

**INTO**® UNIVERSITY OF EXETER

**STUDENT HANDBOOK  
INCORPORATING ASSESSMENT AND MARKING  
PROCEDURES**

**Diploma in Business Management, Accounting and  
Economics leading to the Award of Certificate in  
Higher Education**

**SEPTEMBER 2013 INTAKE**

## **CONTENTS**

WELCOME.....	3
PROGRAMME & TEACHING STAFF.....	4
INTRODUCTION & PROGRAMME STRUCTURE (WITH DATES).....	5
TEACHING, LEARNING & ASSESSMENT METHODS.....	6
SUPPORT SYSTEMS & AGENCIES; PERSONAL TUTORS.....	8
STUDENT/STAFF EXPECTATIONS.....	11
COURSE CONTENT & MODULE DESCRIPTORS.....	12
ASSESSMENT, Inc.EXAM CRITERIA & MARKING PROCEDURES .....	34
STUDENT ACADEMIC APPEALS.....	37
MARKING AND SUBMISSION CRITERIA .....	38
ACADEMIC MISCONDUCT PROCEDURES (PLAGIARISM).....	39
AWARDS.....	40
EVALUATION & REVIEW, Inc. STUDENT REPRESENTATION.....	40
PROGRESSION.....	41
UNIVERSITY GENERIC ASSESSMENT CRITERIA LEVEL 4.....	42

## **WELCOME TO INTO UNIVERSITY OF EXETER**

Dear Student

We would like to welcome you to the city of Exeter, the University and INTO University of Exeter. We hope very much that you will find your stay with us enjoyable and useful.

Our Diploma course has been designed with great care and based on many years' experience of teaching both business subjects and academic study skills to those who need it in order to prepare for further studies, and in the workplace. We are familiar with many of the differing needs of students who come to us for tuition, but at the same time we value your comments and suggestions so it is important that you keep us informed of your own particular needs.

You will find that INTO University of Exeter is a busy place. The University has a growing number of international students, and as well as our own full-time students, students come to us for English tuition and support from other departments and schools in the University. Of course, there are several thousand British students on the campus too. So you will meet people from many cultures and contexts and we hope that you will benefit from the opportunity to practise your English in many different situations and with many different sorts of English speakers.

Devon is a very pleasant part of Britain in which to study. INTO University of Exeter organises a number of trips to interesting places during the year. In addition, the International Society on campus also arranges many events and trips for international students and you are strongly recommended to take advantage of these.

We understand that at first you may find life difficult, since living in a new country can be both exciting and strange. You will have to get used to the food, the people and, of course, the weather. But you will learn best if you are happy and comfortable. So do not stay silent if you are worried about something or if you have a problem. In this handbook you will find that there are many people who can help you.

We wish you a very happy stay in Exeter and look forward to working with you.

**Dr. Andrew Prince**  
**Programme Manager**

## PROGRAMME & TEACHING STAFF

Name	Role	Email (not case-sensitive)
Carolyn Walker	Academic Director	<a href="mailto:c.r.walker@exeter.ac.uk">c.r.walker@exeter.ac.uk</a>
Andrew Prince	Programme Manager & Management Teacher	<a href="mailto:a.c.v.prince@exeter.ac.uk">a.c.v.prince@exeter.ac.uk</a>
Robin Dixon	Deputy Programme Manager & Statistics Teacher	<a href="mailto:r.p.dixon@exeter.ac.uk">r.p.dixon@exeter.ac.uk</a>
Suzanne Zenkevitch	Study Skills Coordinator	<a href="mailto:s.zenkevitch@ex.ac.uk">s.zenkevitch@ex.ac.uk</a>
Şöhret Howells	Management teacher INT1005 Module leader	<a href="mailto:s.b.howells@ex.ac.uk">s.b.howells@ex.ac.uk</a>
Mike Hughes	Statistics teacher INT1003 Module leader	<a href="mailto:m.s.hughes@exeter.ac.uk">m.s.hughes@exeter.ac.uk</a>
Debbie Stevens	Accounting teacher INT1008 Module leader	<a href="mailto:debbie.stephens@exeter.ac.uk">debbie.stephens@exeter.ac.uk</a>
Steve Astbury	Accounting teacher INT1009 & 1010 Module leader	<a href="mailto:s.astbury@exeter.ac.uk">s.astbury@exeter.ac.uk</a>
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Clive Duncan	Economics teacher INT1004 Module leader for macro-economics	<a href="mailto:c.w.duncan@exeter.ac.uk">c.w.duncan@exeter.ac.uk</a>
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## INTRODUCTION

The Diploma in Business Management, Accounting and Economics leading to the award of Certificate in Higher Education is intended to provide international students, who are not yet fully able to meet the linguistic or academic demands of first-year undergraduate study, with the opportunity to participate in a core first-year degree programme leading to second year entry onto a number of degree options in the University of Exeter Business School.

## DATES

<b>Programme:</b>	<b>Monday 16<sup>th</sup> September 2013 – Friday 6<sup>th</sup> June 2014 [including assessment]</b>
<b>Term dates:</b>	<b>Monday 16<sup>th</sup> September 2013 – Friday 20<sup>th</sup> December 2013 Monday 13<sup>th</sup> January 2014 – Friday 6<sup>th</sup> June 2014</b>

## PROGRAMME STRUCTURE

This programme consists of 120 credits at level 4, and will be taken over one academic year. All studies will be carried out at the Streatham Campus of the University of Exeter. The programme is divided into units of study [modules], and is divided between the subject-specific studies [5 modules worth 90 credits] and study of English Language Skills for Undergraduate Studies [30 credits]. See page 7 for the delivery model.

Academic modules are based on a 12 week study period (semester). The examinations for the academic modules will take place in the weeks following the completion of teaching for that subject:

<b>Semester 1:</b>	<b>Exams week commencing 16<sup>th</sup> December 2013</b>
<b>Semester 2:</b>	<b>Exams week commencing 7<sup>th</sup> April 2014</b>

English Language Skills for Undergraduate Studies is taken over the whole programme, with both formative and summative assessment in semester 1, and further summative assessment towards the end of the period.

## MODULES

INT1001 English Language Skills for Undergraduate Studies	30 credits
INT1003 Introduction to Statistics	15 credits
INT1004 Principles of Economics	30 credits
INT1005 Management Concepts and Practice	15 credits
INT1008 Introduction to Financial Accounting	15 credits
INT1009 Introduction to Management Accounting	15 credits
INT1010 Financial Accounting for the Business Manager	15 credits

The award of Certificate of Higher Education requires that the student achieves at least 90 credits with marks of at least 40% in all modules. A mark of 70% or more overall will result in the award of Distinction.

All Schools have a set level of achievement that all students are required to reach for guaranteed progression to undergraduate study here at the University of Exeter; see table below. Alternatively, it is possible to progress to Undergraduate study at another University, dependent on the entry requirements of that institution.

The programme broadly conforms to the QAA benchmark statements for Accounting, and General Business and Management, and Economics.

<b>Progression</b>	
BA Accounting and Finance	55% average in academic subjects, plus 55% in INT1008 and INT1009 (average for both modules), 70% in INT 1001
BA Business and Accounting	
BA Business Management	55% average in academic subjects, 70% in INT 1001
BA Business Economics	

**Note: You cannot progress to the University of Exeter Business School with a failed module no matter what your overall average (see p.41).**

## **TEACHING, LEARNING AND ASSESSMENT METHODS**

The programme will be delivered using a range of learning opportunities and activities, including:

- Lectures
- Seminars and seminar discussions
- Study clinics
- Regular formative class work activities with feedback
- Individual and group presentations
- Online

e.g. Exeter Learning Environment (ELE) activities:

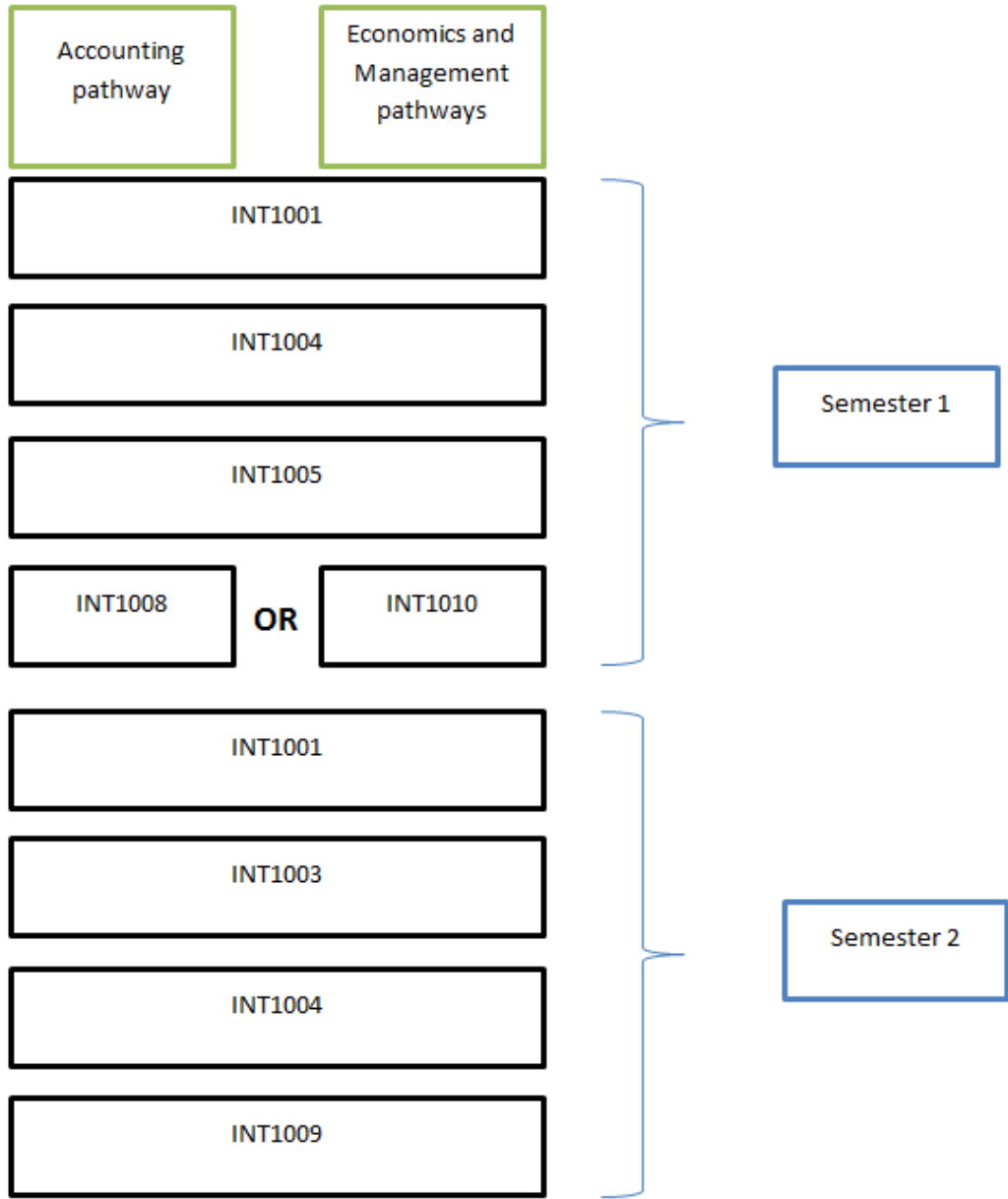
[https://my.exeter.ac.uk/exeter/students/onlinelearning/International Diploma C1](https://my.exeter.ac.uk/exeter/students/onlinelearning/International%20Diploma%20C1)

- Library based resources for individual research
- Directed private study

These are designed to be very similar to the opportunities and activities that you will experience as you progress from INTO towards your degree, so that you will be prepared for the experience.

INTO programmes are accredited by the British Accreditation Council.

# DELIVERY MODEL



## **SUPPORT SYSTEMS & AGENCIES FOR STUDENTS**

At Exeter, the University Library maintains its principal collections in the main library buildings on the Streatham and St Luke's campuses, together with a number of specialist collections in certain Schools. The total Library collection comprises over a million volumes and 3000 current periodical subscriptions. Information Technology (IT) Services provide a wide range of services throughout the Exeter campuses including open access computer rooms, some of which are available 24 hours, 7 days a week. Additionally, some Schools have their own dedicated facilities. Helpdesks are maintained on the Streatham and St Luke's campuses, while most study bedrooms in halls and flats are linked to the University's campus network.

It is University policy that all schools should have in place a system of academic and personal tutors for their students. A University-wide statement on such provision is included in the University's TQA Manual. You will be allocated a personal tutor. See "PROGRAMME EVALUATION AND REVIEW" on p.40.

Additionally, the following units at Exeter between them provide a wide range of student support services:

- Student Counselling Service
- Student Health Centre
- Study Skills Service
- Family Centre (Streatham campus)
- Student Advice Centre (Guild of Students)
- Chaplaincy
- International Office
- Foreign Language Centres
- International Student Exchange and Support Office
- AccessAbility Resource Centre
- Career Zone: You will be able to attend sessions designed to increase your employment skills. In addition, you can get information about jobs and careers from the Career Zone in the Forum

All Schools are required to operate Student Staff Liaison Committees, which allow students to contribute directly to the enhancement of educational and other provision at discipline level. At INTO we offer a Student Staff Liaison Committee for each programme with a student representative from each subject pathway. This ensures that a very broad cross-section of the student body is represented. Students are represented on the Learning and Teaching Committee also and have a valued input into the development of new programmes.

INTO offers enhanced welfare and academic support. Student attendance is tracked very carefully and on a weekly basis so that if a student does not attend class, follow up is done in a timely fashion through resident tutors in INTO accommodation or by our student welfare support team. A buddy scheme is underway to support students before and when they arrive at Exeter. The International Liaison Officer based at INTO will give support concerning applications and all issues of progression to University of Exeter programmes. The Specific Learning Differences Tutor is on-hand to advise if you have issues that may affect your learning.



Students have access to their Programme Managers on a regular basis for academic matters and have tutorials with their personal tutors each term to review progress. The tutor responsible for Independent Learning in the Centre is available for consultation with students and there is a dedicated PC cluster with language / skills development software and a more traditional study centre with book-based resources, video and taped materials. ELE is used widely to support subject and language learning. One-to-one tutorial support is a feature of all our English Language programmes/modules where tutors give feedback on specific assignments at draft stage.

There is also a dedicated social programme for INTO students which include visits to places of interest in the region but also events where students can develop their English.

## **ATTENDANCE**

### **Attendance and punctuality**

During your time at INTO University of Exeter your attendance will be recorded for every class in your timetable. You are expected to attend all classes. However we do understand there may be times when you cannot attend classes.

**Note:** If you arrive 10 minutes late or more, you will be allowed in class at the teacher's discretion. The period of lateness will be recorded.

If you are unable to attend because you are unwell, you need to inform INTO University of Exeter Reception who will inform your Programme Manager (contact details below), as early on the day as possible. On your return you will need to complete a PERSONAL SICKNESS CERTIFICATE (available from Reception or on ELE).

Reception ContactDetails: E-mail: [into@ex.ac.uk](mailto:into@ex.ac.uk) Tel: 01392 724282

We are sympathetic to students who are genuinely ill, but it is very important that you report your absence. If you fail to report your illness, your absence(s) will be deemed unauthorised. If you are unwell for longer than 3 days, you will be expected to produce a doctor's note (available from the Health Centre) on your return, to accompany and support your PERSONAL SICKNESS CERTIFICATE. Sickness Certificates and doctor's notes should be given to Reception immediately you return.

If you know in advance that you have to be absent on particular days you will also need to complete a REQUEST FOR ABSENCE FORM (from Reception or on ELE) to be authorized by your Programme Manager. The table below shows the acceptable reasons for absence and the evidence you must provide:

Reason	Evidence required
<b>Illness and health appointments</b> - Absences due to illness will only be authorized for <i>up to three days</i> without supporting documentation.	If you are sick for three or more days, you will need to submit an NHS medical note. Documents that are not from an NHS Centre will not be accepted.
<b>Visa/Police appointments</b>	Copy of appointment letter
<b>Embassy visits</b>	Copy of appointment letter
<b>Interview with host/prospective University</b>	Copy of all correspondence with the University
<b>Religious Observance</b>	This is only for specific cases as agreed by sponsors and Regional Managers
<b>Compassionate Leave</b>	This will be assessed on a case by case basis by the welfare team and your Programme Manager

We take your studies very seriously and we expect you to attend 100%. If you fail to comply with the above policy without a proper explanation, you will be taken through the following warning stages.

There are 4 stages to the warning process:

1. Should your attendance fall to **89%** you will receive a letter enquiring why you have missed classes and if you are experiencing any difficulty. Your attendance will then be monitored more closely.

2. Should your attendance still not improve you will be asked to meet your Programme Manager to explain why you have not been attending. A plan for your return to 100% attendance will be discussed with you, and you may be placed on report. You will also receive a **first warning letter** from your Welfare Officer, **a copy of which will be forwarded to your parents/agent/sponsor.**

3. Should your attendance still not improve, a letter will be sent to you requesting that you meet with the Head of Student Services. At this meeting you will be issued with a final warning; **a copy of this letter will be forwarded to your parents/agent/sponsor.**

Substantial improvements must be made from now on to avoid **your exclusion from INTO University of Exeter with no refund.**

4. Any further unauthorised absences will result in a letter requesting that you meet with the Academic Director and requesting that **you withdraw from INTO University of Exeter..**

**NOTE :** All correspondence will be sent to your University/INTO e-mail address. You **MUST** check this on a daily basis.

Certifying your absence can be very important. If you miss a test, assessment, or exam you will need to provide a written explanation and a **medical certification of absence** within one day of the examination or you will be given a zero mark. If you are unable to provide

such certification within that time period it must be supplied at the next earliest opportunity with a satisfactory explanation for the delay.

If you think your absence from class has affected your performance in a test or examination, then you will need certification to help substantiate this claim. This is something you should discuss with Andrew Prince, the Programme Manager. The rules on certifying absence may be found at:

<http://www.admin.ex.ac.uk/academic/tls/tqa/stuillness.htm>

## **STUDENT/STAFF EXPECTATIONS**

At INTO University of Exeter we view your time with us as a partnership between staff and students. Like any partnership, there are things that each half can expect from the other.

**As a student at INTO University of Exeter you are expected to: -**

- attend punctually all the classes on your course.
- inform the Centre of reasons for any absence from classes.
- take an active part in classes.
- complete and submit homework assignments at the time they are required by your teachers.
- think about your own language learning needs and keep your teachers informed about them.
- be aware and considerate of the language learning needs of other students in your classes.
- be sensitive to cultures other than your own.
- organise your time outside the classroom effectively and use opportunities to practise your spoken and written English.
- discuss any problems connected with your classes directly with your teachers, your Personal Tutor or Programme Manager.
- complete and submit evaluation questionnaires when asked to do so by your teachers.
- abide by University regulations when using IT facilities, both in the Learning Resource Centre and elsewhere.

**and you can expect the staff to provide you with: -**

- information on the aims of the course.
- information on the content of your course.
- information on the aims of each lesson you attend.
- information on how your performance on your course will be assessed and reported.
- help with becoming used to the University and its facilities.
- advice on how to use the University's student support services.
- advice and encouragement on how to study and practise your English outside class.
- comment and feedback on your progress throughout your course.
- help with your future study plans including applications for other courses.
- opportunities to discuss study and other problems in tutorials and at other times.

## MODULE DESCRIPTORS

<b>MODULE TITLE</b>		English Language Skills for Undergraduate Studies			<b>CREDIT VALUE</b>	30
<b>MODULE CODE</b>		INT1001		<b>MODULE CONVENER</b>	Suzanne Zenkevitch & other INTO University of Exeter teachers	
<b>DURATION</b>	<b>TERM</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Number of Students Taking Module</b>	<b>180</b>
	<b>WEEKS</b>	12	12	2		

### DESCRIPTION – summary of the module content (100 words)

This module will improve your language proficiency within the context of business studies, in order to develop your ability to read complex academic texts and to extract and evaluate the relevant information; to produce written assignments in an appropriate format following academic conventions; to develop fluency and confidence in seminar discussions and the delivery of presentations, and to enhance your ability to extract relevant information from lectures.

### MODULE AIMS – intentions of the module

This module aims to provide students who already have a degree of proficiency in spoken and written language skills to develop and strengthen the skills of reading, writing, listening and speaking in an academic context.

During the seminar skills classes the aim is to develop confidence, fluency and accuracy when participating in seminar discussion, presenting the outcome of personal research to a group or listening to speakers. In their academic writing skills classes the core aim is that students will develop awareness and proficiency in essential skills when undertaking written assignments both on the current diploma and in their subsequent study programme. The module will include a written assignment based on extensive reading and some library-based research, with a presentation of the results.

### INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed)

On successful completion of this module ***you should be able to:***

#### Module Specific Skills and Knowledge:

- 1 use language creatively and flexibly for a range of purposes and audiences
- 2 engage actively in discussion and show awareness of the communicative needs of others
- 3 engage in analytical and evaluative thinking
- 4 research effectively and use target language source materials appropriately
- 5 extract and synthesise key information from a range of written and spoken sources
- 6 take accurate and effective notes
- 7 organise and present ideas within the framework of a structured and reasoned argument
- 8 monitor their writing for good academic practice that avoids plagiarism

<b>Discipline Specific Skills and Knowledge:</b>	
9	participate effectively in key elements of their taught programme, which involves operating in the general field of business studies
10	engage in research relating to their specific subject area

<b>Personal and Key Transferable/ Employment Skills and Knowledge:</b>	
11	deliver an effective presentation
12	use spoken and written language skills competently in English
13	use technology relevant to their studies, e.g. library catalogues, word-processing packages, VLE, PowerPoint
14	work co-operatively with others and provide and make use of effective feedback on tasks

**SYLLABUS PLAN – summary of the structure and academic content of the module**

The four skills areas will be covered concurrently in class time. Subskills will be covered sequentially.

- Spoken Language Skills*
- Group discussion skills: using language appropriately, flexibly and creatively; formulating questions about what they have heard to initiate discussion; showing awareness of other people’s communicative needs by supporting and encouraging their contributions.
  - Presentation skills: presenting a topic which students have researched to their group, having organised material to ensure clarity and coherence.
  - Listening, comprehension and note-taking skills.

- Written Language Skills*
- Reading skills: understanding the structure and ideas of complex, unsimplified written text; adopting an analytical approach to text, e.g. compare different writers’ views.
  - Techniques for monitoring understanding: engaging with text content; relating it to their own knowledge base in order to monitor their own understanding; developing vocabulary which is related to their field of academic study, i.e. business.
  - Research and writing skills: analysis of essay titles and establishing the focus required to answer the question.
  - Evaluating sources for their relevance and academic credibility.
  - Locating information from a variety of text types.
  - Effective notetaking for assignments.
  - Synthesising information from different sources.
  - Supporting arguments using source material through summary, paraphrase, quotation.
  - Making clear and correctly formatted references to sources.
  - Compiling bibliographies according to the Harvard convention.
  - Monitor their writing for good academic practice which avoids plagiarism, using Turnitin.
  - Completing a written assignment relevant to business studies in line which academic conventions.

**LEARNING AND TEACHING**

**LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)**

Scheduled Learning & Teaching activities	156 hours	Guided independent study	144 hours	Placement/study abroad	N/A
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**DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS**

Category	Hours of study time	Description
Written language skills	78 hours	Classes – teacher led, you will need to prepare for each session.
Spoken language skills	78 hours	Classes– teacher led, you will need to prepare for each session.
Guided independent learning	46 hours	Materials on ELE- preparation for assessed activities.

Assigned tasks & assessment	98 hours	Home study - reading and preparation.
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### ASSESSMENT

#### **FORMATIVE ASSESSMENT** - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Group presentation	10-20 minutes (5 minutes per student), Terms 1 or 2	1-5, 7, 9-14	Written and spoken teacher and peer feedback
Listening and notetaking Exam	70 minutes, term 1	3, 5, 6, 9	Written and teacher teacher feedback
Seminar	20-30 minutes (5 minutes per student), terms 1 or 2	1-7, 9, 10, 12, 14	Written and spoken teacher and peer feedback
Draft written assignment	800 - 1,000 words, excluding list of references, term 1	1, 3-5, 7-10, 12-14	Written and teacher teacher feedback
Reading & Writing Exam	1.5 Hours, term 1	1, 3, 5, 7, 8, 12	Written and spoken teacher feedback

#### **SUMMATIVE ASSESSMENT (% of credit)**

Coursework	30%	Written exams	35%	Practical exams	35%
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#### **DETAILS OF SUMMATIVE ASSESSMENT**

Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Group presentation	15%	10-20 minutes (5 minutes per student), term 3	1-5, 7, 9-14	Written and teacher feedback
Seminar	20%	20-30 minutes (5 minutes per student), term 3	1-7, 9, 10, 12, 14	Written and teacher teacher feedback
Listening and Notetaking Exam 1	7.5%	70 minutes, term 1	3, 5, 6, 9	Written and teacher feedback
Listening and Notetaking Exam 2	7.5%	70 minutes, term 2	3, 5, 6, 9	Written and teacher feedback
Written assignment	30%	1,250 -1,500 words, excluding list of references, term 2	1, 3-5, 7-10, 12-14	Written and teacher feedback
Reading & Writing Exam 1	5%	1.5 Hours, term 1	1, 3, 5, 7, 8, 12	Written and spoken teacher feedback.
Reading & Writing Exam 2	15%	2 Hours, term 2	1, 3, 5, 7, 8, 12	Written and spoken teacher feedback.

#### **DETAILS OF RE-ASSESSMENT** (where required by referral or deferral)

Original form of assessment	% of credit	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Group presentation	15%	Individual presentation (5 minutes)	1-5, 7, 9-14	Before exam board

Seminar	20%	Interview (10 minutes)	1-7, 9, 10, 12, 14	Before exam board
Listening and notetaking Exams	15%	Listening exam	3, 5, 6, 9	Before exam board
Written assignment	30%	Resubmission of original	1, 3-5, 7-10, 12-14	Before exam board
Reading & Writing Exam	20%	Re-examination	1, 3, 5, 7, 8, 12	Before exam board

### RE-ASSESSMENT NOTES .

Reassessment will apply only to the elements that have been failed. The Group Presentation is replaced by an individual one and the seminar is replaced by an interview since the original assessment is in groups and this would otherwise potentially inconvenience other students who had passed. The questions set for re-assessment will ensure that all the ILOs are met. A referred re-assessment will be capped at 40%.

## RESOURCES

**INDICATIVE LEARNING RESOURCES** - The following list is offered as an indication of the type & level of information that you are expected to consult. Further guidance will be provided by the Module Convener.

Basic reading:

Walker, C. (2008). *English for Business Studies*. Reading: Garnet Publishing Ltd.  
 (2000). *Longman Business English Dictionary*. Harlow: Pearson Education Ltd.

Web based and electronic resources: ELE – <http://vle.exeter.ac.uk/course/view.php?id=3291>  
 (Cohort 1)

<http://vle.exeter.ac.uk/course/view.php?id=3292> (Cohort 2)

Other resources:

Corballis, T. & Jennings, W (2009) *English for Management Studies*. Reading: Garnet Publishing Ltd.

McClisky, M. (2008) *English for Banking in Higher Education Studies*. Reading: Garnet Publishing Ltd.

Manning, A. Wilding, E. & Harvey, P. (2007). *Seminars and Tutorials*. Reading: Garnet Publishing Ltd.

Trappe, T. & Tullis, G. (2005). *Intelligent Business Intermediate*. Harlow: Pearson Education Ltd.

Trappe, T. & Tullis, G. (2005). *Intelligent Business Upper Intermediate*. Harlow: Pearson Education Ltd.

<b>CREDIT VALUE</b>	30	<b>ECTS VALUE</b>	15
<b>PRE-REQUISITE MODULES</b>	None		
<b>CO-REQUISITE MODULES</b>	None		
<b>NQF LEVEL (FHEQ)</b>	L4	<b>AVAILABLE AS DISTANCE LEARNING</b>	NO
<b>ORIGIN DATE</b>	16/05/08	<b>LAST REVISION DATE</b>	31/07/2013
<b>KEY WORDS SEARCH</b>	Language; discussion; skills; communication; presentation; research; clarity; coherence; listening; comprehension; written; reading; structure; ideas; complex; unsimplified; text; analytical; text; views; content; vocabulary; academic; essay; sources; notetaking; assignments.		



<b>MODULE TITLE</b>		Introduction to Statistics			<b>CREDIT VALUE</b>	15
<b>MODULE CODE</b>		INT1003		<b>MODULE CONVENER</b>	Michael Hughes	
<b>DURATION</b>	<b>TERM</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Number of Students Taking Module</b>	<b>150</b>
	<b>WEEKS</b>	N/A	12	N/A		

**DESCRIPTION – summary of the module content (100 words)**

Statistics inform decision makers in all areas of society, for example, Government policymakers, investment planners, business managers, education providers or healthcare managers. In this module you will learn how to summarise and analyse data, test hypotheses and find relationships between different features in a business context. You will learn how to use statistics to draw conclusions, make sensible business decisions and justify your decisions in your business presentations.

This module is the equivalent of BEE 1022. No prior knowledge of statistics is assumed for this module.

**MODULE AIMS – intentions of the module**

This module is an introduction to the basic concepts of statistics and will give a strong foundation to the statistics that will be continued in the second year of a business degree. It will provide students with an understanding of the statistical methodologies used in economics, in the business and management environments, and also other disciplines of study. A combination of theoretical and extensive hands-on practice is used, using Excel software with a variety of data types and statistical methods.

**INTENDED LEARNING OUTCOMES (ILOs)** (see assessment section below for how ILOs will be assessed)

On successful completion of this module *you should be able to*:

**Module Specific Skills and Knowledge:**

- 1 compute and graph salient features of experimental and survey data, manually and using a computer
- 2 carry out a hypothesis test in a variety of contexts
- 3 calculate basic statistics and use them to compare data sets
- 4 apply certain parametric and non-parametric statistical tests
- 5 interpret the results of certain statistical tests in a variety of situations
- 6 fit and interpret bivariate and multivariate regression models
- 7 demonstrate the ability to utilise a software package (Excel) for a range of statistical applications

**Discipline Specific Skills and Knowledge:**

- 8 apply some fundamental statistical methods
- 9 analyse data and draw conclusions from it
- 10 calculate and interpret statistical parameters

**Personal and Key Transferable/ Employment Skills and Knowledge:**

- 11 use IT effectively
- 12 demonstrate written communication skills
- 13 present information in different formats

**SYLLABUS PLAN – summary of the structure and academic content of the module**

- Introduction to Statistics, Scales of measurement.
- Descriptive Statistics: Frequency Tables, Frequency Distributions.
- Descriptive Statistics: Numerical Measures.



- Descriptive Statistics: Graphical Methods.
- Discrete and continuous random variables.
- Discrete and continuous probability distributions.
- Classical probability concepts.
- Sampling Methods and the Central Limit Theorem.
- Estimation and Confidence Intervals.
- One-Sample and Two-Samples Tests of Hypothesis.
- Analysis of Variance.
- Correlation and Linear Regression.
- Multiple Regression.
- Nonparametric Methods: Goodness-of-Fit Tests.

## LEARNING AND TEACHING

### LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)

Scheduled Learning & Teaching activities	64 hours	Guided independent study	86 hours	Placement/study abroad	N/A
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### DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS

Category	Hours of study time	Description
Scheduled learning and teaching activities	24	Lectures (2 x 1Hr.)
	36	Seminar – these will be teacher led. You should prepare for each seminar based on the related lecture
Practical	4	Practice applying methods to simulated situations.
Study Clinic	8	Optional sessions to reinforce key skills
Guided Independent study	78	Reading and research, Practice of techniques, Web-based activities

## ASSESSMENT

**FORMATIVE ASSESSMENT** - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
4 case studies	1 hour each	1-13	Written

### SUMMATIVE ASSESSMENT (% of credit)

Coursework	20%	Written exams	80%	Practical exams	0%
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### DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Examination	80%	2 hours	1-6,8-10,12-13	Written
Coursework assessments	20%	20 hours in total	1-13	Written & online

<b>DETAILS OF RE-ASSESSMENT</b> (where required by referral or deferral)			
Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Examination	Written examination	1-6,8-10,12-13	2 weeks after original exam

**RE-ASSESSMENT NOTES** – The pass mark for award of credit in this module is 40%. Referral or deferral is a process whereby a further attempt at the module examination, following an initial failure, is permitted without the requirement to repeat any attendance. This will constitute a second formal examination – coursework will not be included in the re-assessment. Resubmission of coursework is impractical for two reasons; coursework answers and feedback are given to students after marking, and some coursework is assessing IT skills which cannot be measured by the examination process. All summative coursework must be completed before entitlement to a referral or deferral. The grade for the re-assessment, and therefore the module grade, will be capped at 40%.

## RESOURCES

**INDICATIVE LEARNING RESOURCES** - The following list is offered as an indication of the type & level of information that you are expected to consult. Further guidance will be provided by the Module Convener.

Basic reading:

Lind, D. A., Marchal, W. G. & Wathen, S. A. (2013). *Basic Statistics for Business & Economics* (8<sup>th</sup> Ed.). New York: McGraw Hill Irwin.

Web based and electronic resources:

ELE – Course Lectures are available through the Exeter VLE in addition to online assessments.

Web based and electronic resources: ELE – <http://vle.exeter.ac.uk/course/view.php?id=3291> (Cohort 1)

<http://vle.exeter.ac.uk/course/view.php?id=3292> (Cohort 2)

Online exercises associated with Course textbook. <http://connect.mcgraw-hill.com>

Other resources, through both self-research and those presented or referenced by the lecturer .

<b>CREDIT VALUE</b>	15	<b>ECTS VALUE</b>	<b>7.5</b>
<b>PRE-REQUISITE MODULES</b>	None		
<b>CO-REQUISITE MODULES</b>	None		
<b>NQF LEVEL (FHEQ)</b>	4	<b>AVAILABLE AS DISTANCE LEARNING</b>	YES / NO
<b>ORIGIN DATE</b>	<b>16/05/08</b>	<b>LAST REVISION DATE</b>	<b>31/07/2013</b>
<b>KEY WORDS SEARCH</b>	Statistics, business statistics, descriptive statistics, calculating correlation, regression, average, trends, sampling distribution, probability distribution, mean, confidence intervals, normal distribution, probability, testing,		

<b>MODULE TITLE</b>		Principles of Economics			<b>CREDIT VALUE</b>	30
<b>MODULE CODE</b>		INT1004		<b>MODULE CONVENER</b>	Richard Taylor & Clive Duncan and INTO teaching staff	
<b>DURATION</b>	<b>TERM</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Number of Students Taking Module</b>	<b>180</b>
	<b>WEEKS</b>	12	12	N/A		

**DESCRIPTION – summary of the module content (100 words)**

Economics offers powerful insights into the world in which we live. This introductory economics course aims to provide an essential, simple, useable body of economic theory which will provide the basis for further study and equip students with a real understanding of the role of economics in business, public and private decision making. Students will be taught how to apply the theory to analysis of the real world.

The classes are designed to convince you that using a blend of theory, applications and policy analysis, that economics is both interesting and relevant to the study and practice of business. This Module is the equivalent of BEE 1029. No prior knowledge of economics is assumed for this module.

**MODULE AIMS – intentions of the module**

The aim of this module is to provide an essential, simple, useable body of economic theory, which will both provide the basis for further study and equip students with a real understanding of the role of economics in business, public and private decision making. The students will go on to apply the theory to analysis of the real world.

**INTENDED LEARNING OUTCOMES (ILOs)** (see assessment section below for how ILOs will be assessed)

On successful completion of this module *you should be able to:*

**Module Specific Skills and Knowledge:**

- 1 apply the economic way of thinking to enable them to understand microeconomic and macroeconomic problems
- 2 describe and apply the concept of market failure and the effect governments can have on the provision and pricing of goods and services
- 3 describe the labour and capital markets
- 4 construct macroeconomic models and make use of them in analysis of current issues
- 5 demonstrate understanding of macroeconomic issues that are given priority by modern governments

**Discipline Specific Skills and Knowledge:**

- 6 describe the link between current economic problems and economic theory

**Personal and Key Transferable/ Employment Skills and Knowledge:**

- 7 engage in problem solving activities

## SYLLABUS PLAN – summary of the structure and academic content of the module

- Introducing Economics
- Foundations of microeconomics – the economic problem
- Supply, Demand and Elasticity
- Government Intervention in the Market
- Background to Demand & Supply
- Profit Maximising under Perfect Competition and Monopoly
- Alternative Theories of the Firm.
- Profit Maximising under Imperfect Competition
- The Theory of the Distribution of Income
- Markets, Efficiency and the Public Interest
- Foundations of Macroeconomics
- The National Economy
- Macroeconomic Issues and Analysis
- Roots of Modern Macroeconomics
- Short-run Macroeconomic Equilibrium
- Banking, Money & Interest Rates
- The Relationship of Money and Goods Markets
- Fiscal & Monetary Policy
- Supply-side Policies
- The Economics of Developing Countries, including Global and Regional Interdependency

### LEARNING AND TEACHING

#### LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)

Scheduled Learning & Teaching activities	120 hours	Guided independent study	180 hours	Placement/study abroad	N/A
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#### DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS

Category	Hours of study time	Description
Scheduled learning and teaching activities	48	Lecture
	72	Seminar – these will be teacher led. You should prepare for each seminar based on the related lecture
Study Clinic	24	Optional sessions to reinforce key skills
Guided Independent study	80	Reading and research
Guided Independent study	40	Practice of techniques
Guided Independent study	36	Web-based activities

## ASSESSMENT

**FORMATIVE ASSESSMENT** - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Class tests	4 x Typically 1 hour	1-8	Written and verbal

### SUMMATIVE ASSESSMENT (% of credit)

Coursework	0	Written exams	100%	Practical exams	N/A
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### DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Mid-module exam (microeconomics)	50%	1 ½ hours	1,2,3,6,7	Written
Final exam (macroeconomics)	50%	1 ½ hours	3,4,5,6,7	Written

### DETAILS OF RE-ASSESSMENT (where required by referral or deferral)

Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Written exam	Written exam	1-7	2-12 weeks

**RE-ASSESSMENT NOTES** – Where you have been referred/deferred for an exam you will have the opportunity to take a second exam in the reassessment period. A referred exam will be capped at 40%.

## RESOURCES

**INDICATIVE LEARNING RESOURCES** - The following list is offered as an indication of the type & level of information that you are expected to consult. Further guidance will be provided by the Module Convener.

Basic reading:

Sloman, J. & Wride, A. (2012). *Economics* (8<sup>th</sup> Ed.). Harlow: Prentice Hall.

Web based and electronic resources: ELE – <http://vle.exeter.ac.uk/course/view.php?id=3291> (Cohort 1)

<http://vle.exeter.ac.uk/course/view.php?id=3292> (Cohort 2)

Other resources:

Parkin & King (1990) *Economics* (5<sup>th</sup> Ed.). Addison Wesley

Begg, D., Fischer, S. & Dornbusch, S. (2008). *Economics* (9<sup>th</sup> Ed.). *Economics*. Maidenhead: McGraw-Hill.

<b>CREDIT VALUE</b>	30	<b>ECTS VALUE</b>	15
<b>PRE-REQUISITE MODULES</b>	None		
<b>CO-REQUISITE MODULES</b>	None		
<b>NQF LEVEL (FHEQ)</b>	L4	<b>AVAILABLE AS DISTANCE LEARNING</b>	YES / NO
<b>ORIGIN DATE</b>	16/05/08	<b>LAST REVISION DATE</b>	31/07/2013

**KEY WORDS SEARCH**  
Economics; microeconomics; macroeconomics; supply; demand; government; intervention; market; profit maximising; perfect competition; monopoly; imperfect competition; theory; distribution of income; efficiency; circular flow; injections & withdrawals.

<b>MODULE TITLE</b>		Management Concepts and Practice			<b>CREDIT VALUE</b>	15
<b>MODULE CODE</b>		INT1005			<b>MODULE CONVENER</b>	Şöhret Howells and INTO staff
<b>DURATION</b>	<b>TERM</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Number of Students Taking Module</b>	<b>180</b>
	<b>WEEKS</b>	12	N/A	N/A		

### DESCRIPTION – summary of the module content (100 words)

This module will introduce you to the main management theorists, tracing the development of this line of study, and applying the various theories to contemporary situations through the use of case studies.

This module is equivalent to BEA 1005. No prior knowledge of Management is assumed for this module.

### MODULE AIMS – intentions of the module

This module is designed to:

- Introduce management and organisational concepts and related theories.
- Examine the formulation and implementation of business strategy.
- Explain the main management issues in marketing, human resources and operations.

### INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed)

On successful completion of this module ***you should be able to:***

#### Module Specific Skills and Knowledge:

- |   |   |
|---|---|
| 1 | Describe the key roles in an organisation [manager, leader, team worker] relating theory to practice.                                 |
| 2 | Analyse and identify the consequences of a business's current objectives, market position and direction;                              |
| 3 | evaluate the likely consequences of strategic choices and recommend strategies to meet the objectives of a business                   |
| 4 | Describe and apply the concept of organisational structure and culture and the factors that shape them                                |
| 5 | Describe and apply the scope, processes and problems of marketing   |
| 6 | Describe and apply the scope, processes and problems of operations management including managing supply chains and quality programmes |

#### Discipline Specific Skills and Knowledge:

- |   |  |
|---|--|
| 7 | Apply and criticise models and theories in case study contexts |
| 8 | Apply an overview of business processes in further study       |

#### Personal and Key Transferable/ Employment Skills and Knowledge:

- |    |   |
|----|---|
| 9  | Use information technology for information retrieval, numerical analysis and reporting. |
| 10 | Work as part of a group   |
| 11 | Write essays and reports  |
| 12 | Analyse case study material   |
| 13 | Deliver a short presentation as part of a team  |

## SYLLABUS PLAN – summary of the structure and academic content of the module

- The role of the manager and approaches to management.
- The process of change management and barriers to change.
- Consequences of a business's current objectives, market position and direction; consequences of strategic choices and strategies (including environmental) to meet the objectives of a business.
- The role of the business plan to achieve a business's strategic objectives.
- Organisational structure and the factors that shape it.
- Concepts, models and practices related to motivation and leadership.
- Organisational culture
- Leadership & Motivation
- Marketing including the marketing mix, ethical considerations, social responsibility, approaches to marketing and the production of strategic marketing plans.
- Human resource management including recruitment and the selection and training and development.
- The importance of teams and how they develop.
- Operations management including managing supply chains and quality programmes.

### LEARNING AND TEACHING

#### LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)

Scheduled Learning & Teaching activities	60 hours	Guided independent study	90 hours	Placement/study abroad	N/A
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#### DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS

Category	Hours of study time	Description
Scheduled learning and teaching activities	24	Lecture
	36	Seminar – these will be teacher led. You should prepare for each seminar based on the related lecture
Study Clinic	24	Optional sessions to reinforce key skills
Guided Independent Study	12	Web-based activities
Guided Independent Study	14	Research in preparation for assignments and presentations
Guided Independent Study	40	Practice of techniques

### ASSESSMENT

#### FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Group report	1,000 words	1,2,3,6,7,8,9,10,11	Written and Verbal
Group presentation	10 minutes	1,2,6,7,8,9,10,11, 12, 13	Written and Verbal



<b>SUMMATIVE ASSESSMENT (% of credit)</b>					
Coursework	10%	Written exams	80%	Practical exams	10%
<b>DETAILS OF SUMMATIVE ASSESSMENT</b>					
Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method	
Group report	10%	2,000 words	1,2,3,4,6,7,8,9,10, 11	Written and Verbal	
Group presentation	10%	15 minutes	1,2,3,4,6,7,8,9,10,11, 12, 13	Written and Verbal	
Exam	80%	2 hours	1-12	Written and Verbal	
<b>DETAILS OF RE-ASSESSMENT (where required by referral or deferral)</b>					
Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment		
All	Written exam	1-12	8 weeks		
<p><b>RE-ASSESSMENT NOTES</b> Where you have been referred/deferred for the module you will have the opportunity to take a second exam in the reassessment period. This will constitute 100% of the module, as it is impractical to impose a further group report or presentation on other members of the group who have passed. The questions set for re-assessment will ensure that all the ILOs are met. A referred exam will be capped at 40%.</p>					
<b>RESOURCES</b>					
<p><b>INDICATIVE LEARNING RESOURCES</b> - The following list is offered as an indication of the type &amp; level of information that you are expected to consult. Further guidance will be provided by the Module Convener.</p> <p>Core text: Howells, S., ed., (2011). <i>Management Concepts and Practice</i>. Harlow: Pearson Education Limited.</p> <p>Additional texts: Boddy, David (2011) (fifth ed.) <i>Management: An Introduction</i>, Essex: Pearson Education Ltd. Hannagan, Tim (2008) (fifth ed.) <i>Management Concepts &amp; Practices</i>, Essex: Pearson Education Ltd. Mullins, Laurie J. (2010) (ninth ed.) <i>Management &amp; Organisational Behaviour</i>, Essex: Pearson Education Ltd. Solomon, Marshall, Stuart, Barnes &amp; Mitchell (2013)(2<sup>nd</sup> Ed.) <i>Marketing</i> Essex: Pearson Education Ltd.</p> <p>Web based and electronic resources: ELE – <a href="http://vle.exeter.ac.uk/course/view.php?id=3291">http://vle.exeter.ac.uk/course/view.php?id=3291</a> (Cohort 1) <a href="http://vle.exeter.ac.uk/course/view.php?id=3292">http://vle.exeter.ac.uk/course/view.php?id=3292</a> (Cohort 2)</p>					
<b>CREDIT VALUE</b>	15	<b>ECTS VALUE</b>	7.5		
<b>PRE-REQUISITE MODULES</b>	None				
<b>CO-REQUISITE MODULES</b>	None				
<b>NQF LEVEL (FHEQ)</b>	L 4	<b>AVAILABLE AS DISTANCE LEARNING</b>		NO	
<b>ORIGIN DATE</b>	16/05/08	<b>LAST REVISION DATE</b>		31/07/2013	
<b>KEY WORDS SEARCH</b>	<p>Manager; change management; barriers to change; objectives; market; strategic choice; business plan; organisational structure; practices; motivation; leadership; marketing; marketing mix; ethics; human resources; recruitment; selection; training and development; teams; operations management; supply chains and quality programmes.</p>				



<b>MODULE TITLE</b>		Introduction to Financial Accounting			<b>CREDIT VALUE</b>	15
<b>MODULE CODE</b>		INT1008		<b>MODULE CONVENER</b>	Debbie Stevens and INTO teaching staff	
<b>DURATION</b>	<b>TERM</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Number Students Taking Module (anticipated)</b>	<b>90</b>
	<b>WEEKS</b>	12 weeks	N/A	N/A		

### DESCRIPTION – summary of the module content (100 words)

This is an introductory financial accounting module that is aimed at students who intend to progress to an accounting degree in their undergraduate studies. This module will teach students the skills needed to evaluate the financial performance and position of a business. The module aims to give students a good grounding in financial reporting through both a conceptual and procedural approach. This will enable students to complete financial statements using an understanding of the accounting equation and on a transactional basis using double entry bookkeeping. This module is equivalent to Module BEA 1008. No prior knowledge of accounting is assumed for this module.

### MODULE AIMS – intentions of the module

The aim of this module is to introduce the skills needed to evaluate the financial performance and position of a business. The module aims to give students a good grounding in financial reporting through both a conceptual and procedural approach. This will enable students to complete financial statements using an understanding of the accounting equation and on a transactional basis using double entry bookkeeping.

### INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed)

On successful completion of this module ***you should be able to:***

#### Module Specific Skills and Knowledge:

- 1 define, recall and apply the recognition and measurement concepts of the accounting conceptual framework
- 2 analyse transactions using the accounting equation and prepare a set of financial statements
- 3 analyse transactions using the double-entry accounting system, explain the purpose and structure of, and prepare a general journal: general ledger and trial balance
- 4 Explain the requirements of IAS 1 relating to the format of, and information reflected in statement of comprehensive income, statement of financial position and statement of changes in equality and prepare closing entries
- 5 explain and apply the recognition and measurement principles relating to inventory
- 6 explain and apply the recognition and measurement principles relating to property, plant, and equipment
- 7 explain and apply the recognition and measurement principles relating to accounts receivable and prepare a bank reconciliation statement
- 8 explain the characteristics of a partnership; prepare financial information for a partnership including the admission of a partner and the dissolution of a partnership
- 9 explain the characteristics of a company; prepare financial information for a company, including accounting entries relating to share issues and debenture issues
- 10 describe the relevance of cash flow information and prepare a statement of cash flows

#### Discipline Specific Skills and Knowledge:

- 11 apply the fundamental accounting concepts and to practical situations
- 12 apply recognition and measurement principles to specific financial statement items to prepare financial statements

<b>Personal and Key Transferable/ Employment Skills and Knowledge:</b>	
13	demonstrate basic written and numerical communication skills
14	demonstrate basic problem-solving skills
<b>SYLLABUS PLAN – summary of the structure and academic content of the module</b>	

1. The accounting conceptual framework
2. The accounting equation and the analysis of transactions
3. Recording of external transactions and internal transactions
4. Preparation of financial statements and closing entries, including income statements, recognised gains & losses.
5. Inventory and cost of sales
6. Property, plant and equipment
7. Account receivable / Cash and bank
8. Non-current and current liabilities
9. Accounting for partnerships / Accounting for companies
10. Statement of cash flows

### LEARNING AND TEACHING

#### LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)

Scheduled Learning & Teaching activities	60 hours	Guided independent study	90 hours	Placement/study abroad	N/A
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#### DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS

Category	Hours of study time	Description
Scheduled learning and teaching activities	24	Lecture
	36	Seminar – these will be teacher led. You should prepare for each seminar based on the related lecture
Study Clinic	12	Optional sessions to reinforce key skills
Guided Independent Study	40	Reading and research
Guided Independent Study	14	Practice of techniques
Guided Independent Study	24	Web-based activities

### ASSESSMENT

#### FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Weekly seminars for discussion	3 hours preparation by student / 3 hours in-class discussion	1-14	In class

#### SUMMATIVE ASSESSMENT (% of credit)

Coursework	20%	Written exams	80%	Practical exams	N/A
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#### DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method

In-class test	20%	45 minutes	1,11-14	Examiners' report on ELE
Written exam	80%	2 hours	1-13	Suggested solution on ELE

**DETAILS OF RE-ASSESSMENT** (where required by referral or deferral)

Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
All	Written exam	1 - 14	Up to 12 weeks

**RE-ASSESSMENT NOTES**

Where you have been referred/deferred for the module you will have the opportunity to take a second exam in the reassessment period. This will constitute 100% of the marks for the module. The questions set for re-assessment will ensure that all the ILOs are met. A referred exam will be capped at 40%.

**RESOURCES**

**INDICATIVE LEARNING RESOURCES** - The following list is offered as an indication of the type & level of information that you are expected to consult. Further guidance will be provided by the Module Convener.

Basic reading: Schemes of work are given to students at the beginning of the module with suggested text as preparatory reading.

Cox, D (2012) *Business Accounts 4<sup>th</sup> Edition*, Osborne Books.

Web based and electronic resources: ELE – <http://vle.exeter.ac.uk/course/view.php?id=3291> (Cohort 1)  
<http://vle.exeter.ac.uk/course/view.php?id=3292> (Cohort 2)

Web based and electronic resources: ELE will have copies of lecture notes, PowerPoint presentations, and a number of relevant articles. Students will make use of the discussion forum posted on ELE, in addition to other resources (online quizzes).

MyAccountingLab

Other resources: Textbooks from the INTO resource centre

Extra handouts

<b>CREDIT VALUE</b>	15	<b>ECTS VALUE</b>	7.5
<b>PRE-REQUISITE MODULES</b>	None		
<b>CO-REQUISITE MODULES</b>	None		
<b>NQF LEVEL (FHEQ)</b>	L4	<b>AVAILABLE AS DISTANCE LEARNING</b>	NO
<b>ORIGIN DATE</b>	July 2011	<b>LAST REVISION DATE</b>	31/07/2013
<b>KEY WORDS SEARCH</b>	Financial accounting; conceptual framework; accounting equation; analysis; transactions; recording; statements; entries; inventory; cost of sales; property, plant and equipment; receivable; cash; Non-current; current liabilities ; partnerships; companies; Statement of cash flows; income statement; recognised gains; losses.		

<b>MODULE TITLE</b>		Introduction to Management Accounting			<b>CREDIT VALUE</b>	15
<b>MODULE CODE</b>		INT1009			<b>MODULE CONVENER</b> Steve Astbury and INTO teaching staff	
<b>DURATION</b>	<b>TERM</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Number of Students Taking Module</b>	<b>180</b>
	<b>WEEKS</b>	N/A	12	N/A		
<b>DESCRIPTION – summary of the module content (100 words)</b>						
<p>Management accounting is an important tool for decision making. This module aims to show how this is applied in business by teaching through case studies and real life examples and is specifically designed for those who want to study an accounting degree as well as those who wish to take degrees in management or economics. It is intended that following this course, students will have a good understanding of the basic techniques of management accounting as well as the development of those practices over time.</p> <p>You should have studied either module INT1008 Introduction to Financial Accounting or INT1010 Financial Accounting for the business manager before taking this module.</p>						
<b>MODULE AIMS – intentions of the module</b>						
This module aims to provide students with a good understanding of the key topics covered in management accounting. The numerical and technical information given is not too complex, which will allow students to apply the techniques and skills learnt more easily.						
<b>INTENDED LEARNING OUTCOMES (ILOs)</b> (see assessment section below for how ILOs will be assessed)						
On successful completion of this module <i>you should be able to:</i>						
<b>Module Specific Skills and Knowledge:</b>						
1	describe the purpose and role of cost management accounting					
2	identify different cost behaviours and costing systems					
3	apply the different techniques used in accounting for materials, labour and production overheads					
4	describe job and batch costing and prepare accounts in job costing situations					
5	apply management accounting information for short-run decision making					
6	apply management accounting information for long-run decision making, employing basic investment appraisal techniques					
7	explain the role of budgeting in financial planning and control, and explain different budget types					
8	prepare budgets for sales, production materials (usage and purchases), labour and overheads					
9	explain and prepare fixed, flexible and flexed budgets					
10	explain the purpose and principles of standard costing					
11	calculate and interpret variances for: sales, materials, labour, variable overheads and fixed overheads					
<b>Discipline Specific Skills and Knowledge:</b>						
12	Show understanding of how managers use accounting information to aid decision making, planning and control					
13	apply management accounting concepts and practices to analyse business problems					
14	identify and present appropriate information to assist management with controlling the business and taking financial decisions					
<b>Personal and Key Transferable/ Employment Skills and Knowledge:</b>						

15	demonstrate basic written communication skills
16	demonstrate basic problem solving skills

### **SYLLABUS PLAN – summary of the structure and academic content of the module**

- Introduction to management accounting

#### Costing

- Cost classification and costing situations
- Accounting for materials, labour and overheads
- Activity-based costing
- Absorption vs. marginal costing
- Job costs and stock valuation: job costing

#### Decision making

- Short term decision making: CVP, breakeven analysis, limiting factor analysis
- Long term decision making: investment appraisal

#### Planning and Control

- Budgeting
- Standard costing and variance analysis

#### The balanced scorecard

### **LEARNING AND TEACHING**

#### **LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)**

Scheduled Learning & Teaching activities	48 hours	Guided independent study	102 hours	Placement/study abroad	N/A
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#### **DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS**

Category	Hours of study time	Description
Scheduled learning and teaching activities	12	Lecture
	36	Seminar – these will be teacher led. You should prepare for each seminar based on the related lecture
Study Clinic	24	Optional sessions to reinforce key skills
Guided Independent Study	40	Reading and Research
Guided Independent Study	14	Practice of Techniques
Guided Independent Study	24	Web-based activities

### **ASSESSMENT**

#### **FORMATIVE ASSESSMENT** - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
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Tutorial problems for focussing discussion	3 hours preparation by student / 3 hour in-class discussion	1-16	Tutor comments and suggested solutions
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### SUMMATIVE ASSESSMENT (% of credit)

Coursework	20%	Written exams	80%	Practical exams	N/A
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### DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
In-class test	20%	45 minutes	1,2,12-16	Examiners' report on ELE
Exam	80%	2 hours	1-16	Mark awarded. Indicative answers posted online

### DETAILS OF RE-ASSESSMENT (where required by referral or deferral)

Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
All	Written exam	1 – 16	3 weeks

**RE-ASSESSMENT NOTES** Where you have been referred/deferred for the module you will have the opportunity to take a second exam in the reassessment period. This will constitute 100% of the marks for the module. The questions set for re-assessment will ensure that all the ILOs are met. A referred exam will be capped at 40%.

## RESOURCES

**INDICATIVE LEARNING RESOURCES** - The following list is offered as an indication of the type & level of information that you are expected to consult. Further guidance will be provided by the Module Convener.

Basic reading: Schemes of work are given to students at the beginning of the module with suggested text as preparatory reading.

Attrill & McLaney (2012). *Management Accounting for Business Decisions Ed.7*. Harlow: Pearson.

Web based and electronic resources: ELE – <http://vle.exeter.ac.uk/course/view.php?id=3291> (Cohort 1)

<http://vle.exeter.ac.uk/course/view.php?id=3292> (Cohort 2)

ELE will have copies of lecture notes, PowerPoint presentations, and a number of relevant articles. Students will make use of the discussion forum posted on ELE, in addition to other resources (online quizzes).

Other resources: Textbooks from the INTO resource centre

Web-based and electronic resources including MyAccountingLab

<b>CREDIT VALUE</b>	15	<b>ECTS VALUE</b>	7.5
<b>PRE-REQUISITE MODULES</b>	None		
<b>CO-REQUISITE MODULES</b>	None		
<b>NQF LEVEL (FHEQ)</b>	L 4	<b>AVAILABLE AS DISTANCE LEARNING</b>	NO
<b>ORIGIN DATE</b>	July 2011	<b>LAST REVISION DATE</b>	31/07/2013
<b>KEY WORDS SEARCH</b>	Management accounting; costing; Cost classification; materials; labour; overheads; activity-based costing; Absorption; marginal; Job costs; stock valuation; short term decision making; CVP; breakeven analysis; limiting factor analysis; long term decision making; investment appraisal; planning; control; budgeting; standard costing; variance analysis; balanced scorecard.		



<b>MODULE TITLE</b>	Financial Accounting for the Business Manager				<b>CREDIT VALUE</b>	15
<b>MODULE CODE</b>	INT1010	<b>MODULE CONVENER</b>			Steve Astbury and INTO teaching staff	
<b>DURATION</b>	<b>TERM</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Number of Students Taking Module</b>	<b>100</b>
	<b>WEEKS</b>	N/A	12 weeks	N/A		

### DESCRIPTION – summary of the module content (100 words)

This module is an essential introduction to the world of Financial Accounting for the non-accountant. In the world of business you will be faced with financial information about businesses on a daily basis. INT1010 will help you to make use this information from the perspective of various stakeholders.

You will learn to draw up basic financial statements, analyse statements, and discover the sources of regulations which govern the production of financial information. You will be expected to undertake independent study, to manage your time effectively and to reflect upon the process

### MODULE AIMS – intentions of the module

The aim of this module is to introduce you to the basic areas of financial accounting from the perspective of a user of accounts.

In lectures you will be introduced to the key concepts, which you will then have the opportunity to explore further in seminar sessions, both through discussion and practical activity.

You will become acquainted with the terminology and practice of the financial accountant, and how their practice impacts on other stakeholders.

### INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed)

On successful completion of this module *you should be able to:*

#### Module Specific Skills and Knowledge:

- 1 draw up basic financial statements for a business
- 2 analyse financial statements using recognised financial ratios
- 3 locate regulatory information governing the production of accounts
- 4 distinguish between the characteristics of different business entities
- 5 Identify appropriate sources of finance for different investment decisions

#### Discipline Specific Skills and Knowledge:

- 6 make use of financial accounts to influence decision making
- 7 discuss the use and limitation of financial accounts

#### Personal and Key Transferable/ Employment Skills and Knowledge:

- 8 demonstrate written and numerical communication skills
- 9 demonstrate basic problem-solving skills

## SYLLABUS PLAN – summary of the structure and academic content of the module

1. Introduction to Financial Accounting
2. Stakeholder theory
3. Regulation: sources, purposes and issues
4. Business types
5. The main financial statements – Sole trader and partnership
6. The main financial statements – limited companies
7. Analysis of Accounts
8. Sources of Finance
9. Use and limitation of accounts

### LEARNING AND TEACHING

#### LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)

Scheduled Learning & Teaching activities	60 hours	Guided independent study	90 hours	Placement/study abroad	N/A
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#### DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS

Category	Hours of study time	Description
Scheduled Learning and Teaching Activities	24 hours	Lectures
Scheduled Learning and Teaching Activities	36 hours	Small group activity and discussion
Scheduled Learning and Teaching Activities	12 hours	Drop in study clinic
Guided independent study	40 hours	Reading and research
Guided independent study	14 hours	Practice of techniques
Guided independent study	24 hours	Web based activities

### ASSESSMENT

#### FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Weekly seminars for discussion	3 hours preparation by student / 3 hours in-class discussion	1-9	In class written and verbal

#### SUMMATIVE ASSESSMENT (% of credit)

Coursework	N/A	Written exams	100%	Practical exams	N/A
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#### DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
In-class test	20%	45 minutes	2-9	Examiners' report on ELE



Written exam	80%	2 hours	1-9	Suggested solution on ELE
<b>DETAILS OF RE-ASSESSMENT</b> (where required by referral or deferral)				
Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment	
Exam and in class test	2 hour exam	1-9	1 semester	
<b>RE-ASSESSMENT NOTES</b>				
Where you have been referred/deferred for the module you will have the opportunity to take a second exam in the reassessment period. This will constitute 100% of the marks for the module. The questions set for re-assessment will ensure that all the ILOs are met. A referred exam will be capped at 40%.				
<b>RESOURCES</b>				
<b>INDICATIVE LEARNING RESOURCES</b> - The following list is offered as an indication of the type & level of information that you are expected to consult. Further guidance will be provided by the Module Convener.				
Basic reading:				
Atrill, P. & McLaney, E. (2011). <i>Financial Accounting for Decision Makers</i> . Harlow, Essex: Pearson Education Limited. 9780273763451				
Web based and electronic resources: ELE – <a href="http://vle.exeter.ac.uk/course/view.php?id=3291">http://vle.exeter.ac.uk/course/view.php?id=3291</a> (Cohort 1)				
<a href="http://vle.exeter.ac.uk/course/view.php?id=3292">http://vle.exeter.ac.uk/course/view.php?id=3292</a> (Cohort 2)				
MyAccountingLab				
Extra handouts				
<b>CREDIT VALUE</b>	15	<b>ECTS VALUE</b>	7.5	
<b>PRE-REQUISITE MODULES</b>	None			
<b>CO-REQUISITE MODULES</b>	None			
<b>NQF LEVEL (FHEQ)</b>	3	<b>AVAILABLE AS DISTANCE LEARNING</b>	YES / NO	
<b>ORIGIN DATE</b>	25/05/12	<b>LAST REVISION DATE</b>	31/07/2013	
<b>KEY WORDS SEARCH</b>	Accounting, finance, business, tax, management accounting, cost accounting, company, partnership, sole trader, public, private, standards, concepts, conventions, asset, liability, inventory, valuation, regulation, stakeholder, capital, equity.			

# ASSESSMENT, Inc. EXAM CRITERIA & MARKING PROCEDURES

## ASSESSMENT

Each module will be assessed by a combination of examination, coursework, course assessment tests [CA test] and individual and group presentations with each grade being awarded as a percentage. You will be given information at the start of the module about these tasks and tests, which are also listed in the module descriptions. All examination and course assessment tests will be closed book. All work will be considered passed if a mark of 40% is achieved. **To pass a module it is necessary to obtain an overall mark of 40%, not 40% in every element.**

The award of Certificate of Higher Education requires that the student achieves at least 90 credits with marks of at least 40% in all modules: up to 30 credits may be condoned (see below). A mark of 70% or more overall with at least 70% in *English Language Skills for Undergraduate Studies* will result in the award of **Distinction**.

The examinations for the subject based modules will take place in the 1 or 2 weeks following the completion of teaching for that subject. This means subjects taken in Semester 1 will have examinations during the week commencing **16<sup>th</sup> December 2013**. Subjects taken in Semester 2 will have examinations during the week commencing **7<sup>th</sup> April 2013**.

Students are advised to refer to the module teachers and module descriptions for further information.

**Important note:** The University's marking criteria are extremely rigorous. Marks are not subject to negotiation.

## USE OF CALCULATORS

Calculators can be used in some exams (your teacher will advise you). All calculators must be approved by the centre before you will be allowed to use them in your exams. Approved calculators must bear a green sticker, provided by a teacher, to show that they have been authorised.

## MITIGATION

If, at the time of your assessment, you are suffering from illness or other problematic personal issues, or if there are circumstances which affect your performance during an assessment, you can apply for mitigation. Mitigation is a process which will decide whether these circumstances have affected your performance in assessment and how best to take account of this.

The mitigation process is as follows:

1. You should complete an *Application for mitigation form* (available from the Programme Office, Reception and on ELE) **no later than one day after your examination or assignment submission deadline**.
2. Give the form to the Programme Office room 2.05, together with written supporting evidence, such as a doctor's letter or appointment card. The evidence you supply must be verifiable.

3. A Mitigation Committee will consider your application as soon as possible. The Committee will decide, first, whether you have grounds for mitigation and, second, what the effect on your mark should be.
4. You will be told of the decision as soon as possible. The decision will be reported to the Examination Board and will not normally be subject to change by the Board.

It is important to note the following:

1. The mitigation process cannot take place after you have received your assessment results.
2. If you have to apply for mitigation *later than one day* after your assessment takes place you must supply written evidence in support of your late application. Your application will not be considered without this evidence.
3. Mitigation cannot be considered where there has been academic misconduct.

You can appeal against the decision of the Mitigation Committee on certain grounds only. Please see your Programme Manager for more information.

## FAILURE OF A MODULE

Should you fail any **subject-specific** modules there are two possible outcomes – ***Condonement*** or ***Referral***.

## CONDONEMENT

This is the process that allows the Certificate of Higher Education to be awarded despite the failure to achieve 120 credits, provided that the overall mark of 40% has been achieved over the 120 credits of assessment including the marks for the failed and condoned modules. A maximum of 30 credits can be condoned including Study Skills. Where more than one condonable module is failed, the module with the highest mark will be condoned. You will not have the opportunity of reassessment in the condoned module. **Note: You cannot progress to the University of Exeter Business School with a condoned Module.** Further information regarding assessment matters can be found at:

<http://www/admin.ex.ac.uk/academic/tls/tqa/ugexams2.htm>

## REFERRAL

This is the process whereby a further attempt at an individual examination or submission of coursework, following an initial failure, is permitted without the requirement to repeat any attendance.

Referral in any module will constitute a second formal examination - coursework will not be included in the re-assessment. Details of how this works for each module are given above.

**The grade for the referred work, and therefore the module grade, will be capped at 40%.**

Referred and deferred examinations will normally be taken during the next examination period. You will be advised of the dates

It is not possible to retake a referral.

## MARKING PROCEDURES

Students are expected to submit all coursework by the set deadline. All deadlines will be published at the start of the module and also on the respective coursework sheets.

Unless otherwise instructed, all work that is to be formally assessed must be submitted to the Programme Secretaries or Reception as instructed by the Programme Manager. Work submitted by the deadline will be marked and returned, with appropriate feedback, within 4 University weeks of the submission date.

Work submitted **up to two weeks late** will be marked to a maximum of 40%. Submission of work **after the two week** period will result in a zero mark being awarded. No coursework will be marked if received **after** marked coursework has been returned to the other students. On submission of work you should ensure that you sign the accompanying record list. This will be kept as an official record of submission and will be checked against the submitted work immediately following the submission deadline.

## EXTENSIONS TO DEADLINES

Students requesting an extension must submit an Application for Mitigation Form to the programme office [room 2.05] **before** the deadline. A member of the mitigation committee will be contacted and will make a decision as soon as possible. You will be informed of the decision.

Extensions can only be granted by a member of the mitigation committee. For extensions up to one week the committee quorum will be one member of the committee. Extensions for more than one week will require a quorum of two members of the committee. No member of the mitigation committee contacted with regards to an extension can be the marker of the piece of work.

<http://admin.exeter.ac.uk/academic/tls/tqa/Part%208/8C%282010%29MitigationCttees.pdf>

Mitigating circumstances may be granted, based upon the following criteria:

**Illness:** Self-certified illness within 7 days of the deadline will receive an extension of up to 4 days. A medicated certificated illness of one week or more within 3 weeks of the deadline will have an extension granted as appropriate to the problem.

*Those students regularly having health problems around deadlines will be referred to the medical centre.*

**Absence from University:** Unplanned absence within 4 days of the deadline for emergency purposes [e.g. to support a sick relative] will have an extension as appropriate, normally up to 4 days. Planned absence for social events such as weddings, sports events etc., will have no extension granted.

**Computer and printing problems:** Good IT practices mean that back-ups should be kept as both electronic and hard copies. No extension will be granted.

**Transport problems:** Breakdown/failure of public transport may have an extension of one day granted, provided that reasonable steps were taken to arrive at the school on time.

**Other:** Other circumstances that may arise will be considered on an individual basis by the committee.

In exceptional circumstances, students may appeal in writing against a penalty imposed for late submission of work. In such cases the appeal must be lodged with Andrew Prince

within 10 working days of the original submission date. In making an appeal the notes and exclusions above should be noted. Appeals will not be accepted if students had an adequate opportunity beforehand to submit an application for an extension.

## STUDENT ACADEMIC APPEALS

INTO University of Exeter follows the rules on academic appeals set out in the *Teaching Quality Assurance Manual* of the University. The rules can be found here:

<http://www.exeter.ac.uk/staff/policies/calendar/part1/otherregs/appeals/>

You can appeal against your formal assessment results on certain grounds, as follows:

- a) There were important circumstances affecting your performance of which a Board of Examiners had not been aware before reaching its decision, but *only if* you can present reasonable grounds why such circumstances had not been presented to a Mitigation Committee or the Examination Board in advance of its meeting; and/or
- b) There were procedural irregularities in the formal conduct of an assessment or in reaching another academic decision; and/or
- c) There is evidence of prejudice or of bias on the part of one or more examiners and/or markers.

Please note: you cannot appeal against a decision of an examination board, or the academic judgement of an internal or external assessor, unless you believe that this judgment was not made fairly or according to the correct University process. You cannot appeal because you are not happy with the academic judgment of the internal and/or external examiners. All marking and testing procedures follow certain guidelines. For example, a proportion of all work is second marked. This is usually enough to ensure that marking is fair. Please see your Programme Manager if you would like more information on marking procedures.

If you wish to appeal against your assessment results, you must do so within 10 working days of being notified of an academic decision. Appeals lodged outside this period will not normally be considered unless there are fully justifiable reasons beyond your control, supported by written evidence. You should use an [Academic Appeals Form](#) for your appeal, and this should be sent to the INTO University of Exeter Academic Director.

The Academic Director will carry out investigations to determine whether there are grounds for appeal. The findings of these investigations will be considered in an Appeals Panel, where a recommendation will be made. You will be notified of the decision once the Appeals Panel has taken place.

Finally students should be aware that anyone making unwarranted and unsubstantiated allegations concerning the reputation or conduct of members of staff may be subject to disciplinary proceedings.

## MARKING AND SUBMISSION CRITERIA

Work that is to be submitted for *formative* assessment should be submitted under your **name and group number**. This work will not count towards the final mark of your module. It will be used to test your understanding of the content of the course and provide you with feedback in respect of your answers to the set questions. The feedback will be provided in the form of written comments regarding the structure, content or technical use of language. If queries still exist with respect to these comments they can be discussed with the module marker.

Work that is submitted for summative assessment will count towards your final module mark. Where a single piece of work individually counts for more than 5% of your module mark, it must be submitted under your **student number** for anonymous marking. Any other work can be submitted under your **name**. Submitted work will be divided into either work with an objective or subjective mark scheme. All work that has an objective mark scheme will have the breakdown of marks for each section shown on the assignment sheet. Work that is to be marked subjectively will be marked according to a set of marking criteria that your teacher will provide when the assessment is initially set. Where work within a subject-specific module is marked by more than one member of the teaching staff, all work will be assessed against the same, standard set of criteria (see pp.41 & 42).

For assessment purposes, in subject-specific modules answers will not be penalised for misuse of English language, except in cases where the misuse of language results in a poor or unclear argument or changes the context of the answer through an error in the use of technical language.

Double-marking will be carried out on 25% of all examination scripts and coursework tasks. In addition, all failures and those on the borderlines will be subjected to double-marking.

## EXTERNAL EXAMINERS

In the UK Higher Education system, each course is required to appoint one or more external examiners. These individuals are usually academics from another university. The diploma programme has 2 external examiners, one who focusses on the subject modules and another whose expertise is in English, who will examine the English Language Skills for Undergraduate Study module.

These external examiners read and approve assessment materials, and also ensure that the academic quality of marking and feedback is maintained.

Full details of the external examiners can be found at <http://www.exeter.ac.uk/staff/policies/calendar/part2/examiners/>

*'The contacting of external examiners by students regarding any aspect of their programmes of study is prohibited and will be treated as an offence under the University's Disciplinary Procedures. Externals are requested to inform the University's Examinations Office should such an occurrence take place.'*

## SCALING OF MARKS

*INTO University of Exeter reserves the right to scale marks in any subject.*

Scaling is the adjustment of a set of marks for an assessment on a consistent basis in order to ensure that they properly reflect the achievement of the candidates as defined by the assessment criteria. Scaling may involve all of the marks for the subject or just the marks for a particular component of the assessment, for example, the final exam.

Scaling may be used when the marks of a group are affected (positively or adversely) by the assessment regime of the subject in an unplanned way.

It may be appropriate to scale marks either up or down.

## ACADEMIC MISCONDUCT: PLAGIARISM

During your time with INTO University of Exeter and when you progress into the academic schools, you will be submitting a good deal of written work, some of which will contribute to your eventual results.

Plagiarism is defined as representing as your own the words or ideas of other people, whether published or not. In the university context it may take the form of, *for example*, copying paragraphs or chapters of a textbook, web page or lecture handout into an essay without acknowledging the source, or copying another student's work and passing it off as your own. Always acknowledge direct quotes or the ideas of other writers by naming the source. Do not permit your work to be copied by others.

Internet plagiarism is dealt with in the same way as plagiarism from printed sources and search engines make is fairly easy to detect. The use of essay bank material for assessment purposes is not permitted under any circumstances. Any case of cheating and/or plagiarism will be dealt with according to University procedures. Further information can be found at: <http://www.ex.ac.uk/admin/academic/tls/tqa/plag1.htm>

**Collusion** is the representation of another's work or ideas as your own without appropriate acknowledgement or referencing, where the owner of the work knows of the situation and both work towards the deceit of a third party [while in plagiarism the owner of the work does not knowingly allow the use of his or her work]. Collusion is also dealt with under the University procedures.

The Academic Misconduct Officer for INTO University of Exeter is Carolyn Walker [c.r.walker@ex.ac.uk](mailto:c.r.walker@ex.ac.uk).

## **AWARDS**

The best student from each cohort will be considered for the Dean's Award for Excellence.

## **PROGRAMME EVALUATION AND REVIEW**

Your views on the Programme are valued and you have several ways in which you can express them:

- The Staff/Student Liaison Committee (SSLC) will meet at least three times during your time on the Programme. You can volunteer to be a class representative and one class representative will be asked to be the chair of the meetings. The meetings are minuted and copies of the minutes are posted on ELE.
- You will be asked to complete questionnaires at the mid-point (end of Semester 1) and again at the end of the Programme.
- You will be allocated a Personal Tutor who is the first point-of-contact for any issues you may have.
- You can contact Dr. Andrew Prince at any time about any concerns you may have or to make suggestions for improvement.



# PROGRESSION

## OVERVIEW

Throughout your programme you will be supported by the International Liaison Officer, Chloe Sharpe. Chloe will help you through your UCAS application, and give advice and guidance to help ensure that you can continue your studies next year.

You should check your university email every day, as this is the main communication method used by Chloe and her team.

Watch for an invitation to your Progression Welcome Workshop, where the application process will be explained to you.

The criteria for progression to the University of Exeter Business School are shown on p.6.

## TIMETABLE OF EVENTS

<b>Date</b>	<b>Activity</b>
<b>October</b>	Progression Welcome Workshop
<b>December</b>	UCAS Application Session (final Personal Statement required)
<b>January</b>	Progression: The Next Step - Making Choices
<b>April</b>	Final Progression Workshop & Welcome Week Intro
<b>June</b>	Visa Workshops

## REFERENCES

All academic references are created centrally by the Academic Office. Individual lecturers or teachers cannot provide individual references. If you need a reference, please contact the Academic Office, giving the address of the university to which the reference should be sent.

**Good luck with your studies.**

## Generic Criteria for Assessment at NQF Level 4

Marks	0-25 (Fail)	26-39 (Fail)	40-49 (3 <sup>rd</sup> )	50-59 (2.2)	60-69 (2.1)	70-85 (1 <sup>st</sup> )	86-100 (1 <sup>st</sup> )
Assessment categories							
<b>Knowledge &amp; Understanding of Subject</b>	Major gaps in knowledge and understanding. Significant inaccuracies.	Gaps in knowledge and superficial understanding. Some inaccuracies.	<b>Threshold level.</b> Broadly accurate knowledge and understanding of the material. Some elements missing and flaws evident.	Sound, routine knowledge and understanding of the material, main concepts and key theories. Some flaws may be evident.	Good, consistent knowledge and understanding of the material, main concepts and key theories at this level.	Detailed knowledge and understanding of the main concepts/ theories at this level. Beginning to show awareness of the limitations of the knowledge base.	Highly detailed knowledge and understanding of material, concepts and theories at this level. Awareness of the ambiguities and limitations of knowledge.
<b>Cognitive/ Intellectual Skills</b>  (e.g. analysis and synthesis; logic and argument; analytical reflection; organisation and communication of ideas and evidence)	Brief and irrelevant. Descriptive. Only personal views offered. Unsubstantiated generalisations. Little or no attempt to draw conclusions.	For the most part descriptive. Views/ findings sometimes illogical or contradictory. Generalisations/ statements made with scant evidence. Conclusions lack relevance and/or validity.	<b>Threshold level.</b> Some awareness of issues. Sense of argument emerging though not completely coherent. Some evidence to support views, but not always consistent. Some relevant conclusions	Issues identified within given areas. An emerging awareness of different stances and ability to use evidence to support a coherent argument. Broadly valid conclusions.	Good analytical ability. Acknowledgement of views of others. Arguments generally logical, coherently expressed, well organised and supported. Sound conclusions.	Very good analysis throughout. Perceptive and persuasive points made within given area. Explicit acknowledgement of other stances. Arguments well-articulated, and logically developed with a range of evidence. Strong conclusions.	Logical, articulate analysis a consistent feature. Persuasive points made throughout the work within a highly articulate, balanced argument. Judiciously selected evidence, drawn from relevant research. Convincing conclusions.
<b>Use of Research-informed Literature</b>  (including referencing, appropriate academic conventions and academic honesty)	No evidence of reading. Views are unsupported and non- authoritative. Academic conventions largely ignored.	Evidence of little reading appropriate for the level of study, and/or indiscriminate use of sources. Academic conventions used weakly.	<b>Threshold level.</b> Some evidence of reading, with superficial linking to given text(s). Some academic conventions evident and largely consistent, but with some weaknesses.	Knowledge of literature beyond core text(s). Literature used accurately but descriptively. Academic skills generally sound.	Knowledge of the field of literature appropriately used to support views. Research-informed literature integrated into the work. Good use of academic conventions.	Critical engagement with appropriate reading. Knowledge of research-informed literature embedded in the work. Consistently accurate use of academic conventions.	Exceptionally wide range of relevant literature used critically to inform argument, balance discussion and/or inform problem-solving. Consistently accurate and assured use of academic conventions.

<p><b>Graduate Skills for Life and Employment</b></p> <p>(e.g. research-related skills; written, graphical and oral communication skills;</p> <p>group working; problem-solving; practical and professional skills)</p>	<p>Little or no evidence of the required skills in any of the skills areas.</p>	<p>Limited evidence of skills in the range identified for the assessment at this level.</p> <p>Significant weaknesses evident, which suggest that the candidate is not on course to gain skills necessary for graduate-level employment.</p>	<p><b>Research skills:</b></p> <p>Some evidence of ability to collect appropriate data/ information and undertake straightforward research tasks with external guidance. Can <b>communicate</b> in a range of formats, including orally, appropriate to the discipline(s), but with evident weaknesses.</p> <p>Can <b>work effectively with others</b> as a member of a group, and meet most obligations to others (e.g. tutors and peers).</p> <p>Some evidence of ability to apply methods appropriately to address a well-defined <b>problem</b>.</p> <p>Able to <b>recognise own strengths and weaknesses</b> in relation to professional and practical skills identified by others, but lacking insight in some areas.</p>	<p><b>Research skills:</b></p> <p>Can collect and interpret appropriate data/ information and undertake straightforward research tasks with external guidance. Can <b>communicate</b> effectively in a range of formats, including orally, appropriate to the discipline(s).</p> <p>Can <b>work effectively with others</b> as a member of a group, and meet obligations to others (e.g. tutors and peers).</p> <p>Can apply methods accurately to address a well-defined <b>problem</b>, and begin to appreciate the complexity of the issues in the discipline.</p> <p>Able to <b>evaluate own strengths and weaknesses</b> in relation to professional and practical skills identified by others.</p>	<p><b>Research skills:</b></p> <p>Can collect and interpret appropriate data/ information and successfully undertake straightforward research tasks with limited external guidance. Can <b>communicate</b> well and consistently in a range of formats, including orally, appropriate to the discipline(s).</p> <p>Can <b>work very effectively with others</b> as a member of a group, and meet all obligations to others (e.g. tutors and peers).</p> <p>Can apply methods accurately to address a well-defined <b>problem</b>, appreciating the complexity of the issues in the discipline.</p> <p>Able to take initiative in <b>evaluating own strengths and weaknesses</b> in relation to professional and practical skills identified by others.</p>	<p><b>Research skills:</b></p> <p>Can collect and interpret appropriate data and successfully undertake research tasks with a degree of autonomy. Can <b>communicate</b> very effectively in a range of formats, including orally, appropriate to the discipline(s).</p> <p>Can <b>work very effectively with others</b> as a member of a group, showing leadership skills where appropriate, and meet all obligations to others (e.g. tutors and peers).</p> <p>Can apply methods accurately and very effectively to address a well-defined <b>problem</b>, appreciating the complexity of the issues in the discipline.</p> <p>Able to show insight and autonomy in <b>evaluating own strengths and weaknesses</b> in relation to professional and practical skills.</p>	<p><b>Research skills:</b></p> <p>Can collect and interpret appropriate data/ information and undertake research tasks with autonomy and exceptional success. Can <b>communicate</b> highly effectively in a range of formats, including orally, appropriate to the discipline(s).</p> <p>Can <b>work exceptionally well with others</b> as a key member of a group, showing leadership skills where appropriate, negotiating and meeting all obligations to others (e.g. tutors and peers).</p> <p>Can apply methods accurately and highly effectively to address a well-defined <b>problem</b>, appreciating the complexity of a range of issues in the discipline.</p> <p>Able to show insight and autonomy in <b>evaluating own strengths and weaknesses</b> in relation to professional and practical skills.</p>
<p><b>Marks for Level 4</b></p>	<p><b>0-25 (Fail)</b></p>	<p><b>26-39 (Fail)</b></p>	<p><b>40-49 (3<sup>rd</sup>)</b></p>	<p><b>50-59 (2.2)</b></p>	<p><b>60-69 (2.1)</b></p>	<p><b>70-85 (1<sup>st</sup>)</b></p>	<p><b>86-100 (1<sup>st</sup>)</b></p>

