

1 Module overview

1.1 Introduction, aims and summary of content

Welcome to the Academic Performance module. This foundation year module has been developed and enhanced with the benefit of feedback from students in previous years and aims to provide students with opportunities to further develop a range of academic and transferable skills required to move on to undergraduate studies in business and accounting. The module aims to enable students to develop critical thinking and reading skills, to develop and present an academic argument and to distinguish between the quality and suitability of materials for academic study as well as further developing academic writing skills.

The module consists of a series of three-hour lectures and workshops which will use creative and engaging materials for classroom and independent study and for formative and summative assessments. The material covered in this module will help to develop skills in writing essays and reports, critical thinking and argument development, evaluating alternative scenarios using academic sources, using academic vocabulary, referencing, speaking and teamwork skills. Students will also be expected to discuss their academic skills development and how they aim to further develop these skills.

Students can expect the following from module tutors:

- Weekly drop-in support during office hours published on Blackboard
- Constructive formative feedback on one assignment draft during weeks 12-14
- Lecture slides and handouts will be made available on Blackboard prior to lecture
- Seminar activities and solutions will be made available on Blackboard after the last seminar in the week
- Assessment marks and summative feedback will be provided within 15 working days

Module tutors expect the following from students:

- Attend all classes and arrive punctually
- Do the required preparatory reading or research
- Maintain professionalism in classes
- Active participation and engagement in class activities
- No use of smart phones without tutor's permission
- Inform tutor via email in the event of absence or lateness
- Professional communication with tutors
- Attempt all assessments by submission deadline
- Communicate any concerns to module/personal tutors

Students will have opportunities to obtain feedback on their development through in-class activities as well as formative assignments; these will provide assistance with the formal summative assessments.

Please note that this module will additionally support the other modules you do during the semester.

Teaching will be timetabled to support assessments with other modules being undertaken.

As with any other module on a degree programme, the amount of benefit gained from the module is dependent on the amount of effort put in. This includes active participation in class discussions and group activities, contact with peers, contact sessions and regular visits to the Blackboard site for this module.

Full attendance is expected on this module. Latecomers, with a good reason, will be admitted up to one hour after the start of the seminar. Students who need to miss a class must email their tutor prior to the class. Use of mobile phones will not be permitted during seminars.

This Study Guide provides important information about the structure, content, reading and assessment in this module. Please read it carefully and refer back to it throughout the semester. We hope that you find this module not only beneficial but also enjoyable.

1.2 Learning outcomes to be assessed

By the end of the module students will be able:

LO1: To construct an argument in an academic context

LO2: To position yourself within an argument

LO3: To apply a range of academic skills and techniques to a real case scenario

1.3 Scheduled contact hours

Teaching Contact Hours	48 hours
Independent Study Hours	152 hours
Total Learning	200 hours

2 Assessment and feedback

2.1 Summative assessment grid

Type of Assessment	Word Count or equivalent	Threshold (if Professional Body-PSRB applies)	Weighting	Pass Mark	Submission due-date & time	Method of Submission & Date of Feedback
Coursework Portfolio	1500 (approx.)	N/A	100%	40%	Week 14	submitted on Turnitin, feedback with 15 working days of due date

2.2 Learning materials

The reading list for this module is available in our library and in the module area and online library. Further reading materials, videos, case studies where appropriate will be given to you by your Lecturer including links and how to download all relevant materials. Remember to log into Blackboard regularly for all the latest information and announcements.

You are reminded that the College applies penalties to students who commit an academic offence, in which case the [Academic Offences Regulations](#) will be used to deal with any cases of academic misconduct including examination offences, plagiarism, use of ghost writing services and other means of cheating to obtain an advantage.

You can access the college's academic misconduct policy [here](#)

Remember to log into Blackboard daily to receive all the latest news and support available at your module sites!

Subject guides are also available to help you find relevant information for assignments, with contact details of the Academic Support Librarian for your School.

Essential Reading

Cameron, Sheila. *The Business Student's Handbook : Skills for Study and Employment*. Sixth ed. 2016. Print.

Cottrell, Stella. *Critical Thinking Skills : Effective Analysis, Argument and Reflection*. Third ed. 2017. Print. Palgrave Study Skills.

Recommended

McMillan, Kathleen McMillan, Weyers, and Weyers, Jonathan D. B. How to Cite, Reference & Avoid Plagiarism at University. Harlow: Pearson, 2013. Print. Smarter Study Skills.

McMillan, Weyers, and Weyers, Jonathan D. B. How to Write Essays & Assignments. 2nd ed. Harlow: Pearson Education, 2011. Print. Smarter Study Skills.

Dowson, Paul. Personal & Professional Development for Business Students. First ed. 2015. Print.

Lumley, Maryvonne, and James Wilkinson. Developing Employability for Business. 2014. Print.

3 Things you need to know

3.1 Engagement

Teaching at OBC during the academic year 2021-22 may involve a range of on site and online teaching and learning activities. Whether you are engaging with teaching and learning activities on site or via the college's Virtual Learning Environment (VLE), we expect the same level of commitment and engagement from you. If you are unable to attend scheduled on site or online activities or complete activities in the time frames set out, you should let your tutors know. You should aim to stick to assessment deadlines; if you are concerned that you will not be able to complete your assessments on time, you should talk to your tutors. Your engagement, whether online or on site, will be tracked and if we see that you are not engaging, we will get in contact with you. However, we encourage you to let us know if you are having problems so we can work with you to find solutions and get you back on track as soon as possible. Give yourself the best possible chance to succeed by engaging with the full range of learning and teaching activities available to you.

All students should refer to the Attendance and Engagement Monitoring Policy which can be downloaded from [here](#)

3.2 Need help, just ask

We recognise that there are times when you may encounter difficulties during your course of study and provisions are made to help you. If you think you will be unable to meet deadlines please talk to us, whether it's your course/module leader, personal tutor or any member of staff, so they can get you the support you need to succeed. You can extend your deadline if you have a good reason why you are not able to submit a piece of coursework on time before your deadline. If an extension is not sufficient and circumstances beyond your control are preventing you from completing your assessment, then you can apply for mitigation.

Please remember late submission without extension or mitigation may result in penalties depending on how late it is, see University [Academic Regulations](#).

As a student of the University of West London you are expected to behave in line with UWL expectations, irrespective of whether your interactions with staff and other students are in person or online. As you will be engaging with others online and with a range of online materials, it is important to consider how to stay safe online and ensure your communications are secure and appropriate. If you have any questions about how to manage your online activities, please contact your module leader.

If you have an issue about the module, you should speak to your Module Leader or Course Leader informally in the first instance. Your Course Representative can also raise your concerns at Course Committees, which take place each semester. If you are unable to resolve it informally, you should refer to our Complaints Procedure which is outlined on our website through this link

<https://www.oxfordbusinesscollege.ac.uk/news/how-to-make-a-complaint/>

The College will always aim to ensure that issues are resolved informally as quickly as possible to have minimum impact on your studies.

3.3 Getting support for your studies

Throughout your course of study, you will have access to a wide variety of sources of support depending on your individual circumstances and needs. Your first point of call for getting general academic support is your Personal Tutor. As well as approaching your Module Leader with any questions specifically related to your module and your Course Leader with questions on your Course, do contact your Personal Tutor or Partnership Support Link Tutor for academic advice in relation to your studies and your academic development.

Oxford Business College takes pride in its student support, guidance and wellbeing, complemented by our ethos that every student is an individual. Staff are committed to the College's mission statement "to provide each learner with the most positive learning experience".

We ensure that students at the College can expect a supportive and responsive experience from the initial inquiry by completing a course and progression within or outside the College. This demonstrates our commitment to provide support for inclusive, high-standard students and provides students with a foundation for high achievement.

Our students' changing needs and their varied reason for learning guide our approach to providing innovative learning opportunities from entry-level to higher learning that promotes individual progress. Either for personal development & wellbeing, academic progression or career advancement, whilst supporting those facing learning barriers to overcome them and succeed. The College is committed to helping its student's Academic and Professional Development (APD) via examples currently in place, such as personal tutorials, a mentor system and pastoral care.

PERSONALISED SERVICE

Oxford Business College provides a personalised service adapted to the different needs of different students by:

Developing effective individual learning plans

Effective pastoral care. The College has a dedicated Student Welfare Officer and Counsellor, and students may, in addition, meet the Head of academics or Principal to discuss their concerns

Tutorial meetings

A mentor system with a tutor or member of the academic team

Peer mentor

You can read more on our support services via the link below:

<https://www.oxfordbusinesscollege.ac.uk/support-wellbeing/>

3.4 Module evaluation – have your say!

Towards the end of the module you will be invited to provide some anonymous feedback to the Module Leader through an online survey. This is your opportunity to give some direct feedback about the module through a series of questions and free text. Your constructive feedback will help the Module Leader and teaching team to understand the module experience from your perspective and helps inform the development of the module. At the end of the survey period, a response to the survey will be available so that you can see exactly how your voice has been heard.