



**UNIVERSITY FOUNDATION PROGRAMME
2009–2010**

COURSE HANDBOOK



Bell International College, Cambridge



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COURSE HANDBOOK

1. THE BELL EDUCATIONAL TRUST	1
2. BELL CAMBRIDGE	1
3. COURSE DESCRIPTION	1
4. COURSE AIMS AND OBJECTIVES	2
5. TEACHING AND LEARNING STRATEGIES	4
6. COURSE STRUCTURE	5
7. ENTRY REQUIREMENTS	6
8. ASSESSMENT	6
8.1 OVERVIEW	
8.2 ACADEMIC SKILLS MODULE	
8.3 SUBJECT MODULES	
8.4 ASSESSMENT CRITERIA	
9. MODULE DESCRIPTIONS: ACADEMIC SKILLS MODULE	7
9.1 ACADEMIC SKILLS	
9.2 QUANTITATIVE METHODS	
9.3 INFORMATION TECHNOLOGY	
9.4 LIFE IN BRITAIN	
10. MODULE DESCRIPTIONS: SUBJECT MODULES	16
10.1 BUSINESS STUDIES	
10.2 COMMUNICATION STUDIES	
10.3 ECONOMICS	
10.4 FINANCE	
10.5 LAW	
10.6 MATHEMATICS	
10.7 MEDIA STUDIES	
10.8 POLITICS	
APPENDIX 1: CONTACTS	34
APPENDIX 2: SAMPLE RECORD OF MARKS	35



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 CAMBRIDGE

The University Foundation Programme takes place at our centre in Cambridge. The school is situated in beautiful gardens 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 has comfortable, well-equipped classrooms. The Study Centre, recognised as one of the best in the UK, is a purpose-built resource with library and multimedia centre. It has café facilities and a dining hall with a wide choice of food. There are 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. The course further provides an in-depth understanding of the nature of contemporary British life.

The course 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, Greece, Hungary, Iran, Italy, Japan, Kazakhstan, Korea, Kyrgyzstan, Latvia, Libya, Oman, Pakistan, Palestine, Portugal, Qatar, Russia, Saudi Arabia, Spain, Switzerland, Sudan, Taiwan, 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 also 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 and the students also continue their individual tutorial programme.

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 United Kingdom. This is achieved through:

- a situation-based Academic Skills Module, which offers training in the full range of academic skills
- direct linking of the above in terms of approach and materials with Subject Modules to prepare students for future patterns of study 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, IT and communication skills
- systematic and regular training in all aspects of the IELTS examination
- 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 sessions, which balance 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 devised in conjunction with their tutor
- the creation of a portfolio of formally assessed work which can be used by students in their applications to Higher Education
- 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
- training students to recognise their own strengths and weaknesses and to develop strategies to help them to progress
- 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

Term 1

Academic Skills Module	153 hours
• Academic Skills	66 hours
• Information Technology	16.5 hours
• Quantitative Methods	16.5 hours
• Life in Britain	18 hours
• Tutorials & Supervised Self-Study	18 hours
• University Applications	18 hours

Subject Modules	99 hours
• Subject Module 1	33 hours
• Subject Module 2	33 hours
• Subject Module 3	33 hours

Term 2

Academic Skills Module	144 hours
• Academic Skills	72 hours
• Information Technology	18 hours
• Quantitative Methods	18 hours
• Guest Speaker Programme	18 hours
• Tutorials & Supervised Self-Study	18 hours

Subject Modules	108 hours
• Subject Module 1	36 hours
• Subject Module 2	36 hours
• Subject Module 3	36 hours

Term 3

Academic Skills Module	144 hours
• Academic Skills	72 hours
• Information Technology	18 hours
• Quantitative Methods	18 hours
• Guest Speaker Programme	18 hours
• Tutorials & Supervised Self-Study	18 hours

Subject Modules	108 hours
• Subject Module 1	36 hours
• Subject Module 2	36 hours
• Subject Module 3	36 hours



7. ENTRY REQUIREMENTS

Entry to the University Foundation Programme requires that candidates should have reached the age of at least 17 at the beginning of the course and have an appropriate school-leaving qualification or its equivalent.

Candidates should also have reached a minimum English proficiency level equivalent to an overall IELTS test score of 4.5. This should include a minimum score of 4.5 in both the Writing and Reading components of the IELTS test.

In order to progress on to Term 2 students need to achieve a mark of at least 40% in each of the Term 1 Examinations and attain a level of English language proficiency equivalent to IELTS band score 5.0. Students' attendance and general attitude to studying will also be taken in to account.

8. ASSESSMENT

8.1 OVERVIEW

The assessment strategy is designed to ensure that the learning outcomes are achieved. It includes diagnostic, formative and summative approaches. Assessment is through unseen examinations and coursework. Coursework consists of a variety of assessment methods and includes written assignments (essays, case studies, reports, note-taking and summaries) and oral presentations.

Specific and clearly stated deadlines are set for coursework assignments. If a deadline is missed without a good reason, then the assignment will be given a maximum mark of 40%. If it is more than one week late then it will not be given a mark.

Feedback to students on assessed coursework and examinations is seen as of fundamental importance to encourage and support their learning and also to indicate their standards of achievement. Workloads are carefully scheduled to balance activities and clear criteria are given for marking and grading.

Assessment of the academic content is made up by weighting as follows:

- Academic Skills Module 25%
- Subject Module 1 25%
- Subject Module 2 25%
- Subject Module 3 25%



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 marks¹

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) 30 marks

¹ *The Examination in Term 1 only contributes to the overall assessment in the case of candidates who are a Marginal Fail in this Module at the end of the course.*

A mark of 40% or above is required in this examination in order to proceed to Term 2.

8.3 SUBJECT MODULES

Students take 3 Subject Modules from the following: Economics, Business Studies, Finance, Media Studies, Law, Politics, Mathematics and Communication Studies.

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

Term 1

- **S1** Examination 10 marks¹

Term 2

- **S2** Essay (1500 – 2000 words)² 30 marks
- **S3** Examination 10 marks

Term 3

- **S4** Research Project (2000 – 2500 words) 30 marks
- **S5** Examination 30 marks

¹ *The Examination in Term 1 only contributes to the overall assessment in the case of candidates who are a Marginal Fail in a Subject Module at the end of the course.*



A mark of 40% or above is required in this examination in order to proceed to Term 2.

² *The Essay may be replaced by a Case Study or a Report for Business Studies and Finance.*

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 the Academic Skills Module and in each Subject Module.
- an overall attendance of 90% or above.

If a candidate achieves an overall mark in a module of less than 40% but not less than 25%, they may re-sit a final examination in that module and they will be awarded a pass grade if they gain a mark of 40% or above in that examination.

If a candidate re-sits an examination in a module, the maximum mark they can be awarded is 40%. A candidate must re-sit a final examination no later than two weeks after the end of the course.

The overall grade awarded is the average mark obtained in the 3 Subject Modules and the Academic Skills Module. These have equal weightings. The Certificate will indicate achievement in each Module. The grades and descriptors are as follows:

Grade	Percentage	Descriptor
A	70% and above	Distinction
B	60 – 69%	Merit
C	50 – 59%	Credit
PASS	40 – 49%	
MARGINAL FAIL	35 – 39%	
FAIL	Less than 35%	

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 and 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 (cumulative frequency curve)



- 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, G., Carrol G. & Wall S. *Quantitative Methods for Business & Economics* 2nd Edition, London: Prentice Hall 2002

Nick Rowe: *A Refresher Course in Basic Mathematics* 3rd edn (London: Continuum) 2005

9.3 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 confident in using word processing, spreadsheets, presentations and the Internet for a range of academic purposes.

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

- understand basic concepts and terms in IT
- work with icons and windows
- open, save, sort and print folders and files

Word Processing

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

The Internet

- 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

Presentations

- 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



Spreadsheets

- 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

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.

9.4 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, Festivals and Customs
- School Education in the UK
- Government and Politics
- A Guided Tour of Cambridge

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

10. 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.



10.1 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
- Using the 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, M and GILLESPIE, A, *AQA Business Studies for AS Level (3rd Ed.)*



10.2 COMMUNICATION STUDIES

MODULE DESCRIPTION

The module aims to provide students with opportunities to develop skills, competence and knowledge in the study and practice of communication. It will encourage students awareness of their roles as creators and consumers of communication and encourage their capacity to reflect consciously on their participation in consuming and creating communication processes and products. It will provide them with the knowledge and skills to progress further in this subject or compatible disciplines.

AIMS

- to promote knowledge and understanding of categories, forms and uses of communication in contemporary life
- to enhance communication skills
- to introduce and develop skills in evaluating the communication products of themselves and others
- to develop reflexive and evaluative skills in relation to personal communication
- to develop awareness of the cultural contexts of communication

LEARNING OUTCOMES

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

- A knowledge and understanding of key concepts and appropriate terminology
- An awareness and understanding of communication conventions, theories and forms
- An awareness and understanding of the variety of factors influencing the creation and process of communication
- An understanding and competence in the techniques of critical reading applied to a diverse range of communication texts

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

- Analyse and evaluate different communication perspective
- Explore in depth competing theories about communication
- Understand the implications of communication technology
- Research, plan, produce and evaluate a communication text

MODULE CONTENT

Term 1

Linear and process models
Codes
Functions and relationship of verbal and non-verbal communication
Definitions of language



Language and gender
Distinction between animal and human communication

Term 2

Intrapersonal communication
Self image and self concept
Transactional analysis
Communication as performance
Group communication
Categories, goals and functions of groups
Roles within the group
Stages of development

Term 3

Textual analysis
The notions and implications of representation
Attitude and conventions
Genre and its functions
Mode of address

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 whole class teaching, group and pair work, discussions, progress tests and evaluation, homework

Learning is integrated with and supported by the Academic skills Module.

Learning Resources

Beck, Andrew, Bennett, Peter & Wall, Peter, *AS Communication Studies: The Essential Introduction*



10.3 ECONOMICS

General Description

The Module is intended to provide students with foundations for the study of Economics and to motivate them to continue their development in this area. This involves an understanding of different economic systems at both a micro and macro level and the factors affecting these systems.

Aims

- to broaden and deepen subject knowledge to the equivalent of AS level
- to develop an understanding of economic concepts and theories through a critical consideration of current economic issues and institutions that affect everyday life
- to demonstrate the application of economic concepts in a range of contexts and to appreciate their value and limitations in explaining real world phenomena
- to develop an ability to make evaluative comments regarding expected outcomes

Learning Outcomes

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

- understand major concepts and specialist vocabulary
- demonstrate knowledge and understanding of the subject content
- interpret various types of statistical data typically used by economists
- apply knowledge and critical thinking to economic issues
- handle simple analysis of issues
- evaluate arguments and make balanced and informed judgements
- communicate ideas with clarity and succinctness

Module Content

Term 1

- Scarcity, Economic and Free Goods, Opportunity Cost, Consumer and Capital Goods, Production Possibility Curve
- Potential and Actual Economic Growth
- Factors of Production, Primary, Secondary and Tertiary Sectors
- Micro and Macroeconomics
- Long and Short Run, Diminishing Returns
- Economic Systems (Command, Market and Mixed)
- Division of Labour
- Internal and External Economies of Scale
- Total Cost (Fixed and Variable Costs)
- Total, Average and Marginal Revenue
- International Trade

Term 2

- Supply And Demand Curve And Non-Price Factors



- Equilibrium And Market Clearing Prices
- Consumer And Producer Surplus
- Indirect Taxes And Their Affect On The Supply Curve/ Market-Clearing Price
- Elasticity Of Supply And Demand
- Application Of Supply And Demand Analysis

Term 3

- Indicators Of Economic Performance
- GDP As A Measure Of The Standard Of Living
- Aggregate Demand
- Short And Long Run Aggregate Supply
- Short And Long Run Macroeconomic Equilibrium
- Fiscal, Monetary And Supply Side Policies
- Conflicting Economic Policy Objectives

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 the Academic Skills Module.

Learning Resources

Smith, P, *AS Economics* (Philip Alan Updates 2008)



10.4 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

AQA Accounting for AS (Nelson Thornes)



10.6 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, including:



- 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 including negligence, defamation and other major torts
- Introduction to the law of contract including 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*, (3rd ed.), Hodder Education, 2008



10.7 MATHEMATICS

General Description

The Module aims to provide students with a good working knowledge of the Mathematics to enable them to continue their development in that area. It examines the key areas of Pure Mathematics, Statistics and Decision Methods to enable students to take a well-rounded view of Mathematics in the Business world and to further motivate them. The Module enables students to develop a problem-solving approach to Mathematics with case studies used and to examine current Business issues.

Aims

- to develop subject knowledge of the Mathematics to the equivalent of higher A2 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 used in Business
- 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 Business for terminology and concepts
- identify Mathematical problems and distinguish them from problems
- be able to analyse and evaluate Mathematical problems to a standard appropriate for higher A2 students

Module Content

Term 1



- Quadratic Equations
- Indices, Surds, Logarithms, Inequalities, Set Theory Functions,
- Algebraic Long Division. Sequences, Series, Iteration, Errors, Partial Fractions
- Binomial Theorem, Parametric Equations, Reduction to Linear Form
- Sine and Cosine Formulae, Radians, Sin, Cos and Tan, Trigonometric Identities,
- Solving Basic Equations, Sec, Cosec and Cot, Pythagorean Identities
- Double Angle Formulae, Solving Trigonometric Equations
- Curve Sketching, Vectors, Circles
- Differentiation from First Principles, Differentiation, Tangents and Normals, Uses of Differentiation, Second Derivative

Term 2

- Integration, Area Under a Curve, Exponentials and Logarithms, Trapezium Rule
- Volumes of Revolution, Product and Quotient Rules, Chain Rule
- Trigonometric Functions, Implicit Differentiation, Parametric Differentiation,
- Integration by Parts, Integration by Substitution, Integration Techniques
- Differential Equations
- Histograms and Cum. Freq., Averages, Measures of Dispersion, Box and Whisker Diagrams, Skewness
- Probability
- Linear Regression, Product Moment Correlation Coefficient
- Sampling, Hypothesis Testing, One and Two Tailed Tests, Random Samples, Estimators, Central Limit Theorem, Confidence Intervals
- Discrete Random Variables, Expectation and Variance, Discrete Uniform, Distribution, Normal Distribution, Binomial Distribution, Poisson Distribution

Term 3

- Continuous Random Variables, Uniform Distribution, Normal Approximations, Geometric Distribution, Exponential Distribution
- Bayes Theorem, Permutations and Combinations
- Algorithms
- The route inspection problem
- Critical path analysis
- Linear programming
- Matching
- Flows in networks

Teaching And Learning Strategies

Various methods are employed including:

- whole-class teaching
- group work
- case studies
- discussions
- formal and informal lectures
- progress tests



- homework
- supportive and constructive feedback

Learning Resources

Edexcel Modular Group of Books for Core Mathematics, Further Pure Mathematics, Statistics, Mathematics Advanced Extension and Decision Mathematics



10.5 MEDIA STUDIES

General Description

The Module aims to provide students with foundations for the continued study of the role of the media 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

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 Studies
- Theory And Analysis Of Images
- Uses Of Narrative In News Media
- Theories Of Narrative And Application To Film Media



Term 2

- Concept Of Genre
- Representations Of Different Groups In The Media
- Globalisation
- Postmodernism In Film Media
- Theories Of Ideology
- Advertising And Branding Strategies

Term 3

- Approaches To Realism
- Developments In Documentary Film
- Media Institutions
- Theories Of Audience
- Analysis Of Developments Music Industry

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 & Stafford, Roy, *The Media Studies Book* (4th ed.), Routledge



10.8 POLITICS

General Description

The module is intended to provide students with foundations for the continued study of Politics. 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 (democracy; representation; authority etc.) as analytical tools.

Module Content

Term 1

- Introduction to key concepts in Politics
- Overview of the UK political system
- Democracy and elections
- Political Parties

Term 2



- Political Parties concluded
- Role of the monarchy
- Pressure groups
- Parliament: House of Commons
- Parliament: House of Lords

Term 3

- Executive
- Prime Minister and Cabinet
- Ministers and Civil Servants
- British Constitution
- Devolution
- 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*, Polity Press, 2008



APPENDIX 1: CONTACTS

To find out more about the Bell University Foundation Programme, please contact:

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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	33.5	(max. 60)	
Examination	25	(max. 40)	
Overall percentage	58.5		
SUBJECT MODULE: <i>BUSINESS STUDIES</i>			
Coursework	46	(max. 60)	
Examination	24.5	(max. 40)	
Overall percentage	70.5		
SUBJECT MODULE: <i>FINANCE</i>			
Coursework	44	(max. 60)	
Examination	29.5	(max. 40)	
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