

**INTO** 



**QUEEN'S  
UNIVERSITY  
BELFAST**

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# **International Foundation Programme Business, Humanities and Social Sciences**

## **Student Programme Handbook September Intake 2021-22**

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# CONTENTS

1	PROGRAMME OVERVIEW .....	3
2	EDUCATIONAL AIMS OF THE PROGRAMME .....	5
3	STRUCTURE AND MODULES .....	6
4	MODULE ASSESSMENT .....	7
5	FOUNDATION CERTIFICATE AWARD CRITERIA .....	8
6	PROGRESSION CRITERIA .....	8
7	ACADEMIC CALENDAR .....	100
8	ACADEMIC TUTORIALS .....	12
9	STAFF CONTACT DETAILS.....	14
10	GENERAL INFORMATION .....	15
APPENDIX A	Skills And Learning Outcomes .....	17
APPENDIX B	Module Assessment.....	20
APPENDIX C	Module Specifications .....	21
APPENDIX D	Continuous Assessment Assignment Cover Sheet .....	32

# 1 PROGRAMME OVERVIEW

- 1.1 The International Foundation Programme in Business, Humanities and Social Sciences is intended to allow students from countries where 12 years of education is the norm to complete their 13th year of education in a university environment with the language and pastoral support that is necessary to ensure wellbeing and success, and where the work is focused specifically on preparation for university study. The programme has been designed to meet the specific needs of full fee overseas students whose first language is not English and to prepare students for progression to undergraduate degree programmes within the Faculty of Arts, Humanities and Social Sciences
- 1.2 Students will study four modules in total with each module worth 30 credits. Students will gain 120 credits in total for the programme. The English Language and Study Skills module is designed to integrate with and provide support for the three content-based modules.
- 1.3 The programme is delivered in a university environment with the pastoral and language support that is necessary to ensure well-being and success, and where the study programme is focused on preparation for university study.
- 1.4 To gain entry to the programme, students must have an acceptable English language qualification equivalent to IELTS 5.0 or higher with at least IELTS 5.0 in writing and no less than 4.5 in all other sub-skills. Students who meet the academic entrance requirements (as set by INTO QUB), but who do not meet the English language requirement may be accepted on to an Extended International Foundation Programme in Business, Humanities and Social Sciences.
- 1.5 The Extended Foundation programme commences with a concentrated period of Academic English. This may be one or two terms in duration, depending on the student's English Language ability on entry, and is designed to bring the student to a level equivalent to IELTS 5.0 or higher with at least IELTS 5.0 in writing and no less than 4.5 in all other sub-skills. Students following the extended programme must achieve this level in order to progress and undertake a further three terms focusing on academic knowledge and study skills, augmented with further development of English skills and ability. Academic English does not carry credit and is assessed on a Pass/Fail basis only; however, it is a formal requirement of the course and must be completed satisfactorily.
- 1.6 The regulatory framework outlined within the Programme Specification is identical to that for the International Foundation Programme in Engineering and Science.
- 1.7 Students study four modules: English Language and Study Skills (ELSS); and, three optional academic modules, selected from Foundation Business Studies, Foundation Economics, Foundation Politics and International Relations, Foundation Maths (BHSS) and Further Mathematics. Students taking Foundation Further Mathematics must also take the Foundation Maths (ES) module. Each module is worth 30 credits. Students must attain a total of 120 credits for successful completion of the programme. The English Language and Study Skills module is designed to integrate with and provide support for the three academic modules. An outline of the programme is shown in Table 1.1.

Module	Category	CATS	Progression Routes	Progression Requirements
English Language and Study Skills	Compulsory	30	Subject to meeting the progression requirements, students may progress to undergraduate degree programmes within the Faculty of Arts, Humanities and Social Sciences, with the exception of Social Work.	Subject grade requirements for degree programmes are set by the University and published in the INTO Queen's brochure.  In general, to progress, students must achieve at least 60% overall in English Language (Grade B – equivalent to IELTS 6.5)
Foundation Mathematics	Optional	30		
Foundation Economics	Optional	30		
Foundation Business Studies	Optional	30		
Foundation Politics and International Relations	Optional	30		
Further Mathematics for Engineering and Science**	Optional	30		

*\*\*Students choosing to study 'Further Mathematics' must also take 'Foundation Mathematics'.*

Table 1.1 Outline of International Foundation Programme in Business, Humanities and Social Sciences

## 2 EDUCATIONAL AIMS OF THE PROGRAMME

- 2.1 Both the International Foundation Programme in Business, Humanities and Social Sciences and the Extended International Foundation Programme in Business, Humanities and Social Sciences are at Foundation Level, which is benchmarked at UK National Qualifications Framework (NQF) Level 3.
- 2.2 Successful completion of the course will lead to the award of the INTO Queen's University Belfast International Foundation Certificate and entry into the first year of an appropriate degree course (subject to satisfying academic and English Language requirements).
- 2.3 Provide international students with a high quality pre-undergraduate education and learning experience within which the measured and validated outcomes are of a quality to secure entry to undergraduate degree programmes of Queen's University Belfast.
- 2.4 Prepare international students for study at undergraduate level in Queen's University or other Western, English-medium universities and to create opportunities for students to progress to undergraduate study at Queen's University Belfast.
- 2.5 Provide a qualification that is of a quality to secure progression elsewhere for those students who either do not meet the entry criteria for Queen's or wish to follow their undergraduate course at another university.
- 2.6 Enhance the English language ability of students to enable them to communicate and study effectively and confidently at undergraduate level at Queen's or in another English medium university.
- 2.7 Assist international students to become accustomed to student life in the UK and to provide practical experience of the learning, teaching and assessment methods found in Queen's and in other UK universities.
- 2.8 Develop the students' subject knowledge and the learning, intellectual, practical and linguistic skills required for successful study at undergraduate level.
- 2.9 Inculcate a commitment to good practice in academic work and provide students with the necessary personal, interpersonal and key skills to enable them to develop as independent, self-directed learners.
- 2.10 Appendix A summarises the skills that will be developed and learning outcomes attained by studying on the International Foundation Programme.

### 3 STRUCTURE AND MODULES

- 3.1 The International Foundation Programme in Business, Humanities and Social Science is delivered over a minimum of 24 teaching weeks.
- 3.2 Students study a total of four modules: three academic subject modules and an English Language and Study Skills module.
- 3.3 One module, English Language and Study Skills, is a compulsory (or core) module; **THREE** modules are chosen from four optional modules. The choice of optional modules will depend on the entry requirements of the preferred progression degree(s).
- 3.4 All students are required to take and satisfactorily complete modules to a value of 120 CATS points
- 3.5 The timetabled contact time is (an average of) a minimum of 12 hours per week for the subject modules (4 hours per academic module) and (an average of) 7 hours per week for the English Language and Study Skills module.
- 3.6 Appendix C gives detailed information on the content and learning outcomes of each of the academic modules listed in the table below. The module lecturer will give additional detail on the form and structure of the assessments.

Code	Title	Credits	Duration	Core	Optional
IFYF001	English Language and Study Skills	30	24 weeks	✓	
IFYF014	Foundation Business Studies <sup>†</sup>	30	24 weeks		✓
IFYF003	Foundation Economics <sup>†</sup>	30	24 weeks		✓
IFYF004	Foundation Politics and International Relations <sup>†</sup>	30	24 weeks		✓
IFYF019	Foundation Mathematics <sup>†</sup>	30	24 weeks		✓
IFYF015	Further Mathematics <sup>†</sup>	30	24 weeks		✓
<sup>†</sup> <b>THREE</b> optional modules are chosen (the choice will depend on the entry requirements of the preferred progression degree(s))					

*\*\*Students choosing to study 'Further Mathematics' must also take 'Foundation Mathematics'.*

*\*\*\*Students following the extended programme must take and satisfactorily complete one or two terms of Academic English before taking any of the modules in the table above.*

## 4 MODULE ASSESSMENT

### Formative Assessment

- 4.1 Formative Assessments are any homework or class based exercises which do not count towards your final grade, but which aim to help you monitor your learning and improve your skills in particular areas, or to give you practice for a Summative Assessment.
- 4.2 You will be given feedback on formative coursework that will assist you with your learning. You may be given guidance grades on your performance according to Table 4-1.

Equivalent Percentage Score	Performance Descriptor	Indicative Grade
80+	Outstanding	A*
70 – 79	Excellent	A
60 – 69	Very Good	B
50 – 59	Good	C
40 – 49	Adequate	D
35 – 39	Marginal Fail	E
0 – 34	Unsatisfactory/Poor	F

Table 4-1 Formative Assessment Guidance Marking Scale

### Summative Assessment

- 4.3 Summative assessments are those that contribute to the final score of a module. Each subject module will have summative assessments by examination and/or by continuous (coursework) assessment.
- 4.4 The table in Appendix B gives the weighted contribution of examination, practical and coursework (continuous) assessments to the overall score for each module. The module lecturer will further describe and clarify the form(s) of continuous assessment and contribution for each module.

### Continuous (Coursework) Assessment

- 4.5 Continuous assessment may take different forms e.g. essays, case study work, written class tests, group work, presentations, portfolios or oral tests. There may be one or more continuous assessment component for any module.
- 4.6 Under normal procedures, students can expect to receive a provisional grade and an overview of their performance in a summative assessed coursework. The grades in Table 4-1 will be used to give an indication of your performance. Numerical marks can only be released after they are approved at the end-of-year examination board by the external examiners.
- 4.7 Coursework submitted for summative assessment will be retained by teaching staff for the purposes of internal moderation and external review. Students may instead receive a feedback sheet from their module lecturer.

## 4.8 Assessment Submission Regulations

- 4.9 There are normally two types of assignment submission, either electronic submission only, or hardcopy submission plus electronic submission. Your module lecturer will inform you of the requirements for each assignment.

## 5 FOUNDATION CERTIFICATE AWARD CRITERIA

- 5.1 Successful completion of the International Foundation Programme in Business, Humanities and Social Science will result in the award of an International Foundation Certificate in Business, Humanities and Social Science from Queen's University Belfast. This will list all modules taken and grades attained.
- 5.2 In order to be successfully awarded the International Foundation Certificate in Business, Humanities and Social Science students must accumulate 120 CATS points, comprised of 90 CATS points attained through passing 3 academic subject modules of 30 CATS points each, and 30 CATS points awarded for passing the English Language and Study Skills (ELSS) module. Note that these criteria mean you must **PASS ALL MODULES** i.e. you **CANNOT FAIL ANY MODULE** if the award is to be given. A transcript of your grades will be provided in the case where you are not awarded an International Foundation Certificate.
- 5.3 Candidates must achieve a minimum passing mark of 40% to be awarded the 30 CATS points for an academic subject module.
- 5.4 Candidates must achieve a minimum of 50% overall (equivalent to IELTS 6.0) with a minimum of 40% (equivalent to IELTS 5.5) in each sub-skill (Reading, Writing, Speaking Listening) to be awarded the 30 CATS points for the English Language and Study Skills module.

## 6 PROGRESSION CRITERIA

- 6.1 Holders of an International Foundation Certificate in Business, Humanities and Social Science may progress to Year One of an undergraduate degree programme at Queen's University Belfast *only* if they have achieved, as a minimum requirement, the entry requirements in both academic modules and English Language and Study Skills for their chosen undergraduate degree. Entrance requirements are published in the INTO Pathways Brochure and will be discussed with you by the Programme Manager during Induction week.
- 6.2 Please note that for each progression degree there are specific academic subject and grade requirements, and specific ELSS average score (English Language and Study Skills) and subskill scores. There may also be minimum conditions on performance in certain subjects from high school level. You will be guided in your choice of academic modules in order to match your choice to the subject module requirements of your desired undergraduate progression degree.
- 6.3 It is important that you make yourself aware of the specific progression criteria for your preferred degree, as these may be different to those of your fellow classmates.

- 6.4 Queen's University Belfast is responsible for setting the criteria for progression to each degree from the International Foundation Programme. The INTO Queen's University Progression Officer (see Section 9 STAFF CONTACT DETAILS) can advise you on the entry requirements for all other potential progression degree titles in Table 6-1.

Holders of the International Foundation Certificate in Business, Humanities and Social Science who do not meet the specified progression requirements for entry to Year One of their chosen undergraduate degree programme, will be advised of other progression options at Queen's by the INTO Queen's University Progression Officer, and to other institutions by the INTO Placement Officers.

<b>DEGREE PROGRESSION ROUTES</b>
Accounting-BSc (Hons)
Actuarial Science and Risk Management-BSc (Hons)
Anthropology-BA (Hons)
Archaeology and Palaeoecology-BSc (Hons)
Archaeology-BA (Hons)
Broadcast Production-BA (Hons)
Business Economics-BSc (Hons)
Business Information Technology with a Year in Industry-BSc (Hons)
Business Information Technology-BSc (Hons)
Business Management-BSc (Hons)
Criminology-BA (Hons)
Drama-BA (Hons)
Economics and Accounting-BSc (Hons)
Economics with Finance-BSc (Hons)
Economics-BSc (Hons)
Film and Theatre Making-BA (Hons)
Film Studies and Production-BA (Hons)
Finance-BSc (Hons)
History-BA (Hons)
International Politics and Conflict Studies-BA (Hons)
International Studies and Politics-BA (Hons)
Law with Politics-LLB (Hons)

Law-LLB (Hons)
Music and Audio Production-BA (Hons)
Music and Sound Design-BA (Hons)
Philosophy-BA (Hons)
Politics, Philosophy and Economics-BA (Hons)
Politics-BA (Hons)
Sociology-BA (Hons)

Table 6-1 Degree Progression Routes

## 7 ACADEMIC CALENDAR

### Semester Dates

- 7.1 The 2021 academic year for students beginning their academic studies on the International Foundation Programme in Business, Humanities and Social Sciences in September 2021 is organised across 2 semesters. The beginning and end dates of the semesters are given in Table 7.1. A calendar representation of the academic year is given in Table 7.2.

### Term Dates and Attendance

- 7.2 Whilst the academic calendar of INTO Queen's and Queen's University Belfast currently operates according to the 2 semester structure shown, the enrolment and attendance terminology used for INTO programmes still refers to a traditional "3 term" academic year. Term start and end dates are determined by both holiday periods and by semester dates.
- 7.3 Students are expected to attend INTO Queen's University Belfast between the beginning and end dates of each term in *inclusively* i.e. students are expected to be present for classes and assessment or examination sessions from the first day of the beginning of each term and to attend for classes and assessment or examination sessions until the last day of each term. Authorisation will NOT be given to any student requesting late arrival after the start-of-term dates or early departure before the end-of-term dates, as given in Table 7.1, EXCEPT in the case of exceptional circumstances - the availability or pre-booking of cheaper flights is NOT specified as an exceptional circumstance.

		<b>From</b>	<b>To</b>	
<b>Semester 1</b>	<b>Induction – 1 week</b>	Mon 13 September	Fri 17 September	<b>Term 1</b>
	<b>Teaching – 5 weeks</b>	Mon 20 September	Fri 22 October	
	<b>Reading week (no classes)</b>	Mon 25 October	Fri 29 October	
	<b>Teaching – 6 weeks</b>	Mon 1 November	Fri 10 December	
	<b>Revision week (no classes)</b>	Mon 13 December	Fri 17 December	
	<b>Interim Break</b>	Mon 20 December	Fri 7 January	
	<b>Semester 1 exams</b>	Mon 10 January	Fri 14 January	<b>Term 2</b>
<b>Semester 2</b>	<b>Teaching – 4 weeks</b>	Mon 17 January	Fri 11 February	
	<b>Reading week (no classes)</b>	Mon 14 February	Fri 18 February	
	<b>Teaching – 7 weeks</b>	Mon 21 February	Fri 8 April	
	<b>Interim Break</b>	Mon 11 April	Fri 22 April	
	<b>Semester 2 exams</b>	Mon 25 April	Fri 6 May	<b>Term 3</b>
	<b>Exam Boards/Progression</b>	Mon 9 May	Fri 27 May	
	<b>Resit Exams</b>	Mon 30 May	Fri 3 June	
	<b>Results Release**</b>	Mon 6 June	Fri 10 June	
<b>Resit Results release**</b>	Mon 13 June	Fri 17 June		

Table 7-1 Semester and Key Dates 2021-22

\*\* Results will be released **during** this week. Exact day to be confirmed nearer the time.

Week	W/C 2021/2022	IFP (SEPTEMBER)
1	13-Sep	Induction
2	20-Sep	S1-W1
3	27-Sep	S1-W2
4	04-Oct	S1-W3
5	11-Oct	S1-W4
6	18-Oct	S1-W5
7	25-Oct	Reading Week
8	1-Nov	S1-W6
9	8-Nov	S1-W7
10	15-Nov	S1-W8
11	22-Nov	S1-W9
12	29-Nov	S1-W10
13	6-Dec	S1-W11
14	13-Dec	Revision Week
15	20-Dec	Christmas
16	27-Dec	Christmas
17	3-Jan	Christmas
18	10-Jan	S1 - Exams
19	17-Jan	S2-W1
20	24-Jan	S2-W2
21	31-Jan	S2-W3
22	7-Feb	S2-W4
23	14-Feb	Reading Week
24	21-Feb	S2-W5
25	28-Feb	S2-W6
26	7-Mar	S2-W7
27	14-Mar	S2-W8
28	21-Mar	S2-W9
29	28-Mar	S2-W10
30	04-Apr	S2-W11
31	11-Apr	Easter
32	18-Apr	Easter
33	25-Apr	S2 - Exams
34	02-May	S2 - Exams
35	09-May	Internal Boards
36	16-May	External Boards
37	23-May	Progression
38	30-May	Resit exams
39	06-Jun	Results Release**
40	13-Jun	Resit results**

Table 7-2 Academic Calendar 2021-22

\*\* Results will be released during this week-exact day to be confirmed nearer the time.

- 7.4 National holidays are called “Bank and Public Holidays”. The Centre will be closed on the dates of the Bank and Public holidays listed in Table 7-3 below.

<b>Bank and Public Holiday</b>	<b>Date</b>
Christmas Day	Monday 27 December 2021
Boxing Day Holiday	Tuesday 28 December 2021
New Year’s Day	Monday 3 January 2022
St Patrick’s Day	Thursday 17 March 2022
Good Friday	Friday 15 April 2022
Easter Monday	Monday 18 April 2022
Early May Bank Holiday	Monday 2 May 2022
July Holidays	Tuesday 12 and Wednesday 13 July 2022

Table 0-3 Bank and Public Holidays 2021-22

## 8 ACADEMIC TUTORIALS

- 8.1 As an INTO student you will be allocated a personal Academic Tutor for the duration of your programme. Your Academic Tutor will meet with you a number of times each semester, either individually or as part of a small group of tutees, to advise and guide you.
- 8.2 It is intended that your tutorial sessions will help you:
- Become a more effective, independent and confident self-directed learner.
  - Understand how you are learning and relate your learning to a wider context.
  - Articulate your personal goals and evaluate progress towards your achievement.
  - Encourage a positive attitude to learning throughout life
- 8.3 The aim is to help you to begin your studies, to reflect on and learn from feedback you receive, and to become more aware of your own learning style, strengths and weaknesses. Your tutor will discuss your progress and to give you any help or advice on matters relating to your studies or preparing for your university programme.
- 8.4 The tutorials are not a confidential discussion. In order to support you and give you the best possible advice your tutor may need to share information with other relevant members of staff such as the Programme Manager or the Welfare Officer.
- 8.5 Your tutor will contact you with times and dates of meetings.
- 8.6 and Table 8.2 outline an example schedule, showing the number and timings of academic tutorial meetings. It is important that you attend all scheduled meetings with your tutor.

Week 1-2	Overview of the tutorials process You will find out who your tutor is and they will contact you.
Week 2-4	First group meeting with tutor
Week 6-8	First individual meeting with tutor Bring all assignment feedback sheets and completed tutorial sheet

Table 8-1 Semester 1 Academic Tutorial Schedule

Week 1-2	Second individual meeting with tutor- post exam results
Week 5-8	Third individual meeting with tutor Discussion on progress and exam/assignments marks to date Bring all assignment feedback sheets and examination results Bring all assignment feedback sheets and completed tutorial sheet Discussion on progression options/predicted grades

Table 8-2 Semester 2 Academic Tutorial Schedule

- 8.7 If you have any problems with the process, please contact your Personal tutor or the Programme Manager.

## 9 STAFF CONTACT DETAILS

Title	Name	Role	email
Mrs	Nuala Corr	Centre Director	n.corr@qub.ac.uk
Mr	Liam O'Hagan	Academic Director	l.ohagan@qub.ac.uk
Ms	Sarah Prince	Programme Manager	s.prince@qub.ac.uk
Mr	Conall McAleenan	Economics teacher	c.mcaleenan@qub.ac.uk
Mrs	Mary Daly	Business Studies teacher	mary.daly@qub.ac.uk
Mr	Matthew Deighan	Politics and International Relations Teacher	m.deighan@qub.ac.uk
Dr	Erell Bonnot	Mathematics/Further Mathematics teacher	e.bonnot@qub.ac.uk
Mr	Glenn McSpadden	Mathematics teacher	g.mcspadden@qub.ac.uk
Ms	Julie McEvoy	ELSS teacher	j.mcevoy@qub.ac.uk
Ms	Marina McLoughlin	SEND coordinator and ELSS teacher	m.mcloughlin@qub.ac.uk
Dr	David Bandy	Academic Support Manager	d.bandy@qub.ac.uk
Ms	Aine McComb	Student Head of Services	a.mccomb@qub.ac.uk
Ms	Beverley Quinn	Student Services Coordinator	beverley.quinn@qub.ac.uk
Ms	Cherri Li	Chinese Language Support Officer	cherry.li@qub.ac.uk
Ms	Ciara Murray	Queen's Progression Officer	ciara.murray@qub.ac.uk

Table 9-1 Staff Contact Details

## 10 GENERAL INFORMATION

- 10.1 The programme is subject to the University General Regulations  
<http://www.qub.ac.uk/directorates/AcademicAffairs/GeneralRegulations/>
- 10.2 The information in this section is taken from the QUB International student's handbook. Further information can be obtained from the International Office at Queen's University Belfast.

### Access to University Services

- 10.3 Students have access to the INTO Queen's Student Support Services as well as the University Health and Counselling Services, Students' Union, University Careers Service and Student Support Services. Students have access to all University libraries, University open access computer facilities and other resources at the INTO Centre.

### Library Information

- 10.4 The University has a number of major libraries which registered students may use. As well as this, the individual schools and institutes have their own collections. Most of the books and pamphlets in the Library can be borrowed, but some categories of material are not available on loan.
- 10.5 In addition to its traditional libraries, the University also has its purpose-built interdisciplinary McClay Library specifically designed to meet the needs of undergraduate students. In addition to providing multiple copies of recommended textbooks and course reading, a large number of the study places are equipped with PCs. The computing facilities enable students to use computer-based learning materials; commonly used software such as word processing, spreadsheets and database packages; bibliographic databases; electronic journals and other full-text material; access to the Library's CD-ROM network; and access to the Internet.
- 10.6 All books and journals in all branches of the Library are included in the Library's computer catalogue. There are dedicated terminals in all the branches and the catalogue is also accessible over the campus network. The Library also makes available a range of electronic information services for the retrieval of bibliographic, statistical and other data.
- 10.7 The University has six libraries, the opening hours of which are generally between 8.30am and 10.00 pm during the week and extended hours during the examination period. For further information, please visit: [www.qub.ac.uk/lib/](http://www.qub.ac.uk/lib/)

### Computing Facilities

- 10.8 All international students will have access to email. You will be given your username and password to access your account when you register. This service is free. You can use any of the Student Computer Centres around the University to access the Internet. Assistance on using the Internet is provided at Orientation and daily in the Computer Centres.
- 10.9 Central computing facilities for students are provided in Student Computer Centres. There are thirteen Student Computer Centres with a total of 660 PCs all of which operate Windows NT. The majority of the Centres are within easy access of the central campus with 240 PCs in the Seamus Heaney Library. All students have access to e-mail and the Internet and have their own filestore account on the campus network. In addition to these central facilities, many schools have their own computing facilities. The University extensively uses email and the Web to communicate with, and provide information to, students. All Elms Village accommodation has internet access.
- 10.10 Computer Based Learning (CBL) materials are available on all the systems in the Student Computer Centres to help students become familiar with the core IT products. They include Introduction to PCs, Windows, Word, Excel, Access and PowerPoint.

- 10.11 During semester the Student Computer Centres are normally open from 9.00 am to 9.30 pm or 11.30 pm from Monday to Friday, with a number open on Saturday and Sunday.

### **Equipment and facilities for disabled students**

- 10.12 The University has developed specialised Assistive Technology provisions for students with disabilities over recent years. The main facilities are as follows:
- 10.13 A dedicated equipment facility located in one of the Student Computer Centres. Students can make use of up-to-date technology (including CCTVs, scanners with synthesised speech and Braille printing options and associated PC hardware and software).
- 10.14 In the University's network of seven Student Computer Centres located throughout the campus over 600 work stations are available to any member of the academic community. Specialised software is available at all these locations to enlarge text and graphics on all existing installed packages. Specific software facilities are also available for use by those with visual impairment and dyslexia who have typing, spelling and reading difficulties.
- 10.15 IT provisions for deaf and hard of hearing students are housed in a new "Hearing Enhancement Technology Room", sited at the centre of the campus. Facilities include the following: a desktop PC, offering access to email, the Internet and standard applications; a laptop PC which can be borrowed, offering standard applications and the package HI LINC (designed to let deaf and hard of hearing students receive information in lectures simultaneously with other hearing students); printing and photocopying facilities; a minicom; an amplified handset; hearing-aid related supplies including batteries and a spare Phonic Ear Personal FM; a portable loop; and a monitor and video unit (suitable for playing and recording subtitled videos). A stock of video materials for use as courseware is also being developed

## APPENDIX A Skills And Learning Outcomes

On successful completion of the **International Foundation Programme in Business, Humanities and Social Science** or the **Extended International Foundation Programme in Business, Humanities and Social Science**, students will be able to:

1. Demonstrate an awareness/knowledge of mathematical facts, principles and statistical techniques relevant to a variety of discipline areas and use them to solve real life problems.
2. Interpret results and develop concepts in probability and statistics relevant to a variety of discipline areas.
3. Demonstrate an up-to-date knowledge and understanding of contemporary issues in business, humanities and social sciences.
4. Analyse and combine information from a variety of sources and apply economic, business and political concepts to practical situations and topical issues
5. Engage with academic texts using effective reading and note-taking strategies; produce academic writing that is accurate at both discourse and sentence level; understand policies and expectations related to academic integrity; listen and react to lectures & other types of classroom discourse; participate confidently in seminars, presentations and classroom discussions
6. Appreciate many of the constituent aspects which make up society and how society impacts upon our everyday lives

### Learning Outcomes: Cognitive Skills

	<b>On the completion of this course successful students will be able to:</b>	<b>Teaching/Learning Methods and Strategies</b>	<b>Methods of Assessment</b>
1	Critically analyse, evaluate and interpret information.	Cognitive skills are developed throughout the programme by posing problems aimed at exercising and developing knowledge in each unit.  Throughout the programme, elements of applied work focus the development of cognitive skills. As well as taking part in lectures and seminars, students also form learning groups which meet regularly under guidance to discuss progress and problems. Independent enquiry, critical evaluation and interpretation, abstraction and assimilation are key elements in all modules and are further reinforced in the Study Skills component of the English Language and Study Skills module.	Self-assessment and reflection are developed by formative feedback. Assessment of cognitive skills, both summative and formative, occurs in the form of course assignments, oral presentations, project work and examinations.
2	Make reasoned judgements		
3	Access and evaluate information independently		
4	Comprehend abstract concepts		
5	Reflect upon and communicate complex ideas		

<b>Learning Outcomes: Transferable Skills</b>			
	<b>On the completion of this course successful students will be able to:</b>	<b>Teaching/Learning Methods and Strategies</b>	<b>Methods of Assessment</b>
1	present knowledge and demonstrate expertise in a coherent, effective and meaningful form.	Transferable skills development permeates the teaching and learning on the International Foundation Programme. Successful completion of projects, laboratories and coursework requires students to gather additional information from a range of sources, select and assimilate relevant information and to complete tasks within deadlines.  ICT skills are consolidated throughout the course as an aid to report writing, visual presentation, literature searching and data handling. Although not formally assessed, qualities such as self-reliance, good time management and the ability to undertake independent study are fostered and encouraged throughout the course.	Assessment of coursework requires students to use a range of media (e.g. essays, PowerPoint or similar presentations, case studies and lab reports) to demonstrate their learning.
2	construct and evaluate arguments, and to reach conclusions.		
3	present quantitative and qualitative information in a form appropriate to different intended audiences.		
4	Proficiently use ICT: including PowerPoint, excel, word-processing, e-mail, internet and subject		
5	prepare and communicate ideas in written, presentational and graphical forms.		
6	work both independently and in groups and to demonstrate organisation and time management skills.		
7	undertake social scientific investigations in a competent manner.		
<b>Learning Outcomes: Knowledge and Understanding</b>			
	<b>On the completion of this course successful students will be able to:</b>	<b>Teaching/Learning Methods and Strategies</b>	<b>Methods of Assessment</b>
1	think in a logical manner, have a confidence with numbers and an appreciation that working with data is integral to all aspects of a professional working environment.	Throughout the programme emphasis is placed on the integration of language learning, study skill development and the acquisition and/or re-orientation of subject knowledge.	Summative assessment of subject-specific skills is an integral part of all subject modules and includes end-of-term exams, lab reports, class tests, presentations, assignments and project-work.  Formative assessment of student learning occurs both in tutorial and small-group activities. Up-to-date subject-related literature is integrated
2	Construct arguments and develop/exercise problem-solving skills		
3	Read, analyse and critically evaluate data and abstract concepts from a variety of sources.		
4	Demonstrate an appropriate level of understanding in subject areas		
5	Apply knowledge and skills in a range of complex activities, within each of the subject areas		

	demonstrating comprehension of relevant theories		into the curriculum, and the ability to communicate, debate and critique the literature is developed within the ELSS module and assessed in written and oral presentations both in the subject modules and in the ELSS module.
<b>Learning Outcomes: Subject Specific Skills</b>			
	<b>On the completion of this course successful students will be able to</b>	<b>Teaching/Learning Methods and Strategies</b>	<b>Methods of Assessment</b>
	Apply knowledge and understanding, cognitive and transferable skills within each subject module as well as across modules at programme level.	Lectures, Seminars, Tutorials, group-work, presentations, report writing.	Examinations, Assignments, Presentations, Case Study Work

## APPENDIX B Module Assessment

Module Code	Module Title	Credits	Core	Optional	Assessment	
					Coursework %	Examination %
IFYF001	English Language and Study Skills	30	✓		40	60
IFYF014	Foundation Business Studies	30		✓	40	60
IFYF003	Foundation Economics	30		✓	40	60
IFYF004	Foundation Politics and International Relations	30		✓	40	60
IFYF015	Further Mathematics	30		✓	40	60
IFYF019	Foundation Mathematics	30		✓	40	60

## APPENDIX C Module Specifications

### IFYF001 English Language and Study Skills

<b>Career</b>	Undergraduate
<b>Credit</b>	30 CATS
<b>Course Components</b>	Lecture Required Seminar Required

<b>Enrolment</b>	September and January intake
<b>Contact Teaching Methods</b>	Lectures -24 hours Seminars/Tutorials -78 hours
<b>Assessment</b>	Coursework – 40% Examination – 60%
<b>Prerequisites</b>	IELTS 5.0 (or equivalent) or higher, with a minimum of IELTS 5.0 (or equivalent) in writing and a minimum of IELTS 4.5 (or equivalent) in all other sub-skills  OR  A Pass in Academic English (AE) (for students on the Extended International Foundation Programme)
<b>Co-requisites</b>	None
<b>Compulsory elements</b>	None

<b>Course Content</b>
<ol style="list-style-type: none"> <li>1. Academic Writing Skills <ul style="list-style-type: none"> <li>- Analysis of elements of academic texts and the process of writing</li> <li>- Writing academic texts of genre appropriate to programme pathway (e.g. extended essay, report, data response)</li> <li>- Incorporating sources and referencing appropriately</li> <li>- Competent use of a good range of sentence and grammatical structures and vocabulary; register and style appropriate to task</li> <li>- Drafting, editing and error correction</li> <li>- Exam skills</li> </ul> </li> <li>2. Academic Reading Skills <ul style="list-style-type: none"> <li>- Reading programme pathway specific academic texts; identifying key points and details</li> <li>- Note-taking and summary-writing</li> <li>- Dealing with unfamiliar vocabulary</li> <li>- Incorporating material into written work and oral presentations/seminar discussions</li> <li>- Exam skills</li> </ul> </li> <li>3. Listening and Note-taking Skills <ul style="list-style-type: none"> <li>- Listening to programme pathway specific mini-lectures and extracts; identifying key points and details</li> <li>- Note-taking and review/summary skills</li> <li>- Dealing with unfamiliar vocabulary</li> <li>- Exam skills</li> </ul> </li> <li>4. Seminar and Presentation Skills <ul style="list-style-type: none"> <li>- Planning, organising, structuring and delivering an oral presentation</li> <li>- Using PowerPoint with appropriate visual aids</li> <li>- Participating actively in seminar discussions</li> <li>- Exam skills</li> </ul> </li> <li>5. Independent Learning and Study Skills <ul style="list-style-type: none"> <li>- Effective time management</li> <li>- Active learning strategies</li> </ul> </li> </ol>

- Preparation for study in a UK institution
  - General exam skills
6. Tutorials
- House rules
  - Organisational skills
  - Group and individual meetings with tutors
7. ICT
- Using the Microsoft Office suite to support requirements of subjects
  - Creating and editing files (e.g. Word documents, spreadsheets, PowerPoint presentations, databases) to meet subject requirements
  - Using search engines to locate appropriate material to support learning and subject requirements

### Learning Outcomes

On successful completion of this module, students should be able to:

#### Overall

1. Demonstration of English language ability at a level equivalent to at least IELTS 6.5 (or 60%), depending on progression requirement, with a minimum of IELTS 5.5 equivalent (40%) in all language components/sub-skills (reading, writing, speaking and listening).

#### Academic Writing Skills

2. Use a satisfactory range of sentence and grammatical structures and vocabulary; register and style appropriate to task at this level.
3. Organise, structure, revise, edit and proof-read an academic text.
4. Incorporate in-text citation and bibliographical referencing adhering to academic conventions.
5. Understand the issue of plagiarism and how this can be avoided.

#### Academic Reading Skills

6. Read and understand academic texts appropriate to the subject discipline.
7. Use appropriate reading strategies.
8. Evaluate and think critically about a range of source materials.
9. Expand and practice academic vocabulary, including the Academic Word List, and humanities and social science related vocabulary.

#### Lecture and Note-taking Skills

10. Follow the structure of an academic lecture, identify main points and key information.
11. Demonstrate effective note-taking skills and ability to synthesise in a verbal or written summary.

#### Seminar and Presentation Skills; Tutorials

12. Develop spoken grammar and vocabulary with regard to both academic and social situations.
13. Prepare and deliver an oral presentation suitable for an undergraduate study environment.
14. Actively engage in seminar, tutorial and group discussions.
15. Be aware of levels of formality in spoken English.

#### Independent Learning and Study Skills

16. Effectively manage time.
17. Recognise learning requirements and engage in active learning strategies to meet these.
18. Develop understanding of Western culture for living and studying in the UK.
19. Develop systematic independent learning skills through self-study tasks conducted at home and in class.

#### ICT

20. Use Microsoft Office to create and edit a range of files and documents to support and meet the requirements of the programme pathway subjects.
21. Use search engines to locate appropriate material to support learning

### Skills

- Develop note-taking skills: recognising explicit discourse markers that signal key and specific information, e.g.: definition, exemplification, comparison and contrast
- Demonstrate some basic summarising skills – e.g. give an outline of appropriately adapted texts, or summarize and paraphrase simple/adapted texts
- Use a reasonable range of skills and strategies for writing academic texts
- Complete increasingly complex coursework using the writing process, adapting in response to feedback
- Develop skills in planning and time management, strategies for revision and exams, and working effectively as part a group

**Supplementary Notes**

English Language & Study Skills module closely supports the content-based academic modules by support providing an opportunity for the English and the academic module teachers to prepare students for content-based lectures and to follow up on relevant language development and skills

**IFYF019 Foundation Mathematics (30 CATS)**

<b>Career</b>	Undergraduate
<b>Credit</b>	30 CATS
<b>Course Components</b>	Lecture    Required Seminar    Required

<b>Enrolment</b>	September and January intake
<b>Assessment</b>	Coursework – 40% Examination – 60%
<b>Compulsory elements</b>	None

<b>Course Content</b>
<ul style="list-style-type: none"> <li>• Algebra and Functions</li> <li>• Linear Equations</li> <li>• Quadratic Equations</li> <li>• Cubic Equations</li> <li>• Matrix Algebra</li> <li>• Functions and Graph Transformations</li> <li>• Sequences and Series</li> <li>• Differentiation and Applications</li> <li>• Trigonometric Functions</li> <li>• Integration and Applications</li> <li>• Introduction to Statistics</li> <li>• Correlation, Regression and Time Series Analysis</li> <li>• Set Theory, Probability and Distributions</li> </ul>

<b>Learning Outcomes</b>
<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Recognise, recall and apply specific mathematical facts, principles and techniques.</li> <li>2. Select, organise and present relevant information clearly and logically.</li> <li>3. Select and apply appropriate mathematical and statistical techniques to solving real life problems.</li> <li>4. Apply mathematical techniques to problems from a variety of relevant discipline areas.</li> <li>5. Present and interpret data in tables, diagrams and graphs, using generic and specific software packages.</li> <li>6. Carry out appropriate calculations using a formula booklet, a calculator and/or computer software where appropriate.</li> <li>7. Discuss and interpret results obtained, including an estimate of accuracy.</li> <li>8. Develop concepts in probability and statistics and their application to real world data.</li> </ol>

<b>Skills</b>
<ol style="list-style-type: none"> <li>1. Study independently and make personal notes for problem-solving and revision purposes.</li> <li>2. Source and retrieve information from a variety of original and derived locations, such as textbooks, the internet, field studies, etc.</li> <li>3. Select and employ problem-solving skills (description, formulation, solution/analysis, interpretation). Use and apply information technology.</li> </ol>

**IFYF003 Foundation Economics (30 CATS)**

<b>Career</b>	Undergraduate
<b>Credit</b>	30 CATS
<b>Course Components</b>	Lecture Required Seminar Required

<b>Enrolment</b>	September and January intake
<b>Assessment</b>	Coursework – 40% Examination – 60%
<b>Compulsory elements</b>	None

<b>Course Content</b>
<ol style="list-style-type: none"> <li>1. The nature of economics</li> <li>2. Demand, supply and the determination of price</li> <li>3. Elasticity</li> <li>4. The supply decision</li> <li>5. Market structures</li> <li>6. Market failure</li> <li>7. The national economy</li> <li>8. Growth,</li> <li>9. Money &amp; Interest rates</li> <li>10. Unemployment and inflation</li> <li>11. Government intervention</li> <li>12. International trade and exchange rates</li> </ol>

<b>Learning Outcomes</b>
<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> <li>1. demonstrate their understanding of basic economic concepts</li> <li>2. demonstrate their use of appropriate terminology within the limits of their knowledge</li> <li>3. demonstrate their understanding of concepts through numerical procedures and diagrams</li> <li>4. analyse and synthesise information (with guidance)</li> <li>5. apply economic concepts to practical situations and topical issues.</li> </ol>

<b>Skills</b>
<ol style="list-style-type: none"> <li>1. demonstrate independent study and time management skills</li> <li>2. applying the appropriate theory to empirics and purpose of analysis</li> <li>3. critical thinking skills</li> <li>4. an ability to analyse and interpret information from a variety of different sources</li> <li>5. demonstrate basic written communication skills</li> <li>6. develop confidence when working with numerical and diagrammatic problems</li> <li>7. work effectively as part of a team to solve problems.</li> </ol>

**IFYF014 Foundation Business Studies (30 CATS)**

<b>Career</b>	Undergraduate
<b>Credit</b>	30 CATS
<b>Course Components</b>	Lecture Required Seminar Required

<b>Enrolment</b>	September and January intake
<b>Assessment</b>	Coursework – 40% Examination – 60%
<b>Compulsory elements</b>	None

<b>Course Content</b>
<ol style="list-style-type: none"> <li>1. The Nature of Marketing</li> <li>2. Market Analysis</li> <li>3. Segmentation and Positioning</li> <li>4. Market Research</li> <li>5. Marketing Strategy</li> <li>6. The Marketing Mix</li> <li>7. The Role and Limitations of Accounting</li> <li>8. Finance</li> <li>9. Financial Accounting</li> <li>10. Cost and Management Accounting</li> <li>11. Organisational Structure and Design</li> <li>12. Motivation</li> <li>13. Leadership and Management Styles</li> <li>14. Personnel Management and HRM</li> <li>15. Labour and Management Relations</li> <li>16. Equal Opportunities &amp; Protection at Work</li> <li>17. Consumer protection and Contract Law</li> <li>18. Fundamentals of Management: Strategy and Objectives</li> </ol>

<b>Learning Outcomes</b>
<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the three key functional areas of business, namely marketing, accounting &amp; finance and human resource management.</li> <li>2. Appreciate the external environment in which UK businesses operate and the topical issues which affect them.</li> <li>3. Distinguish between fact and opinion, and assess information from a variety of sources, e.g. texts and the Internet.</li> <li>4. Use their knowledge and critical understanding to help analyse issues and problems arising from both familiar and unfamiliar situations.</li> <li>5. Apply and practice generic ICT skills in the context of the study of Business.</li> </ol>

<b>Skills</b>
<p>Develop:</p> <ul style="list-style-type: none"> <li>• an understanding of the main theory and practice in core business functions</li> <li>• an ability to analyse and interpret information from a variety of different sources</li> <li>• a degree of independence in the planning and organisation of their studies</li> <li>• confidence in participating in and presenting group work</li> <li>• life transferable skills including numeracy, timekeeping and teamwork</li> </ul>

**IFYF004 Foundation Politics and International Relations (30 CATS)**

<b>Career</b>	Undergraduate
<b>Credit</b>	30 CATS
<b>Course Components</b>	Lecture Required Seminar Required
<b>Enrolment</b>	September and January intake
<b>Contact Teaching Methods</b>	Lectures & Seminar/Tutorial – 96 hours
<b>Assessment</b>	Coursework – 40% Examination – 60%
<b>Prerequisites</b>	None
<b>Co-requisites</b>	None
<b>Compulsory elements</b>	None
<b>Course Content</b>	
<p><b>Introducing Politics and International Relations:</b> Basic Frameworks of IR Globalization and Global Politics</p> <p><b>Introducing Politics and International Relations: International history and international relations 1900-1990</b></p> <ul style="list-style-type: none"> <li>• Introduction, origins and definitions</li> <li>• The Historical Context</li> <li>• The First World War</li> <li>• The Second World War</li> <li>• The Cold War</li> </ul> <p><b>Introducing Politics and International Relations: International history and international relations from 1990</b></p> <ul style="list-style-type: none"> <li>• End of the Cold-War</li> <li>• The Disintegration of the USSR</li> <li>• Post Cold-War Era</li> <li>• Europe- work in progress</li> <li>• 9\11 and the War on Terror</li> <li>• Global trends and the World Economic Crisis</li> </ul> <p><b>Theories of World Politics:</b></p> <ul style="list-style-type: none"> <li>• Realism, Liberalism, Marxism, Gender, Post-colonialism</li> <li>• Realism in International Relations: State, sovereignty and security</li> <li>• Liberalism in International Relations: law, organisations and cooperation</li> <li>• Marxism in International Relations: economy, class and exploitation</li> </ul> <p><b>International Issues</b></p> <ul style="list-style-type: none"> <li>• The state and nation in IR</li> <li>• Regionalism and Integration</li> <li>• Identity, culture and challenges to the West</li> <li>• The nature of war and its evolution</li> <li>• Concepts of security and traditional approaches</li> <li>• Nuclear proliferation and disarmament</li> <li>• Terrorism</li> <li>• International law</li> <li>• History and structure of the United Nations</li> <li>• UN interventions and policy</li> <li>• Human Rights and Humanitarian Intervention in World Politics</li> <li>• Poverty and Development</li> <li>• International environmental issues</li> </ul>	
<b>Learning Outcomes</b>	

On successful completion of this module, students should be able to:

- Understand the key theories in International Relations
- Understand some of the key events in international history from the twentieth century through to the modern day
- Appreciate the importance of different actors on the international stages, e.g. the state and international organisations
- Apply international relations theory to different scenarios in world affairs
- Have an awareness of how globalisation impacts upon and influences the issues in international relations
- Apply their knowledge and understanding to help analyse issues in international relations
- Apply and practice generic ICT skills in the context of the study of Politics and International Relations

#### **Skills**

Students should develop:

- An understanding of the main theory and practice in international relations
- An ability to analyse and interpret information from a variety of sources
- A degree of independence in the planning and organisation of their studies
- Written communication skills such as essay writing
- Confidence in participating in and presenting group work

#### **Supplementary Notes**

**IFYF015 Further Mathematics (30 CATS)**

<b>Career</b>	Undergraduate
<b>Credit</b>	30 CATS
<b>Course Components</b>	Lecture    Required Seminar    Required

<b>Enrolment</b>	September and January intake
<b>Assessment</b>	Coursework – 40% Examination – 60%
<b>Co-requisites</b>	Foundation Mathematics (ES)
<b>Compulsory elements</b>	None

<b>Course Content</b>
<ol style="list-style-type: none"> <li>1. Vectors</li> <li>2. Further Vectors</li> <li>3. Kinematics of particles</li> <li>4. Statics of particles</li> <li>5. Statics of Rigid Bodies</li> <li>6. Dynamics of particles</li> <li>7. Matrices and Transformations</li> <li>8. Trigonometric Identities</li> <li>9. Complex numbers</li> <li>10. Hyperbolic functions</li> <li>11. Conic sections</li> <li>12. Further Differentiation and Function Approximation</li> <li>13. Further Integration</li> <li>14. First Order Differential Equations</li> <li>15. Second Order Differential Equations</li> </ol>

<b>Supplementary Notes</b>
<p><b>Learning Outcomes</b></p> <p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Recognise, recall and apply specific mathematical facts, principles and techniques.</li> <li>2. Select, organise and present relevant information clearly and logically.</li> <li>3. Select and apply appropriate mathematical techniques to solving real life problems.</li> <li>4. Apply mathematical techniques to problems from a variety of relevant discipline areas.</li> <li>5. Present and interpret data in tables, diagrams and graphs, using generic and specific software packages.</li> <li>6. Carry out appropriate calculations using a formula booklet, a calculator and/or computer software where appropriate.</li> <li>7. Discuss and interpret results obtained, including an estimate of accuracy.</li> </ol>
<p><b>Skills</b></p> <ol style="list-style-type: none"> <li>1. Study independently and make personal notes for problem-solving and revision purposes.</li> <li>2. Source and retrieve information from a variety of original and derived locations, such as textbooks, the internet, field study, etc.</li> <li>3. Select and employ problem-solving skills (description, formulation, solution/analysis, interpretation).</li> <li>4. Use and apply information technology.</li> </ol>

## Continuous Assessment Assignment Cover Sheet



## Assessment Cover Sheet

Student Name	
Student ID	
Subject	
Programme	
Lecturer/Tutor	
Date Submitted	
<b>OFFICE USE ONLY</b>	
Date Received	

**Please keep an electronic copy of your assessment.**

### Plagiarism and Collusion

All forms of plagiarism and unauthorized collusion are regarded seriously by INTO Queen's and could result in penalties including failure and possible disciplinary actions.

**Plagiarism:** using another person's ideas, designs, words or works without appropriate acknowledgement.

**Collusion:** another person assisting in the production of an assessment submission without the express requirement, or consent or knowledge of the assessor.

#### DECLARATION

I declare that all material in this assessment is my own work and that I have given fully documented references to the work of others.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

### STUDENT RECEIPT

Student Name	
Student ID	
Subject	
Programme	
Lecturer/Tutor	
Date Submitted	
<b>OFFICE USE ONLY</b>	
Date Received	