making decisions, having group meetings and working through tasks. While taking part in the simulation, you will be playing functional management roles, for example, representing a range of companies doing business globally. This will give you perspectives on inter-cultural aspects of international communication and on the real dilemmas confronting people working internationally.

### 3.2 Study skills

We have already pointed out that we expect you to do a lot of work outside the class time. This means that you need to be self-disciplined, and to manage your time very carefully - the fact that you do not have timetabled classes does not mean that you are free to sleep! It will be particularly important to remember this when it comes to carrying out and writing up your research project.

This section gives you advice about independent learning and self-study, and your tutors will also talk to you about this. We hope that the ability and confidence to learn independently, without being formally taught, are two of the most important things you will get from this programme, as they will help you throughout your career.

It can be difficult to learn how to use your time effectively and to take responsibility for directing your own work. To be successful, you will need to use your time wisely, and make sure that you set yourself goals for independent study. Your tutors will also help in this process by guiding you and giving you support, for example by suggesting books and articles to read, and making suggestions as to how you can fulfil your learning objectives.

Here are a few things you might do in order to improve your study habits and also your English. You should think carefully about these suggestions and about what might work for you. You should also think about what might not work for you, and about alternative things you can do. Independent study doesn't just mean working without a teacher, it also means thinking about and understanding the best way for you to study and take responsibility for your own development.

**Study Tip 1: Read as much as you can**

Reading helps you to improve your knowledge, your vocabulary, your writing and of course, your reading. You should set aside at least 6 hours a week for *independent reading in English*, this means reading not assigned by teachers; reading anything in English that interests you. You can learn a great deal by reading newspapers, magazines and relevant websites, as well as books and more serious journals. You can keep up to date with business and other news around the world by reading current international publications for interest as well as for homework! International business people need to have a high level of general knowledge and you can get this through wide reading. Your tutors will encourage you in this by asking you to research topics and report back to the class. There are many sources of information for you in UK, in the Library, in the media and on the Internet. In fact, one of the key skills you are going to have to develop is the selection of relevant and useful information from the myriad sources available to you.

Try to make your reading as active as possible by using dictionaries, noting down new vocabulary and points of interest and discussing what you've read with your fellow students. You could set up a small group, for example, to discuss topical business stories you have all read.

**Study Tip 2: Listen to as much spoken English as you can**

Listening to as much English as possible will also help you to develop your knowledge and skills in many ways. As well as improving your listening skills and general knowledge, you need to listen to English spoken by people from all over the world. You will find that the English spoken around the world can be different in several ways.

When people from other countries first arrive in Britain, for example, they often find understanding 'real' spoken English very difficult. This is particularly the case if they have studied most of their English through reading. It is very important therefore to listen to as much spoken English as you can and because you want to be active in international business environments, you need to try to listen to examples of people from many parts of the world using English in a variety of contexts. You will learn early in the course that there is not *one English*, but *many Englishes* so you should not only try to listen to what we call '*native speakers*' of English (e.g. British, Americans, Australians), you need to be familiar with how the French, Spanish and Russians and other '*non-native speakers*' speak English too.

You should try and watch international TV channels and films in English as much as possible, particularly the News and Business Programmes. In addition to watching UK television, you can view international broadcasts from various countries in the Worldwise Learning Centre where we receive satellite channels from several countries. Try to listen particularly to business, finance and current affairs programmes as these provide exposure to very useful topics in business and registers in English.

**Study Tip 3: Motivate yourself by setting targets**

Any kind of work is easier when you know exactly what you are trying to achieve. In university study, you are expected to be able to set your own aims and objectives for learning, as well as following those imposed by the course and the tutors. Getting into the habit of setting your own learning objectives helps in the long-term aim of developing a sense of responsibility for your own work.

Some examples of specific individual objectives might be:

- expanding your vocabulary in a certain specialist area;
- becoming more diplomatic in expressing yourself (perhaps following feedback from your tutors);
- mastering a new skill, e.g. making effective powerpoint presentations;
- getting to know new friends from different backgrounds.

You should also try from time to time to assess your progress in achieving your objectives or the learning outcomes for our modules. Again, the feedback you get from tutors will help you in this. You will also boost your motivation by giving yourself some kind of reward every time you achieve one of your mini-objectives.

#### **Study Tip 4: Use your tutors**

Your tutors are here because we know a lot about the subjects we are teaching and we are very willing to share what they know with you. Sometimes you will have to ask us for help, for example if you are uncertain about an assignment. Tutors do not simply disappear at the end of classes, we are here as a resource for you, and we will always try to make time to talk to you on a one-to-one basis. Indeed, this is not all one-way traffic, tutors can learn a great deal from students too, and we really do appreciate input and comments on the programme.

While tutors are always willing to help, please remember that we are very busy people and may not always be able to spare time immediately, you may find you have to make an appointment to see a tutor, but that should not discourage you.

#### **Study Tip 5: Make full use of UCLan's facilities**

UCLan has a number of facilities especially designed for independent learning, and you should make full use of them. Sometimes your tutors will make specific suggestions about work you can do in the Library or Worldwise Learning Centre. For example, they may tell you to do certain grammar exercises to overcome a particular weakness you have in that area. As well as doing what tutors suggest, you should also make time to study the things that interest you and to study in the ways you enjoy best.

#### **Study Tip 6: Set up Learning Groups**

Please don't think that independent study means working on your own, there are many things you can do in pairs or small groups, and this will enable you to learn with and from each other. It's a really good idea to get together with a small group of friends on a regular basis to talk about your studies, your reading and the projects you are involved with.

#### **Study Tip 7: Using Dictionaries**

Since you are learning and using a foreign language, you will obviously need to use dictionaries and we would like to give you a few words of advice on using dictionaries effectively. There are basically 2 types of dictionary for language learners: bilingual dictionaries (e.g. Chinese-English) and monolingual dictionaries (English only).

All your tutors have learned other languages and we understand that you need to use bilingual dictionaries, but we are worried about the small computer dictionaries students often use. Of course, they are very handy, quick and easy to use, but they can also be quite 'dangerous'. Some of the dictionaries are not very accurate, they give the wrong words or sometimes very old-fashioned words that are not used any more.

While the mistakes students make as a result of using these dictionaries are sometimes quite funny, you don't want to make us laugh at your mistakes, you want to impress us with your good use of vocabulary. So what we want you to do is to get used to using a monolingual English dictionary to check that words you have got from your bilingual dictionary are actually right. You will find monolingual dictionaries in the Worldwide Learning Centre and the Library - please use them!

## The Worldwide Learning Centre

The Worldwide Learning Centre on the second floor of the Fylde Building is an important part of the School's latest initiative aimed at promoting and popularising the understanding of world cultures and languages among UCLan students and staff and the wider community of the North West of England.

The Centre offers advanced facilities for digital conferencing, simultaneous interpreting, digital communication and international TV alongside comfortable group and private study areas. The Centre-led activities to support learners of world languages and cultures include culture and language celebration events, shows and exhibitions, events for local schools and guest talks.

**The Worldwide Portal** ([www.uclan.ac.uk/worldwise](http://www.uclan.ac.uk/worldwise)) currently offers information on a number of languages and their associated cultures. Both the Centre and the Portal play an important role in offering the users information and advice relating to the learning and understanding of international cultures and languages including Arabic, Chinese, English, French, German, Greek, Italian, Japanese, Polish, Portuguese, Russian, Spanish, Turkish and Urdu.

The Centre will host regular '**Worldwise Wednesdays**' Events throughout the year including guest talks, international shows and cultural exhibitions, events for local schools (Worldwise Skills Event, Worldwide Gap Year Planning Competition) and culture and language celebration events (Christmas Around the World, Chinese New Year, Samba Drumming Workshop, World Languages at Work series).

The Centre is also leading the process of creation of an online **International Studies Information and Research database** available to staff and students 24/7 from any location, with searchable content, built-in dictionaries etc. to promote increased use of international online and digital resources (online video/audio materials, journals and magazines, international TV stations broadcasting online).

If you want to find more about the Worldwide Languages Centre or its activities, please contact Sarah Coughlan in the School of Language, Literature and International Studies on 01772 894240 or by email to [worldwise@uclan.ac.uk](mailto:worldwise@uclan.ac.uk)

## WISER

WISER is a resource which UCLan provides to help students develop their study skills. The WISER team run workshops in topics such as:

Writing academic essays

Report writing

Presentations

Plagiarism and how to avoid it

You can find information about WISER workshops at :

<http://www.uclan.ac.uk/students/wiser/index.php>

The WISER team can also help you with your studies by providing individual consultations on your written work.



### 3.3 Learning resources

#### 3.3.1 Learning Information Services (LIS)

Learning & Information Services (LIS) includes a wide range of UCLan's support services. The service is located within the Library, Adelphi and Foster Buildings with our technical staff based across campus. LIS includes librarians, subject specialists, careers advisors, trainers, business analysts, project managers, programmers, developers, web experts, designers, customer support specialists, technical support staff and digital media experts who are there to help provide a diverse range of support and expertise at the core of UCLan's business. Our Library building also provides the focus for the University's student support services – The <i>, providing a high-quality student information, advice and referral service covering all aspects of University life.

#### 3.3.2 Electronic Resources

As a registered student of UCLan, you are able to use our e-resources via the Internet. UCLan's library has a large number of *e-books and e-journals*, which you can read on your computer screen. Your tutors will give you references to e-books and e-journals which they expect you to read for some of the modules. In addition to following up these references, you should also try to spend some time each week exploring the e-resources available, it's a very good way of expanding your general and specialist knowledge, as well as improving your English.

To access UCLan's e-resources:

1. go to the UCLan website ([www.uclan.ac.uk](http://www.uclan.ac.uk))
2. select 'Library' from the menu
3. select e-resources from the Library menu

To read some of the e-books and e-journals, you may need to use a system called 'Athens'. To access Athens, you need a username and password.

1. Find the Athens login prompt
2. Username: lap (your UCLan email address)      e.g. lapYWong6
3. Password: lap (your UCLan ID number)      e.g. lap302780987402

You will be given your email address and ID number in the first few weeks of the course. Please do not tell other people what your username and password are; misuse of the system may result in your being refused access.

More information about UCLan's resources can be found at [Resources](#).

### e-learn (Blackboard)

Another Internet-based resource we will make available to you and which we will expect you to use is a communication and teaching system called e-learn or 'Blackboard'. Your tutors will give you an induction to this system and will frequently ask you to access materials and tasks which we put on e-learn. It is very important that you inform us of any problems you might have in accessing e-learn materials.

We use e-learn to contact our students for example if we need to change any arrangements and it is very important that you check the mail in e-learn at least once a week, otherwise you may miss some important information. For guidance on using e-learn see <http://www.uclan.ac.uk/information/services/elearn/index.php>

### 3.4 Personal development planning

In order to help you develop an autonomous approach to your studies and to the development of knowledge and skills you need for future employment, we ask you to do some activities related to personal development planning, which we often refer to as PDP. We will ask you to evaluate your current level of skills, specific learning objectives and difficulties and also your feelings about the learning you experience. We will then discuss with you how you can improve and develop areas in which you feel you have shortcomings.

We suggest that you keep a **learning record**. This is rather like keeping a diary except that we ask you to focus on aspects of your learning and experience of studying here. It requires you to think very carefully about what is happening in your academic life, analysing any problems you are having and generally becoming more aware of yourself as a learner. We believe that this activity helps students to take responsibility for their own learning and to understand for example the kinds of activity which help you to learn; specific problems you have; short and long term learning goals and so on.



### 3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it at every level. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the university's e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It's your future: take charge of it!

One of the services we offer students is the Futures centre located next to the Library.

[Futures](#) offers a range of support for you including:-

- career and employability advice and guidance
- access to work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills
- business start-up, freelance and self-employment advice
- the Futures Award, a University Certificate which formally recognises your employability and enterprise achievements whilst at UCLan.

For more information visit the Futures Hub (next to the Library) or access them via [www.uclan.ac.uk/futures](http://www.uclan.ac.uk/futures).

During the year, I will be forwarding you information from Futures about a range of activities they offer and I would encourage you to attend as many of these events as you can. In the past students have always found them very valuable. The international advisors in Futures can also offer you help and support in selecting and applying for masters courses when you have finished your degree.

#### 4. Student Support

If you need advice relating to a specific aspect of your programme of studies, the first person you should see is one of your module tutors or the *Course Leader*. They can help you with information about most matters related to your course.

There is a centralised Student and Academic Support Service which has [The 'i'](#) Student Information Centre as its first point of contact. You can obtain information on a wide range of topics including student administration such as Council Tax and letters to verify your status plus Scholarships, Counselling, Student Finance, Mentoring, Studying Abroad, Disability Advice, Independent Academic Advice, International Advice, Multi Faith Centre, Pre School Centre, Medical Centre and general life in Preston/Burnley.

The 'i' also produces a Student Organiser and 'i book' which contain useful guidance for you. These are distributed by your School.

You may meet with difficulties in your academic assignments over the course of your university life. Wiser provides 1 to 1 tutorials for specific advice or help on your academic skills and language. A WISER tutor can help you by identifying strategies to overcome difficulties. Wiser also run free study skills workshops and have resources available on eLearn, please see the website for details: [www.uclan.ac.uk/wiser](http://www.uclan.ac.uk/wiser)

In our experience, there are still many students who do not take full advantage of the services provided by WISER. For example, essays have been failed because of a lack of clear structure and inadequate referencing; inappropriate delivery during oral presentations; and serious



errors resulting from inadequate dictionary use. These are just a few examples of how WISER can help you to improve and achieve better grades. We would therefore strongly recommend that you use every opportunity to use WISER as part of your study techniques.

If you need further information on any of the above, please contact: The Wiser team in Harris 113, visit our website [www.uclan.ac.uk/wiser](http://www.uclan.ac.uk/wiser).



#### 4.1 Academic Advisors

At the beginning of your programme, you will be assigned a member of the course team as an **Academic Advisor**. The role of this Tutor is to give you guidance and support on any issues which do not relate to a specific aspect of your studies. They may, for example, advise on the choice of routes or options, explain overall regulations and requirements and how they affect you, or simply be there for you when the pressure seems to be building up.

You should try to see your Academic Advisor on a regular basis - very soon after you start the programme, and about once per semester after that. It is your responsibility to arrange these meetings. Academic Advisors may also ask to see you from time to time, however, because they have a responsibility for monitoring your progress overall, and they may become aware of issues which they feel they need to raise with you.

#### 4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk) - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

#### **Assessment arrangements for students with a disability**

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk)

#### 4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: <http://www.uclansu.co.uk/>.

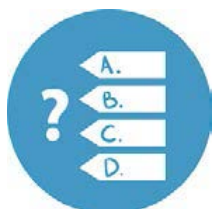
The Students' Union is a student-led, democratic organisation and exists to make life better for you and wants every UCLan student to have a great experience at University.

The Union is all about you taking the opportunities that are offered and making the most of them. The SU offers you the chance to play the sport you love, share your passion or hobby



with like-minded people, report on the hot stories on campus or represent your peers as a Course Representative.

We hope your time at UCLan is trouble free, but we know that sometimes you might come up against problems ranging from academic situations or finding a job, to dealing with debt and claiming the benefits you're entitled to. Check [SU Advice](#) on-line for impartial advice on a whole range of issues, or e.mail [suadvice@uclan.ac.uk](mailto:suadvice@uclan.ac.uk). Call in at the Student's Union, or visit the website at [www.uclansu.co.uk](http://www.uclansu.co.uk) for more information.



#### 4. Assessment

It is very important that you have a clear understanding of how you are going to be assessed on this course. Your success in the BA (Hons) EICC depends on your doing the work we ask you to do in the way we ask you to do it, not what *you* think you should do and how *you* think you should do it. It is therefore very important that you should read this section carefully, and read it now, instead of waiting until you start work on your first assignment!

There are three important things to point out from the start:

- we do not use as many tests and exams as you may have been used to in the past. Instead, you will find there are many different forms of assessment, most of which you have to do in your own time outside the classroom. We don't just assess you in the middle and at the end of each semester, assessment is spread out over the semesters;
- you may also find that the marks you get are lower than what you are used to. This does not mean that your work is worse, just that our system is different, we will explain what your marks mean in full;
- you must follow the tutor's instructions very carefully if you want to do well in a piece of work. If you don't understand anything, ask the tutor, not one of your classmates, they might not understand properly either!

#### 5.1 Assessment Strategy

We give the same care and consideration to the way we assess your work as we do to the way we plan our courses and teach them. Assessment is based on a number of important principles which you should be familiar with and understand:

- all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.
- assessment will be in line with the aims and learning outcomes of the UCLan modules which constitute the BA (Hons) in English for International Corporate Communication, as stated in this Handbook. What that means, basically, is that you will be assessed on things you have been taught, and not on things you have not been taught! You can find full details of assessment patterns for individual UCLan modules at the back of this Handbook;
- assessment will allow you to demonstrate achievement of overall aims for Higher Education (see 'the pyramid' on page 20) over a range of activities. It will reinforce the development of your independent study skills and encourage academic autonomy and personal

development. Assessment is therefore an opportunity for you to show what you *do* know, not an attempt to find out what you *don't* know;

- assessment will provide a cumulative case history of your language and corporate communication skills development in order to record your progress;
- our approach to assessment is intended to be positive and motivating, both to allow you to see where you are making progress as well to show you where you need.

The forms of assessment used for the different UCLan modules vary to reflect the learning outcomes of each module, its content, aims and objectives. One principle which applies to all your UCLan modules is that they use multiple forms of assessment. That is, the final mark awarded for a UCLan module will not depend on one test, examination or piece of work.

We often use the word '*assignment*' to refer to assessed work you do outside class. There are various kinds of assignment and we describe some of these below.

The following list gives an indication of the main forms of assessment used in BA (Hons) EICC:

- \* academic essays
- \* oral presentations and simulations
- \* practical projects
- \* tests and formal examinations
- \* portfolios of documents and tasks
- \* case study analyses
- \* dissertation

### **Academic Essays**

Students often find writing their first essays in English very difficult; for this reason, we will spend some time helping you to develop your essay-writing skills in the compulsory modules and whenever essays form part of a module's assessment, your tutors will explain exactly what is required of you. Sometimes you will be given essay titles by your tutor; otherwise you may be able to choose an essay title from a list provided by the tutor. Essays should be written in formal style, in English, and in your own words. Tutors will encourage you to refer to relevant literature on the subject, where this is available, and to attribute ideas and quotations accurately. You will be given guidance about what you can and cannot take from other sources, and guidance in essay writing and the formal or academic style of English. You can also find help in essay writing at [www.uclan.ac.uk/skills](http://www.uclan.ac.uk/skills)

### **Oral Presentations and Simulated Meetings**

Giving oral presentations is a key communication skill and one in which we will actively train you. In some UCLan modules, you will be able to choose your presentation topic, while in others topics will be allocated. In some modules you will do the presentation on your own, in others you will work in a small group. You will be given plenty of advance warning about assessed presentations, and you will be given guidance where appropriate. You will always be given feedback on your performance. In most cases, we will expect you to use *Powerpoint* and other IT programmes in your presentations. You can also find help in preparing for presentations at [www.uclan.ac.uk/skills](http://www.uclan.ac.uk/skills)

### **Practical Projects**

You will work on several projects related to the language-related and business topics we are studying. We believe projects are an excellent way of encouraging you to put your new knowledge and developing skills into practice and we believe that in this way you extend your knowledge and develop your skills further. The projects you carry out are also intended to familiarise you with the process of undertaking research, and will involve you in identifying and searching out the materials or data you need. The projects you undertake gradually become more challenging. The assessed work you submit will usually be in the form of a written news report and a presentation. You will be given full guidelines for project work in the relevant UCLan module. You can also find help in carrying out projects at [www.uclan.ac.uk/skills](http://www.uclan.ac.uk/skills)

### **Tests and Formal Examinations**

You will be familiar with tests and formal examinations. Nevertheless, you may need some guidance on the specific format of the tests used in these UCLan modules. Emphasis is usually placed on your ability to use what you have learnt to analyse data and situations and produce appropriate texts, rather than your ability to memorise factual information. Memorisation of course content will very rarely help you to get good marks in UCLan modules. Memorisation only works to show your achievement at the lowest level of 'the pyramid', to do well in tests you will have to show that you can apply what you know.

A 'test' is conducted during a scheduled class, and may or may not take up the full time allocated for the class. Formal 'examinations' are held at a time and in a venue which are not the same as those for a scheduled class, and are governed by UCLan examination regulations. These regulations include not using mobile phones or other electronic devices in the exam room. You can also find help in preparing for examinations at [www.uclan.ac.uk/skills](http://www.uclan.ac.uk/skills) and you can find out more about UCLan's exam regulations at [www.uclan.ac.uk/quality/ssregs/guide](http://www.uclan.ac.uk/quality/ssregs/guide)

### **Portfolios**

A 'portfolio' is a collection of work which you have done, either on your own initiative, under the guidance of a tutor, or in accordance with a set scheme of work. This work is presented in a folder of some kind. A good portfolio is well organised, and includes your reflections on what you have learned from the work you have done and how you could do better next time.

Portfolios form part of the assessment for several modules in the programme. They are a very important part of the way in which we encourage you to take a measure of responsibility for your own learning, and particularly to think about learning in terms of independence and initiative. For modules which use a portfolio as part of their assessment, there will be handouts explaining in detail what is required. You can also find help in producing and learning from portfolios at [www.uclan.ac.uk/skills](http://www.uclan.ac.uk/skills)

### **Case Study Analyses**

A case study is a real example which illustrates something we are teaching, some case studies are very short and straightforward, while others can be very long and complicated. Case studies are a very useful way for you to learn about what happens in the 'real world' but we don't just use them as 'stories', we use them to help you develop critical thinking, decision-making and other important professional skills.

When a tutor gives you a case to analyse, it is not enough simply to understand what

happened, you need to think about *why* something happened, *what* action the people could or should take, *how* you can apply the knowledge, theories or principles you have learnt to analysing the case. Case studies help you to achieve our aims at higher levels of 'the pyramid' than simple knowledge and understanding.

### **Dissertation and an Individual Research Project**

Although it is not compulsory, we strongly recommend that you complete a dissertation or an individual research project because the experience will give you an opportunity to carry out an independent research project and write a long report (8,000 words for your dissertation) in English. This is probably the most challenging assignment, partly because the work is mostly carried out independently under the supervision of a tutor. In Semester 1, you will have a series of seminars to explain the process and train you in research methods. It will be up to you to select your research topic and manage the project.

## **5.2 Notification of assignments and examination arrangements**

Information about the requirements for individual assessments and their deadlines as well as examination arrangements can be found in MIPs and will be reinforced by individual module's tutors during timetabled sessions. Assignment briefs are also often provided on Blackboard. These are usually accompanied by marking criteria also available on Blackboard.

## **5.3 Referencing**

As we mentioned in the previous section, it is very important that you are accurate in your referencing in written work of any kind, not just essays. You will lose marks if you fail to follow the conventions. Here are some brief guidelines to help you. If you have any questions or any doubts, talk to one of your tutors.

### **a) Reference to single author's ideas:**

*It has been argued by Murphey (1991) that students who take an active role in aspects of course organisation will develop a sense of responsibility and group cohesiveness.*

### **b) Short direct quote from single author:**

*Murphey (1991) suggests that 'one of the best ways to instil responsibility and a positive image of the class is to get students to take an active part in the running of a course.'* (Murphey, 1991:98)

- c) Longer direct quotes (i.e. longer than 3 lines of text) should be kept separate from the main essay text:

*Murphey (1991) warns that:*

*'..... many students probably don't want, and are not able, to take a lot of the responsibility for their learning, at least in the beginning. A teacher may have to provide a lot of direction at first, while slowly introducing self-direction methods.'*

*(Murphey 1991:106)*

**d) Referencing when there are two authors is basically the same as for single authors:**

*Guy and Mattock (1991) argue that trainers should clarify their own hidden agendas.*

**e) Where there are more than two authors, the reference in the text should appear like this:**

*Fisher et al (1991) have pointed out...*

- f) Where you wish to make a reference to work in an edited collection, the reference is as for a book authored by the writer:

*Hutchinson and Hutchinson (1996) claim that .....*

- g) Where you wish to refer to an article from a journal, the same conventions apply as to works in edited collections:

*O'Neill (1991) points out that ....*

## Compiling Bibliographies

In each of the cases described in 5.14, you will need to put a full reference in a special section at the end of your piece of work, called either *References* or *Bibliography*.

- a) Bibliography referencing for single authors looks like this:

Murphey, T. (1991) *Teaching One to One*. Harlow: Longman.

NB. You must include the place of publication and the publisher in the Bibliography reference.

- b) Bibliography referencing for two authors looks like this:

Guy, V. and Mattock, J. (1991) *The New International Manager: An Action Guide for Cross-Cultural Business*. London: Kogan Page.

- c) Bibliography referencing for three or more authors looks like this:

Fisher, R., Ury, W. and Patton, B. (1991) *Getting to Yes: Negotiating an agreement without giving in* (2nd edition). London: Business Books.

NB Note that where appropriate you need to point out which edition you have referred to.

- d) Bibliography referencing for edited works looks like this:

Hutchinson, T. and Hutchinson E. (1996) 'The textbook as agent of change' in T. Hedge and N. Whitney (eds) *Power, Pedagogy and Practice*. Oxford: Oxford University Press, pp307-323

- e) Bibliography referencing for journal works looks like this:

O'Neill, R. (1991) 'The plausible myth of learner-centredness: or the importance of doing ordinary things well' in *English Language Teaching Journal* 36/2, pp293-304

Your bibliography section should appear at the end of each piece of work and should be arranged in *alphabetical order by author surname*. It should not be numbered.

Single authored items first, followed by joint and multiple authors

e.g. Smith, M. (1993)

Smith, M. and Jones, G.R. (1993)

Smith, M., Jones, G.R. and Cleese, J. (1994)

Items for each author (single, double or multiple) need to be listed in reverse order of publication:

e.g. Smith, M. (1998)

Smith, M. (1981)

When an author has more than one publication within the same year, these need to be identified both in the bibliography and the text with a small case letter.

e.g. Hammersley (1987a)

### **Electronic Sources**

As more and more academic material becomes available on-line, electronic references are becoming increasingly common. The conventions for referencing electronic sources are somewhat less fixed than for paper-based material, but as a rule of thumb, you should aim to include the following:

- Details of the title of the site
- Details of the author (if known)
- Details of the publication date (if known)

*And most importantly*

- A full URL so that the reference can be traced

***It is very important that you are very careful about referencing. Try to get into good habits early in your career at university and you won't regret it.***

Here are some useful hints for referencing:

#### **SOME HINTS ON REFERENCING**

If you follow these hints, you'll find that it saves you a lot of time and worry in the long run.

- start a bibliography file on your computer/area as soon as you start reading and record all the details you need - (name and initial of author(s); date of publication, full title, place of publication, publisher and page numbers for quotes);
- keep very accurate notes on any quotes you feel you may want to use. Notes should include page numbers and all reference details, otherwise you may have to go back to the library to find this information later;

- if you make photocopies of extracts from journal and books, always write the reference on them immediately, you may not remember where they came from later.

#### 5.4 Confidential material

Please remember that you have ethical and legal responsibilities and must respect confidentiality and maintain the anonymity of individuals and organisations when completing your assignments.

#### 5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

Academic honesty means giving other people credit for the work they have done. When you are writing assignments we expect you to read what other people have written and sometimes we expect you to use other people's ideas and words in your work. Whenever you do this, you **must say clearly whose work you are using** and give some details of that work so that other people can find it if they want to read it too. If you use work which somebody else has written and pretend that it is your own, or simply forget to say where the words or ideas came from, we call this '**plagiarism**'.

We take plagiarism very seriously as we see it as a form of cheating or dishonesty. If we find an example of plagiarism in your work it will normally result in you failing that piece of work and this is very unpleasant for everybody concerned.

You will be given clear advice in handouts on when and how you can quote and refer to other writers' work in essays and other assignments, and your tutors will explain all the issues to you. If you are unsure about how to do references in a piece of work, see the section on references at <http://www2.uclan.ac.uk/lskills/TLTP3>

Sometimes students feel their English is rather weak and they ask other people to check their work for them. To some extent this can be helpful, e.g. if somebody points out some grammatical or spelling mistakes, but if the other person revises the script to a level of English we know you are not capable of writing, we will suspect that you have not written it at all and again, you will fail. It is not worth taking the risk.

There are 2 other ways in which students sometimes use unfair means to get higher marks than they deserve. These are **cheating in exams** and **copying another student's work or working so closely with another student that your work is very similar (collusion)**. If a student is caught cheating in an examination or is found to have copied another student's work, the same penalties apply as in cases of plagiarism. You should also remember that if

you permit another student to copy your work, you will be penalised too as you have consented to this unfair action.

We have already mentioned the Assessed Work Record which you will submit with any written work for assessment. On this form you have to sign the declaration below, you should take this very seriously.

#### **IMPORTANT INFORMATION: PLAGIARISM DECLARATION**

When you submit any piece of work for this module, you will sign the declaration below. You should read it carefully and make sure that you understand the importance of the declaration.

*This assignment represents all my own work; any reference made to books, magazines, papers, any other publications or unpublished work written by other people is fully acknowledged in the references. I understand that plagiarism can attract severe academic penalties even expulsion from university.*

Although not specifically mentioned, the declaration includes anything published on the *Internet*. You should consider carefully whether your work fulfils the declaration before you sign it. It is usually obvious to us when somebody has copied from another source, and we have to penalise work where we find plagiarism. It is very unpleasant for all concerned if we have to take action on plagiarism, so we would ask you to avoid it. If you are in any doubt about this, speak to your tutor and make sure that you know how to reference sources appropriately.

Tutors will usually be able to tell if you have used somebody else's work when they mark your written assignments. In addition, most tutors will ask you to submit written work electronically to a website called *Turnitin* which quickly detects plagiarism. Many tutors will allow you to use *Turnitin* for a period up to the submission date to check your work. You should take advantage of this option as it can avoid a lot of trouble for you and for your tutors.

If a tutor thinks you may have copied somebody else's work, they will first of all talk to you about it, usually with the Course Co-ordinator. They may as a result of this discussion, offer you a chance to resubmit the piece of work. In that case, the maximum mark you can get for the whole module is 40%.

It is also against our regulations to submit the same work form more than one assignment, this is called **Re-Presentation** and the penalties are the same as if you cheat in other ways.

#### **IMPORTANT INFORMATION: PENALTIES FOR CHEATING, PLAGIARISM & COLLUSION OR RE-PRESENTATION**

1) If it is the first offence of cheating, plagiarism, collusion or re-presentation, the work will receive **a mark of 0%** and it must be re-submitted to the required standard. Irrespective of the number of elements of assessment required by the module, the overall maximum mark for the module will be restricted to 40%.

2) If cheating, plagiarism, collusion or pre-presentation is found on a resubmitted piece of work for an already failed module, **no further resubmission will** be permitted and a fail grade will be awarded.



3) If it is a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course, the mark for the module will be **0% with no opportunity for re-assessment**. This penalty does not preclude the student being permitted to retake the module in a subsequent year.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism, collusion or re-presentation, it will be considered as a serious academic and disciplinary offence.

## 6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

When it comes to the end of your course, we look at the overall profile of your marks in order to decide which class of degree you should be awarded.



## 7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

We place great weight on maintaining and improving the quality of all aspects of our work. Some of the ways in which this is done throughout the University include the use of external examiners to monitor standards, and periodic full-scale reviews of individual courses, Schools and faculties.

You yourself play a crucial role in the process of maintaining and improving quality, through the feedback you give. An annual survey of student satisfaction is conducted on a University-wide basis, and staff in the School of Journalism, Language and Communication will seek your views frequently on the modules you take. They will do this informally, as part of their regular teaching, and you should feel free at any time to approach a module tutor or the Course Leader to discuss issues or offer suggestions.

You should know that the course you are taking this year has been changed over the years as a result of feedback from students, for example we have reduced the number of assessments in EB3101 and increased the word limit in tasks in EB3102 as a result of feedback.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

The course team will make arrangements for you to elect a course representative who can represent any issues you may have to the course team within Student Staff Liaison Committee (SSLC) meetings. If you are interested in becoming a course representative yourself and wish to find out more about the role you can visit the [Student Union](#).

### 7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester. Your Course Leader will facilitate the meetings using [Guidelines for SSLCs](#) and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year). Your Student Liaison Officer will be invited to attend and support the resolution of any issues. The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, personal tutoring arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. resources, IT, library;
- Any other issues raised by students or staff.

## 8. Appendices

### 8.1 Programme Specification(s)

**UNIVERSITY OF CENTRAL LANCASHIRE**

**Programme Specification**

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

***Sources of information on the programme can be found in Section 17***

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	Preston City Campus SCOPE, City University Hong Kong
<b>3. University School/Centre</b>	School of Language and Global Studies
<b>4. External Accreditation</b>	None
<b>5. Title of Final Award</b>	BA (Hons) English for International Corporate Communication (EICC)
<b>6. Modes of Attendance offered</b>	Full-time and Part-time Blended Delivery (restricted programme of study)
<b>7a) UCAS Code</b>	QP33
<b>7b) JACS Codes</b>	Q330 (50%)/N120 (50%)
<b>7c) HECos Codes</b>	100080 (50%)/101109 (50%)
<b>8. Relevant Subject Benchmarking Group(s)</b>	Languages & Related Studies
<b>9. Other external influences</b>	Common European Framework for Languages and IELTS
<b>10. Date of production/revision of this form</b>	May 2018
<b>11. Aims of the Programme</b>	
<ul style="list-style-type: none"> <li>• to provide an international perspective on the use of English in professional, cultural and social contexts</li> </ul>	
<ul style="list-style-type: none"> <li>• to examine and raise critical awareness of recurrent themes and issues in international corporate communication</li> </ul>	
<ul style="list-style-type: none"> <li>• to develop a high level of individual and integrated communication skills in English</li> </ul>	

<ul style="list-style-type: none"> <li>to develop a high level of knowledge and skills in a chosen specialisation (e.g. Public Relations, Digital Business Communication, Translation &amp; Interpreting)</li> </ul>	
<ul style="list-style-type: none"> <li>to develop and strengthen a high level of awareness of intercultural communication as this relates to international corporate communication</li> </ul>	
<ul style="list-style-type: none"> <li>to refine learning techniques and provide training in learning strategies to facilitate language learning both inside and outside the classroom</li> </ul>	
<ul style="list-style-type: none"> <li>to develop an active approach to Personal Development Planning as a life-long process and ability to demonstrate personal effectiveness in job selection processes</li> </ul>	
<ul style="list-style-type: none"> <li>to develop interpersonal skills, critical self-awareness and problem-solving skills.</li> </ul>	
<b>7 Learning Outcomes, Teaching, Learning and Assessment Methods</b>	
<b>A. Knowledge and Understanding</b>	
<p>A1. Explain a range of recurrent concepts, themes and issues in international corporate communication at a level which prepares students for careers in international business;</p> <p>A2. Recognise intercultural psychology and how cultural differences affect international corporate communication at a level which prepares them for careers in international business;</p>	<p>A3. Explain a range of concepts, themes and issues in a chosen specialisation (e.g. Marketing, Digital Business Communication, Translation / Interpreting);</p> <p>A4. Demonstrate a variation in register and styles of English in a variety of business-related contexts, according to genre, audience, geographical region etc.;</p> <p>A5. Employ a high level of English Language knowledge &amp; skills</p>
<b>Teaching and Learning Methods</b>	
<ul style="list-style-type: none"> <li>Tutor-led inputs, lectures &amp; seminars</li> <li>Tasks and activities on e-learn/Blackboard</li> <li>Video-based analysis tasks</li> <li>Graded individual or group discourse analysis tasks</li> <li>Guided reading for seminars &amp; research projects</li> </ul>	<ul style="list-style-type: none"> <li>Simulations &amp; group-based tasks</li> <li>Case analysis</li> <li>Group projects</li> <li>Portfolios of structured, incremental tasks &amp; activities</li> </ul>
<b>Assessment methods</b>	
<ul style="list-style-type: none"> <li>Assessed tasks</li> <li>Oral presentations</li> <li>Assessed simulations</li> </ul>	<ul style="list-style-type: none"> <li>Extended projects/essays</li> <li>Dissertation (optional)</li> <li>Classroom tests</li> </ul>
<b>B. Subject-specific skills</b>	
<p>B1. Employ communication, intercultural and interpersonal skills transferable to corporate communication in international contexts, analyse and evaluate, produce and present a range of oral and written texts for international corporate communication contexts;</p> <p>B2. Describe, explain and critically discuss, orally and in writing, in English (and Chinese, Japanese, French, depending on chosen pathways), recurrent themes and issues in international communication;</p>	<p>B3. Practise professional level skills in a chosen specialisation (e.g. Marketing, Digital Business Communication Translation / Interpreting);</p> <p>B4. Employ academic and practical skills required to undertake language-oriented research projects, e.g. sourcing and searching the research literature, referencing and compiling bibliographies.</p>
<b>Teaching and Learning Methods</b>	
<ul style="list-style-type: none"> <li>Tutor-led inputs, lectures &amp; seminars</li> <li>Tasks and activities on e-learn/Blackboard</li> </ul>	<ul style="list-style-type: none"> <li>Simulations &amp; group-based tasks</li> <li>Case analysis</li> <li>Group projects</li> </ul>

<ul style="list-style-type: none"> <li>• Video-based analysis tasks</li> <li>• Graded individual or group discourse analysis tasks</li> <li>• Guided reading for seminars &amp; research projects</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolios of structured, incremental tasks &amp; activities</li> </ul>
<b>Assessment methods</b>	
<ul style="list-style-type: none"> <li>• Assessed tasks</li> <li>• Oral presentations</li> <li>• Assessed simulations</li> </ul>	<ul style="list-style-type: none"> <li>• Extended projects/essays</li> <li>• Dissertation (optional)</li> <li>• Classroom tests</li> </ul>
<b>C. Thinking Skills</b>	
<p>C1. Apply knowledge to a variety of contexts, themes and issues;</p> <p>C2. Critically analyse contexts, themes, issues and texts (oral and written);</p>	<p>C3. Synthesise knowledge and ideas from a variety of sources, leading to generation of creative and/or original ideas</p> <p>C4. Evaluate own and others' knowledge, ideas etc.</p>
<b>Teaching and Learning Methods</b>	
Explicitly 'taught' in most modules and embedded in teaching and assessment strategies in all modules. Classroom and independent learning tasks challenge students to think in different ways and demonstrate their thinking process, opinions and ideas through reflective tasks.	
<b>Assessment methods</b>	
Marking criteria for assessed work in most modules include weighting for demonstration of relevant thinking skills.	
<b>D. Other skills relevant to employability and personal development</b>	
<p>D1. Recognise and develop self-evaluation strategies and plan for personal development</p> <p>D2. Apply key transferable skills for study and employment (e.g. ability to plan, write and present personal and professional portfolio materials, teamwork and time management)</p>	<p>D3. Employ a range of professionally-oriented CIT skills</p> <p>D4. Exercise a range of communication skills in English (and Chinese, Japanese, French depending on choice of specialisation)</p>
<b>Teaching and Learning Methods</b>	
<ul style="list-style-type: none"> <li>• Tutor-led inputs, lectures and seminars</li> <li>• Individual and group tasks</li> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Simulations</li> <li>• Group and individual projects</li> <li>• Portfolios</li> </ul>
<b>Assessment methods</b>	
<ul style="list-style-type: none"> <li>• Portfolio tasks</li> <li>• Presentations</li> <li>• Simulations</li> </ul>	<ul style="list-style-type: none"> <li>• Marking criteria for assessed work in most modules include weighting for demonstration of reflection on personal performance, communication skills and use of relevant CIT.</li> </ul>

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
<b>Level 6</b>	<b>LEVEL 6</b>			<p><b>Bachelor Honours Degree</b> English for International Corporate Communication Requires 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6</p> <p><b>Degree</b> English for International Corporate Communication Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6</p> <p><b>Diploma of Higher Education</b> English for International Corporate Communication Requires 240 credits including a minimum of 100 at Level 5 or above</p> <p><b>Certificate of Higher Education</b> English for International Corporate Communication Requires 120 credits at Level 4 or above</p>
	<b>Compulsory Modules</b>			
	EB3101	International Corporate Communication for Global Business	20	
	EB3102	Culture and Business for International Corporate Communication	20	
	<b>Optional Modules – Students will study combinations of the following modules and specialist options provided that they have fulfilled any prerequisites and do not take more than 1 module at Level 5. Modules with prerequisites are marked *</b>			
	EB3992	Research Methods for English for International Corporate Communication	20	
	EB3996	Dissertation	40	
	WP3001	Cultural Event Management in Practice	20	
	EB3803	Managing International Businesses for IBC	20	
	EB3012	Workplace English for Business (SCOPE only)	20	
		An additional language module at level 5 or 6	20	
	<b>Specialist Options – Students will normally study 40 credits or TWO modules from a specialist option but may take one if it does not have pre-requisites</b>			
		<b><u>International Digital Business Communication</u></b>		
	EB3207	Online Culture and Communication	20	
EB3206	Social Media Strategy	20		
AI3000	<b><u>Asia Pacific</u></b>			
	Development and Change in the Asia Pacific Region	20		
AI3001	Asia Pacific International Relations	20		
	<b><u>Human Resource Management</u></b>			
EB3701	Principles of Human Resource Management for International Business Communication	20		
EB3702	Principles of Human Resource Development for International Business Communication	20		

<b>Level 6</b>		<b><u>Marketing</u></b>		
	EB3309	The Changing World of Marketing Communication	20	
		OR		
	MK3120	Media Planning and Buying (SCOPE only)	20	
	EB3209	Advertising Around the World for International Business Communication *	20	
		<b><u>International Tourism and Events Management Combined Options</u></b>		
	EB3037	Events Management for International Business Communication	20	
	EB3038	Issues in International Tourism; Cross cultural aspects	20	
		<b><u>Translation &amp; Interpreting</u></b>		
	ML3205	Techniques and Practice of Interpreting	20	
	ML3026	Translation Project in a Modern Language	20	
		<b><u>Chinese- English Translation/ Interpreting Option (for advanced learners of Mandarin Chinese)</u></b>		
	ML3205	Theory and Practice of Interpreting	20	
	CL3003	Theory and Practice of Interpreting (Chinese, SCOPE only)	20	
	CL3004	Theory and Practice of Translation	20	
		<b><u>Chinese Language Option (for advanced learners of Mandarin Chinese)</u></b>		
	CL3201	Chinese Language 3	20	
	CL3205	Chinese Language Studies	20	
	CL3003	Theory and Practice of Interpreting (SCOPE only)	20	
	CL3004	Theory and Practice of Translation	20	
	<b><u>German Option (for advanced learners of German)</u></b>			
GM3001	German Language	20		
GM3105	German Language Studies	20		
GM2115	Introduction to Theory and Techniques of Translation	20		
ML3026	Translation Project in a Modern Language	20		
	<b><u>Japanese Language Option (for advanced learners of Japanese)</u></b>			
JS 3051	Japanese Language (double module)	40		
JS3050	Japanese Language Studies	20		

<b>Level 6</b>	FR3061	<b>French Option (for advanced learners of French)</b> French Language	20	
	FR3001	French Language Studies	20	
	ML3026	Translation Project in a Modern Language	20	
	ML3205	Techniques and Practice of Interpreting	20	
	SH3001	<b>Spanish Option (for advanced learners of Spanish)</b> Spanish Language	20	
	SH3002	Spanish Language Studies	20	
	ML3026	Translation Project in a Modern Language	20	
	ML3205	Techniques and Practice of Interpreting	20	
	KO3001	<b>Korean Language Option (for advanced learners of Korean)</b> Korean Language	20	
	KO3002	Korean Language Studies	20	
	KO3003	Korean for Academic Purpose	20	
	KO3008	Divided Korea	20	
	RN3000	<b>Russian Language Option (for advanced learners of Russian)</b> Russian Language	20	
	RN3001	Russian Language Studies	20	
	RN3002	Russian Literary Identities	20	
		<b><u>LEVEL 6</u></b> <b><u>Blended Delivery (restricted programme of study)</u></b> <b><u>All modules below compulsory</u></b>		
	EB3101	International Corporate Communication for Global Business	20	
	EB3102	Culture and Business for International Corporate Communication	20	
	EB3206	Social Media Strategy	20	
	EB3207	Online Culture and Communication	20	
EB3996	Dissertation	40		



Level	Module Code	Module Title	Credit rating	
<b>Level 5</b>	<b>LEVEL 5</b>			
	<b>Compulsory Modules</b>			
	EB2500	Advanced English for Business Communication 1	20	
	EB2501	Advanced English for Business Communication 2	20	
	EB2600	Advanced English Language Skills for EICC	20	
	<b>Optional Modules</b>			
	CL2301	Introduction to Translation and Interpreting (SCOPE only)	20	
	EB2300	Management Practice for International Business Communication	20	
	EB2015	Enterprise for International Business Communication	20	
	EB2209	Marketing and Advertising Communication for International Business Communication	20	
	EF2702	English and Skills for Study	20	
	EF2500	Intercultural Communication for International Business	20	
	Module Code	Module Title	Credit rating	
<b>Level 4</b>	<b>LEVEL 4</b>			
	<b>Compulsory Modules</b>			
	EB1500	English for Business Communication 1	20	
	EB1501	English for Business Communication 2	20	
	EF1700	Study and Communication	20	
	EB1300	Introduction to Business for International Business Communication	20	
	EB1009	Project English	20	
	<b>Optional Modules</b>			
	EB1107	Introduction to Marketing for International Business Communication	20	
EF1200	The English-speaking World	20		
<b>15. Personal Development Planning</b>				
PDP is embedded in the teaching and assessment of most modules. Strategies and skills for academic, personal and professional development are explicitly taught and assessed in the compulsory modules.				
<b>16. Admissions criteria</b>				
Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study.				

These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information. Students will be informed of their personal minimum entry criteria in their offer letter.

The course is only open to non-native speakers of English.  
 Entry into Level 4 requires a minimum of CEF B1, IELTS 5.0 or equivalent and a good record of marks from secondary school. School-leaving qualifications and records will be considered on an individual basis as international education systems vary considerably.  
 Entry into Level 5 requires a minimum CEF low B2, IELTS 5.5 or equivalent and at least one year of undergraduate study in a field related to English Language and/or Business Communication in English.  
 Direct entry into Level 6 requires a minimum of CEF high B2, IELTS 6.0 or equivalent and at least 2 years of undergraduate study in a field related to English Language and/or Business Communication in English.

#### **17. Key sources of information about the programme**

- UCLan Website [www.uclan.ac.uk](http://www.uclan.ac.uk)
- International partners through articulation agreements
- UCLan prospectus & International Office publicity
- Word of mouth



	EB3038	Issues in International Tourism: Cross cultural aspects	O	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	
	EB3207	Online culture and Communication	O	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB3206	Social Media Strategy	O	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB3701	Principles of Human Resource Management for International Business Communication	O		✓	✓	✓			✓	✓	✓			✓	✓	✓		✓	✓
	AI3000	Development and Change in the Asia pacific Region	O			✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	
	AI3001	Asia Pacific International Relations	O			✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	
	WP3001	Cultural Event Management in Practice	O	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	
	EB3702	Principles of Human Resource Development for International Business Communication	O		✓	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓
	EB3209	Advertising Around for World for IBC	O	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓	✓		✓	✓
	EB3309	The Changing World of Marketing Communication	O	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓	✓		✓	✓
	MK3120	Media Planning and Buying	O		✓	✓			✓		✓		✓	✓		✓		✓	✓	
	ML3205	Techniques & Practice of Interpreting	O	✓	✓			✓			✓	✓		✓	✓		✓		✓	✓

	ML3026	Theory & Practice of Translation	O	✓	✓						✓	✓		✓	✓				✓	✓
	CL3003	Theory and Practice of Interpreting (Chinese)	O		✓		✓		✓		✓		✓	✓				✓		✓
	CL3201	Chinese Language 3	O	✓	✓	✓			✓		✓	✓		✓	✓		✓		✓	✓
	CL3205	Chinese Language and Studies	O	✓	✓	✓			✓		✓	✓		✓	✓		✓		✓	✓
	CL3003	Theory and Practice of Interpreting	O	✓	✓			✓			✓	✓		✓	✓		✓		✓	✓
	CL3004	Theory & Practice of Translation (Chinese)	O		✓		✓		✓		✓		✓	✓				✓		✓
	GM3001	German Language	O	✓	✓	✓			✓		✓	✓		✓	✓		✓		✓	✓
	GM3105	German Language Studies	O	✓	✓	✓			✓		✓	✓		✓	✓		✓		✓	✓
	JS3051	Japanese Language 3	O	✓	✓	✓			✓		✓	✓		✓	✓		✓		✓	✓
	JS3100	Contemporary Issues in Japan	O	✓	✓	✓			✓		✓	✓		✓	✓		✓		✓	✓
	JS3101	Professional Communication in Japanese	O		✓	✓	✓		✓	✓		✓	✓		✓	✓		✓		✓
	JS3050	Japanese Language Studies	O	✓	✓	✓			✓		✓	✓		✓	✓		✓		✓	✓
	FR3061	French Language Studies	O	✓	✓	✓			✓		✓	✓		✓	✓		✓		✓	✓
	FR3001	French Language	O	✓	✓	✓			✓		✓	✓		✓	✓		✓		✓	✓
	SH3001	Spanish Language	O	✓	✓	✓			✓		✓	✓		✓	✓		✓		✓	✓



Level	Code	Module Title		A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	
Level 5	EB2500	Advanced English for Business Communication 1	COMP	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	
	EB2501	Advanced English for Business Communication 2	COMP	✓	✓	✓		✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	
	EB2600	Advanced English Language Skills for EICC	COMP	✓	✓		✓		✓	✓		✓	✓	✓	✓		✓			✓	
	CL2301	Introduction to Translation and Interpreting	O	✓	✓		✓		✓	✓			✓	✓	✓					✓	
	EB2300	Management Practice for IBC	O	✓	✓				✓	✓	✓				✓	✓	✓	✓	✓	✓	✓
	EB2209	Marketing and Advertising Communication	O		✓	✓	✓			✓				✓	✓		✓				✓
	EB2015	Enterprise for IBC	O	✓		✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓
	EF2702	English and Skills for Study	O		✓		✓	✓	✓	✓		✓	✓		✓	✓		✓		✓	✓
	EF2500	Intercultural communication for International Business Communication	O		✓		✓	✓	✓	✓		✓	✓		✓	✓		✓		✓	✓

Level	Code	Module Title		A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	
Level 4	EB1500	English for Business Communication 1	COMP	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	EB1501	English for Business Communication 2	COMP	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	EF1700	Study and Communication	COMP	✓		✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	EB1300	Introduction to Business for IBC	COMP	✓	✓		✓		✓	✓		✓	✓	✓	✓					✓	
	EB1009	Project English	COMP		✓	✓	✓	✓	✓	✓				✓	✓	✓		✓	✓	✓	✓
	EB1107	Introduction to Marketing for IBC	O	✓	✓		✓		✓	✓		✓	✓	✓	✓		✓				✓
	EF1200	The English-speaking World	O	✓		✓	✓				✓	✓	✓	✓	✓		✓		✓		✓



**19. LEARNING OUTCOMES FOR EXIT AWARDS:**  
**Learning outcomes for the award of: Bachelor Degree**

A. Knowledge and Understanding

A1. Explain a range of recurrent concepts, themes and issues in international corporate communication at a level which prepares students for careers in international business.

A2. Recognise intercultural psychology and how cultural differences affect international corporate communication at a level which prepares them for careers in international business.

A3. Explain a range of concepts, themes and issues in a chosen specialisation (e.g. Marketing, Digital Business Communication, Translation / Interpreting).

A4. Demonstrate a variation in register and styles of English in a variety of business-related contexts, according to genre, audience, geographical region etc.

A5. Employ a high level of English Language knowledge and skills.

B. Subject-specific skills

B1. Employ communication, intercultural and interpersonal skills transferable to corporate communication in international contexts, including ability to analyse and evaluate, produce and present a range of oral and written texts for international corporate communication contexts.

B2. Describe, explain and critically discuss, orally and in writing, in English (and Chinese, Japanese, French, depending on chosen pathways), recurrent themes and issues in international communication

B3. Practise professional level skills in a chosen specialisation (e.g. Marketing, Digital Business Communication Translation /Interpreting).

B4. Employ academic and practical skills required to undertake language-oriented research projects, e.g. sourcing and searching the research literature, referencing and compiling bibliographies.

C. Thinking Skills

C1. Apply knowledge to a variety of contexts, themes and issues.

C2 Critically analyse contexts, themes, issues and texts (oral and written).

C3 Synthesise knowledge and ideas from a variety of sources, leading to generation of creative and/or original ideas.

C4 Evaluate own and others' knowledge, ideas etc.

D. Other skills relevant to employability and personal development

D1. Recognise and develop self-evaluation strategies and plan for personal development .

D2. Apply key transferable skills for study and employment (e.g. ability to plan, write and present personal and professional portfolio materials, teamwork and time management).

D3. Employ a range of professionally-oriented CIT skills.

D4. Exercise a range of communication skills in English (and Chinese, Japanese, French depending on choice of specialisation).

## **Learning outcomes for the award of: Diploma of Higher Education**

### A. Knowledge and Understanding

- A1. Explain a range of recurrent themes and issues in international corporate communication at a level which prepares students for careers in international business.
- A2. Recognise how cultural differences affect international corporate communication at a level which prepares them for careers in international business.
- A3. Explain a range of concepts, themes and issues in a chosen specialisation (e.g. Marketing, Digital Business Communication, Translation / Interpreting).
- A4. Demonstrate a variation in register and styles of English in business-related contexts, according to genre, audience, geographical region etc.
- A5. Employ a good level of English Language knowledge and skills.

### A. Subject-specific skills

- B1. Employ communication, intercultural and interpersonal skills transferable to corporate communication in international contexts, including ability to produce and present a range of oral and written texts for international corporate communication contexts.
- B2. Describe, explain and discuss, orally and in writing, in English (and Chinese, Japanese, French, depending on chosen pathways), recurrent themes and issues in international communication
- B3. Practise professional level skills in a chosen specialisation (e.g. Marketing, Digital Business Communication Translation / Interpreting).
- B4. Employ academic and practical skills required to undertake research projects, e.g. sourcing and searching the research literature, referencing and compiling bibliographies.

### B. Thinking Skills

- C1. Apply knowledge to specific contexts, themes and issues.
- C2 Analyse contexts, themes, issues and texts (oral and written).
- C3 Compare and contrast ideas from a variety of sources.
- C4 Evaluate own and others' knowledge, ideas etc.

### C. Other skills relevant to employability and personal development

- D1. Recognise the importance of self-evaluation and personal development action planning.
- D2. Apply key transferable skills for study and employment (e.g. ability to plan, write and present personal and professional portfolio materials, teamwork and time management).
- D3. Employ appropriate professionally-oriented CIT skills.
- D4. Exercise effective communication skills in English (and Chinese, Japanese, French depending on choice of specialisation).

## **Learning outcomes for the award of: Certificate of Higher Education**

### **A. Knowledge and Understanding**

- A1. Explain some recurrent themes and issues in international corporate communication at a level which prepares students for careers in international business.
- A2. Recognise how cultural differences affect international corporate communication at a level which prepares them for careers in international business.
- A3. Explain some concepts, themes and issues in a chosen specialisation (e.g. Marketing, Digital Business Communication, Translation / Interpreting).
- A4. Demonstrate a variation in register and styles of English in business-related contexts.
- A5. Achieve a good command of English.

### **B. Subject-specific skills**

- B1. Employ communication, intercultural and interpersonal skills transferable to corporate communication in international contexts.
- B2. Describe and explain, orally and in writing, in English (and Chinese, Japanese, French, depending on chosen pathways), recurrent themes in international communication
- B3. Practise professional level skills in a chosen specialisation (e.g. Marketing, Digital Business Communication Translation /Interpreting).

### **C. Thinking Skills**

- C1. Apply knowledge to specific contexts, themes and issues.
- C2. Analyse contexts, themes, issues and texts (oral and written).
- C3. Compare and contrast ideas from specific sources.
- C4. Evaluate own and others' knowledge, ideas etc.

### **D. Other skills relevant to employability and personal development**

- D1. Apply key transferable skills for study and employment (e.g. ability to plan, write and present personal and professional portfolio materials, teamwork and time management).
- D2. Employ appropriate professionally-oriented CIT skills.
- D3. Exercise good communication skills in English (and Chinese, Japanese, French depending on choice of specialisation).