

1 Module overview

1.1 Introduction

We have introduced UWLFlex – our new, online, flexible learning platform.

UWLFlex has been designed to complement face-to-face learning and build on our reputation for excellence in teaching, learning and student support. We will be able to deliver a University experience that is more collaborative, active, and relevant for an increasingly digital world thus enabling us to provide you with an improved student experience. UWLFlex will provide you with an enhanced range of online tools, to help facilitate your learning whether this takes place primarily on site or online.

1.2 Module summary content and aims

The aim of the module is to develop students' skills and confidence in the use and application of numerical data and analysis, and to develop candidate's skills in preparing, presenting and processing data using business software. This module is split into two learning themes: Numerical Skills, and Information Technology; both of which are essential skills for data handling and quantitative analysis in business.

Research has clearly demonstrated that both numeracy and ICT skills are the two of the most sought-after skillsets in the business sector; Numeracy is about the basic mathematical concepts that one needs to be able to understand the basic concepts and apply to real life such as managing personal or business finances, being able to perform simple, yet important arithmetic when at work such as mathematical concepts of averages – median, mean and so on – as well as frequency. ICT is leveraged to make the process more efficient in data handling.

This module will be run in either IT rooms and/or classrooms using various learning and teaching strategies, such as reflective learning, cooperative learning, inquiry-based instruction, differentiation, technology-based teaching, group discussions, peer assessment and so on.

The module deals with the simple arithmetic operations, fractions, decimals, percentage, ratios, indices, tables, charts, graph and applying Excel functions in various business scenario. The learning sessions will be available on the blackboard under learning materials section.

Expectations

Specific expectations students can have of tutors:

- **Pre-recorded lectures** are provided at least one week in advance on the "**Learning Material**" of BlackBoard
- Please **e-mail for an online/phone appointment** outside of normal class times for mutually convenient times
- Refer to MSG (and all assignment guides/case studies) on BB
- Formative feedback on their assessments

Specific expectations tutors will have of students:

- Attend all seminars and arrive at classes punctually.
- ***Practise all the provided materials prior to seminars*** and prepare answers to questions as per instructions given.
- ***Actively participate and engage*** in class activities.
- ***Inform tutor via email*** when not able to attend any classes.
- Appointments can be made at mutually convenient times. Please ***e-mail for an appointment*** outside of normal class times.
- Communicate with tutors in a professional manner - Attempt all assessments by the submission deadline unless there are extenuating circumstances (please do contact your tutor and your Module Leader).
- Behave professionally in classes and not cause any disruption that may affect other students' learning.

It is ***important*** that you do at least 152 independent-study hours (referring to the Reading List) on ***related and relevant topics***, which ***may not be necessarily covered during the lessons***, but all will still be assessed.

1.3 Learning outcomes to be assessed

On successful completion of the module, students will have:

LO 1 Used and manipulated numerical data correctly, including fractions, percentages and decimals.

LO 2 Understood and used basic techniques of sampling and statistical summary.

LO 3 Processed and presented data using spread sheet software packages.

LO 4 Demonstrated the ability to use internet technology in retrieving and communicating data.

1.4 Indicative Contact Hours

Teaching Contact Hours	48 hours
Independent Study Hours	152 hours
Total Learning Hours	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
Written Assignment MS Power Point/Excel task (LO1, LO2, LO3, LO4)	Strictly no more than 10 slides	N/A	50%	40%	Week 9	TurnItIn 15 Working Days after submission
Online Test (LO1, LO2, LO3, LO4)	30 minutes	N/A	50%	40%	Week 15	15 Working after the submission 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 :

1. Bancroft G & Fletcher M (1998) *Improve Your Maths*, England: Prentice Hall.
2. Harvey, G. (2015). *Excel 2016 for dummies*. Wiley: Indianapolis

3. Rumsey, J. (2016). *Statistics For Dummies, 2nd Edition (For Dummies (Lifestyle))*. Wiley: New York

Recommended reading:

1. Frye, C. (2015). *Microsoft Excel 2016 Step by Step*. Microsoft Press
2. Harvey, G. (2015). *Excel 2016 All-In-One For Dummies*. Wiley: Indianapolis
3. Bell J (2002) *Doing Your Research Project*, 3rd Ed, Open University Press
4. Taylor S. (2007) *Business Statistics: For Non-Mathematicians Revised* 2nd Edn. Palgrave Macmillan: London

Further reading:

1. Julius E H (1992) *Rapid Maths Tricks and Tips*, Canada: John Wiley & Sons Inc.

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.