



CANTERBURY CHRIST CHURCH UNIVERSITY

FACULTY OF SOCIAL AND APPLIED SCIENCES

BSc (Hons) Accounting with Foundation Year

BSc (Hons) Accounting and Finance with Foundation Year

BSc (Hons) Advertising with Foundation Year

BSc (Hons) Business Management with Foundation Year

BSc (Hons) Business Studies with Foundation Year

BSc (Hons) Finance with Foundation Year

BSc (Hons) Human Resource Management with Foundation Year

BSc (Hons) Marketing with Foundation Year

Law: LLB with Foundation Year

Law: LLB with Business with Foundation Year

Law: LLB with Finance with Foundation Year

**Validation for
the programme approved to start in**

September 2018

V.2 Modified for September 2020

PROGRAMME SPECIFICATION

PART ONE: FOR STUDENTS

<p>Faculty and School/Centre(s) responsible</p>	<p>Faculty of Social and Applied Sciences.</p> <p>The Business School</p>
<p>Title of the programme award</p>	<ul style="list-style-type: none"> • BSc (Hons) Accounting with Foundation Year • BSc (Hons) Accounting and Finance with Foundation Year • BSc (Hons) Advertising with Foundation Year • BSc (Hons) Business Management with Foundation Year • BSc (Hons) Business Studies with Foundation Year • BSc (Hons) Finance with Foundation Year • BSc (Hons) Human Resource Management with Foundation Year • BSc (Hons) Marketing with Foundation Year • Law: LLB with Foundation Year • Law: LLB with Business with Foundation Year • Law: LLB with Finance with Foundation Year <p>Please see relevant subject-specific Programme Specifications for details of Levels 4-6.</p>
<p>Target Award</p>	<ul style="list-style-type: none"> • BSc (Hons) Accounting with Foundation Year • BSc (Hons) Accounting and Finance with Foundation Year • BSc (Hons) Advertising with Foundation Year • BSc (Hons) Business Management with Foundation Year • BSc (Hons) Business Studies with Foundation Year • BSc (Hons) Finance with Foundation Year • BSc (Hons) Human Resource Management with Foundation Year • BSc (Hons) Marketing with Foundation

	Year <ul style="list-style-type: none"> • Law: LLB with Foundation Year • Law: LLB with Business with Foundation Year • Law: LLB with Finance with Foundation Year
Default Exit Awards	None
UCAS code (where relevant)	
Credit rating per level	0 Credits; Level 0
ECTS	n/a
University Regulations	Regulation and Credit Framework for the Conferment of Awards
Scheme/Protocols (if applicable)	
Suite (if applicable)	Business School Suite of programmes and LLB programmes
Programme Director	Lorraine Duffy
Mode of attendance (full time/part time/blended learning/distance learning, etc)	Level 0: Full time Levels 4-6: Full time / Part time
Target recruitment numbers	20
Details of accreditation by a professional/statutory/regulatory body (if applicable)	See Parent Programme
Subject Benchmark Statements or other relevant reference point	See Parent Programme
Date at which this programme specification becomes effective (i.e. first intake under it)	September 2018
Version number	1
Date and details of student cohort to which modified programme specification applies (if revision is sought)	N/A

1 General introduction to the Foundation Year

The Business School and School of Law, Criminal Justice and Computing offers successful undergraduate degree programmes in Business, Human Resource Management, Accounting, Finance, Marketing, Advertising and Law. The School's Foundation Year provides an opportunity for those students who, for various reasons, do not meet the current entry requirements for these degrees to gain the requisite level of achievement needed for entry to the parent programme. On successful completion of the Foundation Year, you are able to progress onto your chosen undergraduate parent programme within either School leading to a full honours degree in your chosen subject. (To learn more about your programme of study after the Foundation Year, please see the Programme Specification for the relevant undergraduate degree programme in either the Business School or the School of Law, Criminal Justice and Computing.

2 What are the aims of the programme?

The Foundation Year prepares you for Level 4 study in a variety of business and law programmes, while giving you a strong cross-disciplinary grounding in these subjects. On successfully completing the Foundation year, you are not only equipped for further study in your chosen subject, but have a good interdisciplinary understanding of Business and Law more generally that will when you begin the first year of your degree programme. Therefore you will have an effective understanding in both business and legal issues that you will be discussing during your Foundation Year. The Foundation Year also gives you experience of applying what you study to the solution of real-world problems. In this way, it gives you the necessary skills for further academic study, inquiry and problem-solving, and helps you become an independent learner.

3 What should you achieve at the end of the programme?

On successful completion of the Foundation Year, you should be able to:

1. Demonstrate an understanding of the key principles of all the subjects studied and a broad awareness of the associated theories in a way commensurate with preparation for Level 4 Study.
2. Show the ability to construct an organised, reasoned argument by analysing material and with some insight and creativity.
3. Show an ability to determine the strength and validity of arguments and opinions within the subject areas and demonstrate the ability to undertake practical work.
4. Demonstrate a range of relevant personal and interpersonal skills related to working both independently and collaboratively, adapting to new methods of working and planning for self-development.
5. Communicate your learning in a clear, coherent, self-reflective fashion, through the use of speech, writing, and graphical representation.

4 What will you study?

On the Foundation Year all students study five core modules: Contemporary Issues in Business, Management and Marketing, Contemporary Issues in Law, Individual Project,

Communication and Academic Skills for HE and Personal and Career Development. In addition to this Business students will study Contemporary Issues in Accounting, whilst Law students will study an Introduction to Law module.

These modules will introduce you to key concepts, skills and ideas in the disciplines of Business and Law by exploring key current issues and engaging you in lively debates.

Having gained a grounding in each subject area you will then undertake a supervised 'Individual Project' investigating a particular topic within your chosen subject area. This module is designed to prepare you for further study at Level 4 within your chosen subject-specific degree pathway.

The Foundation Year will enable you to attain all the basic transferable skills you need to undertake research, reflect on your learning, and communicate effectively in speech, writing and other formats, giving you the confidence to study in Higher Education.

5 How will you be taught?

We are committed to your development as a skilled and inquiring student, ethically engaged with the world and its future, and aim to use a variety of methods and approaches tailored to your individual needs in order to achieve this. The modules in the first semester employ a mix of lectures, tutorials, and online material provided via our virtual learning environment (VLE), as well as student-centred workshops and learning exercises. This provides you with a wide range of differentiated activities, and plenty of regular 1:1 feedback and support throughout the first Semester. Building on this, teaching in the second semester uses also includes individual supervision specifically to support your 'Individual Project'. Study on all these modules is supported by the Communication and Academic Skills for HE module. In this way, basic skills learned and developed in semester 1 are integrated and further developed in semester 2, with appropriate individualised support and scaffolding provided throughout. At the end of this process, you should be a more independent, self-confident learner ready to embark on degree level study at Level 4.

6 How will you be assessed?

Our research-informed assessment strategy is based on current best practice, and takes differential student learning and teaching styles into account. You will get feedback on some tasks, and a chance to revise them in light of this, before their final assessment. This means that you benefit from regular feedback on your development of a wide range of knowledge and skills, and a diverse selection of tasks on which you may be assessed. Modules in both semesters make use of a mix of assessments such as presentation formats (e.g. posters, or websites), written essay/reports, exams and reflective logs. All of which are common forms of communication and assessment used at degree level.

The essay used to assess the 'Individual Project' is the final assignment of your Foundation Year, and effectively brings together all the skills and knowledge you have acquired across the year.

7 What are the entry requirements?

Applicants should normally have 32 UCAS Tariff points, although those without formal qualifications may be considered on an individual basis, however these students should still apply through UCAS.

Business School students are also required to have GCSE Mathematics at Grade C or equivalent.

8 How should you apply and how will you be selected?

Selection, application and admission arrangements operate in line with the standard arrangements of the University. Applications should normally be made through UCAS (www.ucas.com) for the relevant undergraduate subject 'with Foundation Year'; for example, 'BSc Accounting with Foundation Year'.

9 Where will you be taught?

All teaching normally takes place on our Canterbury campus in North Holmes Road, in easy walking distance of the University Library, city centre, bus station and train stations.

10 How long will you normally need to study to complete this programme?

All students complete the Foundation Year in one year (at present, part-time study is not possible at Foundation level). On completion of the Foundation Year, full-time students would normally complete the remainder of their degree in three years, and part-time students in four-to-six years.

11 Does the programme feature progression between levels or stages, and if so, what will you need to achieve to progress from one level or stage to the next?

To progress from Foundation Year (Level 0) to the first year of parent programme (Level 4) you will need to achieve a pass in all modules. Subsequent degree programme and awards requirements at each year of study (Levels 4-6) conform to Section 7 of the University's Regulation and Credit Framework for the Conferment of Awards: <http://www.canterbury.ac.uk/quality-and-standards-office/regulation-and-policy-zone/regulation-and-credit-framework.aspx>.

12 What will you need to achieve in order to graduate and how will your overall grade be calculated?

This does not apply to the Foundation Year directly. However, for your final honours degree see Section 8 of the University's Regulation and Credit Framework for the Conferment of Awards. By way of summary, to qualify for an Honours degree, you must pass Levels 4, 5 and 6. To qualify for an Ordinary Degree, you must pass Level 4 and Level 5 and pass a further 60 credits at Level 6. Award requirements for an Honours Degree are fully set out in the University's Regulation and Credit Framework for the Conferment of Awards: <http://www.canterbury.ac.uk/quality-and-standards-office/regulation-and-policy-zone/regulation-and-credit-framework.aspx>. Honours degrees are classified into four categories (1st, 2(i), 2(ii) and 3rd) and the award will be made according to the criteria set out in the Undergraduate Conventions in operation at the point when you embark the programme.

13 Are there any external bodies involved in the development and approval of the programme?

There are no external bodies involved in the development and approval of the Foundation Year. However, a variety of professional bodies e.g. CMI (Chartered Management Institute) and the LLB (Bachelor of Law) accredit some of our degree programmes. For details, please see the relevant Programme Specifications.

PROGRAMME SPECIFICATION

PART TWO: FOR THE UNIVERSITY

1 Programme rationale

The purpose of the Foundation Year is to provide a common Level 0 entry route to existing single honours programmes at levels 4-6 within the Business School and the School of Law, Criminal Justice and Computing in the Faculty of Social and Applied Sciences. Foundation Years are already offered by Schools/Programmes across the University; both the Faculty of Education and the Faculty of Arts and Humanities have a modular Foundation Year framework, while the School of Human and Life Sciences within the Faculty of Social and Applied Sciences has separate Foundation year in Biosciences, Sport Science and Politics, Psychology and Sociology.

All such Foundation Years are embedded into a four-year degree programme with a view to ensuring an overall increase in undergraduate enrolment numbers in the University via progression. This Foundation Year provides a common Level 0 programme for the following undergraduate degrees:

- BSc (Hons) Accounting with Foundation Year
- BSc (Hons) Accounting and Finance with Foundation Year
- BSc (Hons) Accounting and Management with Foundation Year
- BSc (Hons) Advertising with Foundation Year
- BSc (Hons) Business Management with Foundation Year
- BSc (Hons) Business Studies with Foundation Year
- BSc (Hons) Finance with Foundation Year
- BSc (Hons) Human Resource Management with Foundation Year
- BSc (Hons) Marketing with Foundation Year
- BSc (Hons) Management with Foundation Year
- LLB with Foundation Year
- LLB with Business with Foundation Year
- LLB with Finance with Foundation Year

This validation document covers the Foundation Year only. For details of all degree programmes at Levels 4-6, please see the corresponding parent programmes.

This Foundation Year aims to provide prospective students not achieving the current grade tariff(s) for the existing undergraduate programmes with an opportunity to gain a requisite level of achievement to enter those programmes. As such, while complementing and supporting the existing Business and Law portfolios, it aims not only to consolidate – and grow – recruitment to the Schools and University, but to widen participation to Higher Education in line with the University's mission and values. The addition of a Foundation year to the degree programmes already in place allows students without previous formal learning experience to embark on a higher education journey that would not otherwise be accessible or available, enabling more people such as mature students, to begin their quest for lifelong learning from an appropriate learning level. This in turn is informed by our Teaching and Learning philosophy, a detailed description of which is given in section 9 below. Additionally this programme will allow students, who may find direct entry onto a Level 4 programme of study challenging, the opportunity to develop the required skills to enable them to succeed at Level 4, which will lead to a reduction in student attrition rates across both schools.

2 Relationship of the programme with national and subject reference points

While there are no level-specific national or subject reference points for the Foundation Year itself, the individual, already-validated degree pathways into which it feeds at Levels 4-6 are each designed in accordance with the relevant Subject Benchmark statements for the corresponding subjects (Business and Management (2015) and Law (2015)). Additionally, design of the LLB degree accords with the undergraduate accreditation criteria of the LLB. Details of all such statements and criteria, together with their mapping onto relevant curricular content and assessment at levels 4-6, are given in the relevant validation documents for the subjects concerned.

Design of this Foundation Year has also been informed by scoping of existing Foundation years at other UK HEIs and meetings and/or correspondence with academic leaders of already-existing Foundation Years elsewhere in the University (Faculty of Arts and Humanities and PPS within the Faculty of Social and Applied Sciences). It has also taken into account student feedback at Level 4 on the undergraduate programmes in the Business School and the School of Law, Criminal Justice and Computing (module evaluations, minutes of Staff Student Liaison Committees etc., as relevant), which highlight that some students find some of the Level 4 modules challenging. Although Level 4 attrition rates have reduced it has hoped that offering a Foundation Year will reduce these rates even further.

3 Aims of the programme

The Foundation Year aims to prepare students for Level 4 study in their parent programme within the Business School and School of Law, Criminal Justice and Computing. Students completing the Foundation Year will thus be equipped for further discipline-specific study, yet have a critical perspective on that study informed by an understanding of the Social Sciences more generally. It further aims to promote and provide experience of the application of their study to the solution of real-world problems. To these ends, it aims to facilitate students' development of the necessary skills for academic study and communication, and for inquiry and problem-solving, enabling them to become independent learners equipped for success in their personal aspirations and for wider contribution to society, beyond graduation.

4 Programme Learning Outcomes

4a Level 0 Programme Learning Outcomes

On successful completion of the Foundation Year, students will be able to:

1. Demonstrate an understanding of the key principles of all the subjects studied and a broad awareness of the associated theories in a way commensurate with preparation for Level 4 Study.
2. Show the ability to construct an organised, reasoned argument by analysing material and with some insight and creativity.
3. Show an ability to determine the strength and validity of arguments and opinions within the subject areas and demonstrate the ability to undertake practical work.
4. Demonstrate a range of relevant personal and interpersonal skills related to working both independently and collaboratively, adapting to new methods of working and planning for self-development.
5. Communicate your learning in a clear, coherent, self-reflective fashion, through the use of speech, writing, and graphical representation.

Subject-specific Programme Learning Outcomes for Levels 4, 5 and 6 are given in the already-validated Programme Specifications for each respective area.

5 Programme Structure

The following table shows the Foundation year structure in terms of relationship and progression between component modules, and their individual/collective coverage of Level 0 Programme Learning Outcomes as given in section 4.

Semester 1	Semester 2
Communication and Academic Skills for HE	Personal and Career Development
Contemporary Issues in Business, and Management and Marketing	Contemporary Issues in Accounting (Business students)
Contemporary Issues in Law	Introduction to Law (Law Students)
	Individual Project

Module	Learning Outcomes				
	1	2	3	4	5
Communication and Academic Skills for HE		X	X	X	X
Personal and Career Development		X	X	X	X
Contemporary Issues in Accounting	X				X
Contemporary Issues in Business, Management and Marketing	X	X	X	X	X
Contemporary Issues in Law	X	X	X	X	X
Individual Project	X	X	X	X	X
Introduction to Law	X	X	X	X	X

Table 1: Module coverage of Foundation Year Learning Outcomes.

Details of individual modules are given in section 17. Indicative content may be summarised as follows:

Communication and Academic Skills for HE

This module builds on skill-development embedded in Semester 1 modules e.g. the ability to research, analyse and interpret information, and provides and supports students with the necessary skills base for engaging with modules in Semester 2. It also enables students to identify and develop a range of transferable skills in preparation for studying at degree level.

Personal and Career Development

The aim of this module is to provide and support students with the necessary skills base for engaging with Foundation Year modules, and to help students identify and develop a range of transferable skills in preparation for studying at degree level. The module aims to develop a reflective approach by helping students identify their own strengths and weaknesses, and plan for their personal, educational and career development.

Contemporary Issues in Accounting

This module is designed to prepare students for degree studies in Business Studies, Accounting and Finance by introducing them to the basic mechanics and processes of financial accounting in both theory and practice. The module also aims to help students to understand the importance of financial and management accounting procedures in running a business effectively and the contemporary issues that are currently affecting these disciplines.

Contemporary Issues in Business, Management and Marketing

This module prepares students for the academic study of business and marketing by developing a knowledge of contemporary and emerging business issues that will support their personal, academic and professional development in preparation for work in the modern business environment or the legal profession. This will be achieved through addressing key questions concerning current business issues. Students will begin to put into practice the study skills that are required at university level and begin to use tools of analysis to discuss important contemporary issues.

The module further aims to help students to understand the importance of issues around work and people in organisations by looking at basic HRM functions, activities and issues.

Contemporary Issues in Law

This module is designed to prepare students for their degree studies by introducing them to contemporary issues in law. Students will be introduced to a number of contemporary issues, either related to business or otherwise, through the perspective of different areas of legal study. Students will be able to look into a range of contemporary issues that require the application of legal rules and structures to develop their awareness of the implications and limitations of different areas of law in regards to specific issues.

Individual Project

This module allows students to investigate a particular topic within the chosen subject area within the Business School suite or Law. As such, it is designed to prepare them for further study at Level 4 within their chosen subject-specific degree pathway. During initial meetings with supervisors, students will select and agree an appropriate topic, method and timetable for their study, including key deadlines that are closely monitored by the supervisor throughout.

Introduction to Law

This module is designed to prepare students for degree studies in Law by introducing them to the study of Law and a theories and concepts in Law with an overview of legal practice and wider implications for society. This will enable students to understand Law both as a discipline and in its practical role within society. Practical examples are provided through case studies to support or illustrate the theory. Students will also be helped to develop their academic and communication skills by researching and delivering an individual presentation on a legal topic.

6 Indicative Annual Calendar

All modules are delivered on a short/fat basis. There is no provision for part-time study at Foundation Year level at present, as the interrelated nature of the modules and chronological requirements of the timetable prohibit it; however, subsequent part-time study across levels 4-6 is possible for those students wishing to pursue it. The Foundation Year as a whole is organised and delivered in accordance with the University's semesterised timetable for undergraduate programmes in the General Modular Scheme (GMS), and as such follows the calendar summarised in table 2. Delivery in semester 1 starts in week 5 with

a personal academic development week at week 9 and an end of semester assessment period at weeks 19-22 followed by a module board in week 24. Delivery in semester 2 starts in week 23 with an end of semester assessment period at weeks 36-38 followed by exam boards at weeks 41 and 42. Reassessment opportunities are at week 46 with reassessment boards at week 48.

Month	Semester	Week	Key activities	
September		3		
		4	Welcome Week	
October	Semester 1 (Teaching)	5		
		6		
		7		
		8		
		9	Academic Development Week	
November		10		
		11		
		12		
		13		
December		14		
		15		
		16		
			17	Christmas Holiday
			18	Christmas Holiday
January		Assessment period	19	Study Week / Deadline for submission of coursework portfolios
	20		End of Semester 1 Assessment period	
	21		End of Semester 1 Assessment period	
February	Semester 2 (Teaching)	22	Personal Development Week	
		23	Start of Semester 2 Teaching	
		24		
		25		
		26	Modules Boards	
		27	Progression and Award Boards	
March		28		
		29		
		30		
		31		
April			32	
			33	
	Semester 2 (Teaching)	34	Easter Holiday	
35		Easter Holiday		
May	Assessment period	36	Study Week / Deadline for submission of Individual Project and coursework portfolio	
		37	End of Semester 2 Assessment period	
		38	End of Semester 2 Assessment period	

Table 2: Indicative calendar.

7 Recognition of Prior Learning

Prior learning is accredited in accordance with the University's regulations.

8 Entry requirements and selection, application and admission arrangements in addition to standard University requirements

Selection, application and admission arrangements operate in line with the standard arrangements of the University and/or any relevant scheme, which are linked in the **Standard Information Items for Validation**.

Applicants should normally have 32 UCAS Tariff points, although those without formal qualifications may be considered on an individual basis. Business School applicants are also required to have GCSE Mathematics at Grade C or equivalent.

9 Learning, Teaching and Assessment Strategy

This Foundation Year has been designed in light of, and is fully concordant with, the University's Learning and Teaching Strategy (2015-2020). Table 3 summarises how learning, teaching and assessment across the six component modules enables students to achieve the Programme Learning Outcomes (for full details, see Module Descriptors in section 17).

Module	Module Los	Learning and Teaching	Assessment
Communication and Academic Skills for HE	By the end of this module students should be able to: <ol style="list-style-type: none"> 1. understand how to communicate orally and in writing in a clear and concise style; 2. appreciate the benefits of effective time management and organisation; 3. demonstrate an understanding of the research process and basic concepts underpinning social / business research; 4. demonstrate an ability to collect, manipulate, summarise and present data using computer software as appropriate; 	Small group seminars, workshops, VLE/e-learning resources, tutorials with personal tutors	Group Coursework (70%) Group presentation (30%)

Personal and Career Development	<p>By the end of this module students should be able to:</p> <ol style="list-style-type: none"> 1. Understand and act upon specific gaps in their skills as define during the module; 2. Demonstrate an awareness of the value of study at HE level in the context of their individual and career development; 3. Understand how to communicate more effectively both in an oral and written manner. 		<p>Individual written coursework (30%)</p> <p>Reflective Writing (70%)</p>
Contemporary Issues in Accounting	<p>By the end of this module students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of basic theory and practice of financial and management accounting and its basic terms and concepts. 2. Explain the value of financial and management accounting processes to a business. 3. Use key ratios to interpret Statement of Financial Position and Income Statement. 4. Demonstrate how ICT supports the contemporary accounting function. 5. Demonstrate an understanding of the current contemporary 	Seminar discussion, VLE, case-study scenarios, small group project work, and tutorials.	<p>Individual poster (50%)</p> <p>2 hour open book exam (50%)</p>

	issues affecting the accounting discipline.		
Contemporary Issues in Business, Management and Marketing	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the significant and influential issues shaping the operation, management, marketing and performance of the modern organisation; 2. Demonstrate the ability to research, analyse and interpret business information and evaluate the impact on business organisations 3. Explain the HR role and functions in terms of recruitment, appointment, training and appraisal of staff and show how HR can contribute to change management and conflict resolution within businesses; 4. Define the development, role, scope and definition of marketing as a function in different types of organisations, applying knowledge gained to relevant business situations. 5. Demonstrate a range of relevant personal, interpersonal and professional skills and behaviours relating to work in the contemporary business environment. 	Lectures, tutorials, VLE, and student-centred workshops/learning exercises	<p>Group Report (2000 words) 50%</p> <p>Individual Essay (2000 words) 50%</p>

<p>Contemporary Issues in Law</p>	<ol style="list-style-type: none"> 1) Demonstrate an understanding and knowledge of a contemporary issue in law. 2) Demonstrate an ability to evaluate and discuss the implications of contemporary issue(s) in law within the wider socio-economic context. 3) Be able to construct a simple piece of written work on a contemporary issue in law. 4) Develop the ability of making effective use of library and electronic resources to research the relevant specific legal information. 	<p>Lectures, tutorials, VLE, and student-centred workshops/learning exercises</p>	<p>Preparatory Assessment 800 words equivalent (20%) Essay 3,200 words (80%)</p>
<p>Individual Project</p>	<ol style="list-style-type: none"> 1. Undertake a basic, subject-specific literature review relevant to the focus of study 2. Employ a simple, discipline-appropriate methodology for their investigation 3. Communicate their ideas, arguments and findings clearly. 	<p>1:1 supervision, small group seminars, and VLE/e-learning resources.</p>	<p>15 min Individual Presentation 800 words (20%) Written essay 3,200 words (80%)</p>
<p>Introduction to Law</p>	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the basic theoretical principles of law and identify relevant case law. 2. Demonstrate an understanding of the techniques of legal 	<p>Lectures, tutorials, VLE, and student-centred workshops/learning exercises</p>	<p>20 min Individual presentation (50%) (2000 word Equivalent) Written Exam 50% (2000 word Equivalent)</p>

	<p>reasoning in order to be able to identify and develop basic legal arguments.</p> <p>3. Demonstrate an understanding of the basic structures of the English legal system and its relation to the wider UK and EU legal scene.</p> <p>4. Develop initial skills of critical analysis in relation to the operation of the English legal system and its socio-economic implications and show an understanding of legal research.</p>		
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Table 3: Learning, teaching and assessment across Foundation Year modules.

The subject-specific modules all employ a mix of lectures, tutorials, VLE materials, and student-centred workshops / learning exercises, and use a variety of methods as their means of assessment (see table 3). This allows for a range of differentiated activities, and plenty of regular 1:1 feedback and support throughout the programme. The Individual Project allows for individual supervision and other modules make use of poster/website presentations, written essay/reports, portfolios and reflective logs as forms of assessment. In this way, the basic skills learned and developed in the subject-specific modules, are complemented with appropriate individualised support and scaffolding provided throughout. The end result of this process should be more independent, self-confident learners ready to embark on degree level study at Level 4.

This developmental strategy is underpinned by our recognition of a difference in the needs of Level 0 and Level 4-6 learners, whilst cognisant of individual differential learning needs within the Level 0 cohort itself. As such, we aim to ensure the possibility of differentiated learning throughout, and particularly at the start, as we move our students gradually towards the learning skills they need to progress to Level 4 and beyond. We use diverse, innovative, and flexible learning techniques and methods in response to our students' needs during the transition to Level 4, as we prepare our students for learning in HE and becoming much more independent in their learning. As noted, learning and assessment are more

highly scaffolded in the initial stages, becoming progressively more independent as the semesters progress.

This approach is in line with that adopted by the Business School, although not in the Law programmes, where each programme of study starts with a common set of modules at Level 4, which provide a strong foundation for more specific subject-based specialisation as students progress through their degree. The Foundation year builds upon this philosophy by providing a stepping stone between the general experience, knowledge and skills that students will have gained in life or school and the Higher Education experience that they will go on to enjoy at Levels 4-6. The Foundation year will therefore enable students to transition gradually to Level 4, building the knowledge, understanding and skills that are essential for success, in a structured, supportive environment.

This overall approach is influenced by our philosophy of learning and teaching, our understanding of teaching for Foundation years, and CCCU policies and strategies. Each of these is discussed in detail below.

Teaching for Foundation years

The Foundation year is being established with the express aim to widen participation to Higher Education, in line with our University's mission and values. Inviting Level 0 students into a quest for life-long learning thus entails maintaining sensitivity to the diversity of Level 0 students, in terms of demographics, which in turn leads to diversity of learning styles and needs that may be different from the demographics, learning styles and needs of students entering at Level 4. Research suggests that a monolithic and inflexible 'one-size fits all' approach to teaching is detrimental to learning (c.f. Fallows & Ahmet, 1990; Jones, 1998; Rodriguez, 2012).

The Business School and School of LCJC has not yet run a Foundation year and, as such, we are unable to provide data on the students who may enrol on this course. However, based on HESA and HEFCE data (HESA, 2004; HEFCE, 2008), the literature on Foundation years (Dodgson and Whitam, 2005; Bainbridge, 2005; Caller, 2005; Edge Foundation, 2008; Harvey, 2009), and evidence which we have received from the University's existing Foundation years, we can make certain predictions regarding our upcoming Level 0 Student intake and this summarised in the Learning and Teaching Strategy table under the 4th Key Principle – Supporting Success for all students.

Each of these characteristics influences learning needs. We anticipate an intake of varied ages, abilities, disabilities, socio-economic and ethnic backgrounds and we expect that Level 0 will present students with less formal education experience and lower UCAS tariffs. The learning strategy employed with Level 0 students therefore takes this into consideration. All existing subject areas in the School have great experience working with students of different backgrounds, differing age ranges, varied abilities and with various disabilities.

Canterbury Christ Church University Policies and Strategies

In addition to the above, our teaching approach has been designed to reflect the University's Learning and Teaching Strategy 2015-20, incorporating teaching methods that are appropriate to our students and the subject under investigation.

The University's Learning and Teaching Strategy contains 9 key principles:

1. Educating the whole person
2. Building learning communities
3. Students as partners in learning
4. Supporting success for all students
5. Outstanding teaching and assessment
6. Curriculum design for transformation
7. Integrated approach to graduate employability
8. International and global citizenship
9. Flexible and responsive learning environments

(See <http://www.canterbury.ac.uk/learning-and-teaching-enhancement/docs/Learning-Teaching-Strategy-document-version.pdf>)

We share the vision for CCCU, outlined in the LTS, namely, 'the development of a vibrant learning community of staff and students in which excellent learning, teaching and assessment practice plays a key role in providing an outstanding higher education experience and excellent outcomes'. The 9 principles have informed the design of our teaching activities: designed to educate the whole person and support success for all, through our learning community, our innovative and responsive teaching/assessment methods and our focus on preparing our graduates for employment and positive citizenship. Each of these 9 principles is mapped out in relation to our Learning and teaching strategy as follows:

1	Educating the whole person	One of the most important sections of CCCU's graduate attributes statements is being self aware. Being self-aware is a key aspect of 'graduateness'. We will develop in our students attributes of empathy and the appreciation of the points of view of others.
2	Building learning communities	Foundation degrees tend to appeal to 'non-traditional' learners, with a range of experiences, expectations, and aspirations, and can attract those who have not previously considered entering higher education.
3	Students as partners in learning	<p>Students are encouraged to participate in their own learning via formative teaching strategies which allow for learners to reflect on the process of learning and the modes of teaching. This will help students to cultivate the necessary skills and intellectual tools which will enable them to successfully progress to a bachelor degree, enhance student motivation and confidence.</p> <p>Additionally, in accordance with the Foundation Degree Qualification Benchmark, our Foundation Programme will seek to encourage lifelong learning by offering Level 0 students sufficient opportunity for self-directed learning and reflection, this will form part of the learning and teaching strategy, and form a part of both the formative and summative assessment strategies.</p>
4	Supporting success for all students	In line with research into Foundation Years we expect the following diversity of students:

		<ul style="list-style-type: none"> • Many Level 0 students may have no formal qualifications i.e. no A Levels or GCSEs. • Other foundation year degree programmes have noted a higher percentage of students with learning disabilities or other disabilities: as high as 50%. • The proportions of Foundation degree entrants from low participation neighbourhoods are generally higher than for undergraduates as a whole, and also higher than for HND entrants • Minority ethnic groups account for about 15% of Foundation degree students nationwide (similar to the overall undergraduate population). • Mature students. <p>To ensure success for all students, initial orientation sessions will be held in the first weeks of Level 0. Students will carry out skills orientation exercises, which enable the team to assess the student skills base. These exercises are diagnostic and formative in focus. Students are encouraged to reflect on their skills base. Level 0 modules focus on relevant academic and graduate skills in detail, to provide appropriately comprehensive coverage of skills, but also to target skills needs to an appropriate depth, commensurate with the requirements of undergraduate studies. The aim is to enhance student skills through formative work to an appropriate standard to enter Level 4 undergraduate study.</p>
5	Outstanding learning teaching and assessment practices	Foundation degrees tend to appeal to 'non-traditional' learners, with a range of experiences, expectations, and aspirations, and can attract those who have not previously considered entering higher education. We will use outstanding and innovative teaching and learning strategies to ensure that these students find their way through learning in higher education in a smooth and confident manner. We will follow the wider programme assessment strategies to ensure that students are aware of upcoming assessment formats and that learning teaching and assessment flow through the four years in a graduated and progressive manner. This will provide students with the confidence to progress to Level 4 study, without the need or desire plagiarise or panic.
6	Curriculum design for transformation	The expectation is that a large number of the students will have failed to achieve the requisite number of UCAS tariff points to access Level 4 study at CCCU, it is therefore important that on the foundation year we ensure that teaching is aimed to 'add value' and

		<p>to transform these students from non-higher education students to Level 4 ready students.</p> <p>This will be done through practices noted above, and monitored through formative assessment and 'informal quality assurance mechanisms' as specified in the teaching section of the document.</p>
7	Integrated approach to graduate employability	<p>The Foundation year integrates employability skills both in preparation for ongoing undergraduate studies as well as for future employability beyond the foundation year. While all Business School and Law programmes at Levels 4-6 encourage students to think about their future employment prospects through PDP planning, this process will begin at Level 0 for those in the Foundation year. In the core skills modules students are encouraged to develop and build upon essential academic and learning skills necessary for the continuation of their studies. Skills such as academic writing, oral presentation, argument construction, and analysis are also highly valued by employers and will thus enhance general employability. The substantive content of all modules at Level 0 is also relevant to the world of work, as is the problem-based learning approach used in the Interdisciplinary Studies module.</p> <p>The Foundation year team will also draw upon University wide student support services, to contribute to and enhance students' academic and personal development, including employability skills.</p>
8	Internationalisation and global citizenship	<p>Internationalisation is a key aspect of the Business World and is integrated in all Business School and many of the Law modules. Additionally key themes discussed in L0 modules will include: the just distribution of resources, global environmental sustainability and corporate social responsibility.</p> <p>From the start of Level 0 there will be a strong focus on ensuring that students are resilient and have the skills necessary to adapt in a rapidly changing globalised society.</p>
9	Flexible and responsive learning environments	<p>This underpins our entire LTA strategy. Please see the section below on Adaptability and Innovation.</p>

The Learning and Teaching Strategy is, in turn, designed to facilitate achievement of the seven CCCU Graduate Attributes (GAs). GAs are a key aspect of the programmes to which this Level 0 provision aligns. We are committed to developing students who are intellectually curious, skilled and ethically engaged with the world and its future. At L0, our focus is on preparing our students for L4 provision, building the foundations for critical and imaginative

thinking that will prepare our students for full achievement of the GAs upon completion of Levels 4-6, in the following ways.

Adaptability: The multidisciplinary nature of our Foundation year ensures that our graduates will have developed skills for learning that are adaptable across multiple contexts. Their experience of learning in multiple disciplinary contexts, within a diverse cohort, will help to prepare our graduates to apply their knowledge and skills in different environments and social contexts. From the start of Level 0 there will be a strong focus on ensuring that students are resilient and have the skills necessary to adapt to an ever changing environment. These skills will be developed throughout all the modules.

Digital Literacy: This programme embraces the vision for digital literacy set out in the CCCU Technology Enhanced Learning Strategy 2017-2020. We will endeavour to employ blended learning – ‘a learning design that purposefully, thoughtfully and effectively integrates face-to-face and online learning opportunities, informed and driven by student needs’ (ibid), to provide flexible opportunities for student learning experiences, to prepare students in readiness for graduate and professional employment.

Our taught provision embraces digital literacy, ensuring that our graduates are confident in the use of digital devices, applications and services. Our virtual learning environment (VLE) will be particularly important during the Foundation year, in line with our strategy to differentiate and scaffold learning during the Foundation year, to manage the transition to more independent learning from Level 4. Through the VLE, we will be able to provide formative assessment, to enable student to check their learning and gain confidence. We will be able to link to resources, to supplement reading lists, to help students to transition to more text-based learning. We will also be able to participate in digital lecture capture, where appropriate, to allow students to revisit their taught sessions and clarify their understanding. Discussion boards can help to build a learning community and provide peer support, supplementing tutor-led support; and students will be encouraged to record and reflect on their progress, using online applications such as PebblePad. All will be consistent with CCCU Digital Learning Thresholds, as they evolve.

In addition to the promotion of digital literacy through teaching methods, in the course of their degree students will engage at a basic level with statistical packages, word-processing, audio-visual software for presentations and online social media (for example blogging), in formative and/or summative assignments. Reputation and identity on line will be explored in the subject context, considering the impacts of internet/social media use upon individuals and/or society and the wider business community.

Effective Communication: All our Level 0 provision sets out to enable students to begin to build an understanding of effective communication necessary for undergraduate success and success beyond graduation. Communication as a topic of study is central to all subjects in the Foundation year and students can expect to learn about the role of communication in society and the business world.

Students will also be introduced to skills for effective communication in Level 0. Discussion will be central to taught sessions, building confidence and skills in both face-to-face and online communication. Modules set out to provide students with the necessary resources to communicate with confidence, in verbal and written work, in groups and individually. Particular emphasis is placed on developing self-assurance, on the ability to express complex ideas clearly and on communicating for collaboration: building rapport with others, through

communication, to enable effective team work. A full discussion of specific methods used – and rationale therein – are set out in the learning, teaching and assessments methods for the individual module outlines.

To be informed: Our provision will enable students to be well informed about the business and law concepts and debates that inform our society, locally, nationally and internationally. During their Foundation year, students will be introduced to the world of business and law. Some of the modules will include simulations which is a key part of the learning strategy for the Business School that will also benefit the Law students. We will also arrange trips to local businesses including law firms. They will learn about the world beyond their own individual experiences, learning how other individuals, societies and institutions work and they will begin to ask, and explain, 'why'.

Innovation: Throughout the Foundation Year offer, in preparation for Level 4 study, emphasis will be given to the development of skills for innovative thinking. Students will be expected to develop the ability not only to set out their own arguments, but start to defend these in the process of intellectual enquiry.

Professionalism: Level 0 will start to imbue in our students a level of professionalism which they will then continue to develop throughout their studies. This will include team work, effective time keeping, dressing professionally for presentations etc., taking into account the considerations of others in a professional context, awareness of difference, toleration and thoughtfulness. These values and attributes will be developed not only through learning activities that focus on problem solving, team work and other work-related experiences, but also as a result of understanding of and knowledge about the core subjects of business and law themselves. Professionalism is further discussed in relation to employability below.

Self-Awareness: Being self-aware is a key graduate attribute. We will develop in our students attributes of empathy and the appreciation of the points of view of others, through learning methods including discussion, debate and group work. Understanding of the self and self-reflection are critical foundations in the development of the understanding of others and the development of this skills will be critical in the Foundation year and we will utilise the 'think, pair, share' approach to learning and teaching.

Teaching methods

Our philosophy of learning and teaching, our understanding of teaching for Foundation years and CCCU policies and strategies, discussed above, have all influenced our specific approach to learning and teaching for the Foundation year. Our teaching methods have been developed with explicit (though not uncritical) attention to debates pertaining to student learning styles. As such, our teaching methods provide a framework via which students develop the capacity to manage their own learning and evolve, over the course of their studies, into independent learners, acquiring the knowledge, understanding and skills that are essential to learning in Higher Education and to lifelong learning, post-graduation.

Orientation and skills sessions: To design effective teaching and to support student success, it is essential that we understand our students. In the initial orientation sessions in the first weeks of Level 0, students will carry out skills orientation exercises, which enable the team to assess the student skills base. These exercises are diagnostic in focus. These diagnostic tests will also be carried out at Level 4 to assess the skills base again of Level 4

students. Students are then encouraged to reflect on their skills base and, in the class context and in the context of further arranged tutorials, are supported to devise personalised strategies via which this skills base can be enhanced. Level 0 modules focus on relevant academic and graduate skills in detail, to provide appropriately comprehensive coverage of skills, but also to target individual skills needs to an appropriate depth, commensurate with the requirements of undergraduate studies from Level 4 onwards. Students – particularly, though not exclusively, in the first term – may carry out exercises on a range of themes, from reading academic texts, academic writing, using an academic evidence base to support an argument, presentation and group work, to using the internet as a research tool and developing skills in critical discussion and debate via online discussion boards. These exercises may sometimes require group work, and other times may require students to work under their own initiative. Accordingly, the aim is to enhance student skills to an appropriate standard to enter Level 4 undergraduate study.

This strategy is informed by studies exploring student experience of transition to Bachelor degrees, which emphasise the importance of equipping students with skills and confidence in order to enable them to achieve a seamless progression onto the Bachelor degree, minimising attrition (c.f. Harvey, 2009; Dixon, et al., 2005; Greenbank, 2007).

Lectures: These are used primarily for the purposes of disseminating knowledge, and to provide a basic framework for guiding the direction of student study. Whilst lectures are never used in isolation, but always in conjunction with other learning and teaching strategies (such as seminars/workshops and tutorials), there are clearly a number of challenges which must be met if lectures are to be an effective mechanism of delivery – particularly, if we are to acknowledge and respond to the differential (preferred) learning styles and existing knowledge, understanding and skills of our diverse student base. We also recognise potential problems of student engagement within the *traditional* lecture, and the limited contribution of the traditional lecture in helping students to develop transferable skills (c.f. Cooper et, al, 2006; Gulpinar & Yegen, 2005; Michael, 2006; Steinert & Snell, 1999; Angelo & Cross, 1993). As noted earlier, we conceive of learning as an active, dynamic process which empowers our students. As such, our Foundation Programme encourages the utilisation of interactive lectures, facilitated by a range of diverse, innovative, and flexible learning techniques and methods, and a variety of student-centred approaches to learning which may include the following:

- **Audio-visuals:** The incorporation of various forms of multimedia into our lectures will serve to enthuse and inspire visual and auditory Level 0 learners, and to create a dynamic classroom experience.
- **Minute papers:** At the end of class, Level 0 students will be asked to write a one-minute response to a particular question. In particular, students will be asked to process some specific aspect of class content already presented, or write about the main point of the lecture. This practice can facilitate student comprehension and retention; it can also provide us with immediate feedback with regard to students' comprehension and views (c.f. Angelo & Cross, 1993). Minute papers can also be shared with the class with all the benefits of formative assessment, outlined above, but anonymously, using tools for Technology Enhanced Learning (TEs) such as Padlet and Mentimeter, or via social media applications such as Twitter.
- **Think-Pair-Share:** Level 0 students will be asked to think about a question, then discuss with partner and with another pair. This practice can facilitate peer learning: it enables students to discuss each other's' ideas and correct each other. This practice

is informed by recent research which suggests that peer group support and learning promotes deeper learning and enhances student autonomy and satisfaction (c.f. McGlynn 2007; Bonwell, 1996; Bonwell, et al., 1996; Bold, 2008; Doyle, 2007; Knight et al., 2006).

- **Public Response System:** Level 0 students will be asked to vote or answer closed multiple choice questions. This method can be used to stimulate discussion and debate, and can provide us with immediate feedback with regard to students' comprehension and retention (c.f. McGlynn, 2007; Bonwell, 1996; Bonwell, et al., 1996). This can also be anonymous, as students gain confidence, using the TELs outlined above.
- **Crowdsourcing questions:** Level 0 students will be invited to ask questions pertaining to the assigned readings at the beginning of each lecture – questions which we shall then incorporate into our lecture and discussion. This practice can foster students' sense of ownership, involvement, and leadership skills. Initially some students may be reluctant to participate but over time their confidence will develop.

Some of the aforementioned techniques and methods can also serve as informal quality assurance mechanisms: they can facilitate our endeavour to maintain an acute awareness of students' diverse needs, learning attitudes, and objectives, and to enable us to tailor our pedagogical practices in a way that they enhance student learning experience and satisfaction. In this sense, our teaching methods enable our students to be partners in their learning, providing continual formative feedback on the teaching that they receive.

Seminars/workshops: Seminars and workshops are forums for greater student interaction and engagement than lectures. These are used for a variety of purposes including the reinforcement/consolidation of concepts that have been introduced in lectures, working through directed study exercises, discussing academic conventions, structured modes of discussion (building on student reading), debates pertaining to essentially contested concepts and issues, and other formative experiences designed to prepare students for summative assessment, including essays, oral presentations and examinations.

Reflecting the anticipated student demographics at Level 0, more traditional approaches to seminars, where the seminar is considered as a free and open encounter, have been reviewed. At Level 0, seminars will be clearly structured with clearly identified aims and objectives identified at the beginning of the session, and reviewed at the end. It is important that students are able to gauge precisely how seminars contribute to the enhancement of their learning, and hence the value therein, if attendance, engagement and therefore attainment are to be maintained. In addition, structuring seminars in this way will help to build student confidence in problem solving, critical thinking and debating. This is different to the approach at Level 4, where students are expected to be more prepared and engaged with seminar activity from the outset.

Tutorials: The purpose of tutorials is to monitor the progress of students, to guide and offer personalised support, and to deepen understanding and use of written and oral feedback on formative and/or summative assignments. Supervision through the mechanism of tutorials is used extensively throughout the programme and is of particular importance at Level 6 when it is anticipated that many students will enrol on a directed study module. Use of tutorials at Level 0 will also, therefore, prepare students for this teaching method, which they will experience in later modules.

Blended Learning: Now increasingly used in Higher Education, blended learning formats blend traditional in-classroom teaching methods with a wide variety of interactive, online pedagogies to enhance the breadth of the student's overall learning experience. We have discussed blended learning as a key component to developing our students' digital literacy in the Digital Literacies section, above. In addition to the range of TEL tools available within our VLE (e.g. generic discussion boards and online portfolio composition), blended learning may include for example online preparation for simulation games, the use of topic-specific discussion boards, the use of group-based webinars, and topic-specific podcasts, videos, and other online learning materials. These practices are informed by recent findings which suggest that blended learning fosters student autonomy, self-directed learning in general, and provides increased opportunities for enhanced learning to inhibited students, and to students with disabilities in particular (Raymond, 2000; McNaughton, 2001; Wang and Newlin, 2001).

Learning through the media: The media provides a valuable source of learning and a rich resource for our teaching. All our students are encouraged to engage actively with the media, to challenge the assumptions and common sense perceptions therein, and to reflect the problems of using news media as an evidence base, through comparison with other sources of evidence, particularly that provided in academic books and refereed academic journals. Students are taught to critically evaluate, question and challenge through examination of both old and new media, developing this threshold concept and these threshold skills as they develop awareness of the ways that media reflects and shapes the world around us.

Independent learning/ Directed Study: There is a steadily progressive emphasis on independent learning across the Foundation Year, culminating in an Individual Project where students are encouraged through regular close supervision to research a topic using their own initiative, and to seek help and guidance when needed. The Foundation Year seeks to encourage lifelong learning by offering Level 0 students sufficient opportunity for self-directed learning and reflection. Specifically, we will support Level 0 students to develop action plans which will facilitate the learning process, and demonstrate that their learning outcomes have been met. This process begins at induction and continues as part of the Communication and Academic Skills for HE module, as students develop and reflect upon their skills and knowledge.

Personal Academic Tutor System: Personal academic tutoring is an important component of the Programme, reflecting the CCCU PAT Policy and learnings from the wider literature. Personal tutors will support Level 0 students with their academic and personal development. By providing high quality personal and pastoral support, we will be able to effectively address and respond to Level 0 students' different circumstances, different learning styles and different strengths and weaknesses. The importance of the personal tutor system is highlighted by a number of studies on Level 0 student experiences which emphasise its significant role in retention and student satisfaction (Dodgson and Witham, 2005; Harvey, 2009).

This Foundation year team will also draw upon University wide student support services, to contribute to and enhance students' academic and personal development. This includes:

- Drawing on Library and Research Services to support the development of e.g. information literacy.
- Drawing on Careers to develop employability skills.

- Drawing on Student Support, Health and Wellbeing for pastoral care / disability needs.
- Drawing on Academic Learning Development.

Assessment

Assessment has been designed to support student learning and to enable students to demonstrate their level of attainment. Our research-informed assessment strategy is based on current best practice, and takes differential student learning and teaching styles into account. It also seeks to provide appropriately consistent assessment across the different subject areas, to ensure students have a commensurate assessment experience. At Level 0, student work does not comprise degree mark assessment but students must pass the Foundation Year to progress to Level 4 study. Over the course of Level 0, students undertake a variety of assessment methods, both formative and summative. Our assessments have been designed to be appropriate to both the level and subject. We employ a variety of assessment methods, to ensure that students can demonstrate their learning in a variety of ways, whilst learning key skills through the assessment process.

As shown in table 3, summative assessment in the Foundation Year makes significant use of a range of task-based assessments complete with formative feedback and reflexive student comments. Students receive a variety of formative feedback on their work, and have the opportunity to revise it in light of this feedback prior to its submission for summative assessment. Summative assessment focuses on alternative presentation formats (posters or websites), essay, report, and reflective logs, all of which are key forms of assessment used on degree level programmes within the School. The essay used to assess the 'Individual Project' is the culminate assessment of the Foundation Year that effectively brings together all the skills and knowledge acquired across the year.

As should be clear, formative assessment is used as a strategy to structure the student study experience; students are helped to cultivate the necessary skills and intellectual tools that will enable them to successfully progress to a Bachelor degree, enhance their motivation and confidence, and reduce anxiety about academic reading—a key concern for Level 0 students (c.f. Harvey, 2009; Goddard and Penketh, 2009). Formative assessment may use the same assessment methods as summative work, but differs by its diagnostic role and is used to enable the students to develop and enhance their subject knowledge and understanding and their subject, cognitive and graduate skills base. Formative assessment also supports self-reflection.

This Foundation Year integrates formative, diagnostic assessment into learning and teaching strategies and incorporates formative assignments, feedback and reflective self-evaluation as part of the summative strategy. For example, Level 0 students may undertake formative assessment on alternate weeks in seminar or workshop sessions - with the aim of building knowledge, understanding, skills and confidence. Such structured learning, growing increasingly independent as time and ability develop, is likely to more closely reflect the learning experiences that our students have from school/college, particularly those entering with BTECs, or without A Levels. It is also likely to develop and maintain their engagement with their learning. Examples of assignments set may include: literature searches; referencing and bibliography exercises; oral presentations and preparation; written exercises

including: essay writing, short answer question responses and report or blog writing; and other appropriate methods.

Formative assessment thus has a two-fold assessment impact: firstly, as noted, students receive formative feedback on portfolio components and are given the opportunity to revise them in light of this prior to their submission for summative assessment; secondly, as a result students should feel better prepared for other subsequent summative assessments and as such less likely to panic, underachieve, feel tempted to plagiarise, or to adopt a 'surface' or 'superficial' approach to learning (c.f. Harvey, 2008; Goddard and Penketh, 2009).

10 Employability

For detailed discussion and summary of employability, employability skills development and work-related experience in relation to the University's undergraduate skills statements across levels 4-6, please see respective subject-specific validation documents.

The Foundation year integrates employability skills both in preparation for ongoing undergraduate studies as well as for future employability beyond the foundation year. While all Business School and law programmes at Levels 4-6 encourage students to think about their future employment prospects and have a Level 5 Work Based Learning Module as core in the majority of programmes. In the Personal and Career Development module students are encouraged to develop and build upon essential academic and learning skills necessary for the continuation of their studies. Skills such as academic writing, oral presentation, argument construction, and analysis are also highly valued by employers and will thus enhance general employability. The substantive content of all modules at Level 0 is also relevant to the world of work. Additionally, students will be alerted to potential career pathways in each subject specific module. Additionally in line with the University's Learning and Teaching Strategy the Foundation year includes assessments that require applied skills.

11 Programme-specific student support and guidance

All students in the Foundation Year have access to the full range of academic and personal support and guidance provided by the University. Information on these services is linked in the **Standard Information Items for Validation**.

Students entering the University on a Foundation Year may have experienced either educational or personal difficulties in the past, and it is hence very important that their specific needs and requirements are known and attended to. To this end, staff involved in Foundation Year teaching may undertake some form of pedagogic action-research in order to better understand the student cohort. This research will inform best-practice in the teaching and tutoring of this diverse group of students.

In addition, taking into account the particular needs and requirements of this cohort, the Foundation year team will: match students with a personal academic tutor (PAT) according to particular needs (for example, creating a tutor group with all mature students); work with prospective and new students to ensure that they have made an appropriate degree choice; engage in pre-arrival contact to initiate a personalised relationship with the students and to smooth the transition into Higher Education; engage in a diverse range of induction and orientation events designed to ensure social, cultural and academic integration, as well as a sense of community among the Foundation year cohort. Such a learning community creates

a sense of belonging and encourages participation in extra-curricular activities as well as enhancing retention and continuation to further study. This learning community is particularly important in the Foundation year where students may have previously disengaged from study or encountered certain obstacles in a teaching and learning environment. A learning community will be promoted during the Contemporary Issues in Business, Management and Marketing module where students can use this time to meet and discuss issues relevant to them and the course. These sessions may be moderated by a member of staff at the beginning of the programme but it is hoped that these sessions will ultimately be run by students. We would also aim to encourage Level 5 and 6 students to be involved in Peer Assisted Learning with Foundation Year students.

Induction for Level 0 students will begin with orientation activities, designed to foster student belonging and community. The Level 0 modules will be designed to contain a number of carefully staged and supported activities and exercises aimed at encouraging integration and effective transition; and core modules at Level 4 in each subject ensure that progressive transition is smooth and that support is consistent for all students in each degree pathway.

As noted, students on the Foundation year will be additionally supported through the curriculum with subject-specific modules designed to provide a progressively deeper knowledge, skills and understanding of key concepts and methods; the Communication and Academic Skills module which will further develop and enhance their knowledge of core academic skills; and a project-based module (Individual Project) allowing independent, inquiry-based learning.

Additionally, as noted, all students on the programme can access the full range of academic and personal support and guidance that is provided by the professional services departments within the University. Overall the Foundation year will work within and beyond the requirements of the University. (See: the Equal Opportunities Policy, Equality and Diversity Information, University policies and guidance for student support, University webpages on Personal Tutoring, University webpages on the Disability Advice Service, University webpages on Student Support Services, University webpages on Employability and Careers Services, University webpages on Student Study Support.)

12 Work-Based Learning / Distance Learning / Placement Arrangements (if any)

N/A

13 Collaborative Arrangements (if any)

N/A

14 The programme-specific approach to student engagement and programme management

The Foundation Year operates within the policies and protocols of the University. Overall managerial responsibility for the programme lies with the Programme Director who will reside in the Business School, however a link tutor will be appointed from the School of LCJC. These members of staff will meet regularly to ensure that students from both schools receive a consistent and coherent experience. In addition, the Foundation Year has a

dedicated member of the School administrative staff providing all aspects of administrative support.

Staff-student liaison committee (SSLC) meetings will be held once per semester. Outcomes and issues from these meetings feed into School meetings and Programme Management team meetings which they may in turn be taken to Faculty and University Management group meetings as appropriate.

Additionally, there is annual monitoring of the curriculum, student progress and characteristics, module evaluations and External Examiner reports. Following the requirements of the General Modular Scheme (GMS), the Foundation Year team holds internal and external examination boards, and are represented at GMS Scheme boards and committees. The student voice is central to the management process throughout and is accessed through personal academic tutoring, module evaluations, the SSLC and the University Student Survey analysis.

15 Programme-specific resources

All resources for the Foundation Year, both technical and human, are shared with those of the School's existing undergraduate programmes. For subject-specific details, please see the equivalent section of respective subject-specific Programme Specifications.

16 External Professional, Statutory and Regulatory Bodies (PSRBs) (if any)

These are not applicable at Level 0.

17 Module descriptors

Level	Module Title	New / Validated in another programme
0	Communication and Academic Skills for HE	New
0	Contemporary Issues in Accounting	New
0	Contemporary Issues in Business, Management and Marketing	New
0	Contemporary Issues in Law	New
0	Individual Project	New
0	Introduction to Law	New
0	Personal and Career Development	New

Parent Programme	Business School Suite and LLB programmes
Module Title	Communication and Academic Skills for HE
Level	0
Credit Rating	0 credits
Duration	50 hours academic direction/150 hours independent study
Academic Responsibility	Okey Okonkwo
Pre-Requisites	n/a

Module Aims

The aim of this module is to provide and support students with the necessary skills base for engaging with Foundation Year modules, and to help students identify and develop a range of transferable skills in preparation for studying at degree level. The module aims to develop a reflective approach by helping students identify their own strengths and weaknesses, and plan for their personal, educational and career development.

Learning Outcomes

By the end of this module students should be able to:

1. Understand how to communicate orally and in writing in a clear and concise style;
2. Appreciate the benefits of effective time management and organisation;
3. Demonstrate an understanding of the research process and basic concepts underpinning social / business research;
4. Demonstrate an ability to collect, manipulate, summarise and present data using computer software as appropriate;

Indicative Module Content

This module content will cover the development of study skills specific to a HE setting. This will include: planning and writing assignments, preparing and delivering oral presentations, collating and presenting relevant information, reading, note taking and referencing from academic sources. It will then go on to introduce the purpose of research, and consider a range of methods of data collection including surveys, focus groups, interviews and secondary data collection. Then students will look at examples of data and how to utilise the relevant software to summarise and present the data. Analysis will also be considered – what can we usefully and accurately say based upon the data?

Learning and Teaching Strategies

Teaching will be primarily through small group seminars, workshops, VLE/e-learning resources, and regular one-to-one tutorials with personal tutors/supervisors.

Our philosophy of learning and teaching, our understanding of teaching for Foundation years and CCCU policies and strategies have all influenced our specific approach to learning and teaching for the Foundation year. Our teaching methods have been developed with explicit attention to debates pertaining to student learning styles. As such, our teaching methods provide a framework via which students develop the capacity to manage their own learning and evolve, over the course of their studies, into independent learners, acquiring the knowledge, understanding and skills that are essential to learning in Higher Education and to lifelong learning, post-graduation.

Indicative Assessment

Nature of assessment	Duration/volume	Assessment weighting
Group Coursework	2,800 words	70%
Group presentation	20 minutes including 5 minutes for questions (800 words)	30%

Indicative Resources

Bibliography

- Cottrell, S (2013) *The Study Skills Handbook* Palgrave MacMillan, Basingstoke
- Cottrell, S. (2015) *Skills for Success: Personal Development and Employability*. 2nd edition. Palgrave.
- Creame, P., Lea, M. (2008). *Writing at University: A guide for students* (3rd ed). Maidenhead, UK: Open University Press. [Primary]
- Pears, R. and Shields, G. (2013) *Cite them Right: The Essential Referencing Guide*. 9th edition. Palgrave Publishing.
- Stuart-Hoyle, M and Wiles, J (2012) *Orientation to Higher Education, 2nd Ed: a Reader'* Pearson
- Pears, R. and Shields, G. (2013) *Cite them Right: The Essential Referencing Guide*. 9th edition. Palgrave Publishing.
- Trought, F. (2017) *Brilliant Employability Skills: How to stand out from the crowd in the Graduate Job Market*. Pearson.

Other Learning Resources

Relevant learning and support resources will be uploaded to the module Blackboard, and also provided on a student-specific basis by personal tutors. Students will be instructed and guided on usage of this material throughout the module.

Websites:

Canterbury Christ Church University Library Search: http://primo-44ccc.hosted.exlibrisgroup.com/primo_library/libweb/action/search.do?vid=44CCC_VU1
Cite Them Right: <http://www.citethemrightonline.com/>
ONS (Office for National Statistics): <https://www.ons.gov.uk/>

Parent Programme	Business School Suite and LLB programmes
Module Title	Personal and Career Development
Level	0
Credit Rating	0 credits
Duration	50 hours academic direction/150 hours independent study
Academic Responsibility	Lorraine Duffy
Pre-Requisites	n/a

Module Aims

The aim of this module is to provide and support students with the necessary skills base for engaging with Foundation Year modules, and to help students identify and develop a range of transferable skills in preparation for studying at degree level. The module aims to develop a reflective approach by helping students identify their own strengths and weaknesses, and plan for their personal, educational and career development.

Learning Outcomes

By the end of this module students should be able to:

1. Understand and act upon specific gaps in their skills as identified during the module.
2. Demonstrate an awareness of the value of study at HE level in the context of their individual and career development.
3. Understand how to communicate more effectively both in an oral and written manner.

Indicative Module Content

You will focus upon issues associated with commencing Higher Education with a primary focus upon personal development and employability. This module content will include: establishing pre and quashing mis-conceptions about University life; the staff-student relationship and expectations; the importance of employability within the HE curriculum and engagement with Career Development Services and the CORE.

Learning and Teaching Strategies

Teaching will be primarily through small group seminars, workshops, VLE/e-learning resources, and regular one-to-one tutorials with personal tutors/supervisors.

Our philosophy of learning and teaching, our understanding of teaching for Foundation years and CCCU policies and strategies have all influenced our specific approach to learning and teaching for the Foundation year. Our teaching methods have been developed with explicit attention to debates pertaining to student learning styles. As such, our teaching methods provide a framework via which students develop the capacity to manage their own

learning and evolve, over the course of their studies, into independent learners, acquiring the knowledge, understanding and skills that are essential to learning in Higher Education and to lifelong learning, post-graduation.

Indicative Assessment

Nature of assessment	Duration/volume	Assessment weighting
Written course work	1,200 words	30%
Reflective Writing	2,800 words	70%

Indicative Resources

Bibliography

- Cottrell, S (2013) *The Study Skills Handbook* Palgrave MacMillan, Basingstoke
- Cottrell, S. (2015) *Skills for Success: Personal Development and Employability*. 2nd edition. Palgrave.
- Creame, P., Lea, M. (2008). *Writing at University: A guide for students* (3rd ed). Maidenhead, UK: Open University Press. [Primary]
- Pears, R. and Shields, G. (2013) *Cite them Right: The Essential Referencing Guide*. 9th edition. Palgrave Publishing.
- Stuart-Hoyle, M and Wiles, J (2012) *Orientation to Higher Education, 2nd Ed: a Reader'* Pearson
- Pears, R. and Shields, G. (2013) *Cite them Right: The Essential Referencing Guide*. 9th edition. Palgrave Publishing.
- Trought, F. (2017) *Brilliant Employability Skills: How to stand out from the crowd in the Graduate Job Market*. Pearson.

Other Learning Resources

Relevant learning and support resources will be uploaded to the module Blackboard, and also provided on a student-specific basis by personal tutors. Students will be instructed and guided on usage of this material throughout the module.

Websites:

- Canterbury Christ Church University Library Search: http://primo-44ccc.hosted.exlibrisgroup.com/primo_library/libweb/action/search.do?vid=44CCC_VU1
- Cite Them Right: <http://www.citethemrightonline.com/>
- ONS (Office for National Statistics): <https://www.ons.gov.uk/>

The reflective log consists of an individual student's regular, ongoing self-reflections on their learning experiences and developmental needs, informed by tutorial discussion and feedback.

Parent Programme	Business School Suite and LLB programmes
Module Title	Contemporary Issues in Accounting
Level	0
Credit Rating & Duration	0 credits 50 hours academic direction/150 hours independent study
Academic Responsibilities	Suzanne O'Brien
Pre-Requisites	None
Co-Requisites	None

Module Aims

The aims of the module are to introduce business students to the basic mechanics and processes of financial accounting in both theory and practice and so prepare them for degree studies in Business Studies and Accounting and Finance.

The module also aims to help students to understand the importance of financial and management accounting procedures in running a business effectively and the contemporary issues that are currently affecting these disciplines.

Learning Outcomes

By the end of this module students should be able to:

1. Demonstrate an understanding of basic theory and practice of financial and management accounting and its basic terms and concepts.
2. Explain the value of financial and management accounting processes to a business.
3. Use key ratios to interpret Statement of Financial Position and Income Statement.
4. Demonstrate how ICT supports the contemporary accounting function.
5. Demonstrate an understanding of the current contemporary issues affecting the accounting discipline.

Indicative Module Content

This module provides the appropriate foundation in accounting to enable students to be successful in business-related undergraduate studies.

The main topics covered are accounting records and their importance to commercial operations, source materials and their use in preparing journals/day-books and ledger accounts, calculation of some key ratios and the use of these to interpret a basic profit and loss account and balance sheet.

This modules also introduces students to basic management accounting and how it provides information to managers for decision-making, planning, control and performance measurement.

The module further covers the main applications of ICT in business accounting.

Learning and Teaching Strategies

Our philosophy of learning and teaching, our understanding of teaching for Foundation years and CCCU policies and strategies have all influenced our specific approach to learning and teaching for the Foundation year. Our teaching methods have been developed with explicit attention to debates pertaining to student learning styles. As such, our teaching methods provide a framework via which students develop the capacity to manage their own learning and evolve, over the course of their studies, into independent learners, acquiring the knowledge, understanding and skills that are essential to learning in Higher Education and to lifelong learning, post-graduation.

Lectures, tutorials and student-centred learning exercises will be employed. Practical sessions will support the learning of abstract concepts. Workshops and demonstrations will be organised in different topics to help the students master the necessary skills to develop their knowledge in these areas. Wherever possible, reference will be made to additional material and academic journals in the relevant field of Accounting and Finance. The VLE will be used to augment face to face teaching and learning with additional opportunities for learning and access to resources. There will be an introduction to the use of the library and a supportive tutorial framework to give individual support where required.

Indicative Assessment

Nature of assessment	Duration/volume	Assessment weighting
Individual poster	To the value of approximately 2,000 words	50%
Open Book examination	2 hours	50%

Indicative Resources

Bibliography

Atrill, P. and McLaney E.(2017) *Accounting and Finance for non-specialists (10th Edition)* Pearson Education Limited: Harlow

Dyson, J. (2010) *Accounting for non-accounting students (8th edition)* Pearson Education Limited: Harlow

Fortes, H. (2011) *Accounting Simplified* Pearson Education Limited: Harlow

Wood, F. and Sangster, A. (2018) *Business accounting (Revised 14th edition)* Pearson Education Limited: Harlow

Journal

British Accounting Review

Websites

www.accaglobal.com (ACCA)

<http://www.bbc.co.uk/news/business> (BBC)

<http://www.ft.com/home/uk> (The Financial Times)

Parent Programme	Business School Suite and LLB programmes
Module Title	Contemporary Issues in Business, Management and Marketing
Level	0
Credit Rating & Duration	0 credits 50 hours academic direction/150 hours independent study
Academic Responsibility	Lorraine Duffy
Pre-Requisites	None
Co-Requisites	None

Module Aims

To prepare students for the academic study of business, management and marketing by developing a knowledge of contemporary and emerging business issues to support students' personal, academic and professional development to prepare for work in the modern business environment.

This will be achieved through addressing key questions concerning current business issues. Students will begin to put into practice the study skills that are required at university level and begin to use tools of analysis to discuss important contemporary issues.

The module further aims to help students to understand the importance of issues around work and people in organisations by looking at basic HRM functions, activities and issues.

Learning Outcomes

By the end of this module students should be able to:

1. Demonstrate an understanding of the significant and influential issues shaping the operation, management, marketing and performance of the modern organisation;
2. Demonstrate the ability to research, analyse and interpret business information and evaluate the impact on business organisations;
3. Explain the HR role and functions in terms of recruitment, appointment, training and appraisal of staff and show how HR can contribute to change management and conflict resolution within businesses;
4. Define the development, role, scope and definition of marketing as a function in different types of organisations, applying knowledge gained to relevant business situations;
5. Demonstrate a range of relevant personal, interpersonal and professional skills and behaviours relating to work in the contemporary business environment.

Indicative Module Content

The module will provide you with an introduction to business concepts and models including marketing and human resource management and the information sources needed to research, analyse and apply these concepts to the practice of business. It includes an overview of contemporary and emerging business themes including the changing macro-environment, emergence of new economies and inter-relatedness of the global trade, the structure and organisation of different industry sectors e.g. services, SME's.

Students will be encouraged to develop an interest and awareness of current events, examining how trends are interpreted, evaluated and used to understand the performance of an organisation. Students will be encouraged to review a variety of business information sources, assessing their validity, reliability and application.

The module will support development of students' study skills necessary at University level for both their academic studies and skills in the modern workplace and assist with the transition into Higher Education. This will include IT applications and business communication tools. It will also include the opportunity to understand communication requirements in an academic and business context for example, constructing and supporting a balanced discussion.

Students will also be introduced to the roles and function of management; various approaches to and styles of management and development of different theories of management.

Learning and Teaching Strategies

Our philosophy of learning and teaching, our understanding of teaching for Foundation years and CCCU policies and strategies have all influenced our specific approach to learning and teaching for the Foundation year. Our teaching methods have been developed with explicit attention to debates pertaining to student learning styles. As such, our teaching methods provide a framework via which students develop the capacity to manage their own learning and evolve, over the course of their studies, into independent learners, acquiring the knowledge, understanding and skills that are essential to learning in Higher Education and to lifelong learning, post-graduation.

Lectures, tutorials and student-centred learning exercises will be employed. Practical sessions will support the learning of abstract concepts. Workshops and demonstrations will be organised in different topics to help the students master the necessary skills to develop their knowledge in these areas. Wherever possible, reference will be made to additional material and academic journals in the relevant field of Business and Management. The VLE will be used to augment face to face teaching and learning with additional opportunities for learning and access to resources. There will be an introduction to the use of the library and a supportive tutorial framework to give individual support where required.

Indicative Assessment

Nature of assessment	Duration/volume	Assessment weighting
Group Coursework	2,000 words	50%
Individual Essay	2,000 words	50%

Varied form of Reassessment for Group Work Element

In the event of a student being unable to complete, or failing to pass, the group report will be replaced by an individual report.

Indicative Resources

Bibliography

- Buzan, T. (2011) *The Buzan study skills handbook*. BBC Publications/Pearson: Essex
- Cottrell, S. (2013) *The Study Skills Handbook*. 4th Ed. Basingstoke: Palgrave MacMillan
- Gallagher, K. (2013) *Skills development for business & management students*. 2nd Ed. OUP: Oxford
- Marsen, S. (2013) *Professional Writing*. Palgrave MacMillan: Basingstoke
- Masterson, R. and Pickton, D. (2014) *Marketing; an Introduction*, 3rd Edition, McGraw-Hill
- Mullins, L.J. (2016) *Management and Organisational Behaviour* (11th edition) FT Prentice Hall
- Palmer, A and Hartley, B (2011) *The Business Environment* 7th Ed. McGraw-Hill Higher Education: London
- Palmer, A. (2012) *Introduction to Marketing, theory and practice*, 3rd Edition, Oxford University Press
- Pears, R. and Shields, G. (2016) *Cite them right: The essential referencing guide*. Northumbria University Press: Northumbria
- Sumner, R. (2012) *Kaplan's Guide to Core Skills & Employability*. Kaplan Publishing: Wokingham.
- Wetherly P & Otter D (2014) *The Business Environment 3rd Ed*. Oxford: OUP

Websites

- BBC Click - http://news.bbc.co.uk/1/hi/programmes/click_online/
- Computer weekly http://bitpipe.computerweekly.com/rlist/org/1309983984_985.html
- Brand republic <http://www.brandrepublic.com/>
- <http://www.campaignlive.co.uk/>
- Keynote
- Office of National Statistics - www.ons.gov.uk
- The Work Foundation - www.theworkfoundation.com/
- www.warc.com
- Passport GMID (via elibrary)

Journals/Newspapers (italics for journals)

Lexis Nexis (via the e-library)

The Economist

The FT

Business weekly

Management Today

Scanned readings will be used as appropriate.

Parent Programme	Business School Suite and LLB programmes
Module Title	Contemporary Issues in Law
Level	0
Credit Rating & Duration	0 Credits 50 hours academic direction/150 hours of practice learning & independent study
Academic Responsibility	Kos Siliafis
Pre-Requisites	None
Co-Requisites	None

Module Aims

The aims of the module are to provide students with a basic understanding of contemporary issues in law. Students will be introduced to a number of contemporary issues through the perspective of different areas of legal study. Students will be able to look into a range of contemporary issues that require the application of legal rules and structures to develop their awareness of the implications and limitations of different areas of law in regards to specific issues.

Learning Outcomes

By the end of this module, students should be able to:

- 1) Demonstrate an understanding and knowledge of a contemporary issue in law.
- 2) Demonstrate an ability to evaluate and discuss the implications of contemporary issue(s) in law within the wider socio-economic context.
- 3) Be able to construct a simple piece of written work on a contemporary issue in law.
- 4) Develop the ability of making effective use of library and electronic resources to research the relevant specific legal information.

Indicative Module Content

This module will enable you to understand Law from the perspective of specific contemporary issues. This should allow them to develop the skills and appreciate how the legal system operates within different legal areas, for instance looking at areas such as Contract law, Criminal law, Law of Tort, Cyberlaw, Human Rights. The main topics covered will include the theoretical and practical aspects of the issues within the aforementioned areas. The module will provide an overview to the students in order to allow them to get acquainted with the basics of such areas and the specific issues discussed. The module will promote essential legal skills in identifying the specific legal areas and the relevant ways of approaching legal problems in those areas. The module will also enable the student to challenge accepted ideas and practices in order to help them become a critical thinker and allow them to reflect on their own learning and research progress.

Learning and Teaching Strategies

Our philosophy of learning and teaching, our understanding of teaching for Foundation years and CCCU policies and strategies have all influenced our specific approach to learning and teaching for the Foundation year. Our teaching methods have been developed with explicit attention to debates pertaining to student learning styles. As such, our teaching methods provide a framework via which students develop the capacity to manage their own learning and evolve, over the course of their studies, into independent learners, acquiring the knowledge, understanding and skills that are essential to learning in Higher Education and to lifelong learning, post-graduation.

Lectures, tutorials and student-centred learning exercises will be employed. Practical sessions will support the learning of abstract concepts. Workshops and demonstrations will be organised in different topics to help the students master the necessary skills to develop their knowledge in these areas. Wherever possible, reference will be made to additional material and academic journals in the relevant field of Law. The VLE will be used to augment face to face teaching and learning with additional opportunities for learning and access to resources. There will be an introduction to the use of the library and a supportive tutorial framework to give individual support where required.

Indicative Assessment

Nature of assessment	Duration/volume	Assessment weighting
Preparatory Assessment	800 words	20%
Essay	3,200 words	80%

Indicative Resources

Bibliography

The following books may help in introducing you to legal skills/how lawyers think

Ashworth, A. and Horder, J. (2016) *Principles of criminal law*. (Oxford: Oxford University Press) 8th edition)

Barnard, C. O'Sullivan, J. and Virgo, G.(2011) *What about Law: Studying Law at University (2nd revised edition)* - some leading cases are discussed in a highly accessible manner in this book, and it provides an introduction to the study of each of the foundation subjects, as well as to the study of law as an academic discipline. You might find chapter 1 and the chapters on Crime, Tort and Constitutional Law especially useful.

Clinch, P. (2001) *Using a Law Library: A Student's Guide to Legal Research Skills (2nd Edition)* - Sooner or later you're going to have to do legal research (i.e., find your way around a law library quickly and competently in order to look up material). This is a useful guide.

Honoré, T. (1996) *About Law: An Introduction* Oxford University Press

Horsey, K. and Rackely, E. (2017) *Tort Law, Oxford University Press, 5th edn*

Hutchinson, A. (2010) *Is Eating People Wrong? Great Legal Cases and How They Shaped the World* Cambridge University Press - all the chapters are useful, but see particularly chapters 1,2,6,8 and 10.

Llewellyn, K. (1960) *The Bramble Bush: On Our Law and Its Study* Oxford University Press,

McBride, N. (2014) *Letters to a Law Student: A Guide to Studying Law at University* (3rd edition) Pearson

McLeod, I. (2013) *Legal Method (9th edition)* Palgrave Macmillan

Moeckli, D. et al (eds) (2017) *International Human Rights Law* (3rd edition, Oxford University Press)

Morgan, J. *Great debates in contract law* (2015) (Basingstoke: Palgrave Macmillan, 2nd Edn.)

Murray: (2016) *Information Technology Law: Law and Society*, (3rd Edition) (Oxford University Press).

Williams, G.(2010) *Learning the Law (14th edition)* ATH Smith - this is a popular introductory book. It will not give you any specific, substantive legal knowledge, but it will provide you with useful information ranging from how to read cases to what the abbreviations mean.

Online Resources

How to Read a Legal Opinion: a Guide for New Law Students, Orin S. Kerr, George Washington University - Law School, posted to SSRN:

http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1160925 Also published in The GREEN BAG, An Entertaining Journal of Law, Vol 11, No. 1, p. 51, Autumn 2007.

Wish I Would Have Known: Advice from Law Students on How They Would Do Things Over <http://wishiwouldhaveknown.blogspot.com/>

Parent Programme	Business School Suite and LLB programmes
Module Title	Individual Project
Level	0
Credit Rating	0 credits
Duration	15 hours academic direction / 185 hours independent study
Academic Responsibility	Nicky Leatherbarrow
Pre-Requisites	n/a
Co-Requisites	n/a

Module Aims

This module gives students the opportunity to investigate, under supervisory guidance, a particular topic or issue related to material covered in the subject-specific modules. A major aim of the project is to help students prepare for their chosen subject-specific study at Level 4.

Learning Outcomes

By the end of this module students should be able to:

1. Undertake a basic, subject-specific literature review relevant to the focus of study;
2. Employ a simple, discipline-appropriate methodology for their investigation;
3. Communicate their ideas, arguments and findings clearly using an essay and a presentation

Indicative Module Content

The module invites you to choose, carry out, and write up a small individual project within their chosen subject area (Business and Law) under the supervision and guidance of an appropriate member of the teaching staff. During initial meetings with their supervisor, students select and agree an appropriate topic / method / timetable for their study, including key deadlines that are monitored by the supervisor throughout the semester. At the end of the semester, they submit a written essay and present their findings in the form of a concise individual presentation.

Learning and Teaching Strategies

Our philosophy of learning and teaching, our understanding of teaching for Foundation years and CCCU policies and strategies have all influenced our specific approach to learning and teaching for the Foundation year. Our teaching methods have been developed with explicit attention to debates pertaining to student learning styles. As such, our teaching methods provide a framework via which students develop the capacity to manage their own learning and evolve, over the course of their studies, into independent learners, acquiring the knowledge, understanding and skills that are essential to learning in Higher Education and to lifelong learning, post-graduation.

Teaching will be primarily through regular one-to-one tutorial supervision, small group seminars, and VLE/e-learning resources.

Indicative Assessment

Nature of assessment	Duration/volume	Assessment weighting
Individual Written Essay	3,200 words	80%
Individual Presentation	15 minutes 800 words equivalent	20%

Indicative Resources

The following are indicative of generic texts for selective/directed use.

Bibliography

Anderson, V. (2013) *Research Methods in Human Resource Management*. 3rd edn. CIPD.

Blumberg, B., Cooper, D. R. and Schindler, P. S. (2011) *Business Research Methods*. 3rd edn. McGraw Hill.

Collis, J. & Hussey, R. (2014) *Business Research*. 4th edn. Palgrave Macmillan (available online from CCCU Library)

Reardon, D. (2013) *Doing your undergraduate Project*. Sage.

Redman, P. (2006) *Good Essay Writing: a social sciences guide*. 3rd edn. Sage.

Saunders, M, Lewis, P & Thornhill, A. (2012) *Research Methods for Business Students*. 6th edn. FT Prentice Hall. (available online from CCCU Library)

Sekaran, U. & Bougie, R. (2013) *Research Methods for Business: A Skill Building*. 6th edn. Wiley.

Other Learning Resources

As befits the nature of the module, subject-specific resources will be identified by individual supervisors on a student-by-student basis in accordance with the focus of the student's project.

See also indicative resource listings for subject-specific modules and Communication and Academic Skills for HE.

Parent Programme	Business School Suite and LLB programmes
Module Title	Introduction to Law
Level	0
Credit Rating & Duration	0 Credits 50 hours academic direction/150 hours of practice learning & independent study
Academic Responsibility	Petrena Notice
Pre-Requisites	None
Co-Requisites	None

Module Aims

The aims of the module are to provide students with an introduction to the study of Law and a basic grounding in its theories and concepts with an overview of legal practice and wider implications. This will enable students to understand Law both as a discipline and in its practical role within society. Practical examples are provided through case studies to support or illustrate the theory. Students will also be helped further to develop their presentation skills by researching and delivering an individual presentation on a legal topic.

Learning Outcomes

By the end of this module, students should be able to:

- 1) Demonstrate an understanding of the basic theoretical principles of law and identify relevant case law.
- 2) Demonstrate an understanding of the techniques of legal reasoning in order to be able to identify and develop basic legal arguments.
- 3) Demonstrate an understanding of the basic structures of the English legal system and its relation to the wider UK and EU legal scene.
- 4) Develop initial skills of critical analysis in relation to the operation of the English legal system and its socio-economic implications and show an understanding of legal research

Indicative Module Content

This module enables you to understand the concept of Law and appreciate how it operates within society for the State as well as for the individual citizen. The main topics covered include the theoretical and practical aspects of the English legal system and its operation. The module will provide an introduction to the Courts in England & Wales and an overview of their role and significance in applying law as well as creating a pathway for students to get acquainted with legislation and case-law. It aims to introduce students to the relevant legal institutions and the relevance of EU law will be considered to illustrate the wider context of the current legal framework in the UK. The module will promote

essential legal skills of identifying the method and developing reasoning in order to help the students identify the wider implications of the legal system; the social, the political, the moral and the economic.

Learning and Teaching Strategies

Our philosophy of learning and teaching, our understanding of teaching for Foundation years and CCCU policies and strategies have all influenced our specific approach to learning and teaching for the Foundation year. Our teaching methods have been developed with explicit attention to debates pertaining to student learning styles. As such, our teaching methods provide a framework via which students develop the capacity to manage their own learning and evolve, over the course of their studies, into independent learners, acquiring the knowledge, understanding and skills that are essential to learning in Higher Education and to lifelong learning, post-graduation.

Lectures, tutorials and student-centred learning exercises will be employed. Practical sessions will support the learning of abstract concepts. Workshops and demonstrations will be organised in different topics to help the students master the necessary skills to develop their knowledge in these areas. Wherever possible, reference will be made to additional material and academic journals in the relevant field of Law. The VLE will be used to augment face to face teaching and learning with additional opportunities for learning and access to resources. There will be an introduction to the use of the library and a supportive tutorial framework to give individual support where required.

Indicative Assessment

Nature of assessment	Duration/volume	Assessment weighting
Individual presentation	20 minutes (2000 words equivalent)	50%
Written exam	2 hours	50%

Indicative Resources

Bibliography

The following books may help in introducing you to legal skills/how lawyers think:

Barnard, C. O'Sullivan, J. and Virgo, G.(2011) *What about Law: Studying Law at University (2nd revised edition)* - some leading cases are discussed in a highly accessible manner in this book, and it provides an introduction to the study of each of the foundation subjects, as well as to the study of law as an academic discipline. You might find chapter 1 and the chapters on Crime, Tort and Constitutional Law especially useful.

Bingham, T (2011) *The Rule of Law* (Penguin)

Clinch, P. (2001) *Using a Law Library: A Student's Guide to Legal Research Skills (2nd Edition)* - Sooner or later you're going to have to do legal research (i.e., find your way around a law library quickly and competently in order to look up material). This is a useful guide.

Hanson S, (2009) *Legal Method, Skills and Reasoning* (3rd edn Routledge)

Hedley, S. (2011) *Tort* (7th edition, Oxford University Press)

Herring, J. (2013) *Criminal Law* (8th edition, Palgrave Macmillan)

Honoré, T. (1996) *About Law: An Introduction* Oxford University Press

Hutchinson, A. (2010) *Is Eating People Wrong? Great Legal Cases and How They Shaped the World* Cambridge University Press - all the chapters are useful, but see particularly chapters 1,2,6,8 and 10.

Llewellyn, K. (1960) *The Bramble Bush: On Our Law and Its Study* Oxford University Press,

Macdonald E, Atkins R, Koffman and Macdonald (2014) *The Law of Contract* (8th edn, OUP)

McBride, N. (2014) *Letters to a Law Student: A Guide to Studying Law at University* (3rd edition) Pearson

McKendrick E, (2013) *Contract Law* (10th edn, Palgrave Macmillan)

McKendrick E, (2012) *Contract Law: Text, Cases and Materials* (5th edn, OUP)

McLeod, I. (2013) *Legal Method (9th edition)* Palgrave Macmillan

Williams, G.(2010) *Learning the Law (14th edition)* ATH Smith - this is a popular introductory book. It will not give you any specific, substantive legal knowledge, but it will provide you with useful information ranging from how to read cases to what the abbreviations mean.

Online Resources

How to Read a Legal Opinion: a Guide for New Law Students, Orin S. Kerr, George Washington University - Law School, posted to SSRN:
http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1160925 Also published in The GREEN BAG, An Entertaining Journal of Law, Vol 11, No. 1, p. 51, Autumn 2007.

Wish I Would Have Known: Advice from Law Students on How They Would Do Things Over
<http://wishiwouldhaveknown.blogspot.com/>

References

- Angelo, T. A. and Cross, K. P. (1993): *Classroom Assessment Techniques: A Handbook for College Teachers*. Jossey-Bass.
- Bainbridge, A. (2005): Investigating the gender discourse for mature women on a Foundation degree programme. *Paper presented at 5th Annual SCUTREA Conference, University of Sussex, England, July 5-7.*
- Bonwell, C. C. (1996): Enhancing the Lecture: Revitalizing a Traditional Format. Using Active Learning in College Classes. *New Directions for Learning and Teaching*, 67, 31 – 44.
- Bonwell, C. C., and Eison, J. A. (1991): *Active Learning: Creating Excitement in the Classroom*.
https://www.ydae.purdue.edu/lct/hbcu/documents/Active_Learning_Creating_Excitement_in_the_Classroom.pdf
- Caller, T. (2005): What do local sixth form students think of Foundation degrees and vocational qualifications? *Forward*. 7, 16–18. Available at:
www.fdf.ac.uk/files/journal10.pdf.
- Cooper, J.L., Robinson, P., and Ball, D. A. (2006): The interactive Lecture: Reconciling Group and Active Learning Strategies with Traditional Instructional Formats. *The online journal of Teaching and Learning in the CSU*. Available at:
http://web.mit.edu/jrankin/www/Active_Learning/interactive_lectures2.pdf
- Dixon, J., Tripathi, S., Sanderson, A., Gray, C., Rosewall, I. and Sherriff, I. (2005): Accessible higher education: meeting the challenges of HE in FE. *Forward*. 6, 34–38. Available at:
<http://www.fdf.ac.uk/files/journal6.pdf>
- Dodgson, R. and Whitam, H. (2005): *Learner Experience of Foundation Degrees in the North East of England: Access, support and progression*. Aimhigher North East/Universities for North East.
- Doyle, M., (2007): A reflexive critique of learner-managed learning: An emerging curriculum model for a foundation degree. *Reflective Practice*. 8(2), 193–207.
- Edge Foundation (2008): *The VQ Landscape 2008: A review of vocational qualification achievements in the UK*. Available at: www.edge.co.uk
- Fallows, S., and Ahmet, K. (1999): *Inspiring Students*. London: Kegan Page.
- Goddard, G. and Penketh, C. (2007): Students in transition: foundation degree to honours level 6, a narrative journey of development. *Paper presented at the British Educational Research Association Annual Conference, Institute of Education, University of London, 5–8 September 2007.*
- Greenbank, P., 2007. From foundation to honours degree: the student experience. *Education and Training*, 49(2), 91–102.
- Gulpinar, M. A., and B.C. Yegen (2005): Interactive lecturing for meaningful learning in large groups. *Medical Teacher*, 27 (7), 590-594.

Harvey, L. (2009): *Review of research literature focussed on Foundation degrees*. Lichfield: Foundation

Degree Forward. Available at: <https://www.heacademy.ac.uk/system/files/review-of-research-literature-focussed-on-foundation-degrees.pdf>

Harvey, L. and Burrows, A. (1992): Empowering students, *New Academic*, 1(3): 1ff.

HESA. (2004): *Mature students lead the way for foundation degrees*. Available at: <https://www.hesa.ac.uk/news/02-04-2004/mature-students-on-foundation-degrees>

Jones, R. (1998): Student retention and success: a synthesis of research, *Higher Education Academy*.

https://www.heacademy.ac.uk/resources/detail/inclusion/wprs/WPRS_retention_synthesis

Lakoff, G., and Johnson, M. (1980): *Metaphors we live by*. Chicago, IL: University of Chicago Press.

Knight, T., Tennant, R., Dillon, L. and Weddell, E., (2006): *Evaluating the Early Years Sector Endorsed Foundation Degree: A qualitative study of students' views and experiences*.

Nottingham: Department of Education and Skills. Available at:

www.dcsf.gov.uk/research/data/uploadfiles/RR751.pdf

McGlynn, A.P. (2007): *Teaching Today's College Students: Widening the Circle of Success*. Atwood, 2007.

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