Clubclass NCUK International Foundation Year (Business Stream) - MQF level 4/EQF level 4

Who are NCUK?

The Northern Consortium (NCUK), established in 1987, is a unique organisation founded by 11 leading UK universities to offer "pathway programmes" to students who wish to study at undergraduate and postgraduate level in the UK and globally. The programmes are developed in partnership with their owner universities and are quality assured by them.   So far, over 23,500 students have progressed on to degree programmes through their world-class programmes.

The NCUK Partner Universities comprise the NCUK owners: The University of Bradford, University of Huddersfield, University of Leeds, Leeds Beckett University, the University of Liverpool, Liverpool John Moores University, the University of Manchester, Manchester Metropolitan University, University of Salford, University of Sheffield and Sheffield Hallam University. Plus, the following universities: Aston University, University of Birmingham, University of Bristol, University of Kent, Kingston University London and Queen Mary University of London.

Course duration: 28 weeks + 2 exam weeks

This programme is for International students wishing to gain a qualification which will provide entry to higher education at an English speaking university by studying business-related subjects and further developing their English language skills.

Entry requirements

English level – minimum IELTS 5 (or equivalent)
Have successfully completed 12 years of school education to a defined level. Full details of entry requirements on a country-by-country basis are available on the NCUK website at
www.ncuk.ac.uk/programmes/entry-requirements

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NCUK THE UNIVERSITY CONSORTIUM

Course rationale

The NCUK International Foundation Year Programme is for students who intend to proceed to study for a degree in management and related subjects. The course is **unique** in that it has four components

Business Studies
Economics
Mathematics
English for Academic Purposes (EAP)

Students who have attained the necessary standard are guaranteed places at 11 NCUK Partner Universities in the UK, may choose to remain in Malta or apply to a university of their choice.

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Progression is not restricted to the NCUK Universities and, in any given year, students register with almost 40 other UK universities. In each of the past few years students have been routed to over 20 Russell Group universities.

In June 2014 NARIC** was commissioned to benchmark the IFY against GCE A Level, US Advanced Placement and the Australian Senior Secondary Certificate of Education. NARIC concluded that the International Foundation Year Programme offers outcomes are comparable to GCE A Level and broadly comparable with the US Advanced Placement standard and the Australian Senior Secondary Certificate of Education. This is the level at which the IFY is intended to be pitched and offers made to International Foundation Year students by the NCUK Partner Universities almost always match their standard A level offer.

** The National Recognition Information Centre for the United Kingdom. This organisation assesses a wide range of qualifications and equates them to standard UK qualifications.

Overall Course Objectives

The aims of the International Foundation Year Programme are:
- To provide international students with a high quality pre-undergraduate education, comparable to UK GCE A Levels (MQF/EQF Level 4)
- To prepare students for study at undergraduate level in Western, English medium universities. The programme is specifically designed to meet the requirements of NCUK partner universities.
- To be a 'bridge' between students' secondary school education and undergraduate study.
- To enhance the English language ability of students to enable them to communicate and study effectively and confidently at undergraduate level in an English medium university.
- To certify a student's academic English language skills in a way that is recognized by NCUK by partner universities, without the requirement for further assessment of English language ability.
- To develop the learning skills, subject knowledge and related capabilities in Business studies required for successful study at undergraduate level in a partner university.
- To develop the learning skills, subject knowledge and related capabilities in Economics required for successful study at undergraduate level in a partner university.
- To develop the learning skills, subject knowledge and related capabilities in Mathematics required for successful study at undergraduate level in a partner university.
- To cultivate a commitment to good practice in academic work.
- To provide students with the necessary personal and key skills to enable them to develop as independent, autonomous learners.
- To give students practical experience of different methods that may be used to develop and assess their learning in a partner university.

Learning Outcomes for Communication skills for the whole course

The learner will be able to:

a) Use English confidently in a Western academic environment and demonstrate a proficiency in English language to a standard of at least NCUK EAP 'C' grade
b) Prepare and present business ideas and information to a range of audiences
c) Write reports and essays in appropriate and correct English
d) Use a range of forms of communication effectively in a Business related context
e) Explain the function of economics
f) Explain mathematical functions
g) Select and use standard ICT applications and business related tools to obtain, process and communicate data
h) Prepare and present business ideas and information to a range of audiences

Learning Outcomes for Learning Skills for the whole course

The learner will be able to:

a)   Intellectual Skills & Attributes
   - Apply knowledge and skills in a range of complex activities, demonstrating comprehension of relevant theories
   - Access and evaluate information independently
   - Analyse information and make reasoned judgements Employ a range of responses to well defined but often unfamiliar or unpredictable problems
b)   Processes
   - Operate in a variety of familiar and unfamiliar contexts using a range technical or learning skills
   - Select from a considerable choice of procedures
   - Give presentations to an audience
c)   Accountability
   - Engage in self-directed activity with guidance/evaluation
   - Accept responsibility for quantity and quality of output
   - Accept limited responsibility for the quantity and quality of the output of others

Course outline

The Clubclass NCUK International Foundation Year (Business Stream) programme is a full-time course delivered over two semesters (28 weeks + 2 exam weeks) that prepares students for study at undergraduate level in partner universities. It is a modular programme, - that has been designed and developed by NCUK. Students study a total of four modules:

Modules	Contact hours	Self-Study hours	Supervised study	Assessment hours	ECTS credits
Business Studies	168	150	84	4	15
Economics	168	150	84	4	15
Mathematics	168	150	84	4.5	15
English for Academic Purposes	224	150	84	3.5	15
Total hours and credits	728	600	336	16	60

General pedagogical guidelines and procedures for this course

The International Foundation Year also referred to as IFY places emphasis on the integration of language learning, study skill development and the acquisition of subject knowledge. The course adopts a broad range of learning approaches commonly in use in UK higher education, involving a mixture of formal and informal methods of teaching. Considerable input from students is planned through, for example, case study analysis, group discussions and presentations. Theoretical concepts might typically be delivered in a lecture followed by smaller group seminars based on, for example, group-based case study analysis, all within a workshop setting. Integration of language and subject learning is enhanced through the use of collaborative teaching approaches by language teachers and subject teachers. Regular, development feedback on formative and summative work is provided to cultivate the students as confident, independent learners who are able to reflect on their learning, and able to recognize and react appropriately to their own strengths and weaknesses. The philosophy permeating the programme is that every contact with a student is a language learning and skills development opportunity.

The programme is offered under the guidelines and regulations detailed in the current edition of the NCUK Academic Handbook.

General minimum requirement qualifications for tutors for this course

The minimum requirement to teach Business Studies, Economics and Mathematics is a Bachelor Degree in a related field of studies at MQF/EQF Level 6 plus two years' teaching experience in the subject related at an 'A' Level standard.

The minimum requirement to teach English for Academic Purposes is a Bachelor Degree at MQF/EQF Level 6 and a TEFL qualification plus previous experience teaching EFL. An MA and a TEFL qualification is preferred rather than the minimum requirement.

General assessment policy and procedure

Each module will include formative and summative assignments that have been designed to enable students to demonstrate the achievement of learning outcomes across the individual elements of the programme and to allow students to experience a wide range of the assessment methods used in Western undergraduate programmes. The range of assessments utilised will normally include: essays, research projects, reports and other structured assignments, oral examinations and unseen written tests and examinations.

Formative assessment will be designed by NCUK and students will receive feedback on this work. Formative assessments will inform students of their progress and enable them to develop and practice the coursework and examination skills on which they will be summatively assessed.

Business Studies, Economics and Mathematics: Summative Assessment Pattern

Coursework	Semester 1	10%
	End of Semester 1 Test	10%
	Semester 2	10%
Examination		70%

NCUK will design the summative coursework assessments and end of semester 1 test in accordance with the relevant NCUK module syllabus. Clubclass tutors will double mark the summative assessment and this will then be submitted for review and approval by an NCUK subject specialist.

EAP

During semester 1, students will undertake formative assessments in preparation for the summative coursework tasks they will undertake in Semester 2. The NCUK EAP syllabus provides the task guidelines, marking criteria and feedback sheets that will be used to assess students. NCUK set the final examinations. The breakdown is as follows:

Summative Assessment	Writing	Reading	Listening	Speaking
Coursework	12.5%	12.5%	12.5%	12.5%
Examination	12.5%	12.5%	12.5%	12.5%

Grading and Pass Marks

Grade	% Mark
A*	$\geq$80%
A	70-79%
B	60-69%
C	50-59%
D	40-49%
E	35-39%
U	<35%

There is no IFY pass mark per se, because grades have no standard relationship to progression. A notional pass mark of 40% (D) can be applied.

Grading System Used

The NCUK International Foundation Year is an international programme that uses the grading system of the United Kingdom as the students will move to a UK university having completed their foundation year studies. The grading system is well established, having been used for over 15 years and by over 10,000 students to enter a UK university. The majority of the assessments used on this programme are developed in the UK by NCUK and the marking schemes and grading criteria are calibrated using the system.

As previously mentioned in June 2014 the National Recognition Information Centre for the United Kingdom (NARIC) was commissioned to benchmark the programme against GCE A Level and concluded that the programme offers outcomes are comparable to GCE A Level.

Hours of total learning

Contact hours:

English for Academic Purposes
8 hours per week = 224 contact hours

Business studies
6 hours per week = 168 contact hours

Economics
6 hours per week = 168 contact hours

Mathematics
6 hours per week = 168 contact hours

Total contact hours = 728 hours

Self-Study hours:

English for Academic Purposes
150 hours over 28 weeks

Business studies
150 hours over 28 weeks

Economics
150 hours over 28 weeks

Mathematics
150 hours over 28 weeks

Total self- study hours = 600 hours

Supervised practice hours:

12 hours per week (3 hours per module)

Additional support in these hours is planned to meet students' needs. The time is used in a variety of ways, for example, to cover new material, practise material already covered, scaffold work in the subjects and provide support tailored to individual students.

Total Supervised Hours = 336 hours

Assessment hours:

End of semester 1
Economics = 1 hour 30 minutes
Business Studies = 1 hour 30 minutes
Mathematics = 2 hours
Total Assessment Hours in Semester 1
5 hours

End of semester 2
Economics = 2 hours 30 minutes
Business Studies = 2 hours 30 minutes
Mathematics = 2 hours 30 minutes
English for Academic Purposes = 3 hours 30 minutes
Total Assessment Hours in Semester 2
11 hours

Total Assessment Hours = 16 hours

Total number of ECTS/ECVETs for course completion

60 ECTS/ECVETs

English for Academic Purposes

Course description

The aim of the NCUK EAP module is to provide students with the English language and academic skills required by partner/English speaking university programmes. It introduces them to the linguistic demands of undergraduate study, including independent reading and study, extended writing and accessing academic texts. It will also allow students to develop vocabulary most relevant to their course of study, and train them in specific skills such as listening to lectures, note-taking, making oral presentations.

Learning Outcomes

The NCUK EAP syllabus details a comprehensive set of learning outcomes for each of the primary language learning skill areas assessed by the module.

Academic Reading

On successful completion of the module, students will be able to:
R1   read a range of extended, academic, subject-related texts with speed and understanding;
R2   establish a specific purpose for reading a text;
R3   read for general meaning to assess relevance and evaluate text;
R4   employ effective reading strategies to understand detailed meaning: prediction, search reading followed by close reading of relevant sections, scanning, and inferring meaning;
R5   employ a range of critical reading strategies: distinguish fact from opinion, recognise author's stance and purpose, distinguish key points and supporting evidence, question the author;
R6   understand how organisation, structure and language are used to achieve a specific purpose (e.g. describing a process, comparing and contrasting, evaluating, explaining, defining, presenting an argument and discussing problems and solutions);
R7   follow the organisation and structure of an argument in texts (e.g. through utilising general-to-specific and given-to-new structures in academic texts);
R8   make effective notes (e.g. use symbols, abbreviations, headings, cause and effect chain, table of comparisons, classification diagrams, flow charts) on an academic text and use notes to summarise texts;
R9   utilise a range of strategies for dealing with unknown words;
R10 locate and select relevant academic texts in a library, database or online;
R11 read extensively within their subject area.

Academic Writing

On successful completion of the module, students will be able to:
W1 understand sentence structure (simple, compound, complex and compound-complex sentences) and clause types (noun, adverb, relative, participle clauses) and use them in their writing;
W2 understand paragraph and essay structure and organise their writing effectively;
W3 write different types of essays (expository, process, cause/effect, comparison/contrast, argumentative) or reports as required by their programme of study;
W4 use a range of simple and complex grammatical structures, cohesive devices and general and academic vocabulary to produce cohesive, coherent and effective written texts;
W5 plan, draft, write, edit and re-write a range of extended subject-specific academic texts of different genres relevant to their programmes of study (e.g. essay, (lab) report, case study, literature review, research proposal, research report, dissertation, PowerPoint presentation, reflective writing);
W6 use dictionaries, grammar references, spell and grammar checkers as well as teacher and peer feedback to edit and redraft a document;
W7 synthesise and paraphrase texts to support academic writing;
W8 use notes to summarise and paraphrase texts accurately;
W9 develop an argument in a text;
W10 develop a critical voice in their written work;
W11 cite and reference texts correctly, understand plagiarism and how to avoid it.

Academic Speaking

On successful completion of the module, students will be able to:
S1 take part actively and effectively in academic group discussions and seminars;
S2 present the results of academic reading and listening and use notes to present ideas orally, in a presentation, seminar or discussion;
S3 summarise and reformulate ideas in seminars and/or discussion;
S4 contribute to group discussion of ideas and concepts;
S5 negotiate meaning and outcomes through participation in a group;
S6 use accurate grammar, vocabulary and appropriate eye contact and gestures to produce comprehensible speech;
S7 use pronunciation, stress and intonation to produce comprehensible speech.

Academic Listening

On successful completion of the module, students will be able to:
L1   understand how connected speech differs from written text and be able to extract meaning from extended connected speech;
L2   prepare for a lecture by pre-reading and predicting key content and vocabulary;
L3   extract key information from a lecture and distinguish it from supporting and unnecessary information;
L4   make accurate and effective notes on a lecture using symbols, abbreviations, headings, linear notes, patterns, spidergrams, mind maps, tables etc.;
L5   understand how a lecture can be structured, paraphrased and recapped;
L6   follow up a lecture by using notes to make a summary and engage in further reading or discussion to establish key information;
L7   take part in academic group discussions and seminars.

Academic Vocabulary

On successful completion of the module, students will be able to:
V1   develop their vocabulary including technical, semi-technical and general academic vocabulary;
V2   use independent learning skills to select, record and use new vocabulary;
V3   use word lists to develop technical, academic and general vocabulary (e.g. the Academic Word List (AWL) and General Service List (GSL));
V4   understand how collocation, word families, synonyms and antonyms and word formation can offer a means to develop vocabulary knowledge;
V5   use formulaic language for a variety of academic functions (e.g. introducing the ideas of an author, describing cause and effect, comparing and contrasting, paraphrasing, transitioning from one paragraph to another);
V6   use a monolingual dictionary and other tools to develop vocabulary and understand the limitations of using translation tools for developing productive use of vocabulary;
V7   use word families and knowledge of grammatical patterns in which words occur to develop vocabulary and effective writing.

EAP and subject module teachers will work collaboratively to deliver the programme; language learning and the development of study skills is integrated with subject learning.

At the module-level, EAP teaching will be based on an integrated skills approach within a communicative framework that does not neglect grammatical accuracy. Learning strategies and activities will be reinforced by ongoing formative assessments, i.e. assessment *for* learning, to assess the students' skills and cognitive ability in a progressive way and to provide ongoing constructive feedback to facilitate further learning in preparation for the summative assessment.

Teaching and learning approaches	Activities
Formal lectures	Individual projects
Class discussions	Team projects and team working
Group discussions	Role-play
Oral questioning	Case studies
Project supervision	Problem-solving activities and scenarios
Seminars	Research and information-gathering activities
IT based and online teaching and learning activities	Self- assessment
Academic tutorials	
Individual guided learning	
Written questioning e.g. objective/multiple choice, restricted response	
Self- assessment	

Assessment

The module learning outcomes will be assessed through formative and summative assignments and other assessment tasks. Assessments are designed by NCUK according to the guidelines in the current syllabus. They will enable demonstration of the achievement of learning outcomes across the individual elements of the module. The summative coursework will assess students; ability across the four skills in authentic academic tasks, of the kind they will experience during their undergraduate study. These tasks do not necessarily require test conditions and vary from in-class assessment to extended process writing and reading activities. The range of summative assessments for the EAP module is as follows:

Summative Assessment	Writing	Reading	Listening	Speaking
Coursework	1 x Subject Specific Essay/Report or 1 x Pre-writing Task Approx. 500 words 12.5%	Active Reading Task 12.5%	Active Listening Task 12.5%	Presentation 12.5%
Examination	1hr 30mins Approx. 500 words 12.5%	1hr plus 12.5%	Approx. 50mins 12.5%	10 mins/pair 12.5%

Recommended reading list

Student Textbook:
de Chazal, E. and McCarter, S. (2012) Oxford EAP. Oxford: Oxford University Press. ISBN: 9780194001786

Core Texts:
Campbell, C. and Smith, J. (2009) Listening. Reading: Garnet. ISBN: 9781908614339. Campbell, C. (2009) Vocabulary. Reading: Garnet. ISBN: 9781859644881
Oshima, A. and Hogue. A. (2006) Writing academic English. Level 4. White Plains, NY: Pearson Longman. ISBN: 9780131523593
Oshima, A. and Hogue. A. (2006) Writing academic English. Answer key. White Plains, NY: Pearson Longman. ISBN: 9780131947016
Pears, R. and Shields, G. (2013) Cite them right: the essential referencing guide. 9th edn. Basingstoke: Palgrave Macmillan. ISBN: 9781137273116
Slaght, J. and Harben, P. (2012) Reading. Reading: Garnet. ISBN: 9781908614377
Slaght, J. and Harben, P. (2009) Reading. Teacher book. Reading: Garnet. ISBN: 9781859645017
Slaght, J. Harben, P. Pallant, A. (2009) Reading and writing source book. Reading: Garnet. ISBN: 9781859645185

Recommended dictionaries
Oxford Advanced Learner's Dictionary, 8th edition (2010). Oxford: Oxford University Press.   Paperback ISBN: 9780194799003
Paperback with CD-ROM (including Oxford iWriter) ISBN: 9780194799027
The online version is available free at www.oald8.com. Cambridge

Advanced Learner's Dictionary, 4th edition (2013). Cambridge: Cambridge University Press. Paperback ISBN: 9781107685499
Paperback with CD-ROM ISBN: 9781107619500
The online version is available free at http://dictionary.cambridge.org/dictionary/british/

Business Studies

Course description

- To develop in students the skills, knowledge, understanding and enthusiasm in Business Studies, and in the standard conduct of business in the UK, appropriate for entry to a Business or Management–related degree course at a UK university.
- To develop an understanding of the external environment in which UK businesses operate and the topical issues which affect them.
- To develop an understanding of three key functional areas of business, namely marketing, accounting & finance, and human resource management.
- To re-orientate any existing understanding of elementary business and management from students' school-learning such that this learning is applicable in a Western context.
- To ensure that students have the necessary English language subject specific vocabulary and terminology to learn effectively in an English medium university.
- To apply and practice generic ICT skills in the context of the study of Business.
- To encourage students towards a degree of independence in the planning and organisation of their studies.
- To practice EAP skills introduced in EAP lessons.

Learning Outcomes

The NCUK Business Studies syllabus details a comprehensive set of learning outcomes for each of the areas assessed by the module. At the end of the module the learner will have acquired the responsibility and autonomy to:

A   Business Activity
A1   Outline the stages and purpose of business activity, including a simple understanding of profit
A2   Define the term 'adding value'
A3   Explain how and why a business adds value to its products: Define USP
A4   Describe the factors of production: land, labour, capital and enterprise
A5   Use relevant examples to show understanding of the dynamic nature of the business environment
A6   Outline the qualities of successful entrepreneurs
A7   Distinguish between public sector and private sector organisations
A8   Identify and explain the role and importance of primary, secondary and tertiary sectors in the UK
A9   Describe the role of the marketing, finance, operations and HRM functions of business and their inter-relationship

B   Business Legal Structures
B1   Describe the main features and the advantages and disadvantages of sole traders, partnerships, private and public limited companies and co-operatives
B2   Define the term 'limited liability' and explain its importance for business owners
B3   Analyse the benefits and drawbacks to a business and its owners of changing its legal structure e.g. sole trader to partnership, or private limited company to public limited company
B4   Explain the advantages and disadvantages of a franchise business to both the franchisor and franchisee
B5   Outline the benefits to businesses of entering into a joint venture

C   Measuring Business Size
C1   Describe the different ways of measuring the size of a business such as revenue, capital employed, market share and market capitalisation

MARKETING

D   The nature of Marketing
D1   Explain the marketing process
D2   Define the term market
D3   Identify and outline the four elements of the marketing mix
D4   Describe the differences between a market orientated and product orientated business
D5   Identify and outline marketing objectives
D6   Explain the integrative function of marketing

E   Market Analysis and Positioning
E1   Distinguish between consumer markets and industrial markets
E2   Define the terms market share, market size and market growth
E3   Calculate market share
E4   Explain the opportunities that exist in both growing and shrinking markets
E5   Explain the importance of positioning and repositioning products in the market

F   Market Segmentation
F1   Define the term market segmentation
F2   Explain how markets might be divided using geographic, demographic and psychographic methods of segmentation
F3   Explain the advantages and disadvantages to a business of market segmentation
F4   Explain the relationship between market segmentation and the marketing mix

G   Market Research
G1   Define the term market research
G2   Analyse the benefits to businesses of accurate and reliable market research information
G3   Distinguish between primary (field) research and secondary (desk) research and explain the advantages and disadvantages of each
G4   Identify methods of primary research and explain their advantages and disadvantages
G5   Identify sources of secondary market research data
G6   Distinguish between quantitative and qualitative market research information
G7   Explain the reason for sampling in market research
G8   Identify and describe random, stratified and quota sampling methods
G9   Interpret and analyse market research data presented in different formats e.g. tables, graphs, charts etc.

H   The Marketing Mix
Product
H1   Describe the total product concept, with particular emphasis on the augmented product
H2   Identify and describe the stages of a product life cycle
H3   Draw and label a product life cycle diagram
H4   Analyse the effect on the marketing mix for a product as it moves through its life cycle
H5   Provide examples and describe the purpose of extension strategies
H6   Explain the importance of product portfolio analysis to the success of a business
H7   Evaluate the usefulness of the Boston Matrix to the management of a business' product mix

Price
H8   Describe the relationship between price and consumer behaviour
H9   Identify and describe the use of the following pricing strategies: skimming, penetration, competitive, loss-leader
H10 Calculate a product's price using cost-based pricing methods
H11 Predict the consequences for a business of using a particular pricing strategy
H12 Recommend a pricing strategy for a given situation
H13 Define, calculate and interpret price elasticity of demand
H14 Explain how and why a knowledge of a product's price elasticity of demand might influence pricing decisions

Promotion
H15 Explain the aims of promotion
H16 Identify and describe different methods of above-the-line and below-the-line promotion
H17 Explain how a business might use digital marketing techniques to promote its products
H18 Define, calculate and interpret the advertising/promotional elasticity of demand
H19 Analyse the importance of branding in product promotion
H20 Recommend appropriate promotional methods for a given situation

Place
H21 Identify and describe the channels of distribution available to businesses, including the role of intermediaries
H22 Explain the advantages and disadvantages to businesses and consumers of e-commerce
H23 Recommend an appropriate channel of distribution for a given situation

I   Marketing strategy
I1   Recommend a co-ordinated marketing mix for a given situation

ACCOUNTING AND FINANCE

J   Business Finance
J1   Identify business situations which will require finance
J2   Identify and describe the main sources of internal and external finance available to businesses
J3   Discuss the factors influencing the choice of business finance, including an understanding of gearing
J4   Recommend appropriate source(s) of finance for a given situation

K   Costs, Revenue and Contribution
K1   Define and provide examples of fixed, variable, semi-variable, direct and indirect costs
K2   Describe and calculate total and average costs
K3   Describe and calculate total and average revenue
K4   Describe and calculate total contribution and contribution per unit

L   Break-even Analysis
L1   Define the term break-even
L2   Interpret a break even graph
L3   Use a numerical method to calculate break-even output
L4   Define, calculate and explain the importance of margin of safety
L5   Evaluate the usefulness of break-even analysis

M   The Analysis of Financial Statements
M1   Describe the main elements of an income statement: revenue, costs of sales, gross profit, profit for year and retained earnings
M2   Describe the main elements of a statement of financial affairs: non-current assets, current assets, current liabilities, net current assets, non-current liabilities, equity and reserves
M3   Identify the main users of accounting information and describe how they might use accounting information
M4   Calculate and interpret accounting ratios: return on capital employed (ROCE), gross profit margin, net profit margin, inventory turnover, days' sales in accounts receivables, current ratio, acid test ratio and gearing ratio
M5   Explain the limitations of ratio analysis results and published accounts
M6   Define working capital
M7   Describe the liquidity cycle
M8   Analyse the problems caused by insufficient liquidity
M9   Discuss ways of improving the management of working capital

N   Managing Cash Flows
N1   Define the term 'cash flow'
N2   Explain the uses of cash flow forecasts
N3   Interpret and amend cash flow forecasts
N4   Explain how a business might improve cash flow

O   Budgets
O1   Define the term 'budget'
O2   Explain the role and use of budgets
O3   Define, calculate and interpret budget variances
O4   Discuss possible causes of adverse and favourable variances and how businesses might use this information

PEOPLE AND ORGANISATIONS

P   Organisational Structure
P1   Use a simple organisation chart to explain characteristics of organisational structure: hierarchy, chain of command, wide/narrow span of control and delayering
P2   Explain the features of centralised and decentralised organisation structures
P3   Discuss the advantages and disadvantages of delegation for both managers and subordinates
P4   Distinguish between authority and responsibility

Q   Management and leadership
Q1   Describe the roles of management: planning, organising, controlling and directing
Q2   Describe the characteristics of a good leader
Q3   Define and outline the main features of different leadership styles: autocratic, paternalistic, democratic and laissez-faire
Q4   Distinguish between McGregor's Theory X and Theory Y leadership styles
Q5   Evaluate the appropriateness of leadership styles in given situations

R   Motivation
R1   Identify the characteristics of a poorly motivated workforce
R2   Outline the main features of the motivation theories of Taylor, Maslow and Herzberg
R3   Identify and describe financial and non-financial incentives that might be used to motivate workers
R4   Analyse the benefits to business of having a well-motivated workforce
R5   Define, calculate and explain the importance of labour productivity and labour turnover
R6   Recommend how a business might improve the motivation of its workforce by linking motivation theory with practical methods of worker motivation

S   Human Resource Management
S1   Describe the role of HRM: recruitment, selection, training, induction, advice guidance and workforce planning
S2   Evaluate the benefits to business of training its workforce

T   Labour and Management Relations
T1   Define the term 'trade union'
T2   Explain the benefits of trade unions to both employers and employees

BUSINESS AND THE LEGAL ENVIRONMENT

U   Consumer Laws
U1   Explain how UK consumer legislation aims to protect consumers' rights and the effect this has on business activities

V   Employment Laws
V1   Explain how UK employment legislation affects both employers and employees

W   Competition Laws
W1 Explain how UK competition legislation affects both consumers and businesses

OBJECTIVES AND STRATEGIC ANALYSIS

X   Business Aims and Objectives
X1   Describe the nature and purpose of objectives, including an understanding of the SMART acronym
X2   Describe the hierarchy of objectives – MOST acronym
X3   Determine whether a business' objectives are SMART
X4   Explain the importance of having clear objectives throughout an organisation
X5   Outline corporate objectives of survival, profit maximisation, growth (including market expansion), social responsibility and ethics
X6   Explain the role of business objectives in determining strategy and planning
X7   Briefly outline how corporate culture, size, legal form, business age and industry influence corporate objectives
X8   Discuss the meaning of business ethics with specific reference to environmental issues, Fair Trade and corporate social responsibility (CSR)
X9   Describe how business ethics can influence corporate objectives
X10 Discuss the beneficial and adverse effects on business of setting objectives related to CSR and ethics

Y   Business Stakeholders
Y1   Define the term 'stakeholders'
Y2   Identify the main internal and external stakeholders of business

EAP and subject module teachers will work collaboratively to deliver the programme; language learning and the development of study skills is integrated with subject learning.

At the module-level, Business Studies will be taught using a range of different methods in order to give students experience of the types of approach they will encounter in a Western university e.g. lectures and tutorials. Learning strategies and activities will be reinforced by ongoing formative assessments,

i.e. assessment *for* learning, to assess the students' in a progressive way and to provide ongoing constructive feedback to facilitate further learning in preparation for the summative assessment.

Teaching and learning approaches	Activities
Formal lectures	Individual projects
Class discussions	Team projects and team working
Group discussions	Role-play
Oral questioning	Case studies
Project supervision	Problem-solving activities and scenarios
Seminars	Research and information-gathering activities
IT based and online teaching and learning activities	Self- assessment
Academic tutorials	
Individual guided learning	
Written questioning e.g. objective/multiple choice, restricted response	
Self- assessment	

Assessment

The module learning outcomes are assessed through formative and summative assignments and other assessment tasks. Assessments are designed by NCUK according to the guidelines in the current syllabus. They will enable demonstration of the achievement of learning outcomes across the individual elements of the programme and to allow students to experience a wide range of the assessment methods used in Western undergraduate programmes. The range of assessments utilized for this module will normally include:

Coursework	Semester 1 Essay/Report	10%
	Semester 1 Essay/Report	10%
	End of Semester 1 test 1 hour 30 mins plus 10 minutes reading time	10%
Examination (set by NCUK)	End of Module Exam 2 hours 30 mins plus 10 minutes reading time	70%

At the end of the academic year there will be one examination paper of 2 hours 30 minutes duration. The examination paper will be provided by NCUK and it will contribute a maximum of 70% to the final module grade. The paper will cover a broad range of the learning outcomes identified in the syllabus. Ten minutes reading time will be allowed at the start of the examination. The paper will have two sections, A and B.

Reading list

Core Texts

Ian Marcouse et al. (2011) Business Studies for A Level, 4th revised edition, Hodder Education, ISBN: 1444122754/ 978-1444122756

Dave Hall, Rob Jones, Carlo Raffo and Alain Anderton (2008) Business Studies, 4th edition, Pearson Education, ISBN 1405892315 / 978-1405892315 B2

Further reading and reference

Ian Marcouse, Barry Martin and David Lines (2009) Complete A-Z Business Studies Handbook, 5th edition, Hodder Arnold, ISBN: 0340987294/ 978-0340987292

Peter Stimpson, Alastair Farquharson (2010) Cambridge International AS and A Level Business Studies Coursebook, 2nd edition, Cambridge University Press, ISBN: 0521126568/ 978-0521126564

Ian Marcouse and David Lines (2002) Business Case Studies AS & A Level, 3rd edition Longman, ISBN: 0582406366/ 978-0582406360

Ian Marcouse and David Lines (2003) Business Case Studies: Answer Guide, 3rd edition, Longman, ISBN: 0582406374/ 978-0582406377

Economics

Course Description

- To develop in students the skills, knowledge, understanding and enthusiasm in Economics appropriate for entry to an Economics or Business related degree programme at a Western, English medium university.
- To develop key knowledge and understanding of economic concepts and principles in. a national and global economic environment.
- To encourage students to analyse, explain and evaluate the strengths and weaknesses of the market economy and the role of government within it.
- To ensure that students have the necessary English language subject specific vocabulary and terminology to learn effectively in an English medium university.
- To apply and practice ICT skills in the context of the study of Economics.
- To develop the confidence and competence of the students as learners and to assist them in taking some responsibility for their own learning through directed study and reading.
- To encourage students towards a degree of independence in the planning and organization of their studies.
- To practice EAP skills introduced in EAP lessons.

Learning Outcomes

The NCUK Economics syllabus details a comprehensive set of learning outcomes for each of the areas assessed by the module.   At the end of the module the learner will have acquired the responsibility and autonomy to:

A   The Economic Problem
A1   Explain that finite resources and infinite wants give rise to the basic economic problem
A2   Understand that nearly all resources are scarce
A3   Be aware that economic agents have to make choices which result in an opportunity cost
A4   Illustrate the concept of opportunity cost with examples from everyday life
A5   Apply the three basic questions to solve the economic problem
A6   Distinguish between normative and positive statements with examples

B   Production Possibility Frontier
B1   Draw and interpret production possibility frontier diagrams
B2   Explain that the production possibility frontier shows the maximum potential output of an economy
B3   Explain that production inside the production possibility frontier indicates an inefficient use of resources
B4   Describe how economic growth in a country will shift the production possibility frontier to the right

C   The Determination of the Demand for Goods and Services
C1   Define a market
C2   Explain the inverse relationship between price and demand with the use of a diagram
C3   Analyse the factors which can cause an increase or decrease in demand and apply them to real world examples

D   Elasticity of Demand
D1   Define price, income and cross elasticity of demand
D2   Calculate and interpret price, income and cross elasticity of demand
D3   Draw simple graphs to illustrate various stages of price, income and cross elasticity of demand
D4   Explain the factors that determine the level of price elasticity of demand
D5   Explain the impact on company revenue of price elasticity of demand

E   The Determination of the Supply of Goods and Services
E1   Explain and show diagrammatically the direct relationship between a change in the price of the commodity and a change in the quantity supplied.
E2   Identify causes of shifts of supply in real world situations

F   Price Elasticity of Supply
F1   Define price elasticity of supply
F2   Calculate and interpret price elasticity of supply
F3   Draw simple graphs to illustrate price elasticity of supply
F4   Explain the factors that determine the level of price elasticity of supply

G   The Functions of Price
G1   Explain what is meant by the "invisible hand" of the market system
G2   Identify the 3 functions of price
G3   Explain how these functions influence the market system

H   Price Determination in the Market System
H1   Explain how price is arrived at in a market system
H2   Describe the market forces at work in a market system
H3   Describe how changes in demand or supply will lead to a new market price
H4   Illustrate such changes through price/quantity diagrams
H5   Explain the concepts of consumer and producer surplus

I   Inter-relationship Between Markets
I1   Define joint demand, competitive demand, derived demand and joint supply
I2   Draw price/quantity diagrams to illustrate the inter-relationships
I3   Identify these concepts in real world examples

J   Externalities & Market Failure
J1   Define market failure
J2   Explain that externalities are created when social costs and benefits differ from private costs and benefits
J3   Describe the characteristics of public, merit and demerit goods
J4   Identify possible government methods of intervention to rectify the market failures
J5   Explain, with a diagram, how tax, subsidy, buffer stock and maximum and minimum prices can be used to correct market failure
J6   Evaluate the provision of public and merit goods

K   Cost-Benefit Analysis
K1   Explain that cost-benefit analysis is a method which attempts to evaluate the social costs and benefits of a proposed economic activity
K2   Evaluate the strengths and weaknesses of the technique
K3   Apply the technique to real world examples

L   Objectives of Firms
L1   Describe the concepts of average and marginal revenue
L2   Explain that the profit maximising position is where MC=MR
L3   Explain the difference between normal and abnormal profit
L4   Explain that firms may wish to pursue alternative objectives to profit maximisation; namely revenue maximisation, sales maximisation and profit satisficing

M   Production in the Short Run
M1 Describe the four different factors of production
M2 Explain and illustrate the various costs of production with diagrams
M3 Calculate various costs of production from supplied data
M4 Explain that the marginal cost curve cuts the average cost curve at the lowest point on the average cost curve
M5 Explain the difference between the short and long run
M6 Understand that the short run average cost curve is U shaped due to the law of diminishing returns
M7 Use the concept of marginal returns to explain the various stages of the law of diminishing returns
M8 Explain that diminishing returns set in when output is still rising but at a falling rate
M9 Understand the different types of sector that can exist in an economy
M10 Explain the concept of marginal product

N   Production in the Long Run
N1   Explain how firms move from the short run to the long run and illustrate this with a graph
N2   Evaluate the strengths and weakness of the principle of division of labour
N3   Describe how firms can experience both internal and external economies of scale
N4   Illustrate the above with the long run average cost (LRAC) curve
N5   Explain, with examples, what could cause diseconomies of scale and the effect it could have on the LRAC curve

O   Growth of Firms
O1   Describe the difference between mergers and takeovers with examples
O2   Outline the various types of merger with recent real world examples
O3   Explain the reasons why firms may seek a merge
O4   Identify and explain the advantages and disadvantages of merger and takeover activity to the firm
     and consumer

P   Perfect Competition
P1   Describe the characteristics of a perfectly competitive market
P2   Explain how the short and long run equilibrium models evolve
P3   Draw diagrams of the short and long run equilibrium positions
P4   Identify the profit maximising position in the short and long run

Q   Monopoly
Q1   Describe the characteristics of a monopoly market
Q2   Draw a diagram of the equilibrium position
Q3   Identify the profit maximising position
Q4   Explain the causes of monopoly power with examples of barriers to entry
Q5   Evaluate the strengths and weakness of a monopoly market to consumers and firms
Q6   Explain price discrimination and describe the conditions that are needed for it to be an effective
     practice

R   Oligopoly
R1   Describe the characteristics of an oligopoly market
R2   Describe, and illustrate the concept of the kinked demand curve
R3   Explain the causes of oligopoly power with reference to real world examples
R4   Explain simple game theory using examples

S   Introduction to Macroeconomics
S1   Identify the main objectives of government economic policy
S2   Describe the main indicators of economic performance
S3   Explain the pattern of the UK economy over recent years
S4   Know the main schools of economic thought
S5   Explain the Keynesian model of the Circular Flow of Income and Expenditure
S6   Explain the workings of the Circular Flow model
S7   Explain the paradox of thrift
S8   Explain the importance of the multiplier
S9   Explain the limitations in the use of National Income statistics

T   Economic Growth
T1   Define economic growth
T2   Explain how growth is measured using GDP
T3   Explain the Business cycle
T4   Explain the trend rate and output gap
T5   Explain the determinants of economic growth
T6   Evaluate the costs and benefits of economic growth
T7   Explain that alternative measures of the standard of living may be more appropriate and that real GDP per capita is a limited approach. Students should be aware that standards of living can be measured by alternative indices, for example, the Big Mac Index and the Human Development Index. *A detailed working knowledge of alternative indices is not expected*

U   Unemployment
U1   Define unemployment
U2   Describe how unemployment is measured
U3   Explain the types of unemployment
U4   Describe the pattern of unemployment in the UK in recent years
U5   Explain the causes of unemployment and explain the processes with AD/AS curves
U6   Explain the effects of unemployment
U7   Explain the concept of the natural rate of unemployment
U8   Explain the original Phillips curve concept
U9   Explain the concepts of a trade-off between unemployment and inflation

V   Inflation
V1   Define inflation
V2   Explain how inflation is measured
V3   Describe the pattern of inflation in the UK in recent years
V4   Explain the causes of inflation and explain the processes with AD/AS curves
V5   Understand using the Fisher formula (Quantity Theory)
V6   Explain the effects of inflation

W   The Balance of Payments
W1 Describe the main components of the UK balance of payments
W2 Explain the pattern of the UK balance of payments in recent years
W3 Evaluate the advantages and disadvantages of current account deficits and surpluses
W4 Understand the relevance of elasticity of demand for exports and imports

X   Aggregate Demand and Aggregate Supply
X1   Define aggregate demand and understand its components
X2   Explain what causes AD to shift
X3   Define aggregate supply
X4   Explain what causes AS to shift
X5   Explain the interaction of AD and AS in the determination of equilibrium output
X6   Draw AD/AS curves to illustrate shifts in the economy
X7   Explain the difference between monetarist and Keynesian LRAS curves and note the impact on choice of macro-economic policy

Y   Fiscal Policy
Y1   Define fiscal policy
Y2   Explain the reasons for taxation
Y3   Outline the main UK taxes
Y4   Identify the main areas of public expenditure in the UK
Y5   Explain progressive, proportional and regressive taxation
Y6   Describe the canons and characteristics of a "good" tax
Y7   Evaluate direct and indirect taxes
Y8   Explain how fiscal policy can be used to influence the main objectives of government economic policy
Y9   Evaluate the effectiveness of fiscal policy

Z   Money and Monetary Policy
Z1   Define monetary policy
Z2   Identify the functions and forms of money
Z3   Identify the main measures of the money supply
Z4   Explain difference between nominal and real interest rates
Z5   Describe the roles of the Bank of England
Z6   Explain how monetary policy can be used to influence the main objectives of government economic policy
Z7   Evaluate the effectiveness of monetary policy

AA Supply Side Policy
AA1 Define supply side policy
AA2 Explain the different supply side policies available to the government
AA3 Explain how supply side policy can be used to influence the main objectives of government economic policy
AA4 Evaluate the effectiveness of supply side policy

AB Consumption, Savings and Investment
AB1 Define consumption, saving and investment
AB2 Explain the determinants of consumption, saving and investment

AC Redistribution of Income and Wealth
AC1 Explain the problem of unequal distribution of income
AC2 Differentiate between absolute and relative poverty
AC3 Describe the difference between income and wealth
AC4 Evaluate the different polices to redistribute income
AC5 Explain the trickle-down effect
AC6 Describe the Lorenz curve

AD   International Trade
AD1 Define free trade
AD2 Explain the reasons for international trade
AD3 Explain the benefits of free trade
AD4 Explain the theory of comparative advantage using a simple numerical example
AD5 Explain the methods of protectionism
AD6 Evaluate protectionism
AD7 Explain, with the aid of price quantity diagrams, the reasons for changes in the value of currency in a floating exchange rate system

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At the module-level, Economics will be taught using a range of different methods in order to give students experience of the types of approach they will encounter in a Western university e.g. lectures and tutorials. Learning strategies and activities will be reinforced by ongoing formative assessments, i.e. assessment *for* learning, to assess the students' in a progressive way and to provide ongoing constructive feedback to facilitate further learning in preparation for the summative assessment.

Teaching and learning approaches	Activities
Formal lectures	Individual projects
Class discussions	Team projects and team working
Group discussions	Role-play
Oral questioning	Case studies
Project supervision	Problem-solving activities and scenarios
Seminars	Research and information-gathering activities
IT based and online teaching and learning activities	Self- assessment
Academic tutorials	
Individual guided learning	
Written questioning e.g. objective/multiple choice, restricted response	
Self- assessment	

Assessment

The module learning outcomes is assessed through formative and summative assignments and other assessment tasks. Assessments are designed by NCUK according to the guidelines in the current syllabus. They will enable demonstration of the achievement of learning outcomes across the individual elements of the programme and to allow students to experience a wide range of the assessment methods used in Western undergraduate programmes. The range of assessments utilized for this module will normally include:

Coursework	Semester 1 Essay/Report	10%
	Semester 1 Essay/Report	10%
	End of Semester 1 test 2 hour plus 10 minutes reading time	10%
Examination (set by NCUK)	End of Module Exam 2 hours 30 mins plus 10 minutes reading time	70%

At the end of the academic year there will be one examination paper of 3 hours duration. The examination paper will be provided by NCUK and it will contribute a maximum of 70% to the final module grade. The paper will cover a broad range of the learning outcomes identified in the syllabus. Ten minutes reading time will be allowed at the start of the examination. The paper will have two sections, A and B.

Reading list

Core Text (Recommended)
Alain Anderton (2008) Economics. 5th ed.,Causeway Press, ISBN: 1405892358/ 978- 1405892353

Further Reading and References
Susan Grant and Chris Vidler (2000) Economics in Context, Pearson Education, ISBN: 0435331116/ 9780435331115
Ray Powell (2008 - 2010) AS/A2 Student Unit Guides e.g. AS Economics textbook unit 2,Hodder Education, ISBN: 0340947500/ 978-0340947500
Davis, Graham Bannock, and Baxter, R.E. (2004) The Penguin Dictionary of Economics 7th Ed, Penguin, ISBN: 0141010754/ 978-0141010755
Susan Grant and Chris Vidler (2008) AS Economics for AQA, Pearson Education ISBN: 0435692224/ 9780435692223
Munday, S.C.R (2000) Studies in Economics and Business: Markets and Market Failure, Pearson Education, ISBN: 0435330500/ 9780435330507
Peter Maunder, Danny Myers, Nancy Wall (2000) Economics Explained. 3rd Ed, HarperCollins, ISBN: 0003277585/ 9780003277586
Colin Bamford (2000) Studies in Economics and Business: the UK in a Global Context, Pearson Education, ISBN: 0435330462/ 9780435330460
Andrew Gillespie (2009) AS and A Level Economics through Diagrams, Oxford University Press, ISBN: 019918089X/ 9780199180899

Mathematics

Course Description

To develop student's key knowledge, understanding, skills and application of mathematics in subject-related contexts appropriate for entry to a degree course at any one of the NCUK Partner Universities

Learning Outcomes

a) Write mathematically-based reports that deliver both a cogent argument and a neat and well-organised presentation style.
b) Study independently and make personal notes for problem-solving and revision purposes.
c) Source and retrieve information from a variety of original and derived locations, such as textbooks, the internet, CDs, etc.
d) Select and employ problem-solving skills (description, formulation, solution/analysis, interpretation).
e) Manage and present data in a variety of formats.
f) Use and apply information technology.
g) Take responsibility for their own learning in the planning and organization of their studies.

Semester 1

A   Linear Equations and Matrices
- find the equation of a straight line using coordinate geometry
- find parallel and perpendicular lines and sketch appropriate graphs
- solve pairs of simultaneous equations using elimination, substitution and graphical methods
- find the sum, difference and product of simple matrices
- calculate the determinant of a 2×2 matrix A6 state the condition for a 2×2 matrix to have an inverse and calculate it if it exists
- use matrices to solve pairs of simultaneous equations

B   Quadratic Equations and Remainder Theorem
- carry out the process of completing the square to locate vertices (turning points) of graphs
- use the discriminant to determine the number of real roots
- use surds to give exact solutions
- divide by $(x + a)$ or $(x - a)$
- determine the remainder when a polynomial is divided by ($ax + b$)
- sketch the graphs of quadratic and cubic functions
- solve by substitution a linear and quadratic pair of simultaneous equations: plot the functions using graph paper
- recognise and solve linear/quadratic equalities and inequalities
- use algebraic and graphical methods to solve inequalities
- recognise and distinguish between open and closed intervals

C   Binomial Expansions, Sequences and Series
- expand $(1 + x)^n$ for small positive integer n
- use Pascal's triangle to find binomial coefficients
- expand $(a + b)^n$ for small positive integer n
- know that although Chinese students write C^n, Western notation is Cr
- understand idea of sequence of terms using general formulae and recurrence relations
- use sigma notation for series representations
- recognise and sum finite arithmetic series (AP)
- recognise and sum geometric series (GP)
- define, explain and test for convergence of series
- use AP/GP to solve certain practical problems

D   Indices, Exponential and Logarithmic Functions
- use a calculator to evaluate exponential and logarithmic expressions
- exponential functions to problems
- apply the rules of logarithms to problems
- change the base of a logarithm
- solve equations involving exponential, and logarithmic functions

E   Trigonometric Functions and Transformations
- convert from radians to degrees (and vice versa)
- find (sin, cos, tan) for any angle and plot their graphs
- know the area of a triangle formula ½ab sin C
- calculate inverse trigonometric functions
- find particular solutions of trigonometric equations
- apply the sine and cosine rules to "solve" an arbitrary triangle
- sketch graphs of functions such as A sin($Bx + C$)+ D
- Identify amplitude, period, phase and shift of functions of the form Asin($Bx + C$)+ D

F   Differentiation
- evaluate the gradient of a curve at a point
- apply the limit formula to simple functions (first principles)
- fuse formula booklet to obtain derivatives of standard functions
- explain second-derivative notation
- apply second derivatives to practical problems
- find stationary points for a given function
- distinguish between local maximum, local minimum and point of inflexion which are stationary points
- obtain the equation of tangent and normal of a curve at a specified point

G   Integration
  - identify an indefinite integral as the anti-derivative
  - use formula booklet to determine indefinite integrals
  - form and explain the definite integral
  - evaluate definite integrals
  - calculate the area between a curve and the x-axis, including areas partly above and partly below the axis

Semester 2

H   Introduction to Statistics
  - Data collection: Introduction to sampling & probability for marketing research
  - experimentation. Collection and presentation of statistical data. Histograms and the cumulative frequency polygon and curve
  - Data summaries: Mode, median and mean. Standard deviation

I   Probability and Set Theory
  - Define probability, use sample space diagrams to help calculate probabilities
  - Sets: intersections, unions, complements. Venn diagrams. Laws of Prob. illustrated by Venn Diagrams. Mutually exclusive events, independent events. Conditional probability illustrated by using tree diagrams

J   Correlation, Linear Regression and Time Series
  - Correlation (concept), least-squares linear regression, coefficient of correlation
  - Time Series: Trend-line, moving averages

K   Probability Distributions
  - Discrete random variables: probability distributions given algebraically or in tables. Calculate the mean $E(X)$ and the variance $Var(X)$
  - Distributions: Binomial distribution. Normal distribution and confidence intervals

L   Functions
  - Language: definition of function/terms: many-one, one-one, one-many, many-many, mapping, domain, range, odd, even, periodic
  - Transformations: effect of transformations on graphs. This builds on Section E of the Part 1 syllabus. Compositions: composition of two functions, conditions for inverse to exist. Modulus function: Investigate relationship between graphs of y

M   Matrices
  - Operations in general, operations with square matrices, inverse of 3×3 matrices. Applications of matrices: solutions of systems of equations

N   Further Differentiation
  - Rules: Sum, product , quotient rules and the chain rule (composite functions) Implicit differentiation

O   Further Integration

- Integration by substitution: Change of variables. Use of Formula. Partial fractions (linear factors, repeated linear factors, improper fractions), integration by partial fractions. Integration by parts. Evaluation of volume of revolution

EAP and subject module teachers will work collaboratively to deliver the programme; language learning and the development of study skills is integrated with subject learning.

At the module-level, Mathematics will be taught using a range of different methods in order to give students experience of the types of approach they will encounter in a Western university e.g. lectures and tutorials. Learning strategies and activities will be reinforced by ongoing formative assessments, i.e. assessment *for* learning, to assess the students' in a progressive way and to provide ongoing constructive feedback to facilitate further learning in preparation for the summative assessment.

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Assessment

The module learning outcomes will be assessed through formative and summative assignments and other assessment tasks. Assessments are designed by NCUK according to the guidelines in the current syllabus. They will enable demonstration of the achievement of learning outcomes across the individual elements of the programme and to allow students to experience a wide range of the assessment methods used in Western undergraduate programmes. The range of assessments utilized for this module will normally include:

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Reading list

Core Texts
D Rayner and P Williams (2004), Pure Maths C1 C2, Elmwood Press, ISBN: 1902214455 / 9781902214450
D Rayner and P Williams (2005), Pure Maths C3 C4, Elmwood Press, ISBN: 1902214463 / 9781902214467
 Keith Pledger et al (2009), AS and A Level Modular Mathematics- Statistics 1, Pearson Education, ISBN: 9780435519308

Further Reading and References
R Emanuel & J Wood. (2005) Advanced Mathematics AS Core for Edexcel. Longman ISBN 0-582-84237-9. This text book also includes a self-study CD, ISBN: 0582842379/ 9780582842373.
AJ Sadler and DWS Thorning (1995), Understanding Pure Mathematics, OUP, ISBN: 0199142599/ 9780199142590. ONLY AVAILABLE SECOND HAND
L Bostock and S Chandler (2000), Core Maths for A-level, 3rd edition, Nelson Thornes, ISBN: 0748755098/ 9780748755097
Crawshaw and Chambers (2000), A Concise Course in A-Level Statistics, Nelson Thornes, ISBN: 074875475X/9780748754755
J Shannon (1995), Mathematics for Business, Economics and Finance, Wiley, ISBN: 0471334979 / 9780471334972 ONLY AVAILABLE SECOND HAND