



**Course Handbook**  
**BA (HONS) INTERNATIONAL BUSINESS COMMUNICATION**  
**ACADEMIC YEAR 2018/19**  
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**SCHOOL OF LANGUAGE**  
**AND**  
**GLOBAL STUDIES**  
**COLLEGE OF CULTURE AND THE CREATIVE INDUSTRIES**



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

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## 1. Welcome to the course

We would like to wish you a warm welcome to the University of Central Lancashire's School of Language and Global Studies. We're delighted that you have chosen to study here with us and we look forward to working with you over the coming year and beyond. The start of any new academic year or a new term is an exciting time and a chance for you to renew your enthusiasm for your specialist subject and to reflect on how you can get the best out of your time at University – of course, there are plenty of people on hand to help you with this.

We are proud of the research members of the teaching team undertake, much of which is of international standing and has a real impact on the lives of communities around the globe. As you go through your studies you will become familiar with some of this research via your classroom sessions and tutorials and, more importantly, we hope you will help us develop that research. Staff in the School are also recognised as Fellows in the national Higher Education Academy, we have a list of national and institutional award winners for our work with student support and curriculum development. We constantly strive to improve the quality of the courses we offer and to enhance the experience of our students; we value the feedback we get from you, employers, our business partners and our alumni which helps us to ensure that you have a course which is current, relevant and of the highest quality.

As you work with us, you will find the School is a thriving learning community which offers a range of innovative courses related to language, literature and intercultural communication which equips you with up-to-date knowledge of your specialism alongside real-world skills you can use to help you get ahead in the world of work. We are also involved in many exciting projects, and work with partner institutions around the world and regularly offer visits, internships and placement opportunities to our students – indeed as you walk the corridors of our buildings you will see recent graduates working alongside us in their role as interns and helping us develop our School. This Handbook contains important advice and reference material intended to help you understand what happens on your course and in the School, and to help you learn and develop good study practices – regardless of what year or level of study you are entering. A major purpose of the Handbook is to introduce you to the kind of learning experience you can expect during your time here. For example, we explain our approach to learning and teaching, the learning outcomes you should be able to demonstrate, and regulations on assessment. There is also detailed information on the content of each individual module and some general guidance on how to approach your studies here.

You might find that the way we do things here is different in some respects to your previous experiences in educational institutions. You should therefore read through the Handbook now and keep it in a safe place for reference throughout your studies. You will also be able to retrieve updated versions of the information in the Handbook electronically throughout the course on your course webpages or your virtual learning environment.

We are a multinational team comprising support staff, lecturers, language assistants, researchers and in excess of 1000 students from about 30 countries. We encourage you to take advantage of all the opportunities available to develop a global perspective on life which will stand you in good stead for your career. You'll find that there are a lot of academic and social activities organised in the School which are aimed at motivating you to develop this perspective. You should remember that the benefit you derive from your study and social programme in Preston

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depends very much on the amount of effort you put into them. If you would like to build up the kind of additional experience which employers look for and have something interesting and different to put on your CV, now is the time to start. Your personal tutor or your Student Engagement Assistant can help you plan out goals at the start of each year to make sure that you have a CV and skills set which stands out.

We'd rather you thought of yourself as an active working member of the School community than simply a student. To be truly effective, Higher Education has to be a participative process and your input in teaching sessions, your debates with your peers and lecturers are examples of how you can co-create knowledge and work collaboratively with your lectures. Staff in the School will provide the infrastructure, shape the process and tell you how you're doing, but the only person who can learn and succeed is you!

We hope that you will derive stimulation and enjoyment from this course and that in years to come, you will look back on your time spent at the University of Central Lancashire as professionally, intellectually and personally enriching.

On behalf of all staff in the School – a warm welcome!

## *The IBC Course Team*

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



#### **Introduction**

The 3<sup>rd</sup> year IBC Programme has been designed to offer you a unique opportunity of living and studying here in the UK. This programme offers you a good foundation to your future career in an international setting.

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. It's challenging and hard work, but enjoyable and rewarding for those students with a positive attitude and who work hard.

#### **What you are going to learn on the course**

The programme has been designed to offer you a unique opportunity of living and studying here in the UK. This programme offers you a good foundation to your future career in an international business setting. 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

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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. However, it is now becoming quite common for graduates to demonstrate high levels of English so having an additional advanced foreign language could give you a competitive edge. It's challenging and hard work, but enjoyable and rewarding for those students with a positive attitude and who work hard. Higher Education is a collaborative process to which we all need to contribute. Academic offer you our considerable experience in teaching languages and business management theory and practice for vocational purposes. You in turn bring some knowledge, experience and motivation to improve your language and to learn more about international business and management. This is a unique opportunity you must seize and not miss!

The BA (Hons) IBC is a course, which is:

- **Truly international:** this course is not only UK-focused in terms of business topics. You will find that cross-cultural awareness forms a vital part of your studies. You will also be studying and working with students from various other countries.
- **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 reflecting on and evaluating your work.
- **Practical:** you will be learning how to use English in a professional environment through activities, which involve you in doing, or simulating business. We know from many former students just how useful these skills are in the world of work.
- **Intellectually stimulating:** we think you will find it challenging to look at and talk about the theories and practice behind international business and management and the theories and practice of how language and communication work in business.
- **Flexible:** there are multiple options, so that you can specialise in one or a number of business, management or language modules to further your knowledge.
- **Multi-media-focused:** video and audio recordings, computer-based simulations, press and TV reports all play a vital part in the teaching and learning materials. You will rapidly become familiar with Blackboard. You will be shown how to use this.

### Course Aims

When we set out to design a course, we think carefully about the *aims* of the course. That means we think about what students need to know and be able to do when the course is finished. We do this by analysing what is involved in the professions we are preparing students for. The aims listed below specify in broad terms what you should achieve over the year.

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.

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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 enable students to communicate effectively in an international business environment using English as the medium.
- To foster the acquisition of managerial and business related knowledge, skills and thinking styles.
- To develop a broad critical understanding of cultural issues and their impact on organisations and businesses.
- To develop a high level of individual and integrated communication skills in English.
- To develop students' interpersonal skills, critical self-awareness and problem solving abilities.
- To prepare students for further study of management and business and for managerial careers in linguistically and culturally diverse business environments.
- To develop an active approach to Personal Development Planning as a life-long process.

**Course Learning Outcomes**

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 tests and other 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.

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<b>1. Learning Outcomes, Teaching, Learning and Assessment Methods</b>	
<b>A. Knowledge and Understanding</b>	
A1. The structure and syntax of language. A2. Forms of communication in business settings. A3. Models of cultural differences.	A4. Business strategies and operations in general principles, concepts and issues within specific business-related areas.
<b>Teaching and Learning Methods</b>	
<ul style="list-style-type: none"> <li>• Tutor-led inputs and seminars.</li> <li>• Video-based analysis tasks</li> <li>• Structured, incremental tasks and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Guided reading for seminars and research projects</li> <li>• Simultaneous and group-based tasks, case studies and portfolios</li> </ul>
<b>Assessment methods</b>	
<ul style="list-style-type: none"> <li>• Portfolios of 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>	
B1. Systematic analysis of business language and forms of communication. B2. Analysis and evaluation of current issues in international business and management. B3. Effective business communication skills and ability to operate effectively in a multi-national team	B4. The ability to describe, explain and critically discuss, in spoken and written English, recurrent themes and issues in international business.
<b>Teaching and Learning Methods</b>	
<ul style="list-style-type: none"> <li>• Tutor-led inputs and seminars</li> <li>• Video-based analysis tasks</li> <li>• Structured, incremental language tasks and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations and tasks based on guided reading and research projects.</li> <li>• Simulations and group-based tasks, case studies and portfolios.</li> </ul>
<b>Assessment methods</b>	
<ul style="list-style-type: none"> <li>• Portfolios of tasks.</li> <li>• Oral presentations</li> <li>• Assessment 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>	
C1 Ability to apply knowledge to a variety of contexts, themes and issues. C2 Critical analysis of contexts, themes and texts (oral and written).	C3 Synthesis of knowledge and ideas from a variety sources leading to generation of creative and /or original ideas C4 Evaluation of own knowledge and that of others.
<b>Teaching and Learning Methods</b>	
<ul style="list-style-type: none"> <li>• Tutor –led inputs and seminars.</li> <li>• Video-based analysis tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Case studies, simulations and independent learning tasks</li> <li>• Project and Dissertation supervision</li> </ul>
<b>Assessment methods</b>	
<ul style="list-style-type: none"> <li>• Project presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolios</li> </ul>

<ul style="list-style-type: none"> <li>• Reports and essays</li> </ul>	<ul style="list-style-type: none"> <li>• Dissertation (optional)</li> </ul>
<b>D. Other skills relevant to employability and personal development</b>	
D1. Effective communication in a wide range of inter-cultural contexts in English. D2. The ability to continue learning, and to review own learning by adopting transferable skills for work and study, including the use of IT.	D3. A self-reflexive approach to interpersonal communication across a wide range of familiar and unfamiliar cultural and business-related contexts. D4. The ability to plan and organise work, and to work independently.
<b>Teaching and Learning Methods</b>	
<ul style="list-style-type: none"> <li>• Tutor-led input</li> <li>• Individual and group tasks</li> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Simulations</li> <li>• Essays/reports</li> </ul>
<b>Assessment methods</b>	
<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Simulations</li> </ul>	<ul style="list-style-type: none"> <li>• Essays, reports and assessment of group work</li> <li>• Dissertation (optional)</li> </ul>

## 1.2 Course Team

You will quickly get to know the staff in the school, who will be your tutors on the programme.

They are:

<b>IBC</b>	<b>Subject</b>	<b>Tel</b>	<b>E-mail (@uclan.ac.uk)</b>
David Leeming	IBC Course Leader	5065	DELeeming1
Delia Jackson	IBC Course Leader	3156	DAJackson1
Petra Bagley	IBC/EICC with MFL Course Leader	3139	PMBagley
Irina Alexa	EICC Course Leader	6425	IAlexa
Andrea Taberner	MA IBC CL	3847	AMTaberner
Valeriy Smolienko	IBC Wordwise	3147	VSmolienko
Silke Engelbart	IBC	3139	SEngelbart
Anna-Marie Gregson	IBC	3151	AGregson
Andrew Grice	IBC	6424	AEGrice
Michael Thomas	IBC	3148	MThomas4
Paul Knowles	IBC	5067	PKnowles1
Victoria Orange-Sibra	IBC		VOrange-Sibra
Sundeep Satyanarayan	IBC	4510	SSatyanarayan1
Imren Waller	IBC	3133	IWaller
Ed Griffith	Asia Pacific Studies	4245	EGriffith

## 1.3 Expertise of staff

The IBC team are extremely experienced in teaching and researching in around Business, communication, and languages. They have taught in many countries, many have been in industry, and some are considered leaders in their fields.



#### 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

Course Administration Service 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

Language & Global Studies

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.

#### 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. The name of this person, their position and home institution can be found below:

Dr John Brinkman, formerly Dean at Liverpool Hope University

Andrew Cornforth, Principal Lecturer, University of Hull

If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

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## 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. EB3006: English for International Business Communication). 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'**, which are usually the same as years and the first number of a module code shows which level (year) of the course the module is designed for. A module with a code beginning with '3' is designed for Level 6 (final undergraduate year) students and in order to be awarded the BA International Business Communication *with honours*, you will have to take **six modules** (120 credits in all), of which:

- **6 modules must be at Level 6**  
OR you can take
- **5 modules at Level 6 and 1 module at Level 5.**

We have designed this BA programme to give you quite a lot of choice of specialist subjects, but there are compulsory modules which you must take. This means that you must take and pass these modules in order to be awarded the BA (Hons) IBC.

**EB 3006 International Business Communication Level 6 (semester 1 and 2)**

**This is a double module worth 40 credits**

**EB3803 Managing International Businesses for IBC (semester 1 and 2)**

**This is a single module worth 20 credits**

**EB3991 Research Methods for IBC**

**This is a single module worth 20 credits**

In this module you will attend the weekly research methods sessions with other students but are expected to carry out the research project fairly independently.

**Plus, Two pathway Options**

**Each module is worth 20 credits each**

### 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

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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.

**Only ONE Pathway to be chosen**

Optional Modules (20 credits each)	Module Delivery
<b>International Finance and Accounting Pathway</b>	
EB3501 International Accounting for IBC	SEM 1
EB3502 International Finance Practices for IBC	SEM 2
<b>International Human Resource Management Pathway</b>	
EB3701 Principles of HRM for IBC	SEM 1
EB3702 Principles of HRD for IBC	SEM 2
<b>International Marketing Pathway</b>	
EB2209 Marketing and Advertising for IBC	SEM 1
EB3309 The Changing World of Marketing Communication	SEM 1
EB3209 Advertising Around the World for IBC	SEM 2
<b>International Corporate Communication Pathway</b>	
EB3101 International Corporate Communication for Global Business	SEM 1
EB3102 Culture and Business in International Corporate Communication	SEM 2
<b>Asia Pacific Studies Pathway</b>	
AI3000 Development Change in the Asia Pacific Region	SEM 1
AI3001 Asia Pacific International Relations	SEM 2
<b>International Tourism and Events Management Pathway (1)</b>	
EB3037 Events Management for International Business Communication	SEM 1
EB3038 Issues in International Tourism; Cross cultural aspects	SEM 2
<b>International Tourism and Events Management Pathway (2)</b>	
EB3037 Events Management for International Business Communication	SEM 1
WP3001 Cultural Events Management in Practice (limited numbers)	SEM 2



**2.3 Course requirements**

**Entry Requirements 2016/17**

2 years Higher Education experience

**Entry Requirements 2017/18**

2 years HE experience (taught in English) and ideally business at diploma level and IELTS 6.0.

For changes to 2017 UCAS tariff entry requirements please see our important information.

**Only open to non-native speakers of English.**

Year three Direct entry to Preston Campus (Level six). Only open to non-native speakers of English.

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 in English.

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

The following is an example of what your programme may look like, several other combinations are available and you should discuss what you'd 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:**

	Semester 1		Semester 2	Credits
1+1	EB 3006: International Business Communication (Yearlong)			40
3	EB 3803: Managing International Businesses (Yearlong)			20
4	EB3991: Research Methods (Yearlong)			20
5	EB3701: Principles of HRM for IBC (semester 1)	6	EB3702: Principles of HRD for IBC (semester 2)	20 + 20
	Five 20 credits modules and one 40 credit module =			120

**2.4 Progression Information**

As your programme is a level 6 only programme you will not undertake progression.

**2.5 Study Time**

**2.5.1 Weekly timetable**

Please check your online timetable to see your class times and days.

<https://www.uclan.ac.uk/students/study/timetabling.php>

**2.5.2 Expected hours of study**



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 (EB3006) 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**

Attending classes is an essential part of your learning experience, and if you miss a class, for whatever reason, then you will get less out of your studies. For this reason, all classes are compulsory and you should try not to miss any classes.

Obviously we don't expect you to come to classes if you are ill or have some serious problem to deal with BUT in such cases you must contact Delia or David by email to let them know. Alternatively, you can contact the module tutor whose class you are going to miss.

#### **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 Visas and Immigration (UKVI) 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 most classes the tutor will use a bar code reader to read your **Corporate Card** so you need to make sure you have it with you for every class. You can check the record we have by looking at **myUCLan**, if you find we have made a mistake, let us know.

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**

Some of you will have already experienced similar approaches but others may find there are differences with what you are used to. It's obviously very important that you know and understand why we teach and assess you in the way we do. So whatever your background, it will be useful for you to read this section.

#### **A learning-centred approach to teaching and learning**

The staff teaching IBC modules are very experienced, having taught on the course for many years. Not only are they well qualified in teaching English as a foreign language, they also hold higher degrees in business related subjects (MBA, MSc in Marketing, etc) or in the specialised pathway which they teach. Most of your lecturers also speak another language -

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many of them studied a modern foreign language as their first degree or are native speakers of another language, and all have experience of working and living in another country. Staff are in regular contact with our partner institutions in Europe and Asia and may also visit them on exchange programmes when they discuss the IBC programme or undertake teaching. These activities and experiences mean that your tutors really do understand the 'ups and downs' of learning a language and living in a new environment.

Your lecturers are also actively engaged in research. This may take the form of writing books on their specialised subject areas, or contributing to articles in academic publications or giving papers at conferences. You may be asked to participate in focus groups or complete questionnaires which will give valuable data for your tutors' research.

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.

When it comes to teaching International Business 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

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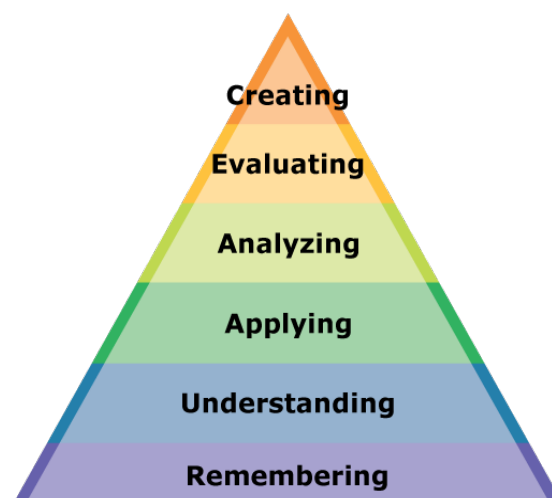
business globally. This will give you perspectives on inter-cultural aspects of international communication and on the real dilemmas confronting people working internationally.

### **How we teach IBC**

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 International Business 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

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## 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 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.

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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 Faculty Resource 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);
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- 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 we 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. All tutors display office hours when they are free to see students.

#### **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 the World Wise 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

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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 World Wise Centre and the Library - please use them!

There are a variety of services to support students and these include WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>



### **3.3 Learning resources**

#### **3.3.1 Learning Information Services (LIS)**

Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

You can find the link to the Library Opening Hours here:

[http://www.uclan.ac.uk/students/study/library/opening\\_hours.php](http://www.uclan.ac.uk/students/study/library/opening_hours.php)

#### **3.3.2 Electronic Resources**

LIS provide access to a range of electronic resources – e-journals and databases, e-books, images and texts.

### **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

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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 employability learning integrated into it. This is not extra to your degree, but an important part of it.

Your course will take you on a journey of development that will help you to map your personal story of your time at university.

You will be encouraged to record your learning journey so that you can demonstrate all the work-related skills you have developed, both before and during your time at UCLan. This will help you to show future employers just how valuable your degree is and the employability skills you have acquired.

- You will be given the opportunity to explore your identity, your strengths and areas for development, your values and what you want to get out of life.
- You will be able to investigate a range of options, including jobs and work experience, postgraduate study and self-employment.
- We will support you to enable you to successfully tackle the recruitment process and to develop your enterprise skills.

UCLan Careers offers a range of support for you including: -

- One to one career and employability advice and guidance appointments.
- Advice on finding graduate jobs, including how to improve your CV with work placements, internships, voluntary opportunities and part-time employment.
- Workshops, seminars, and events to enhance your learning and develop your skills.
- Employer presentations and events, to give you the chance to network with potential employers and find out from them what they are looking for.

Our drop-in service is available from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. We offer CV and cover letter checks, careers information and can tell you about our full range of services. For more information, come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the [Student Portal](#)

It's your future: take charge of it!

**UCLan Careers** | Foster Building | University of Central Lancashire, Preston PR1 2HE  
01772 895858

[careers@uclan.ac.uk](mailto:careers@uclan.ac.uk)

[www.uclan.ac.uk/careers](http://www.uclan.ac.uk/careers)

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## 4. Student Support



### 4.1 Academic Advisors

The overall aim of Academic Advisor support is to enhance the student's experience at UCLan.

#### Academic Advisors:

- Should be the first point of contact in any issues students are facing. They may not be able to deal with the concern but will be able to signpost students to relevant services.
- Will usually be a member of staff associated with the student's course.
- Will be allocated to students during the induction period and will normally remain the Academic Advisor for the duration of the student's course.
- Will meet with students at least once a semester and work in partnership with them.

### 4.2 Students with disabilities

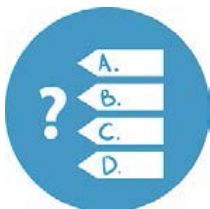
You are strongly encouraged to declare your disability on your application form when you apply to study at UCLan. If you have declared this Disability Services will be in contact with you to advise you about reasonable adjustments which may be appropriate in the circumstances. You can also tell any member of staff at the University, who will ask you to sign a disability disclosure form, to let the Disability Service know that you have a disability and agree to share this information with them. Disability Services will then get in touch with you to discuss your available options. Following this you will be assigned a Disability Adviser whom you can contact should you need any further help or assistance.

[https://www.uclan.ac.uk/students/health/disability\\_services.php](https://www.uclan.ac.uk/students/health/disability_services.php)

### 4.3 Students' Union One Stop Shop

The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

If your course is for students not studying on the main campus please include the following :  
– as one of the thousands of students who are not studying on the main UCLan campus in Preston, the Students Union is still your union, please check <http://www.uclansu.co.uk/> for full details on what we may be running in your partner institution.



## 5. Assessment

### 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:

- assessment will be in line with the aims and learning outcomes of the modules which constitute the BA (Hons) in International Business Communication, as stated in this Handbook. What that means, basically, is that you will be assessed on things you have
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been taught, and not on things you have not been taught! You will be given full details of the assessment for individual modules at the beginning of the course;

- assessment will allow you to demonstrate achievement of overall aims for Higher Education (see 'the pyramid') 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 overall 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 to do more work.

## 5.2 Forms of assessment

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. At the beginning of each semester your tutors will give you a sheet explaining all the assessed work for each module. Make sure you keep this sheet carefully and make sure you understand what you have to do to complete each element of the assessment for the module. The information will also be available on Blackboard.

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.

### Assignments

As we have said, many of the pieces of work on which you are assessed take the form of written assignments which you complete in your own time.

You will be given every chance to make sure you know exactly what is required for each assignment. At the start of each semester, you will be given a handout for each UCLan module giving you a brief description of all the written assignments and other pieces of assessed work you have to submit, what their weighting is, and when the deadlines are. You will also get a handout with a full explanation and instructions for each piece of assessed work at an appropriate point in the semester, and your tutor will talk it through with you and answer any questions you have.

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You should also get an 'Assessment Cover Sheet', when you are given or when you submit an assignment. You complete the first part of this yourself, and submit it together with your assignment. You can download these forms from Blackboard.

If so far you have been used to having tests, the idea of doing work in your own time and submitting it by a '*deadline*' will be new to you. It is very important that you meet these deadlines. If you do not, you will lose marks and it may not be possible for us to mark the assignment in time, which could mean that you have less time than you should have if you ever have to resubmit a piece of work.

We think it is important that you are given '*feedback*' on assessed work, and that this feedback is given in a way which helps you to learn. For UCLan modules, you will get this on the 'Assessment Cover Sheet' which your tutor will complete and return to you. Tutors will also give general feedback to the whole class when they return assignments.

### **Main kinds of Assignments**

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

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

### **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**

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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 see examples of the criteria we use to assess your presentations in section 5.5 below, and 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)

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## **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**

Although it is not compulsory, some of you will be offered a Dissertation. However the majority will undertake a guided Dissertation in the form of the Research Methods module. This module will give you experience of carrying out an independent research project and writing a long report 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. The year-long module is Research Methods for IBC, EB3991.

## **What your marks mean**

The marks you will get for all your assignments are percentages. By itself, a percentage does not mean very much. All that a mark of 50% tells you, for example, is that the piece of work it

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is awarded for is better than one which gets 45%, but not as good as one which gets a mark of 55%. Nevertheless, the way percentage marks are used in different education systems does give them a clear meaning, and you need to understand exactly what they mean in the British system which we use for the BA (Hons) IBC.

Percentages awarded are related to clear and detailed criteria, which have been carefully worked out for each type of assignment. Every piece of work you do is assessed according to criteria we have designed for that piece of work. Examples of these criteria are given in the next section and your tutors will explain the marking criteria for each piece of work you do.

The following general points apply for all assessed work:

- **a mark of 70% or above is an excellent mark.** Only a very small percentage of students regularly achieve marks above 70%. To achieve a mark in this range, you must submit an almost faultless piece of work which shows clear signs of independent, original thinking over and above reproducing what has been taught;
- **marks between 60% and 69% are good.** This sort of mark shows you have clearly demonstrated the knowledge, understanding and skills which are being assessed;
- **marks between 50 - 59% are average.** A mark in this range is satisfactory and not in any way 'bad', and you should not feel you have failed;
- **marks between 40% and 49% are pass marks.** A mark in this range suggests that there are serious weaknesses in some aspects of your work. When you get marks in this range, it might be a good idea to talk to your tutor to make sure you know exactly what the problem is and what you can do to remedy it;
- **40% is the lowest pass mark.**
- **a mark under 40% means that you have failed the assessment.** If you fail a piece of work, you may be given the opportunity to do it again with some guidance from the tutor. If you redo a piece of work, the highest mark you can get on resubmission is 40%.

Since this system may well be different from the one you are used to, you may take some time to adjust. Perhaps the most important point to remember, however, is that you should use assessment as a tool for learning. It is far more important for you to understand what is required, set yourself realistic aims, review progress and work on any weaknesses indicated by your marks than simply to worry about your marks.

### **What your marks mean - some examples**

When we mark your work, we use sets of marking criteria, which match the learning outcomes for the module and help us to grade the level of your achievement. Marking criteria for each

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assignment will be available for you on e-learn and you should always use them as a checklist before you submit work and also to help you understand your marks.

Two examples of the marking criteria we use are given on the next pages, covering typical assignments, which you might be expected to produce in each semester of your programme of study. Please note that these are not intended as definitive statements on the actual mark you may be awarded, and that specific approaches to assessment do vary from skill to skill.

### **Presentation Assessment Criteria**

<b>Band</b>	<b>Numerical equivalent %</b>	<b>Description</b>
<b>Exceptional 1st</b>	<b>96</b>	<p>An exceptional demonstration that you have met all of the marking criteria.</p> <ul style="list-style-type: none"> <li>▪ Your presentation is directly relevant to the title throughout and addresses the implications and assumptions of the title in a challenging and authoritative way.</li> <li>▪ Your presentation has exceptional delivery including eye contact, voice projection, and use of visual aids. It is appropriately pitched at the audience and timed.</li> <li>▪ You correctly cite material that is interesting, relevant and well selected, demonstrating significant independent study.</li> <li>▪ You demonstrate excellent critical subject knowledge and an insightful and convincing understanding of materials and/or principles with which you have engaged directly.</li> <li>▪ Exceptional analysis with comprehensive arguments and consideration of wider implications, delivered in an authoritative style.</li> <li>▪ Where appropriate, you employ a creative and original use of relevant approaches to the subject.</li> <li>▪ You have reached exceptionally convincing conclusions well-supported by the relevant evidence/sources.</li> </ul>
<b>High 1st</b>	<b>89</b>	<p>An outstanding demonstration that you have met all of the marking criteria.</p> <ul style="list-style-type: none"> <li>▪ Your presentation is directly relevant to the title throughout and addresses the implications and assumptions of the title in a challenging and authoritative way.</li> <li>▪ Your presentation has outstanding delivery including eye contact, voice projection, and use of visual aids. It is appropriately pitched at the audience and timed.</li> </ul>

		<ul style="list-style-type: none"> <li>▪ You correctly cite material that is interesting, relevant and well selected, demonstrating significant independent study.</li> <li>▪ You demonstrate excellent critical subject knowledge and an insightful and convincing understanding of materials and/or principles which with you have engaged directly.</li> <li>▪ Outstanding analysis with comprehensive arguments and consideration of wider implications, delivered in an authoritative style.</li> <li>▪ Where appropriate, you employ a creative and original use of relevant approaches to the subject.</li> <li>▪ You have reached extremely convincing conclusions well-supported by the relevant evidence/sources.</li> </ul>
<b>Mid 1st</b>	<b>81</b>	<p>An excellent demonstration that you have met all of the marking criteria.</p> <ul style="list-style-type: none"> <li>▪ Your presentation is directly relevant to the title and addresses the implications and assumptions of the title in a sophisticated way.</li> <li>▪ Your presentation has excellent delivery including eye contact, voice projection, and use of visual aids. It is appropriately pitched at the audience and timed.</li> <li>▪ You correctly cite material that is interesting, relevant and well selected, demonstrating independent study.</li> <li>▪ You demonstrate excellent critical subject knowledge and a convincing understanding of materials and/or principles with which you have engaged directly.</li> <li>▪ Excellent analysis with comprehensive/persuasive arguments and consideration of wider implications, delivered in an appropriate style.</li> <li>▪ Where appropriate, you employ a sophisticated use of relevant approaches to the subject.</li> <li>▪ You have reached excellent conclusions well-supported by the relevant evidence/sources.</li> </ul>
<b>Low 1st</b>	<b>74</b>	<p>A highly proficient demonstration that you have met all of the marking criteria.</p> <ul style="list-style-type: none"> <li>▪ Your presentation is directly relevant to the title and addresses the implications and assumptions of the title in a sophisticated way.</li> <li>▪ Your presentation has excellent delivery including eye contact, voice projection, and use of visual aids. It is appropriately pitched at the audience and timed.</li> <li>▪ You correctly cite material that is interesting, relevant and well selected, demonstrating independent study.</li> </ul>

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		<ul style="list-style-type: none"> <li>▪ You demonstrate excellent critical subject knowledge and a convincing understanding of materials and/or principles with which you have engaged directly.</li> <li>▪ Excellent analysis with comprehensive/persuasive arguments and consideration of wider implications, delivered in an appropriate style.</li> <li>▪ Where appropriate, you employ a sophisticated use of relevant approaches to the subject.</li> <li>▪ You have reached highly convincing conclusions well-supported by the relevant evidence/sources.</li> </ul>
<b>High 2.1</b>	<b>68</b>	<p>A proficient demonstration that you have met the most of the marking criteria.</p> <ul style="list-style-type: none"> <li>▪ Your presentation is directly relevant to the title</li> <li>▪ Your presentation is well delivered including eye contact, voice projection, and use of visual aids. It is appropriately pitched at the audience and timed</li> <li>▪ You demonstrate comprehensive subject knowledge and a confident understanding of materials and/or principles.</li> <li>▪ Your analysis is thoughtful, clear and ordered.</li> <li>▪ Where appropriate, you employ relevant theoretical approaches to the subject.</li> <li>▪ You show a confident grasp of the main principles but may not have considered, in full, the wider implications.</li> </ul>
<b>Mid 2.1</b>	<b>65</b>	
<b>Low 2.1</b>	<b>62</b>	
<b>High 2.2</b>	<b>58</b>	<p>A satisfactory demonstration that you have met most of the marking criteria providing evidence of clear understanding of principles and content.</p> <ul style="list-style-type: none"> <li>▪ You have addressed the title but at times you may have drifted away from the questions and become less focussed in some areas and/or</li> <li>▪ Your presentation is reasonably delivered but may suffer from some lapses, including hesitation and interruptions to the flow of delivery and/or</li> <li>▪ Rather than being analytical you may have tended towards description or narrative without real focus and/or</li> <li>▪ You have attempted to construct a coherent presentation but at times you may have lost focus and/or be inconsistent with your use of style and/or</li> <li>▪ You may have stated some issues vaguely or have been over-simplistic and/or</li> <li>▪ You may not have engaged critically with the issues and only expressed ideas in broad terms and/or</li> <li>▪ You have demonstrated satisfactory subject knowledge although this could be extended.</li> </ul>
<b>Mid 2.2</b>	<b>55</b>	
<b>Low 2.2</b>	<b>52</b>	

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<b>High 3rd</b>	<b>48</b>	<p>Evidence that the marking criteria have been met.</p> <ul style="list-style-type: none"> <li>▪ You have demonstrated sufficient awareness of content and have communicated this effectively and/or</li> <li>▪ Your presentation does not consistently address the title and/or</li> <li>▪ There are some deficiencies in expression, style, or length that might pose barriers to the audience and/or</li> <li>▪ Your presentation is largely descriptive with limited analysis and/or</li> <li>▪ Your argument is evident but only in a basic form and tends to lack clarity and coherence and/or</li> <li>▪ There is only limited evidence of independent analysis or structuring of the argument and/or</li> <li>▪ You show an adequate understanding of a limited range of material.</li> </ul>
<b>Mid 3rd</b>	<b>45</b>	
<b>Low 3rd</b>	<b>42</b>	
<b>Marginal fail</b>	<b>35</b>	<p>Limited evidence that some of the marking criteria have been met.</p> <ul style="list-style-type: none"> <li>▪ Your presentation may be incomplete or is often irrelevant to the title and/or</li> <li>▪ You need to work on your presentation and use of language as this may be poorly presented, lacking clarity or being repetitious and/or</li> <li>▪ You have over-dependend on description rather than discussion and/or analysis and not demonstrated that you understand the key issues and/or</li> <li>▪ You have not produced a coherent argument so your presentation may be difficult to follow and/or</li> <li>▪ Your answer may include factually erroneous or contradictory information and/or</li> <li>▪ You may have relied too much on 'received information' going little beyond superficial paraphrasing what you have heard in class or read in one or two texts and/or</li> <li>▪ You have not demonstrated a broad range of reading and you have not demonstrated your understanding of the subject knowledge.</li> </ul>
<b>Mid fail</b>	<b>30</b>	
<b>Low fail</b>	<b>25</b>	<p>You have demonstrated limited evidence that the marking criteria have been met.</p> <ul style="list-style-type: none"> <li>▪ Your presentation is not relevant to the question and/or</li> <li>▪ Your work is not presented well enough and your use of English may not reach the standard required and/or</li> </ul>

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		<ul style="list-style-type: none"> <li>▪ There is inadequate description and paraphrase and/or</li> <li>▪ Your presentation may include factually erroneous or contradictory information and/or</li> <li>▪ Your presentation is lacking coherence/structure and/or</li> <li>▪ There is no evidence of independent thought and/or</li> <li>▪ You do not demonstrate the necessary knowledge or understanding of the topic.</li> </ul>
<b>Fail</b>	<b>10</b>	<p>You have demonstrated almost no evidence that the marking criteria have been met.</p> <ul style="list-style-type: none"> <li>▪ Your presentation is not relevant to the question and/or</li> <li>▪ Your presentation is not presented well enough and your use of English may not reach the standard required and/or</li> <li>▪ There is inadequate description and paraphrase and/or</li> <li>▪ Your presentation may include factually erroneous or contradictory information and/or</li> <li>▪ Your presentation is lacking coherence/structure and/or</li> <li>▪ There is no evidence of independent thought and/or</li> <li>▪ You do not demonstrate the necessary knowledge or understanding of the topic.</li> </ul>
<b>Non-submission</b>	<b>0</b>	No submission of work

#### Written Assessment Criteria

<b>Band</b>	<b>Numerical equivalent %</b>	<b>Description</b>
<b>Exceptional 1st</b>	<b>96</b>	<p>An exceptional demonstration that you have met all of the marking criteria.</p> <ul style="list-style-type: none"> <li>▪ Your work is directly relevant to the title throughout and addresses the implications and assumptions of the title in a challenging and authoritative way.</li> <li>▪ Your work is tightly written, flows and is in an appropriate format throughout with no grammatical or spelling errors.</li> <li>▪ Your citations are consistent and correctly formatted with a wide-ranging bibliography that demonstrates significant independent study.</li> <li>▪ You demonstrate excellent critical subject knowledge and an insightful and convincing understanding of materials and/or principles with which you have engaged directly.</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Exceptional analysis with comprehensive arguments and consideration of wider implications, written in an authoritative style.</li> <li>▪ Where appropriate, you employ a creative and original use of relevant approaches to the subject.</li> <li>▪ You have reached exceptionally convincing conclusions well-supported by the relevant evidence/sources.</li> </ul>
<b>High 1st</b>	<b>89</b>	<p>An outstanding demonstration that you have met all of the marking criteria.</p> <ul style="list-style-type: none"> <li>▪ Your work is directly relevant to the title throughout and addresses the implications and assumptions of the title in a challenging and authoritative way.</li> <li>▪ Your work is tightly written, flows and is in an appropriate format throughout with no grammatical or spelling errors.</li> <li>▪ Your citations are consistent and correctly formatted with a wide-ranging bibliography that demonstrates significant independent study.</li> <li>▪ You demonstrate excellent critical subject knowledge and an insightful and convincing understanding of materials and/or principles which with you have engaged directly.</li> <li>▪ Outstanding analysis with comprehensive arguments and consideration of wider implications, written in an authoritative style.</li> <li>▪ Where appropriate, you employ a creative and original use of relevant approaches to the subject.</li> <li>▪ You have reached extremely convincing conclusions well-supported by the relevant evidence/sources.</li> </ul>
<b>Mid 1st</b>	<b>81</b>	<p>An excellent demonstration that you have met all of the marking criteria.</p> <ul style="list-style-type: none"> <li>▪ Your work is directly relevant to the title and addresses the implications and assumptions of the title in a sophisticated way.</li> <li>▪ Your work is almost entirely tightly written, flows and is in an appropriate format with no significant grammatical or spelling errors.</li> <li>▪ Your citations are consistent and correctly formatted with a wide-ranging bibliography that demonstrates independent study.</li> <li>▪ You demonstrate excellent critical subject knowledge and a convincing understanding of materials and/or principles with which you have engaged directly.</li> </ul>

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		<ul style="list-style-type: none"> <li>▪ Excellent analysis with comprehensive/persuasive arguments and consideration of wider implications, written in an appropriate style.</li> <li>▪ Where appropriate, you employ a sophisticated use of relevant approaches to the subject.</li> <li>▪ You have reached excellent conclusions well-supported by the relevant evidence/sources.</li> </ul>
<b>Low 1st</b>	<b>74</b>	<p>A highly proficient demonstration that you have met all of the marking criteria.</p> <ul style="list-style-type: none"> <li>▪ Your work is directly relevant to the title and addresses the implications and assumptions of the title in a sophisticated way.</li> <li>▪ Your work is almost entirely tightly written, flows and is in an appropriate format with no significant grammatical or spelling errors.</li> <li>▪ Your citations are consistent and correctly formatted with a wide-ranging bibliography that demonstrates independent study.</li> <li>▪ You demonstrate excellent critical subject knowledge and a convincing understanding of materials and/or principles with which you have engaged directly.</li> <li>▪ Excellent analysis with comprehensive/persuasive arguments and consideration of wider implications, written in an appropriate style.</li> <li>▪ Where appropriate, you employ a sophisticated use of relevant approaches to the subject.</li> <li>▪ You have reached highly convincing conclusions well-supported by the relevant evidence/sources.</li> </ul>
<b>High 2.1</b>	<b>68</b>	<p>A proficient demonstration that you have met the most of the marking criteria.</p> <ul style="list-style-type: none"> <li>▪ Your answer is directly relevant to the title</li> <li>▪ Your work is well written in a readable style; your format and bibliography is acceptable</li> <li>▪ You demonstrate comprehensive subject knowledge and a confident understanding of materials and/or principles.</li> <li>▪ Your analysis is thoughtful, clear and ordered.</li> <li>▪ Where appropriate, you employ relevant theoretical approaches to the subject.</li> <li>▪ You show a confident grasp of the main principles but may not have considered, in full, the wider implications.</li> </ul>
<b>Mid 2.1</b>	<b>65</b>	
<b>Low 2.1</b>	<b>62</b>	

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<b>High 2.2</b>	<b>58</b>	<p>A satisfactory demonstration that you have met most of the marking criteria providing evidence of clear understanding of principles and content.</p> <ul style="list-style-type: none"> <li>▪ You have addressed the title but at times you may have drifted away from the questions and become less focussed in some areas and/or</li> <li>▪ Your work is generally accurate but there may be minor lapses in syntax and style although the format and bibliography is acceptable and/or</li> <li>▪ Rather than being analytical you may have tended towards description or narrative without real focus and/or</li> <li>▪ You have attempted to construct a coherent piece of writing but at times you may have lost focus and/or be inconsistent with your use of style and/or</li> <li>▪ You may have stated some issues vaguely or have been over-simplistic and/or</li> <li>▪ You may not have engaged critically with the issues and only expressed ideas in broad terms and/or</li> <li>▪ You have demonstrated satisfactory subject knowledge although this could be extended.</li> </ul>
<b>Mid 2.2</b>	<b>55</b>	
<b>Low 2.2</b>	<b>52</b>	
<b>High 3rd</b>	<b>48</b>	<p>Evidence that the marking criteria have been met.</p> <ul style="list-style-type: none"> <li>▪ You have demonstrated sufficient awareness of content and have communicated this effectively and/or</li> <li>▪ Your answer does not consistently address the title and/or</li> <li>▪ There are some deficiencies in expression, format and bibliography that would hinder the reader and/or</li> <li>▪ Your answer is largely descriptive with limited analysis and/or</li> <li>▪ Your argument is evident but only in a basic form and tends to lack clarity and coherence and/or</li> <li>▪ There is only limited evidence of independent analysis or structuring of the argument and/or</li> <li>▪ You show an adequate understanding of a limited range of material.</li> </ul>
<b>Mid 3rd</b>	<b>45</b>	
<b>Low 3rd</b>	<b>42</b>	
<b>Marginal fail</b>	<b>35</b>	<p>Limited evidence that some of the marking criteria have been met.</p> <ul style="list-style-type: none"> <li>▪ Your answer may be incomplete or is often irrelevant to the title and/or</li> <li>▪ You need to work on your presentation and use of language as this may be poorly written e.g. lacking clarity or being repetitious and/or</li> </ul>

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<b>Mid fail</b>	<b>30</b>	<ul style="list-style-type: none"> <li>▪ You have over-dependend on description rather than discussion and/or analysis and not demonstrated that you understand the key issues and/or</li> <li>▪ You have not produced a coherent argument so your writing may be difficult to follow and/or</li> <li>▪ Your answer may include factually erroneous or contradictory information and/or</li> <li>▪ You may have relied too much on 'received information' going little beyond superficial paraphrasing what you have heard in class or read in one or two texts and/or</li> <li>▪ You have not demonstrated a broad range of reading and you have not demonstrated your understanding of the subject knowledge.</li> </ul>
<b>Low fail</b>	<b>25</b>	<p>You have demonstrated limited evidence that the marking criteria have been met.</p> <ul style="list-style-type: none"> <li>▪ Your answer is not relevant to the question and/or</li> <li>▪ Your work is not presented well enough and your use of English may not reach the standard required and/or</li> <li>▪ There is inadequate description and paraphrase and/or</li> <li>▪ Your answer may include factually erroneous or contradictory information and/or</li> <li>▪ Your writing is lacking coherence/structure and/or</li> <li>▪ There is no evidence of independent thought and/or</li> <li>▪ You do not demonstrate the necessary knowledge or understanding of the topic.</li> <li>▪</li> </ul>
<b>Fail</b>	<b>10</b>	<p>You have demonstrated almost no evidence that the marking criteria have been met.</p> <ul style="list-style-type: none"> <li>▪ Your answer is not relevant to the question and/or</li> <li>▪ Your work is not presented well enough and your use of English may not reach the standard required and/or</li> <li>▪ There is inadequate description and paraphrase and/or</li> <li>▪ Your answer may include factually erroneous or contradictory information and/or</li> <li>▪ Your writing is lacking coherence/structure and/or</li> <li>▪ There is no evidence of independent thought and/or</li> <li>▪ You do not demonstrate the necessary knowledge or understanding of the topic.</li> </ul>
<b>Non-submission</b>	<b>0</b>	No submission of work

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## 5.2 Notification of assignments and examination arrangements

Your tutor will inform you of the above arrangements both verbally and by email. They will also be in your MIP.

## 5.3 Referencing

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 (2015) 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 (2015) 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, 2015:98)

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

Murphey (2015) 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 2015:106)

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

Guy and Mattock (2015) 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 (2015) 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 .....

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

Leeming (2015) points out that ....

### **Compiling Bibliographies**

The bibliography (which is different from a reference list, which contains only the references actually cited in your essay/ dissertation) should contain **all the texts**, which you have used in the preparation of your dissertation (or essay), **even if you have not quoted from them**. Works should be listed **alphabetically** in each section under the **author's surname** with full reference details following.

For example, book references in the bibliography will contain the following information:

- author(s) (surname first, then initial),
- the date of publication in brackets,
- the title in italics*,
- place of publication,
- name of publisher.

Please note different types of sources need to have slightly different details included in the reference list. Below are some examples, of various permutations of references related to books (a- f). Please note the punctuation.

a) Bibliography referencing for single authors looks like this:

Cutting, J. (2002) *Pragmatics and Discourse: A Resource Book for Students*, London: Routledge

b) Bibliography referencing for two authors looks like this:

Kang-Kwong, L. and P. Theodossia-Soula (2002) *Telephone Calls: Unity and Diversity in Conversational Structure Across Language*, Netherlands: John Benjamins

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

Schiffin, D., D. Tannen, D. Hamilton. and H. Ehernberger (2003) *A Handbook on Discourse Analysis*, London: Blackwell

d) Bibliography referencing for edited works looks like this:

Teubert, W.(ed.) (2004). *Corpus Linguistics: Critical Concepts*. London: Routledge

e) Bibliography referencing for a chapter/paper in an edited book

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Mahlberg, M. (2009). 'Local textual functions of move in newspaper story patterns'. In U. Römer and R. Schulze (eds.). *Exploring the Lexis- Grammar Interface*. Amsterdam: John Benjamins, 265-287.

f) When citing a specific edition of a book

Toury, G. (1994) (2nd Edn.) *Descriptive Translation Studies and Beyond*, Amsterdam: Benjamin

As stated above, other details need including for other types of sources, for instance:

g) Bibliography referencing for articles in journals looks like this:

Guest, M. (2002) 'A critical checkbook for culture teaching and learning,' *ELT Journal*, Vol. 6/2, pp 154-161

h) Internet sources looks like this:

Economist Intelligence Unit, 'German Economic Data', *The Economist*, 25 May 2004,  
<<<http://www.economist.com/countries/Germany/profile.cfm?folder=Profile-Economic%20Data>>>[accessed 25 March 2009]

Please note, this list is not comprehensive so it is best to get yourself a referencing guide. As already mentioned, these are available from WISER eLearn.

Do note that there are a number of styles within the Harvard system so you will come across variations of the above layout. Check with your tutors as to the style required for your various modules. Most importantly, show you understand, firstly, the principles of referencing to avoid plagiarism (i.e. use of others' work without acknowledging it) and, secondly, to be consistent in your layout, since this facilitates reading and checking of references by your reader.

***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**

If requested by your tutor to do so, for example when researching your Dissertation, it is your ethical and legal responsibility to respect confidentiality and maintain the anonymity of individuals and organisations within their 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.

### **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.



### **7. Student Feedback**

You can play an important part in the process of improving the quality of this course through the feedback you give. In IBC students in the past suggested many ways to improve the programme. This led to student initiatives such as an end of year IBC course party, and changes to the academic delivery of the programme.

#### **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.

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## 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</b>	Preston City Campus Levels 4 and 5 Franchised to GDUFS & UESTC Levels 4, 5 and 6 franchised to CENP, Madrid
<b>3. University School/Centre</b>	School of Language, Literature and International Studies
<b>4. External Accreditation</b>	N/A
<b>5. Title of Final Award</b>	BA (Hons) International Business Communication
<b>6. Modes of Attendance offered</b>	Full Time and Part-time
<b>7. UCAS Code</b>	Q301
<b>8. Relevant Subject Benchmarking Group(s)</b>	Languages & Related Studies 2007
<b>9. Other external influences</b>	Common European Framework for Languages
<b>10. Date of production/ revision of this form</b>	May 2016 / January 2018
<b>11. Aims of the Programme</b>	
<ul style="list-style-type: none"><li>• To enable students to communicate effectively in an international business environment using English as the medium.</li><li>• To foster the acquisition of managerial and business related knowledge, skills and thinking styles.</li><li>• To develop a broad critical understanding of cultural issues and their impact on organisations and businesses.</li><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 students' interpersonal skills, critical self-awareness and problem solving abilities.</li> </ul>	
<ul style="list-style-type: none"> <li>To prepare students for further study of management and business and for managerial careers in linguistically and culturally diverse business environments.</li> </ul>	
<ul style="list-style-type: none"> <li>To develop an active approach to Personal Development Planning as a life-long process.</li> </ul>	
<b>12. Learning Outcomes, Teaching, Learning and Assessment Methods</b>	
<b>A. Knowledge and Understanding</b>	
A1. The structure and syntax of language. A2. Forms of communication in business settings. A3. Models of cultural differences.	A4. Business strategies and operations in general principles, concepts and issues within specific business-related areas.
<b>Teaching and Learning Methods</b>	
<ul style="list-style-type: none"> <li>Tutor-led inputs and seminars.</li> <li>Video-based analysis tasks</li> <li>Structured, incremental tasks and activities</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading for seminars and research projects</li> <li>Simultaneous and group-based tasks, case studies and portfolios</li> </ul>
<b>Assessment methods</b>	
<ul style="list-style-type: none"> <li>Portfolios of 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>	
B1. Systematic analysis of business language and forms of communication. B2. Analysis and evaluation of current issues in international business and management. B3. Effective business communication skills and ability to operate effectively in a multi-national team	B4. The ability to describe, explain and critically discuss, in spoken and written English, recurrent themes and issues in international business.
<b>Teaching and Learning Methods</b>	
<ul style="list-style-type: none"> <li>Tutor-led inputs and seminars</li> <li>Video-based analysis tasks</li> <li>Structured, incremental language tasks and activities</li> </ul>	<ul style="list-style-type: none"> <li>Presentations and tasks based on guided reading and research projects.</li> <li>Simulations and group-based tasks, case studies and portfolios.</li> </ul>
<b>Assessment methods</b>	
<ul style="list-style-type: none"> <li>Portfolios of tasks.</li> <li>Oral presentations</li> <li>Assessment 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>	
C1 Ability to apply knowledge to a variety of contexts, themes and issues. C2 Critical analysis of contexts, themes and texts (oral and written).	C3 Synthesis of knowledge and ideas from a variety sources leading to generation of creative and /or original ideas C4 Evaluation of own knowledge and that of others.

<b>Teaching and Learning Methods</b>	
<ul style="list-style-type: none"> <li>• Tutor –led inputs and seminars.</li> <li>• Video-based analysis tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Case studies, simulations and independent learning tasks</li> <li>• Project and Dissertation supervision</li> </ul>
<b>Assessment methods</b>	
<ul style="list-style-type: none"> <li>• Project presentations</li> <li>• Reports and essays</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Dissertation (optional)</li> </ul>
<b>D. Other skills relevant to employability and personal development</b>	
<p>D1. Effective communication in a wide range of inter-cultural contexts in English.</p> <p>D2. The ability to continue learning, and to review own learning by adopting transferable skills for work and study, including the use of IT.</p>	<p>D3. A self-reflexive approach to interpersonal communication across a wide range of familiar and unfamiliar cultural and business-related contexts.</p> <p>D4. The ability to plan and organise work, and to work independently.</p>
<b>Teaching and Learning Methods</b>	
<ul style="list-style-type: none"> <li>• Tutor-led input</li> <li>• Individual and group tasks</li> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Simulations</li> <li>• Essays/reports</li> </ul>
<b>Assessment methods</b>	
<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Simulations</li> </ul>	<ul style="list-style-type: none"> <li>• Essays, reports and assessment of group work</li> <li>• Dissertation (optional)</li> </ul>

<b>13. Programme Structures*</b>				<b>14. Awards and Credits*</b>
<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credit rating</b>	
Level 4	EB1006	International Business Communication 1	40	<b>Cert HE</b> Requires 120 credits at level 4 or above
	EB1300	Introduction to Business for IBC	20	
	EF1200	English-Speaking World (or)	20	
	EB1009	Project English	20	
	EF1700	Study and Communication Skills	20	
	EB1107	Introduction to Marketing for IBC	20	
Level 5	EB2006	International Business Communication 2	40	<b>Dip HE</b> Requires 240 credits including a minimum of 100 at level 5 or above
	EB2300	Management Practice for IBC	20	
	EB2010	English for IB Enterprise (China/ CENP franchises) (or)	20	
	EB2015	English for IBC	20	
	EF2500	Intercultural Communication for IBC	20	
	EF2702	English and Skills for Study - (Direct Entry Only) (or)	20	
	EB2208 ML 2998	English for Finance Student Initiated Module	20 20	

Level 6	EB3006	<b><u>COMPULSORY MODULES</u></b> International Business Communication 3	40	<b>Bachelor Honours Degree</b> Requires 360 credits including a minimum of 220 at level 5 or above and 100 credits at level 6 <b>Bachelor Degree</b> Requires 320 credits including a minimum of 180 at level 5 or above and 60 at level 6
	EB3803	Managing International Businesses for IBC	20	
	EB3991	Either: Research Methods for International Business Communication	20	
	EB3990	<b>Or:</b> International Business Communication Dissertation	20	
<b><u>OPTIONS</u></b>				
<p><i>Students will normally study a combination of the following modules provided that they have fulfilled any prerequisites and do not take more than 1 module at level 5. Modules with that will initially offered at CENP are marked **</i></p> <p><i>ML2998 is a SIM for students that require a level module pass to complete their studies *.</i></p>				
		<b><u>Digital Business Communication Options</u></b>		
	EB3207	Online Culture and Communication	20	
	EB3206	Social Media Strategy	20	
Level 6	EB3701	<b><u>Human Resource Management Options</u></b> Principles of Human Resource Management for International Business Communication **	20	
	EB3702	<b>And either:</b> Principles of Human Resource Development for International Business Communication **	20	
Level 5	EB2209	<b><u>Marketing Options</u></b> Marketing & Advertising Communication **	20	
Level 6	EB3309	The Changing World of Marketing Communication**	20	
Level 6	EB3209	Advertising around the World for IBC **	20	
		<b><u>Corporate Communication Options</u></b>		
Level 6	EB3101	International Corporate Communication for Global Business	20	
	EB3102	Culture and Business in International Corporate Communication	20	
		<b><u>International Tourism Options</u></b>		
Level 5	TL2089	International Tourism, Hospitality and Events Development and Management	20	
Level 6	TL3141	Business Events and Tourism	20	
		<b><u>International Tourism and Events Management Combined Options</u></b>		
Level 6	EB3037	Events Management for International Business Communication	20	
Level 6	EB3038	Issues in International Tourism; Cross cultural aspects	20	
		<b><u>Finance Options</u></b>		
Level 6	EB3501	Finance and Accounting for IBC **	20	

Level 6	EB3502	International Finance Practices for IBC **	20	
	<b><u>Asia Pacific Studies Options</u></b>			
	AI3000	Development and Change in the Asia Pacific Region	20	
	AI3001	Asia Pacific International Relations	20	
	<b><u>Other options</u></b>			
	WP3001	Cultural Event Management in Practice	20	
	EB3551	Student Initiated Module	20	
	ML2998	Student Initiated Module	20	

### 15. Personal Development Planning

PDP is embedded in the teaching and assessment of most modules.

Strategies and skills for academic, personal and professional development are identified during induction, developed in contact sessions and discussed individually with personal tutors. Students regularly meet with their tutor and groups discuss PDP issues and strategies, with emphasis on academic development.

### 16. Admissions criteria

For direct entry into Level 6 of BA (Hons) IBC degree, applicants must have completed a minimum of 2 years of undergraduate study in a field related to Professional English Language, Business or Business Communication (taught in English).

Applicants must also have a minimum level of English equivalent to IELTS 6.00 or TOEFL 550 or top of the B2 Common European Framework.

*(The course is open to students for whom English is **not** the main language of the home.*

*Therefore students with English at the equivalent of IELTS 8.0 or above would not normally be admitted.)*

For admission on to Level 5 requires a minimum of IELTS 5 (B2 of the Common European Framework) and at least one year of undergraduate study in a field related to Professional English Language, Business or Business Communication (taught in English).

For admission on to Level 4 requires a minimum of IELTS 4.5 ( B1 of the Common European Framework) and an interest in English and Business Communication.

### 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 and website, International Office publicity
- Word of mouth



	EB2010	Eng. For International Business Enterprise (for Franchise only)	C		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	EB2015	Eng. For International Business Communication	C		√	√	√		√	√	√	√	√	√	√	√	√	√	√
	EF2500	Intercultural Communication for IBC	C		√	√	√		√	√		√	√	√	√	√	√	√	√
	EF2702	English and Skills for Study (In UK only)	C	√		√						√	√	√	√		√		√
	EB2208	English for Finance	O		√		√		√	√			√	√	√		√	√	√









Addendum to the Course Handbook for  
BA (Hons) English for International Business Communication

Entry Year of Study (2018-19)

Page	Section	Summary of change & previous text removed (state whether addition / deletion / amendment / etc)	Date of Approval
	PS	Amendment to Module Title - EB3101 International Corporate Communication for Global Business	January 2018
	PS	Addition of alternative compulsory module CL3205 Chinese Language Studies	January 2018
	PS	Addition of new optional module EB3309 The Changing World of Marketing Communication	January 2018