



**UNIVERSITY FOUNDATION PROGRAMME
2010–2011**

Bell International College, Cambridge

COURSE HANDBOOK



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1. THE BELL EDUCATIONAL TRUST

Founded in 1972 to consolidate the work of the successful Bell Language Schools, the Bell Educational Trust is a non-profit educational foundation and one of the founder members of the European Association of Quality Language Schools (EAQUALS). Bell has three centres in the UK as well as a network of associated language schools throughout Europe. All Bell centres are accredited by the British Council.

The aims of the Bell Educational Trust are to provide language education, mainly in English, for adult students and young learners, to train teachers of English and to offer language learning and teacher training experiences that will promote international understanding and intercultural exchange.

Bell International has run pre-session English on behalf of the University of Cambridge for its postgraduate students and pre-session and in-session programmes for Queen Mary, University of London. It has also provided EAP consultancy to the Institute of Art and Design, University of Surrey. Bell has more than 20 years experience of running EAP courses and runs IELTS courses at its UK centres.

2. BELL INTERNATIONAL COLLEGE CAMBRIDGE

The University Foundation Programme takes place at our centre in Cambridge. The school is situated on an extensive and attractive site about 2 miles from the city centre. It offers both residential accommodation near the city centre and homestay accommodation in families close to the school.

The school is very well resourced. The Learning Resource Centre, recognised as one of the best in the UK, is a purpose-built study area with library and multimedia facilities. There is a dining hall with a wide choice of food, excellent sports and recreational facilities and an extensive social programme.

3. COURSE DESCRIPTION

The Bell University Foundation Programme is an academic year course designed to prepare students from abroad for further studies at higher education level in the UK. Bell recognises that overseas students need to develop their language skills, their academic skills and their subject knowledge as part of one integrated programme of study. The course also provides an in-depth understanding of the nature of contemporary British life and offers guidance in choosing and applying to higher education courses.

The University Foundation Programme was launched in 2001 and has so far attracted students from more than 30 countries including: Albania, Azerbaijan, Belgium, Brazil, China, Colombia, Czech Republic, France, Germany, Georgia, Greece, Hungary, Iran, Italy, Japan, Kazakhstan, Korea, Kyrgyzstan, Latvia, Libya, Mexico, Oman, Pakistan, Palestine, Portugal,



Qatar, Russia, Saudi Arabia, Spain, Sudan, Taiwan, Turkey, Turkmenistan, UAE, Ukraine, Venezuela and Vietnam.

Bell International has partnerships with a wide range of universities in the UK and students who have completed the University Foundation Programme have been accepted on degree courses at these and other universities.

The course consists of 3 academic terms. In Term 1 students are given intensive English language training and they follow introductory courses in Academic Skills, IT and Life in Britain and are prepared for the IELTS examination. The importance of number skills is recognised by the addition of Quantitative Methods, a subject which forms part of the final assessment. The students make an informed choice of three Subject Modules and complete an introductory programme of study in each. They receive individual guidance through a tutorial programme in selecting the university courses that suit them and in the UCAS application process.

In Terms 2 and 3 the emphasis is on the development of the full range of academic skills required for study at university level and these are integrated with and practised and assessed through their Subject Modules. The emphasis in Subject Modules in these two terms is on the development of critical thinking skills and on producing quality work. There is continued training in IT skills and general language improvement.

4. COURSE AIMS AND OBJECTIVES

The University Foundation Programme has the following aims and objectives:

4.1 To provide intensive and extensive training in academic skills and academic language needed by students to function successfully in Higher Education in the UK. This is achieved through:

- a situation-based academic skills module to develop the full range of academic skills
- direct linking of the above in terms of approach and materials with subject modules to prepare students for study at higher education level and to enable the range of academic skills to be assessed in terms of content
- adherence to key skills guidelines relating to the application of number and information technology and communication skills
- systematic preparation the IELTS examination, taken in Term 3
- applying the principles of stepped challenges and cyclical revision to build on skills acquired
- regular individual tutorials to provide individual attention and direction.

4.2 To educate students in aspects of Britain's linguistic, historical, geographical, social and cultural background and relate these to contemporary life and society. This is achieved through:

- formal study in the Life in Britain component of the course, which balances input of information with a variety of research tasks



- encouragement to make comparisons with their own culture
- direct linking to work done in the academic skills and subject modules.

4.3 To provide objective validated assessment of students' progress and ability. This is achieved through:

- formal assessment of the application of a range of academic skills through continuous assessment of work done in academic skills and subject modules
- formal assessment of content knowledge and cognitive skills through examinations
- a personalised study programme
- formal written reports every six weeks for each student in each module.

4.4 To provide challenging and stimulating subject teaching. This is achieved through:

- carefully designed courses delivered by subject specialists and supported by integrated work carried out in the academic skills module
- attention paid to critical thinking and analytical skills
- a programme of weekly lectures and workshops given by guest speakers
- employment of a range of methodological approaches similar to those used in higher education

4.5 To train students in the discipline and culture of academic life. This is achieved through:

- training in efficient study skills
- training in time management skills and on meeting deadlines
- training in examination technique
- training in strategies to promote success in independent learning
- experience of group activities and working as a team
- valuing and respecting the contributions of fellow students.

4.6 To guide students in their choice of course and destination in Higher Education. This is achieved through:

- weekly tutorials with a dedicated Higher Education Adviser, providing advice and guidance with procedures for applying to universities
- intensive preparation in all aspects of application and interview.



5. TEACHING AND LEARNING STRATEGIES

Classroom teaching is based on a communicative and student-centred approach to learning. Students will learn through a variety of learning activities both in small group and whole class situations. Students are encouraged to share their views and opinions with others. Students are given encouragement to become more autonomous in their learning. Different teaching and learning formats are used on the course with the aim of making the learning experience more wide-ranging and to reflect the experience of learning on undergraduate programmes in UK universities. These include lectures, seminars and tutorials. Resources and guidance are provided to encourage independent research.

6. COURSE STRUCTURE

The course provides 756 hours of tuition over 36 weeks divided into three terms of 12 weeks each. The total hours on the course are made up as follows:

Induction (Term 1 Week 1) 21 hours

Academic Skills Module

- Academic Skills 193.5 hours
- Quantitative Methods 52.5 hours
- Tutorials & Supervised Self-Study 52.5 hours

Subject Modules

- Subject Module 1 105 hours
- Subject Module 2 105 hours
- Subject Module 3 105 hours

Support Sessions

- Information Technology 52.5 hours
- Life in Britain (Term 1) 16.5 hours
- University Applications (Term 1) 16.5 hours
- Guest Speaker Programme (Terms 2-3) 36 hours



8.2 ACADEMIC SKILLS MODULE

The Academic Skills Module is a compulsory module and is made up of coursework (60 marks) and examinations in Quantitative Methods (40 marks). The marks are made up as follows:

Term 1

AS1 Essay (1000 – 1500 words)	10 marks
AS2 Examination (Quantitative Methods)	10 marks

Term 2

AS3 Group Presentation	10 marks
AS4 Research Project (1500 – 2000 words)	20 marks
AS5 Examination (Quantitative Methods)	10 marks

Term 3

AS6 Note-taking	10 marks
AS7 Seminar Presentation	10 marks
AS8 Examination (Quantitative Methods)	20 marks

A mark of 40% or above is required in the Term 1 Examination to proceed to Term 2.

8.3 SUBJECT MODULES

Students take three Subject Modules from the following: Economics; Business Studies; Accounting and Finance; Law; Politics; Media, Communication and Culture; Sociology and Anthropology; Mathematics.

The assessment of each Subject Module is made up of coursework (40 marks) and examinations (60 marks). The marks are made up as follows:

Term 1

S1 Examination	10 marks
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Term 2

S2 Essay (1500 – 2000 words)	20 marks
S3 Examination	20 marks

Term 3

S4 Research Project (1500 – 2000 words)	20 marks
S5 Examination	30 marks

A mark of 40% or above is required in the Term 1 Examinations in each Subject Module to proceed to Term 2.



8.4 ASSESSMENT CRITERIA

To be awarded a pass grade candidates must achieve the following:

- an overall mark of 40% or above
- a mark of 40% or above in each module
- an overall attendance rate of 90% or above.

The grade awarded is the average mark obtained in the three Subject Modules and the Academic Skills Module. These modules have equal weighting. The Certificate will indicate achievement in the coursework and examination components of each module.

The grades are as follows:

Grade	Overall Percentage
Distinction	70% and above
Merit	60 – 69%
Credit	50 – 59%
Pass	40 – 49%
Fail	Less than 40%

Visiting External Examiners will act as moderators and will:

- approve and examine programmes
- review assessed coursework and all examination scripts
- interview students if the need arises
- attend one meeting each term to moderate completed coursework and examinations and determine grades to be awarded.



9. MODULE DESCRIPTIONS: ACADEMIC SKILLS MODULE

9.1 ACADEMIC SKILLS

General Description

This component of the Module forms the core of the course. It aims to lay firm foundations in a range of academic skills in order to enable students to function successfully in academic situations.

The key to the success of this lies in integration. The learning outcomes are directly related to the delivery of the Subject Modules and the course provides an introduction to and intensive training in the skills which will be applied and developed in these Modules.

Learning Outcomes

Having successfully completed this component of the Module, students will be able to:

- understand the learning process
- understand the need to develop as autonomous learners make effective use of a variety of information sources
- process information in spoken and written form
- analyse their written and spoken English for accuracy, coherence and cohesion
- make use of a wider range of vocabulary
- plan, draft and revise written assignments
- plan, deliver and evaluate oral presentations
- understand and follow academic conventions for written work and oral presentations
- work effectively in small groups
- plan for and meet coursework deadlines

Module Content

Term 1

Receptive Skills

- reading and listening for gist and specific information
- understanding text organisation
- note-taking from reading texts

Writing Skills

- planning, drafting and revising essays
- note-taking from reading texts
- paraphrasing
- summarising
- using quotations, giving references and bibliographies
- using examples to demonstrate ideas
- understanding and describing data including graphs, tables and diagrams



Research Skills

- using a dictionary effectively
- using contents and index pages
- understanding classification systems
- using reference works and bibliographies

Term 2

Receptive Skills

- advanced text organisation
- making deductions from a variety of sources
- identifying main and supporting ideas

Small Group Situations

- giving oral presentations
- using audio-visual aids
- responding to questions and clarifying

Writing Skills

- synthesising
- discussing cause and effect
- effective introductions and conclusions
- linking strategies

Term 3

Listening To Lectures And Talks

- recognising organisational language
- note-taking from lectures and talks
- requesting and understanding clarification
- identifying opinion and attitude
- following complex arguments

Small Group Situations

- opening/closing/linking/recapping strategies
- using intonation/emphasis with related language skills
- discussion skills including disagreeing/repairing/referring back

Writing Skills

- analysis and practice of various academic styles
- different approaches to using examples
- discussing/comparing/contrasting different models and theories
- tentative language and hypothesising

Research Skills

- analysing and creating research models in Subject Modules



Teaching And Learning Strategies

- Central are the principles of stepped challenges and cyclical revision. These work together to enable new and more advanced skills to be built on learnt ones. Facilitating in this way the work done in the content-based modules, it will help to create the sense of progress and success vital to academic preparation courses. Academic vocabulary will be introduced and tested on a regular basis.
- The course adopts an integrated skills approach. The aim is to reflect in the teaching methodology, as far as possible, the nature of the tasks and situations the students will face in academic life. Much of the work in this Module is task-based and students are encouraged to work collaboratively and to strict deadlines.
- During the Module students will experience various methods including: formal and informal lectures, homework, supportive and constructive feedback, group work, group discussions.
- Students have individual tutorials with tutors. These are timetabled for each week and are conducted by the Academic Skills tutor. They deal with: language development ,guidance with academic assignments including discussion of drafts and plans,aspects of general progress and motivation and guidance in choice of and application to institutions of Higher Education.

9.2 QUANTITATIVE METHODS

General Description

This component of the Academic Skills Module is designed to prepare students for the number work required on the Subject Modules and follows the Key Skills 3 guidelines.

Learning Outcomes

Having successfully completed this component of the Module, students will be able to:

- plan and interpret information from different types of sources, including a large set of data
- obtain and use information required to meet the purpose of their activity
- choose appropriate methods to obtain the results they need and justify their choice
- carry out multi-stage calculations related to amounts and sizes, scales and proportions, handling statistics and rearranging and using formulae
- carry out calculations to appropriate levels of accuracy, clearly showing their methods
- check methods and results to help ensure errors are found and corrected
- interpret the results of their calculations, present their findings and justify their methods
- select appropriate methods of presentation and justify their choice
- present their findings effectively
- explain how the results of their calculations relate to the purpose of their activity



Module Content

Term 1

Numerical Skills:

- positive and negative numbers
- fractions, decimals, percentages
- roots and powers
- round numbers to a given number of decimal places or significant figures

Financial Mathematics:

- calculate simple and compound interest and straight line and reducing balance depreciation
- understand the construction and use of index numbers (base and current weighted)
- calculate a Laspeyres and Paasche index number from given data
- use mathematical expressions to represent business situations: arithmetical progression illustrated by straight line depreciation and simple interest and geometrical progressions illustrated by diminishing balance depreciation and compound interest
- apply progressions to investment appraisal using payback and Net Present Value calculated from tables - a knowledge of the PV formula will not be required
- use simple formulae to produce graphs (curvilinear and straight line)
- apply straight line graphs to the preparation of break even charts
- understand and explain the notions of break-even and contribution

Term 2

Collection Of Business Data:

- distinguish information from data
- recognise qualitative and quantitative data
- explain the difference between discrete and continuous quantitative data
- explain the differences between primary and secondary data and decide, in a specific business situation, which of these would be more appropriate
- recognise the difference between a population and a sample
- explain the different methods of selecting a sample from a population using: simple random sampling, stratified sampling, cluster sampling, quota sampling
- use survey methods to collect data by observation, experimentation and questioning
- design a simple questionnaire

Organisation And Presentation Of Data:

- produce tables of data
- plot simple statistical graphs and diagrams including: simple bar charts, multiple bar charts, component bar charts, percentage component bar charts, pie charts, zed graphs
- identify and use the most effective ways of presenting data to a given audience
- critically interpret other people's numerical presentations



Term 3

Use Of Frequency Tables:

- construct a frequency table from a set of data
- draw a histogram from a frequency table
- calculate the cumulative frequencies and use these to draw an ogive
- interpret data which has been presented in a frequency table, histogram or graph

Business Analysis:

- calculate the mean, median and mode for a set of data and know which of these is the most appropriate to use with a particular set of data
- calculate the quartiles, deciles and percentiles for a set of data
- calculate the range, quartile range and standard deviation for a set of data and know which of these is most appropriate to use with a particular set of data

Teaching And Learning Strategies

Learning is substantially task-based. Topics will be related to 'real world' examples and there will be constant use of various forms of data, both hypothetical and real.

Learning situations include: small group and whole class discussion, giving presentations, note-taking from texts and lectures, answering multiple choice and data handling questions, reading and interpreting short texts in class.

Learning is supported by Academic Skills Module.

Learning Resources

Burton, Glyn, George Carrol and Stuart Wall, *Quantitative Methods for Business & Economics* (2nd ed.), Harlow: Prentice Hall 2002



10. SUPPORT SESSIONS

10.1 INFORMATION TECHNOLOGY

General Description

This component of the Academic Skills Module aims to provide the students with the skills to use information technology for academic study in university. It involves the use of the Internet, word processing and spreadsheets and presentation software in the context of learning at higher education level.

Aims

The students will become more proficient in using software programmes for word processing, spreadsheets and presentations and the Internet for academic study.

The work done in this component also aims to support the work done in the Academic Skills Module and Subject Modules including the preparation of the following coursework assignments: AS1 Essay, AS3 Group Presentation, AS4 Research Project, AS7 Seminar Presentation, S2 Essay and S4 Research Project.

Learning Outcomes

Having successfully completed this component of the Module, students will be able to:

- use word processing for academic writing
- use basic spreadsheet functions for study
- use presentation software for oral presentations
- use and evaluate the Internet for study and research
- use a range of academic skills
- select and evaluate information effectively
- learn independently and cooperatively

Module Content

Using the computer and managing files

Understanding basic concepts and terms in IT

Using word processing software to:

- open, create and save a document
- change view modes
- insert, select and edit text
- copy, delete and move text
- search for and replace text
- use headers and footers
- apply text and document formatting



- insert and manipulate images and charts in a document
- create and format a table
- insert data in a table
- correct errors with a spelling and grammar checker
- print a document

Using presentation software to:

- open, create and save a presentation
- develop a presentation
- add and format text
- add a background to a slide
- insert and manipulate pictures and charts
- use slide show effects including animation and transition effects

Using spreadsheet software to:

- open, create and save a spreadsheet
- enter data in a cell
- manipulate data in cell
- select, insert and modify rows and columns in a worksheet
- insert, delete, duplicate and move a worksheet
- use formulas to perform a variety of calculations
- format cells and worksheets
- create and format charts using spreadsheet data

Using the Internet to:

- use a web browser
- use a search engine including the use of operators and search terms
- use hyperlinks
- copy text and images from a web page
- print a web page
- save web page addresses
- write, send and receive e-mail messages

Teaching And Learning Strategies

Learning is substantially task-based. There is direct linking to work done in the Academic Skills and Subject Modules. Learning situations include small group discussion and giving presentations.



10.2 LIFE IN BRITAIN

General Description

This component of the Academic Skills Module aims to introduce students to aspects of Britain's linguistic, historical, geographical, social and cultural background and relate these to contemporary life and society.

Aims

- to add to the students' knowledge and understanding of aspects of society and culture in Britain
- to encourage students to reflect on and share an understanding of differences between life in Britain and the students' own countries

Learning Outcomes

Having successfully completed this component of the Module, students will be able to:

- reflect on their experience of living and studying in Britain
- compare their experience of living in Britain with life in their own countries
- make better use of a range of information sources

Module Content

- Quiz: How Well Do You Know Britain?
- Views of Britain
- Varieties of English
- Youth Culture and Youth Language
- The Media
- The UK Economy
- Multicultural Britain
- Holidays and Festivals
- Customs and Manners
- School Education in the UK
- The Monarchy and Government

Teaching And Learning Strategies

- formal study which balances input of information with a variety of research tasks
- encouragement to make comparisons with their own culture
- direct linking to work done in the Academic Skills and Subject Modules



11. MODULE DESCRIPTIONS: SUBJECT MODULES

After successfully completing their Subject Modules, students will have:

- gained knowledge and understanding relevant to their subject disciplines
- understood the principles, concepts and theories of their subject disciplines
- learned to apply the above to contemporary problems and issues
- become able to analyse critically literature within subject disciplines
- become proficient in analysing and interpreting information from a variety of sources
- become familiar with a range of teaching and learning modes

All work carried out in Subject Modules is designed to be fully in line with core and wider Key Skills. Emphasis is laid on integrating work done in the Academic Skills Module with the development and assessment of skills and knowledge in the Subject Modules.

Participants choose three Subject Modules. The following Subject Modules are offered on the 2010 – 2011 course:

Business Studies
Economics
Accounting and Finance
Law

Politics
Mathematics
Media, Communication and Culture
Sociology and Anthropology



11.1 BUSINESS STUDIES

General Description

The Module is intended to provide students with a foundation for the study of Business Studies by providing them with the key skills necessary to tackle the subject matter at a more in-depth level. Students will appreciate the key skills of Knowledge, Application, Analysis and Evaluation. An understanding of the importance of the integration of the four functions and external influences upon business will be examined.

Aims

- to broaden and deepen knowledge equivalent to the AS level
- to develop critical thinking skills
- to develop and provide practice in a range of academic skills to build on work undertaken in this area
- to prepare students for formal assessment in conjunction with academic skills tutor, for formal assessment through coursework assignments
- to prepare students for formal assessment through examination

Learning Outcomes

Having successfully completed this Module, students will be able to:

- understand key concepts and specialist vocabulary
- demonstrate knowledge of subject content
- apply theoretical knowledge to real world issues
- formulate arguments and thereby demonstrate analytical skills
- evaluate arguments and make balanced and informed judgements
- communicate ideas with clarity

Having successfully completed this Module, students will have developed:

- an awareness and understanding of the variety of factors that influence business organisations and their operations
- a broad view of business practices
- an awareness of the role played by particular people in the success of a business
- an appreciation of the effectiveness and appropriateness of various marketing techniques

Module Content

Term 1

- Entrepreneurs
- Types of business and legal structure
- Break-even analysis



- Cash flow
- Sources of finance
- Budgets
- Cost and profit centres
- Conducting market research

Term 2

- Effective marketing
- Marketing mix: product, price, promotion, place
- Price elasticity of demand
- Organisational structures
- Staff performance, recruitment, selection and training
- Motivation

Term 3

- Making operational decisions
- Quality
- Customer service
- Working with suppliers
- Using technology in Operations
- Critical path analysis
- Location decisions
- External influences on business

Teaching And Learning Strategies

Teaching is interactive and learning is essentially task based, incorporating real world issues and use of various forms of data.

Learning situations include: small group work, whole class discussion, presentations, note taking from texts and lectures, answering of multiple choice and data handling questions, reading and interpreting short texts in class.

Learning is supported by the Academic Skills Module.

Learning Resources

Surridge, Malcolm and Andrew Gillespie, *AQA Business Studies for AS Level* (3rd ed.), London: Hodder Education 2008.



11.2 ECONOMICS

General Description

The Module is intended to provide students with a foundation for the study of Economics by providing them with the key skills necessary to tackle the subject matter at a more in-depth level. The Module will provide an understanding of the core elements of Micro and Macro Economics and an introduction to a range of concepts and terminology central to the study of these subjects.

Aims

- to broaden and deepen knowledge equivalent to the AS level
- to develop critical thinking skills
- to develop and provide practice in a range of academic skills to build on work undertaken in this area
- to prepare students for formal assessment in conjunction with academic skills tutor, for formal assessment through coursework assignments
- to prepare students for formal assessment through examination

Learning Outcomes

Having successfully completed this Module, students will be able to:

- understand key concepts and specialist vocabulary
- demonstrate knowledge of subject content
- apply theoretical knowledge to real world issues
- formulate arguments and thereby demonstrate analytical skills
- evaluate arguments and make balanced and informed judgements
- communicate ideas with clarity.

Module Content

TERM 1

Understanding Economics:

- Definitions of Economics
- Distinction between microeconomics and macroeconomics
- The law of demand and the interpretation of the demand curve
- The meaning of the *ceteris paribus* assumption
- The range of influences on consumer demand
- The role of reputation, endorsement and “word of mouth”
- The distinction between a shift in a (demand or supply) curve and a movement along a curve
- The contrary effect of conspicuous consumption
- The meaning of a normal and an inferior good
- The meaning of substitutes and of complements
- The law of supply and the interpretation of the supply curve



- The range of influences on supply
- The definition of a competitive market
- The Production Possibility Curve and its use
- The meaning of opportunity cost
- The division of labour and the concept of specialisation
- The concept of productivity and how it is achieved
- The range of ways in which markets can operate
- The role of money in markets
- The four characteristics of money
- The influence in certain markets of future prices
- The meaning of subsidy
- The definition and interpretation of market equilibrium
- The process of comparative static analysis
- The interpretation of changes in supply, demand and price
- The calculation and interpretation of price elasticity of demand (PED)
- The calculation and interpretation of cross-price elasticity of demand (XED)
- The calculation and interpretation of price elasticity of supply (PES)
- The meaning of price elastic and inelastic
- The concept of unit elasticity
- The calculation and interpretation of income elasticity of demand (YED)
- Allocative mechanisms – how resources are allocated in different economic systems
- The definitions of allocative and productive efficiency
- The role of price signals in determining market equilibrium
- The meaning of consumer and producer surplus
- The meaning of stable and of volatile prices
- The significance of economies of scale
- The definition of market failure
- The definition of an externality
- The different types of possible externalities
- The distinction between private costs and external costs
- The meaning of imperfect competition, monopoly and price-fixing
- The difference between fixed costs and marginal costs

TERM 2

Using Economics:

- The role of economists in interpreting world events
- The global recession and its causes
- The meaning of the 'credit crunch' in the UK
- The role of the banks in the global economic crisis
- The meaning of a financial 'bubble'
- Distinctions between a free market, a centrally planned and a mixed economy
- The role of a financial regulator
- The meaning of a high or low credit rating
- The nature of the economic cycle



- The meaning of the terms 'boom', 'peak', 'slump', 'trough', 'recovery'
- The economists' definition of a recession
- Gross Domestic Product and its importance as an economic indicator
- Other measures used as economic indicators
- The role that indicators play in economic planning
- The concept of 'economic growth' and its importance to government policy
- The distinction between GDP, GDP per capita and GDP per capita (PPP)
- The concept of 'factors of production'
- The contribution of capital and labour to economic growth
- The definition of 'depreciation'
- The benefits and costs of economic growth
- The concept of 'sustainable development'
- The concept of 'wellbeing' or 'quality of life'
- The definition of import, export, trade surplus, trade deficit and balance of trade
- The factors that influence what a country exports and imports
- The use of the PPC in understanding international trade
- How government policy can affect imports and exports
- The meaning of a 'trade barrier' and 'protectionism'

TERM 3

Economics in the real world

- The nature and use of Cost Benefit Analysis
- The concept of 'internalising an externality'
- The distinction between private goods and public goods
- The concept of merit goods and why they are provided
- Producing Demand and Supply curves for public and merit goods
- The concepts of Marginal Social Costs and Marginal Social Benefit
- The main economic objectives of government
- The production and use of economic indicators
- Difference between nominal value and real value
- The reason for measuring at constant prices
- The method for calculating an index series from raw data
- Definition of Aggregate Demand and Aggregate Supply
- Distinction between short-run and long-run Aggregate Supply
- Keynes' ideas on demand management
- Concept of 'multiplier effect'
- Definition of disposable income
- Contrasting economic policy choices for government
- Effect of changes in taxation, subsidy etc on AS and AD



Teaching And Learning Strategies

Teaching is primarily interactive and learning is essentially task-based, drawing on various forms of information and data, including material taken from current news reporting and analysis. Classroom work will be supported by guided reading from the module textbook (see Learning Resources below) and from other recommended sources.

Students will be able to participate in small group work, whole class discussion, and the reading and interpreting of short texts in class. They will be encouraged to read widely outside the class and to access relevant on-line resources. Opportunities will be provided to practise note taking, giving presentations and preparing for different assessment methods.

Learning is supported by the Academic Skills Module.

Learning Resources

Smith, Peter, *Edexcel AS Economics*, Deddington: Philip Alan Updates 2008.



11.3 ACCOUNTING AND FINANCE

General Description

The Module aims to give students a comprehensive introduction to business accounting and finance. It will provide an academic and practical foundation for students who may wish to continue to study business, finance or accounting at a higher level. Through class discussions, presentations and practical exercises, the students will become confident in using the specialised language of finance and be able to set up and analyse financial documents to deepen their own understanding of a company's financial situation.

Aims

- to broaden and extend subject knowledge to the equivalent of AS Level
- to develop analytical and critical thinking skills
- to give students practical experience in planning, producing and analysing the financial documents of a business
- to encourage students to participate in a range of activities to develop and consolidate their understanding
- to prepare and support students, together with the Academic Skills Tutor, in the preparation and delivery of a formal coursework assignment
- to prepare students for module examinations

Learning Outcomes

Having successfully completed this Module, students will be able to demonstrate:

- a sound knowledge and understanding of the key terms used in business finance
- confidence in setting up and analysing financial spreadsheets, including the use of Excel
- be able to use their knowledge to study financial documents and extract summary information about a business and make financial recommendations

Module Content

Term 1

- Business organisations
- Sources of finance and the role of the accountant
- Cash Forecast and cashflow
- Source Documents
- Double-entry bookkeeping and trial balance
- Cash control

Term 2

Sole Traders:

- Profit and Loss



- Balance Sheet
- Depreciation and Bad Debts

Partnerships:

- Profit and Loss
- Balance Sheet
- Partnership Changes

Limited Liability Companies:

- Limited Company Accounts
- Financial Statements
- Accounting Ratios

Term 3

Planning and Control:

- Cost Classification and Behaviour
- Budgetary Control
- Flexible Budgets and Standard Costs

Costing and Pricing:

- Cost Allocation and Apportionment
- Overhead Cost Absorption
- Costing Methods

Decision Making:

- Cost-Volume-Profit Analysis and Limiting Factors
- Relevant Costs and Revenues
- Accounting Rate of Return and Discounted Cash Flow

Teaching And Learning Strategies

Teaching is substantially task-based, enabling students to consolidate their understanding in a number of different ways. The varied learning environment enables students to find their own best way of working as well as encouraging them to experiment with different learning styles.

Teaching methods include:

- note taking from texts
- practical problem solving exercises individually and in groups
- small group and whole class discussions
- individual and small group presentations
- written exercises

Learning Resources

Austin, David and Peter Hailstone, *AQA Accounting for AS*, Cheltenham: Nelson Thornes 2008.



11.4 LAW

General Description

The Module aims to provide students with a good working knowledge of the English legal system to enable them to continue their development in that area. It also examines some key areas of criminal and civil law to enable students to take a well-rounded view of the legal world and to further motivate them. The Module enables students to develop a problem-solving approach to law with the case studies used and to examine current legal issues.

Aims

- to develop subject knowledge of the English legal system to the equivalent of AS level
- to develop critical thinking skills
- to develop and provide practice in a range of academic skills in order to build on work carried out in the academic skills module
- to prepare and support students for formal assessment through coursework assignments and examination

Learning Outcomes

Having successfully completed this Module, students will be able to demonstrate:

- a knowledge and understanding of key concepts and specialist vocabulary
- an ability to discuss these concepts in an informed and formal manner
- an ability to apply critical thinking skills to concepts relating to law and to specific legal problems
- an awareness and understanding of the variety of factors influencing the development of law

Having successfully completed this Module, students will have developed:

- an understanding of the language and concepts of the English Legal System
- an ability to evaluate complex arguments and to make balanced and informed judgements
- an ability to use arguments to criticise and defend viewpoints in relation to various legal problems
- an ability to gather information from a variety of sources including statistical data

Having successfully completed this Module, students will be able to:

- recognise legal terminology and concepts
- identify legal problems and distinguish them from problems with which the courts cannot assist
- be able to analyse and evaluate legal problems to a standard appropriate for AS students



Module Content

Term 1

The English Legal System:

- The Courts
- Legal Terminology
- Personnel
- Lay Involvement
- Sources of Law
- Tribunals and ADR

Term 2

- Police Powers and PACE
- Pre-trial Procedure
- Offences
- Sentencing
- Defences and Appeals

Term 3

- Using the civil courts
- Tort: negligence, defamation and other major torts
- Introduction to the law of contract: vitiating factors and breach

Teaching And Learning Strategies

Various methods are employed including:

- whole-class teaching
- group work
- case studies
- discussions
- formal and informal lectures
- a field trip
- progress tests
- homework
- supportive and constructive feedback

Learning Resources

Martin, Jacqueline, *AQA Law for AS*, (4th ed.), London: Hodder Education 2010.



11.5 MATHEMATICS

General Description

The Module aims to provide students with a good working knowledge of Mathematics to enable them to continue their development in that area. It examines the key areas of Core Mathematics and Statistics to enable students to take a well-rounded view of Mathematics, develop a problem-solving approach and to motivate them to pursue further study in the field.

Aims

- to develop subject knowledge of Mathematics and Statistics to the equivalent of AS level
- to develop critical thinking skills
- to develop and provide practice in a range of academic skills in order to build on work carried out in the academic skills module
- to prepare and support students for formal assessment through coursework assignments and examination

Learning Outcomes

Having successfully completed this Module, students will be able to demonstrate:

- a knowledge and understanding of key concepts and specialist vocabulary
- an ability to discuss these concepts in an informed and formal manner
- an ability to apply critical thinking skills to concepts relating to Mathematics and to specific mathematical problems
- an awareness and understanding of the variety of factors influencing the development of Mathematics

Having successfully completed this Module, students will have developed:

- an understanding of the language and concepts of Mathematics
- an ability to evaluate complex arguments and to make balanced and informed judgements
- an ability to use arguments to criticise and defend viewpoints in relation to various mathematical problems
- an ability to gather information from a variety of sources including statistical data

Having successfully completed this Module, students will be able to:

- recognise Mathematics used in an everyday context
- identify mathematical problems and distinguish them from problems
- be able to analyse and evaluate mathematical problems to a standard appropriate for AS



Module Content

Term 1

- Algebra and functions
- Quadratic functions
- Equations and inequalities
- Sketching functions
- Coordinate geometry
- Sequences and sSeries
- Differentiation, uses of differentiation, second derivative
- Integration

Term 2

- Organising and summarising data
- Probability
- Linear regression
- Correlation
- Discrete random variables
- Normal distribution
- Modelling
- Binomial distribution

Term 3

- Algebra and functions
- Sine and cosine rules
- Trigonometric functions
- Trigonometrical identities and equations
- Exponentials and logarithms
- Radian measure
- Geometric sequences and series
- Differentiation and integration

Teaching And Learning Strategies

Various methods are employed including:

- whole-class teaching and group work
- case studies
- discussions
- formal and informal lectures
- topic reviews, progress tests and weekly homework
- supportive and constructive feedback

Learning Resources

Attwood, Greg et al., *Edexcel AS & A Level Modular Mathematics: Core Mathematics 1 & 2 (C1 & C2) and Statistics (S1)*, Harlow: Edexcel 2009



11.6 MEDIA, COMMUNICATION AND CULTURE

General Description

The Module aims to provide students with foundations for the continued study of the role of the media, communication and culture in the modern world. The module moves from the theoretical underpinning of key concepts and seeks to analyse and explore these using practical examples and case studies. In so doing students will gain experience of a full range of academic teaching approaches and will develop their academic skills including listening to lectures, note-taking, academic writing, research, presentation and seminar skills.

Aims

- to broaden and deepen subject knowledge to the equivalent of AS level
- to develop critical thinking skills
- to develop and provide practice in a range of academic skills in order to build on work carried out in the Academic Skills Module
- to employ a range of modes of delivery to facilitate the above
- to prepare and support students, in conjunction with the Academic Skills tutor, for formal assessment through coursework assignments
- to prepare students for formal assessment through examination

Learning Outcomes

Having successfully completed this Module, students will be able to demonstrate:

- a knowledge and understanding of key concepts and specialist vocabulary
- an ability to discuss these concepts in an informed and formal manner
- an ability to apply critical thinking skills to relating general concepts to particular examples
- an awareness and understanding of the variety of factors (e.g. social, psychological, cultural, economic, political etc.) that influence the production and consumption of media products
- An awareness and understanding of communication conventions, theories and forms
- An awareness and understanding of the variety of cultural factors influencing the creation and process of communication

Having successfully completed this Module, students will have developed:

- an ability to compare and contrast theories intended to explain key concepts
- an ability to evaluate complex arguments related to these concepts and formulate balanced and informed judgements
- an ability to use arguments to criticise and defend viewpoints in relation to issues and examples
- a capacity to gather and process information from primary and secondary sources including statistical data

Module Content

Term 1

- Introduction to key concepts in media, Communication and Culture studies



- Communication theories: Semiotics and cultural use of signs and symbols
- Denotation and Connotation approach to analysis of images
- Cultural Theory: Structuralism, Binary Opposition and Mythic Narrative
- Uses of narrative structure in news media
- Practical application of narrative techniques in news media
- Construction of short documentary feature
- Theories of Linear Narrative and Mythic Narrative and application to film media

Term 2

- Concept of genre: theories of cultural relevance and dynamic evolution
- Introduction to principles of Postmodernism
- Communicating aspects of Culture: Representations of different groups in the media: gender and stereotyping
- Globalisation versus Cultural Imperialism: Theoretical perspectives
- Communication in context: Ideology and the Colonial Photograph
- The making of Global Cultures: The Age of Diaspora and the making of Global Culture(s)
- New communication skills and the personalisation of Culture
- Advertising and branding strategies: Maslow and others
- How advertising reflects and changes culture: Volkswagen and Marlboro

Term 3

- Cultural approaches to 'reality' and 'realism'
- Developments in documentary film
- Communicating a point of view: 'Cathy, Come Home'
- The art of persuasion and rhetorical devices: 'Bowling for Columbine'
- Culture: Defining Institutions
- Media: Theories of audience
- Theoretical approaches to issues of violence and censorship
- Branding: construction of cultural values in a commercial context
- Communication: analysis of texts

Teaching And Learning Strategies

Teaching is substantially task-based. The principal aim is to enable students to relate theory to real examples. Learning situations reflect preparation for study at higher education level and provide students with staged exposure to a variety of teaching and learning styles.

These include small group and whole class discussion, giving presentations, note-taking from texts and lectures, individual and group tasks including both research and problem solving. Particular attention is given to writing and examination strategies. Learning is integrated with and supported by the Academic Skills Module.

Learning Resources

Branston, Gill and Roy Stafford , *The Media Student's Book* (5th ed.), London: Routledge, 2009
Fiske, John, *Introduction to Communication Studies* (2nd ed.), London: Routledge, 1990



11.7 POLITICS

General Description

The module is intended to provide students with foundations for the continued study of Politics. The main focus is on the Government and Politics of the United Kingdom, but links will also be made with Europe and the wider world. The course is intended to be up-to-date and will focus on recent developments in British politics as they happen. Students will be encouraged to keep up with the news and current events in the media. There will be frequent discussion and debate of current issues. The module moves from the theoretical underpinning of key concepts, and seeks to analyse and explore these using practical examples and case studies. In so doing students will gain experience of a full range of academic teaching approaches and will develop their academic skills including listening to lectures, note-taking, academic writing, research, presentation and seminar skills.

Aims

- to broaden and deepen knowledge of the UK political system to the equivalent of AS level
- to develop critical thinking skills
- to develop and provide practice in a range of academic skills in order to build on work carried out in the Academic Skills Module
- to employ a range of modes of delivery to facilitate the above
- to prepare and support students, in conjunction with the Academic Skills tutor, for formal assessment through coursework assignments
- to prepare students for formal assessment through examination

Learning Outcomes

On completion of this module students will be able to demonstrate:

- a knowledge and understanding of key political concepts and specialist vocabulary
- an ability to discuss these political concepts in an informed and formal manner
- an ability to apply critical thinking skills to relating general concepts to particular examples

Students will develop:

- communication skills: the ability to express themselves clearly on the UK political system, both in spoken and written English
- a good knowledge and understanding of how the UK political system operates in theory and practice
- skills of analysis and evaluation; they should be able to balance positive and negative criticisms of British politics and to use key political concepts such as democracy, representation and authority as analytical tools.



Module Content

Term 1

- Introduction to key concepts: power and authority; state and government; democracy and representation
- Overview of the UK political system
- Democracy and elections
- Recent General Elections
- Electoral systems and electoral reform
- Political parties: history and development

Term 2

- Political ideology of the Conservative Party, Labour Party and Liberal Democrats
- Role of the monarchy: Queen Elizabeth II and the Royal Family
- Pressure groups
- Case studies of pressure groups: Greenpeace, Amnesty International, Liberty, Friends of the Earth
- Parliament's functions and powers
- House of Commons: representation and legislation
- House of Lords: membership and reform

Term 3

- The Executive
- Prime Minister and Cabinet
- Recent Prime Ministers: Margaret Thatcher, Tony Blair, Gordon Brown, David Cameron
- Ministers and Civil Servants
- British Constitution
- Devolution to Scotland, Wales and Northern Ireland
- Role of the European Union
- Judiciary

Teaching and Learning Strategies

Teaching is substantially task-based. The principal aim is to enable students to relate theory to real examples. Learning situations reflect preparation for university style work and subsequent assessment, and provide students with staged exposure to a variety of teaching and learning styles.

These include small group and whole class discussion, giving presentations, note-taking from texts and lectures, individual and group tasks including both research and problem solving. Particular attention is given to writing and examination strategies. Learning is integrated with and supported by the Academic skills Module.

Learning Resources

Holmes, Peter, *Introducing Politics for AS level*, Cambridge: Polity Press 2008.



11.8 SOCIOLOGY AND ANTHROPOLOGY

General Description

The Module aims to provide students with foundations for the continued study of the role of either subject at tertiary level. The module moves from the theoretical underpinning of key concepts and seeks to analyse and explore these using practical examples and case studies. The module looks at the origins of humanity, development of culture, language and identity through to how such subjects as religion, death, marriage, crime and kinship can be understood in modern urban societies. The course will be taught in a way similar to that now used in many universities with emphasis on using digital and e-learning approaches. Students will have access to a wide range of documentary and visual material as well as key written texts on all the subjects we study.

Aims

- to broaden and deepen subject knowledge to the equivalent of AS level
- to develop critical thinking skills
- to develop and provide practice in a range of academic skills in order to build on work carried out in the Academic Skills Module
- to employ a range of modes of delivery to facilitate the above
- to prepare and support students, in conjunction with the Academic Skills tutor, for formal assessment through coursework assignments
- to prepare students for formal assessment through examination

Learning Outcomes

Having successfully completed this Module, students will be able to demonstrate:

- a knowledge and understanding of key concepts and specialist vocabulary
- an ability to discuss these concepts in an informed and formal manner
- an ability to apply critical thinking skills to relating general concepts to particular examples
- a knowledge and a critical understanding of contemporary social processes and structures
- an ability to appreciate the significance of theoretical and conceptual issues in anthropological and sociological debate

Having successfully completed this Module, students will have developed:

- an ability to compare and contrast theories intended to explain key concepts
- an ability to evaluate complex arguments related to these concepts and formulate balanced and informed judgements
- an ability to use arguments to criticise and defend viewpoints in relation to issues and examples
- a capacity to gather and process information from primary and secondary sources including statistical data



Module Content

Term 1

- Introduction to key concepts in anthropology
- Human evolution: where do we come from?
- What makes us human and how did it happen?
- The origins of culture and the Palaeolithic Revolution
- How we study traditional societies: ethnography and participant observation

Term 2

- Aspects of religion and kinship in traditional societies
- What can we learn through the study of primates?
- Are traditional societies more primitive than us?
- Introduction to the study of sociology: theories and practices
- Ways of understanding kinship
- Comparative approaches: kinship case studies

Term 3

- The cultures of marriage
- Religion and institutionalism
- The fall and rise of established religions
- Approaches to death in modern societies
- Can crime be understood through sociology alone?

Teaching And Learning Strategies

Teaching is substantially task-based. The principal aim is to enable students to relate theory to real examples. Learning situations reflect preparation for study at higher education level and provide students with staged exposure to a variety of teaching and learning styles.

These include small group and whole class discussion, giving presentations, note-taking from texts and lectures, individual and group tasks including both research and problem solving. Particular attention is given to writing and examination strategies. Learning is integrated with and supported by the Academic Skills Module.

Learning Resources

Macionis, John J. & Ken Plummer, *Sociology: A Global Introduction* (4th ed.), Prentice Hall, 2008

Hendry, Joy, *An Introduction to Social Anthropology: Sharing our Worlds* (2nd ed.), Palgrave Macmillan, 2008



APPENDIX 1: CONTACTS

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University of Essex

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APPENDIX 2: SAMPLE RECORD OF MARKS

Record Of Marks

This is to certify that

<<Name>>

completed a 36-week course of 21 hours per week and fulfilled the requirements of the course with the following marks:

SUBJECT MODULE: <i>ECONOMICS</i>			
Coursework		31.5	(max. 40)
Examination		33	(max. 60)
Overall percentage		64.5	
SUBJECT MODULE: <i>BUSINESS STUDIES</i>			
Coursework		31	(max. 40)
Examination		44.5	(max. 60)
Overall percentage		75.5	
SUBJECT MODULE: <i>ACCOUNTING AND FINANCE</i>			
Coursework		34	(max. 40)
Examination		39.5	(max. 60)
Overall percentage		73.5	
ACADEMIC SKILLS MODULE			
Coursework		39	(max. 60)
Examination (Quantitative Methods)		37	(max. 40)
Overall percentage		76	
TOTAL OVERALL PERCENTAGE		69.5	
IELTS TEST RESULTS:			
Listening: 7.0	Reading: 5.5	Writing: 6	Speaking: 6
			Overall: 6.0
ATTENDANCE: 714 hours		DATE: 26th June 2009	

Ian Chitty
 Programme Tutor

Brian Hart
 Academic Manager