Advanced Level Diploma for Higher Education
(LEVEL 3)

PROGRAMME SPECIFICATIONS

Review Date	Head of Review Team	Approved by	Amendment Made?
31 October 2024	Prof Chan Chee Seng	John Shaw	N/A

*Head – Operations (Malani Jayabala) shall be responsible for issuing notices of updates to all parties via the LMS

Contents

BASIC COURSE DATA

Originating Institution: London Examinations Board

Awards to be conferred: Advanced Level Diploma for Higher Education

Course Title(s):   Advanced Level Diploma for Higher Education

Level: Level 3 with 90 credit points

Awarded By: London Examinations Board

Mode/Study Pattern: (i) Blended (ii) Online

Duration for completion: 6 months minimum and 15 months maximum

Proposed Annual Intake: 3

1.   INTRODUCTION

The development of a foundation year programme will open doors for students who did not go to university or had thought university was not an option. A foundation year programme can be a stepping-stone into higher education especially where the learner does not have the right qualifications to go directly onto their chosen degree.

A foundation year gives students the opportunity to get an understanding of their field before progressing to the full three or four year Bachelor's degree programme. In addition to subject knowledge, students will familiarise themselves to a higher education context and gain the skills needed to complete a degree programme.

The Advanced Level Diploma for Higher Education ("ALD") is a 90 credits programme and has been benchmarked at Level 3 of the Regulated Qualifications Framework (RQF).

Completion of the ALD will allow student progression to Level 4 of a named honours award within identified subject routes.

The programme is designed to meet the following frameworks:

- Regulated Qualifications Framework (RQF)

- Framework of Higher Education Qualifications (FHEQ)

- Common European Framework of Reference for Languages (CEFR)

1.1.   Programme Aims

The ALD is a pre-university preparatory and access programme. It will enable students outside or within the UK to enhance their English language capabilities, develop academic study skills appropriate to the UK Higher Education environment and acclimate to studying in another country and cultural context very different from their own.

Students on the ALD are also able to study modules directly related to the undergraduate programmes onto which they wish to progress. They are therefore able to move onto studies at FHEQ Level 4 alongside native English speakers with increased confidence in their capabilities, study skills and subject knowledge.

The main programme aims are to:

- Provide an access route to Higher Education for international learners who want to study at a university undergraduate level but who, before joining the ALD, lack the necessary academic and linguistic qualifications for direct entry.

- Develop in learners the intellectual, practical and linguistic skills and confidence necessary to demonstrate successful achievement of stated learning outcomes.

- Underpin academic work with the development of English language and university study

skills which will not only sustain students through the ALD but also provide them with the tools for continuing success at undergraduate level and beyond.

➕ Allow students to meet the language criteria specified by the Common European Framework of Reference for Languages (CEFR), as appropriate, for study at levels equivalent to those defined by public standardised tests (such as IELTS and TOEFL) for entry onto undergraduate degree programmes.

1.2. Programme Learning Outcomes

Upon successful completion of this programme, students will be able to demonstrate achievement of the following learning outcomes:

A. Subject Knowledge and Skills

(i) Demonstrate a sound, basic knowledge of the subjects studied.

(ii) Demonstrate evidence of a clear grasp of principles and key concepts of those subjects.

(iii) Demonstrate an awareness of theories studied within subject areas.

(iv) Show an ability to determine the strength and validity of arguments and opinions within the subject areas.

(v) Demonstrate the written and oral linguistic ability to study effectively at FHEQ Level 4.

(vi) Show a facility with a range of academic study skills necessary for success at degree level.

(vii) Demonstrate a basic degree of ability in identifying and deploying key concepts.

(viii) Appreciate the need for referencing materials appropriately and in line with university practice.

B. Practical and Transferable Skills

(i) Show the ability to construct an organized and reasoned argument.

(ii) Demonstrate the facility to analyse material critically and with some insight and creativity.

(iii) Use information technology, including word processing, spreadsheets, e-mail, Internet, social media and the virtual learning environment.

C. Personal attributes

(i) Manage time and work to deadlines.

(ii) Work independently with guidance and evaluation.

(iii) Interact and work co-operatively and in groups.

(iv)   Acquire information and digital literacy competencies required for higher education

2.   PROGRAMME & CURRICULUM STRUCTURE

2.1.   Structure

The RQF Level 3 ALD accrues 90 credits over five core modules and one elective module. Each module carries 15 Credits. The table below summarises the prescribed programme structure.

RQF Level	Module Title	Credit Value	Study Period
3	English for Academic Purposes	15 credits	Term 1
3	Essential University Study Skills	15 credits	Term 1
3	Academic Writing Skills	15 credits	Term 2
3	Information and Digital Literacy	15 credits	Term 2
3	Critical Thinking Skills	15 credits	Term 3
Electives			
Each Elective is linked to designated specific L4 degree entry pathways			
1. Intro to ICT – Year 1 Information and Digital Technology degree 2. Media and Society- Year 1 degree in Communication and Media Studies 3. Intro to Psychology – Year 1 degree in Psychology / Other Social Sciences 4. Principles of Management – Year 1 degree in Business and Management 5. Fundamentals of Mathematics- Year 1 degree in Computer Science			
3	Intro to ICT	15 credits	Term 3
3	Media and Society	15 credits	Term 3
3	Introduction to Psychology	15 credits	Term 3
3	Principles of Management	15 credits	Term 3
3	Mathematics Essentials	15 credits	Term 3
Total credits		**90 credits**	

2.2. Overview of the Programme Structure

2.2.1. All students undergo either a face to face or online induction workshop, which is not assessed, and aimed at acquiring e-learning skills for the use of the Online Learning portal. In addition, academic expectations, regulations and the concept of independent learning are also covered, and the induction will be supported by recorded videos.

2.2.2. There are 5 Core Modules of 15 credits each, 1 Elective Module at 15 credits linked to designated L4 Year 1 degree entry.

2.2.3. To complete the programme and gain the ALD award, students must successfully complete and earn a total of 90 credits.

2.2.4. Each term will usually be delivered over a duration of 12 weeks where the cycle of delivery will follow a prescribed Module planner for a full academic year consisting of 3 terms.

2.2.5. Students are required to complete their ALD between a minimum of 9 months and a maximum of 15 months from the time of enrolment as a student.

2.3. Delivery Mode

- **Blended Learning**. Students are given a complete set of learning materials to facilitate independent study which can be downloaded from the designated Learning Portal. Face-to-Face classes conducted at a learning centre at 18 hours per module. Learners are encouraged to participate in online discussions with other learners and their tutors for at least 12 hours per module.

- **Fully Online**. Students are given a complete set of learning materials to facilitate independent study which can be downloaded from the designated Learning Portal. Learners are encouraged to access and participate in online discussions with other learners and their tutors for at least 24 hours per module.

3. ADMISSION CRITERIA FOR ENTRY

3.1. Summary of Entry Requirements

Applicants shall be admitted based on evidence to suggest that they will be able to fulfil and benefit from the objectives of the programme and achieve the standard required for the award.

No prior knowledge is required, and applicants should normally be at least 16 years old and preferably with the following:

From UK

- Level 2 (QCF) Diploma; or

- Five GCSEs at grade C and above

From China

➕ Senior Secondary School Graduation Diploma (高中毕业证书) with the Senior Secondary Academic Proficiency Test (普通高中学业水平考试 – Putong Gaozhong Xueye Shuiping Kaoshi) / Huikao (会考) with a minimum grade of 70% (B)

From Hong Kong

➕ Typically, minimum HKDSE 2-2-2 or 48 UCAS points (normal UCAS tariff qualifications for eligibility

From other countries

➕ Equivalent qualifications similar to the above countries

English Language Proficiency

➕ Entry is a minimum competency in English equivalent to IELTS 4.5.

4. TEACHING AND LEARNING STRATEGIES

4.1. Philosophy

Central to the philosophy of the programme is the desire to produce independent and thinking learners who can use their theoretical knowledge creatively in a variety of contexts, bringing to bear initiative, and application of knowledge and skills acquired through their learning and development.

4.2. Approach

The teaching approach recognises that the students will almost certainly have been used to a strongly didactic pedagogy in their own countries and that they will need to have an extended opportunity to experience a less formal approach, involving greater interactivity within classes and between students and teachers, more questioning of received opinion and a significant step towards establishing the students as autonomous learners.

Students will have come mainly from educational systems that are not UK centric and possibly, where English has not been the language of instruction and indeed has been studied as one subject among many.

The ALD provides formal instruction in English language and study skills covering around 70% of the students' contact hours across their programme. In these modules, students will be supported to actively engage in the development of good academic practice and an understanding of academic integrity and conventions within their intended field of study. This focus on establishing good academic practice and acclimating to the UK and its higher education system is reinforced as a specified and assessed element within all the ALD modules including proper academic writing and referencing practices.

5. ASSESSMENT STRATEGY

5.1. Aims

The aim of the assessment strategy is to identify formal practices and procedures for assessing and appraising the performance of the students to enable judgments and decisions to be reached concerning:

- The progression of students through the programme.

- How well students have met the programme learning outcomes through the combination of the individual Module learning outcomes.

- The provision of feedback information to students concerning their Module-specific assessment criteria.

- The granting of the ALD award.

The underpinning principles which drive the assessment strategies adopted for this programme are the profile of the target students and the programme itself (its philosophy and associated learning outcomes).

5.2. Assessment Instruments

This section summarises the assessment tasks which will be employed in assessing the different programme learning outcomes.

5.2.1. MCQ

A 40 Multiple Choice Questions ("**MCQs**") to be undertaken by students over 1.5 hours for selected modules.

The mode of assessment is carefully designed and comprehensive MCQs will serve to validate the attainment of broad understanding and application of knowledge of learners is related to the intended learning outcomes.

5.2.2. Articles / Assignments

Between two or three written assignments (depending on the module) are designed to allow students to demonstrate understanding of the module, which students must then apply to an issue concerned with that particular subject area. Students are either required to identify a process, task or problem which they must describe, analyse and discuss. The assignments provide a regular assessment process, which tests the following:

- Knowledge and understanding.

- Critical and analytical faculties.

- Language proficiency.

🞣   Organising ability.

🞣   Academic writing skills.

Students are required to adhere to precise written instructions laid out in the Module Specifications document to produce academic work such as reports, articles or essays on a selected area conforming to standards expected of good academic writing and language usage.

5.2.3. Simulation

Often students will be assessed via scenario and simulation types of tasks related to the intended learning outcomes.

5.3.   General Assessment Criteria

Each module in the programme has specific learning outcomes. There are however some general criteria that will be applied. In assessing a student's work, the following factors will be used for guidance:

🞣   An effectively organised and directed response to the question posed.

🞣   An appropriate range of relevant material applied to the contexts wherein the assessment tasks are set.

🞣   The ability to evaluate critically all arguments.

🞣   The ability to justify in a coherent manner points identified and conclusion reached.

🞣   An acceptable standard of literacy.

🞣   An acceptable academic writing proficiency.

🞣   Adherence to any specified word count.

🞣   Compliance with instructions.

5.4.   Generic Assessment Criteria and Grade Descriptor

The following will be used when assessing and grading assessments for the programme:

Distinction- Grade A (80% and above)

🞣   Depth of Knowledge: To earn an A grade, a student is expected to demonstrate a deep and comprehensive understanding of the subject matter. This includes a mastery of key concepts, theories, and principles.

🞣   Analytical Skills: Require students to apply their knowledge to analyze complex problems, scenarios, or data. Those awarded an A grade should exhibit strong analytical skills, including the ability to critically evaluate information and draw reasoned conclusions.

- Effective Communication: A grade students should be able to express their ideas and arguments clearly and coherently. This includes proper use of language, organization of thoughts, and evidence-based reasoning.

- Independence and Originality: A grade students are typically expected to demonstrate some degree of independence in their learning and thinking. This might involve conducting independent research, offering original insights, or approaching problems creatively.

- Problem-Solving: A-grade students should demonstrate a high level of proficiency in tackling challenging and novel problems.

- Critical Thinking: A-grade students should be able to critically assess and evaluate arguments, theories, and evidence, showing a high level of intellectual rigor.

- Meeting Assessment Criteria: A grade students must meet the specific assessment criteria set for assessment for each subject/ module. This includes completing assignments, coursework, and examinations in accordance with the guidelines provided.

Merit- Grade B (70-79%)

- Solid Understanding: Students earning a Grade B should demonstrate a solid understanding of the subject matter, encompassing fundamental concepts and key topics.

- Analytical Abilities: Students should possess analytical skills to assess and evaluate information, data, or problems. While not at the highest level, their ability to analyze and draw conclusions is strong.

- Communication Skills: Students should be able to express ideas clearly, use language appropriately, and present arguments logically.

- Independence and Initiative: Grade B students may exhibit some degree of independence and initiative in their learning. They can handle assignments and coursework with limited guidance and may take the initiative to explore topics further.

- Problem Solving: Grade B students should show the ability to tackle moderately complex problems effectively.

- Critical Thinking: Students should engage in critical thinking, which includes evaluating arguments, theories, and evidence with a reasonable degree of intellectual rigor.

- Meeting Assessment Criteria: Students must meet the specific assessment criteria set for each subject/ module. This involves adhering to guidelines for assignments, coursework, and examinations.

Pass- Grade C (60-69%)

- Basic Understanding: Students earning a Grade C should demonstrate a basic understanding of the subject matter, encompassing fundamental concepts and key topics.

- Competent Analysis: While not at the highest level, students should possess the ability to analyse information, data, or problems competently and provide reasonable assessments.

- Communication Skills: Students should be able to express ideas with clarity, use language appropriately, and present arguments logically, even though they may not be as advanced as higher grades.

- Meeting Assessment Criteria: Students must meet the specific assessment criteria set for each subject/ module. This involves adhering to the basic guidelines and requirements expected for assignments, coursework, and examinations.

- Problem Solving: Students should demonstrate some ability to solve problems related to the subject, though typically at a more basic level than higher grades.

- Basic Critical Thinking: While not at an advanced level, students should engage in basic critical thinking, including assessing arguments, theories, and evidence with some degree of intellectual consideration.

Pass- Grade D (50-59%)

- Basic Understanding: Students earning a Grade D should demonstrate a basic understanding of fundamental concepts and key topics within the subject.

- Limited Analysis: While not at an advanced level, students should have some ability to analyse information, data, or problems at a basic level.

- Communication Skills: Students should be able to express ideas in a clear and understandable manner.

- Meeting Assessment Criteria: Grade D students must meet the specific assessment criteria set for each subject/ module. Students should follow the guidelines and assessment criteria provided for each subject, ensuring that they meet the basic requirements for assignments, coursework, and examinations.

- Problem Solving: While not at an advanced level, students should demonstrate some ability to solve basic problems related to the subject.

- Limited Critical Thinking: Students at this level may engage in basic critical thinking, though it may be limited in scope.

- Limited Understanding of Context: Grade D students may show limited understanding of how the subject relates to broader contexts, such as its historical, social, or real-world relevance.

Pass- Grade E (40-49%)

- Basic Understanding: Students earning a Grade E should demonstrate a very basic understanding of fundamental concepts and key topics within the subject.

- Limited Analysis: Students may have some ability to analyse information, data, or problems at a rudimentary level, but this ability is limited.

- Basic Communication Skills: Students should be able to express simple ideas in a clear manner.

- Meeting Assessment Criteria: Grade E students must meet and follow the minimal guidelines and assessment criteria provided for each subject, ensuring that they meet the minimal requirements for assignments, coursework, and examinations.

- Basic Problem Solving: While not at an advanced level, students may demonstrate very basic problem-solving skills related to the subject.

- Minimal Critical Thinking: Students at this level may engage in minimal critical thinking, often limited to basic observations or descriptions.

- Limited Understanding of Context: Grade E students may have a limited understanding of how the subject relates to broader contexts, such as its historical, social, or real-world relevance.

Fail - Grade F (less than 40%)

- Insufficient Understanding: Students receiving a Grade F generally have a very limited understanding of the subject matter. They may lack comprehension of fundamental concepts and key topics.

- Ineffective Analysis: Students often struggle to analyse information, data, or problems effectively and may not provide meaningful assessments.

- Communication Challenges: Students may struggle to express ideas clearly and may have difficulty using language appropriately and commit numerous errors.

- Failure to Meet Assessment Criteria: Students receiving a Grade F usually fail to meet the specific assessment criteria set for the subject. This can include failing to complete assignments, coursework, or examinations adequately.

- Limited Problem-Solving Abilities: Students often lack problem-solving skills related to the subject, and their attempts at problem-solving may be rudimentary or incorrect.

- Lack of Critical Thinking: Students at this level may lack critical thinking skills and may not engage in meaningful evaluation of arguments, theories, or evidence.

- Limited Understanding of Context: Grade F students generally lack an understanding of how the subject relates to broader contexts, such as its historical, social, or real-world relevance.

6.   ACADEMIC REGULATIONS

6.1.   Classification of the ALD

There are six (6) grade classification bands recorded for the ALD. Students will be eligible to be awarded the ALD should they achieve a minimum mark of 40% for each of the six Modules.

6.2.   Requirements for the ALD

Students must complete and successfully pass SIX (6) modules comprising of five core modules and one elective and achieve a total of NINETY (90) credits.

6.3.   Resits and Failures

Learners who fail a Module may re-sit the Module.

Note: All re-sits will have to be undertaken in accordance with the intake planner and the resit dates will be notified to the learner and/or the learning centre accordingly.

Should a student fail a Module, student will be allowed a further two (2) attempts to resit the failed Module without any fees incurred. However, if a student has exhausted all three (3) attempts per Module, the student may resit that failed Module by having to pay additional resit charges.

A maximum of two re-sits is permitted, after exhausting all three (3) attempts, for any given Module after which the learner will be required to withdraw from that Module and the programme, unless in exceptional circumstances the learner is allowed a further resit.

6.4.   Compensation for Marginal Failure of Modules

Where a student marginally fails a Module the Board of Examiners may exceptionally exercise its discretion and compensate the failure. The Board of Examiners is authorised to allow compensation in a Module provided the overall aggregate marks for the Module to be compensated is not less than 35%.

Only ONE (1) compensated pass can be granted by the Board of Examiners.

With their discretionary powers, the Board of Examiner can grant additional compensation to a student but only under special circumstances.

6.5.   Deferment

Deferment of a Module assessment is allowed provided that the assessment is completed within the three-month period from the commencement of the Module.

Deferment of a Module is only allowed with valid reasons and students will need to apply for deferment at least ten (10) days prior to the scheduled exam date in writing and by completing the Deferment Form (DF). Evidence must be submitted together with the DF to the Centre Representative or LEB.

6.6. Illness or Withdrawal

Where a student's performance has been adversely affected by illness or other unforeseen circumstances, duly authenticated by evidence and made known to the Programme Manager and presented to the Board of Examiners, the Board of Examiners may exercise its discretion in a manner appropriate to the case.

The Board of Examiners may agree to set aside the results of the assessment(s) affected by these circumstances and, the student may be offered the opportunity to retake the assessment(s) on the next available occasion, as if for the first time.

Where a student's performance, conduct or attendance indicates that they are unlikely to complete the course on which they are engaged, the Board of Examiners may require the student to withdraw from the programme.

6.7. Duration

The Board of Examiners have the right to terminate any student who does not successfully complete all the requirements of the programme within a minimum of 9 months and a maximum of 15 months for the ALD programme taken from the date of commencement on the programme unless prior extensions had been granted by the Board of Examiners.

6.8. Academic Irregularities

The Board of Examiners will have the right to fail part or all of the assessments of any student found guilty of cheating, collusion, falsifying data or impersonation (one person impersonating another to gain unfair advantage).

Students will be required to undertake that the assessment was unaided.

In cases of suspected cheating the student will be interviewed by the Programme Leader and the findings will be reported to the Board of Examiners, who will decide the appropriate penalty. The assessment concerned may be set aside or marked down. In serious cases, a student may be required to withdraw from the programme.

6.9. Students Appeals

Students do not have any right of appeal against the academic judgment and processes relating to grading and conferment of awards by the academic and examination board.

7. CORE MODULES SPECIFICATIONS

7.1. English for Academic Purposes

No. of Credits: 15 credits

Credit Level: 3

Notional hours: 150 hours

Learning Outcomes

On completion of this module, students will be able to:

1.   Demonstrate improved proficiency in academic reading

2.   Exhibit enhanced academic writing skills.

3.   Participate effectively in academic discussions and oral presentations

4.   Utilize critical thinking skills to analyse and evaluate academic texts

5.   Demonstrate proficiency in using academic English grammar and vocabulary

Indicative content / areas of study

A.   Introduction to Academic English

➢   Understanding the purpose and goals of EAP

➢   Academic language vs. everyday language

➢   Academic writing conventions and styles

➢   Academic reading and critical thinking skills

B.   Reading and Comprehension

➢   Skimming and scanning techniques

➢   Understanding academic texts and discourse patterns

➢   Note-taking from academic texts

➢   Summarizing and paraphrasing

C.   Academic Writing Basics

➢   The structure of academic essays (introduction, body, conclusion)

➢   Developing a thesis statement

➢   Organizing ideas logically and coherently

➢   Incorporating evidence and citing sources (APA, MLA, or other citation styles)

D.   Academic Writing Advanced

➢   Writing literature reviews

➢ Argumentation and persuasive writing

➢ Avoiding plagiarism and understanding academic integrity

E. **Listening and Note-taking**

➢ Listening to academic lectures and presentations

➢ Strategies for effective note-taking

➢ Understanding academic vocabulary and complex ideas through listening

F. **Speaking and Presentation Skills**

➢ Delivering effective academic presentations

➢ Structuring academic presentations

➢ Engaging with audience questions and feedback

G. **Grammar and Language Use**

➢ Common grammar issues in academic writing

➢ Academic vocabulary development

➢ Sentence structure and coherence

H. **Academic Discussions and Group Work**

➢ Participating in academic discussions and seminars

➢ Collaborative group work and teamwork skills

I. **Review and Revision**

➢ Revising and editing academic writing

➢ Reflecting on language learning progress and setting goals

Assessment

Students will undertake 2 written assessment each between 1,800 and 2,200 words tasks as follows:

- Assignment 1: 50%

- Assignment 2: 50%

Learning resources

➢ Online resources on LEB Online Learning Portal.

➢ Jennifer Kepka, Oregon Writes Open Writing Text, licensed under a Creative Commons Attribution 4.0 International License, 2019

➢ Edward de Chazal & Sam McCarter, Oxford EAP Upper-Intermediate/B2, Oxford University Press, 2021

7.2. Essential University Study Skills

No. of Credits: 15 credits

Credit Level: 3

Notional hours: 150 hours

Learning Outcomes

On completion of this module, students will be able to:

1. Apply preferred learning style to coursework in classroom and homework settings to maximum learning potential.

2. Apply note taking strategies.

3. Employ effective textbook reading strategies for university learning.

4. Implement strategies for memory and test taking.

5. Utilize time management techniques to create a study schedule and manage procrastination.

6. Utilize library resources for information and research.

7. Apply critical thinking skills to analyse, interpret, and evaluate course content and information.

8. Apply good academic writing principles

9. Learn to work and collaborate in a team or group

10. Acquire good communication and presentation skills

Indicative content / areas of study

A. Preferred Learning Style

➢ Discover the concept of learning and preferred learning style

➢ Use specific learning strategies aligned to your preferred learning style

B. Time Management

➢ Develop a personalized study schedule to balance academic, personal, and extracurricular commitments.

➢ Apply time management techniques to prioritize tasks effectively and meet deadlines.

C. Note-taking Strategies

➢ Employ active listening and effective note-taking methods during lectures and readings.

➢ Organize and review notes to enhance comprehension and retention of course material.

D. Reading Comprehension

➢ Use various reading strategies to comprehend and analyse complex academic texts.

➢ Annotate and summarize readings to extract key information and main ideas.

E. Academic Writing Skills

➢ Compose well-structured essays and academic papers with clear thesis statements and supporting evidence.

➢ Apply appropriate academic writing conventions and citation styles.

F. Critical Thinking and Analysis

➢ Demonstrate critical thinking skills to evaluate and analyze information from diverse sources.

➢ Construct well-reasoned arguments and interpretations in written and oral form.

G. Exam Preparation Strategies

➢ Apply effective study techniques to prepare for various types of exams.

➢ Utilize test-taking strategies to perform optimally during exams.

H.   Group Work and Collaborative Learning

➤   Engage in effective communication and teamwork in group projects and assignments.

➤   Address challenges and conflicts constructively within a team setting.

I.   Presentation Skills

➤   Deliver clear and engaging academic presentations with appropriate visuals and effective communication techniques.

➤   Respond to questions and feedback from the audience effectively.

Assessment

Students will undertake 1 x 40 MCQs Examination and 1 written assessment of between 1,800 and 2,200 words.

- Assignment 1: 60%

- Final MCQ Examination: 40%

Learning resources

➤   Online resources on LEB Online Learning Portal.

➤   Tom Burns and Sandra Sinfield, Essential Study Skills: The Complete Guide to Success at University, 5th Edition, 2022, SAGE Publication

➤   Kathleen T. McWhorter, Brette M. Sembe, College Reading and Study Skills, 14th Edition, 2018, Pearson Education

7.3.   Academic Writing Skill

No. of Credits: 15 credits

Credit Level: 3

Notional hours: 150 hours

Learning Outcomes

On completion of this module, students will be able to:

1.   Formulate clear and coherent arguments.

2.   Apply proper citation and referencing.

3.   Enhance academic vocabulary and language.

4.   Structure academic essays and papers.

5.   Improve grammar and mechanics.

6.   Develop a writing process.

7.   Engage with different genres of academic writing.

Indicative content / areas of study

A.   Formulate clear and coherent arguments

➢   Understanding the Purpose of Argumentation.

➢   Identifying the Elements of an Argument.

➢   Developing a Strong Thesis Statement.

➢   Employing reasoning to build persuasive arguments.

B.   Proper citation and referencing

➢   Understanding the Importance of Citation and Referencing.

➢   Introducing Different Citation Styles.

➢   Mastering Reference Lists and Bibliographies.

➢   Citing print and electronic sources.

➢   Plagiarism and Academic Integrity.

➢   Quoting and Paraphrasing Techniques.

C.   Academic vocabulary and language

➢   Understanding the importance of a rich and varied vocabulary in academic writing.

➢   Learning strategies for expanding vocabulary through reading, word lists, and context.

➢   Understanding the importance of formal language in academic writing.

➢   Maintaining an objective tone and avoid personal bias in academic work.

➢   Avoiding Informal Language and Colloquialisms

➢   Substituting informal language with more appropriate academic expressions.

➢   Utilizing Linking Words and Transitions

➢ Conventions of academic writing in terms of sentence structure and organization

D. Develop a writing process

➢ Understanding the Writing Process.

➢ Preparing for Writing.

➢ Setting Writing Goals.

➢ Creating Outlines and Writing Plans.

➢ Drafting the Content.

➢ Incorporating Feedback and Revision.

➢ Editing for Grammar and Mechanics.

➢ Proofreading Strategies.

E. Different genres of academic writing

➢ Understanding Academic Writing Genres.

➢ Research Papers.

➢ Essays.

➢ Literature Reviews.

➢ Case Studies.

➢ Lab Reports.

➢ Review Articles.

➢ Business Reports.

Assessment

Students will undertake 2 written assessment each between 1,800 and 2,200 words.

- Assignment 1: 50%

- Assignment 2: 50%

Learning resources

➢ Online resources on LEB Online Learning Portal.

- Alice Oshima and Ann Hogue, Longman Academic Writing Series, 5th Edition, 2020, Longman.

- Laurence Behrens and Leonard J. Rosen, A Sequence for Academic Writing, 7th Edition, 2020, Pearson Education.

7.4. Critical Thinking Skill

No. of Credits: 15 credits

Credit Level: 3

Notional hours: 150 hours

Learning Outcomes

On completion of this module, students will be able to:

1. Demonstrate the ability to analyse complex information, arguments, and data from various sources and draw well-reasoned conclusions.

2. Develop proficiency in identifying and evaluating logical fallacies, as well as constructing valid and sound arguments.

3. Demonstrate effective research skills, including evaluating sources, synthesizing information, and integrating evidence to support their arguments.

4. Apply critical thinking to solve complex problems, both academic and real-world, by assessing various solutions and selecting the most appropriate one.

5. Critically assess the credibility, relevance, and bias of information sources, utilizing information literacy skills to make informed decisions.

6. Communicate complex ideas and arguments effectively through oral and written forms, employing critical thinking to structure their messages persuasively.

7. Develop the ability to identify underlying issues and root causes of problems, leading to more effective problem-solving.

8. Employ systematic and organized approaches to analyse information, ensuring a comprehensive understanding of complex topics.

Indicative content / areas of study

A. Understanding Critical Thinking

- Define critical thinking and its importance in various aspects of life.

- Explore the benefits of critical thinking in decision-making and problem-solving.

➢ Identify the characteristics of a critical thinker.

B. Elements of Critical Thinking

➢ Break down critical thinking into essential components: observation, interpretation, analysis, inference, evaluation, explanation, and self-regulation.

➢ Learn how each element contributes to the overall critical thinking process.

C. Logical Reasoning and Fallacies

➢ Understand logical reasoning and how it helps in constructing valid arguments.

➢ Identify common logical fallacies and errors in reasoning that can lead to flawed conclusions.

D. Problem-Solving Strategies

➢ Learn different problem-solving techniques, such as the Socratic method, root cause analysis, and SWOT analysis.

➢ Apply these strategies to real-world scenarios and everyday challenges.

E. Analysing Arguments

➢ Discover the structure of arguments and how to identify premises and conclusions.

➢ Practice analysing and evaluating the strength of arguments.

F. Effective Communication

➢ Develop communication skills to articulate your thoughts clearly and persuasively.

➢ Understand the importance of active listening in critical thinking.

G. Evidence and Data Evaluation

➢ Learn how to assess the reliability and credibility of sources and information.

➢ Practice evaluating evidence and data to support or refute claims.

H. Decision-Making Models

➢ Study various decision-making models, such as the rational decision-making model, and the steps involved.

➢ Apply these models to complex decisions to improve the quality of choices.

Assessment

Students will undertake 1 x 40 MCQs Examination and 1 written assessment of between 1,800 and 2,200 words.

- Assignment 1: 50%

- Assignment 2: 50%

Learning resources

➢ Online resources on LEB Online Learning Portal.

➢ Matthew J. Van Cleave, Introduction to Logic and Critical Thinking, is licensed under a Creative Commons Attribution 4.0 International License, 2016

➢ Andrew Gurevich, Critical Thinking, is licensed under a Creative Commons Attribution 4.0 International License, 2019.

7.5.   Information and Digital Literacy

No. of Credits: 15 credits

Credit Level: 3

Notional hours: 150 hours

Learning Outcomes

On completion of this module, students will be able to:

1.   Understand the need to use information and define your research topic.

2.   Identify the range of information resources available.

3.   Locate and access information using different library collections.

4.   Use search tools to locate relevant information by applying effective search strategies.

5.   Identify and use subject specific library databases.

6.   Use information independently and critically.

7.   Locate and evaluate quality information on the web.

8.   Cite information and use it in a responsible and ethical manner.

Indicative content / areas of study

A.   Understanding Information Needs

➢   Identifying the purpose and scope of information-seeking tasks.

➢   Recognizing the target audience for the information.

B.   Effective Searching Techniques

➢   Formulating well-defined research questions.

➢   Using appropriate keywords and search terms.

➢   Understanding advanced search operators and filters.

➢   Utilizing various search engines and databases effectively**.**

C.   Evaluating Information

➢   Assessing the credibility, authority, and reliability of sources.

➢   Distinguishing between primary and secondary sources.

➢   Identifying bias and evaluating objectivity in information.

D.   Information Sources

➢   Understanding the different types of information sources (books, articles, websites, etc.).

➢   Recognizing the strengths and weaknesses of different sources.

➢   Knowing when and how to use specific sources for specific purposes.

E.   Copyright and Plagiarism

➢   Understanding copyright laws and fair use.

➢   Properly citing and referencing sources to avoid plagiarism.

F.   Information Ethics

➢   Being aware of ethical considerations in information use and dissemination.

➢   Respecting intellectual property and avoiding misinformation spread.

G.   Information Organization and Management

➢   Organizing and storing information effectively.

➢ Using reference management tools and citation styles.

H. Critical Thinking and Analysis

➢ Analysing information for accuracy, relevance, and completeness.

➢ Synthesizing information from multiple sources to form cohesive arguments.

I. Digital Literacy and Technology Skills

➢ Navigating online platforms and databases.

➢ Understanding data privacy and security best practices.

➢ Using digital tools for research and information evaluation.

J. Communication and Presentation

➢ Effectively conveying information in oral and written formats.

➢ Properly citing sources and giving credit to authors.

Assessment

Students will undertake 2 written assessment each between 1,800 and 2,200 words.

- Assignment 1: 50%

- Assignment 2: 50%

Learning resources

➢ Online resources on LEB Online Learning Portal.

➢ Greg Bobish and Trudi Jacobson, The Information Literacy User's Guide, State University Of New York, Open, Online Textbook, 2014

➢ Walter D. Butler, Aloha Sargent AND Kesley Smith, Introduction To College Research, licensed under a Creative Commons Attribution 4.0 International License, 2021.

8. ELECTIVES FOR SPECIFIC DEGREE PATHWAYS

8.1. Introduction to Information Communication Technology

No. of Credits: 15 credits

Credit Level: 3

Notional hours: 150 hours

Learning Outcomes

On completion of this module, students will be able to:

1.   Demonstrate a foundational understanding of key ICT concepts, including hardware, software, networks, and data management.

2.   Be proficient in using common office applications such as word processing, spreadsheet software, presentation software, and email for various tasks, including document creation, data analysis, and communication.

3.   Develop effective digital communication skills, including the ability to compose and send professional emails, participate in online discussions, and utilize collaboration tools for group projects.

4.   Navigate the internet confidently, conduct online research, evaluate the credibility of online sources, and understand the principles of online safety and responsible web use.

5.   Learn how to efficiently manage digital data, including creating, organizing, and securing files and folders, as well as performing regular data backups.

6.   Introduce learners to basic programming concepts and languages, enabling them to write simple programs and algorithms to solve problems.

7.   Gain awareness of ethical considerations in ICT, including issues related to plagiarism, copyright, and data privacy. They will also understand legal aspects of ICT, such as data protection laws.

8.   Develop a basic understanding of cybersecurity principles and practices, including how to recognize and protect against common online threats and vulnerabilities.

Indicative content / areas of study

A.   Fundamental ICT Concepts

➢   Introduction to information and communication technology (ICT).

➢   Understanding hardware components, such as CPUs, memory, storage devices, and input/output devices.

➢   Software categories: system software, application software, and utilities.

➢   Basics of computer networks and the internet.

B.   Operating Systems and Software

➢   Exploring different operating systems (e.g., Windows, macOS, Linux).

➢   Navigating the desktop environment.

➢ File management and organization.

➢ Installing and uninstalling software applications.

C. **Office Productivity Software**

➢ Word processing software (e.g., Microsoft Word or Google Docs).

➢ Spreadsheet software (e.g., Microsoft Excel or Google Sheets).

➢ Presentation software (e.g., Microsoft PowerPoint or Google Slides).

➢ Email and calendar applications.

D. **Digital Communication**

➢ Email etiquette and effective email communication.

➢ Instant messaging and collaboration tools (e.g., Slack, Microsoft Teams).

➢ Introduction to social media platforms and their uses.

E. **Internet and Web Browsing**

➢ Web browsers and their features.

➢ Conducting online research.

➢ Evaluating the credibility of online sources.

➢ Internet safety and responsible online behavior.

F. **Data Management**

➢ Creating, renaming, moving, and deleting files and folders.

➢ Data backup and recovery procedures.

➢ Data security awareness and best practices.

G. **Introduction to Programming Concepts**

➢ Basic programming concepts like algorithms, variables, and loops.

➢ Introduction to a beginner-friendly programming language (e.g., Python).

➢ Writing simple programs and scripts.

H.   ICT Ethics and Legalities

➢   Understanding ethical considerations in ICT, including plagiarism and copyright.

➢   Data privacy and protection laws.

➢   Intellectual property rights.

I.   Cybersecurity Awareness

➢   Recognizing common online threats (e.g., malware, phishing, social engineering).

➢   Password management and creating strong passwords.

➢   Best practices for securing personal and professional digital assets.

Assessment

Students will undertake 2 written assessment each between 1,800 and 2,200 words.

- Practical Assignment 1: 50%

- Practical Assignment 2: 50%

Learning resources

➢   Online resources on LEB Online Learning Portal.

➢   Joanne B. Hames, Yvonne Ekern, Introduction to Law, 6th Edition, 2020, Pearson Education,

➢   Helen Rutherford, Birju Kotecha, Angela Macfarlane, English Legal System, 5th Edition, 2022, Oxford University Press.

8.2.   Media and Society

No. of Credits: 15 credits

Credit Level: 3

Notional hours: 150 hours

Learning Outcomes

On completion of this module, students will be able to:

1.   Understand the Role of Media in Society.

2.   Describe various Media Theories and Frameworks.

3.   Comprehend Media Industries and Ownership.

4.   Analyse Media Representations and Cultural Impact.

5.   Recognize Media Convergence and Digital Media:

6.   Explore Media Regulation and Policy.

7.   Understand Media Effects and Ethical Considerations.

8.   Identify Social Media and Online Communities.

9.   Understand Global Media and Cultural Implications.

Indicative content / areas of study

A.   Understand the Role of Media in Society

➢   Define media and its various forms of communication.

➢   Identify the significance of media in shaping public opinion, culture, and social interactions.

B.   Media Theories and Frameworks

➢   Recognize key media theories and perspectives (e.g., agenda-setting, cultivation theory, media effects).

➢   Analyze how media influence attitudes, beliefs, and behaviours.

C.   Media Industries and Ownership

➢   Explore the structure and dynamics of media industries (e.g., television, film, print, digital media).

➢   Understand the implications of media ownership trends on media diversity and content.

D.   Media Representations and Cultural Impact

➢   Examine the portrayal of social groups and individuals in media content.

➢   Explore the relationship between media and cultural identity.

E.   Media Convergence and Digital Media

➢   Understand media convergence and its impact on media production and consumption.

➢   Analyse the rise of digital media platforms and their effects on traditional media.

F.   **Explore Media Regulation and Policy**

➢   Investigate media regulation and its objectives (e.g., content regulation, media ownership regulations).

➢   Examine debates and challenges surrounding media freedom and censorship.

G.   **Understand Media Effects and Ethical Considerations**

➢   Investigate potential media effects on individuals and society (e.g., violence, body image, political behaviour).

➢   Discuss ethical considerations in media production and consumption.

H.   **Social Media and Online Communities**

➢   Examine the role of social media in shaping online communities and social interactions.

➢   Analyse the impact of social media on communication, activism, and social movements.

I.   **Global Media and Cultural Implications**

➢   Analyse the globalization of media and its cultural impact.

➢   Discuss the concept of cultural imperialism and its critique.

Assessment

Students will undertake 2 written assessment.

- Assignment 1: 40%

- Final Examination: 60%

Learning resources

➢   Online resources on LEB Online Learning Portal.

➢   Mark Poepse, Media, Society, Culture and You by Markl is licensed under a Creative Commons Attribution 4.0 International, 2018

➢   John Vivian, The Media of Mass Communication, 12th edition, 2021, Pearson Education

8.3.   Introduction to Psychology

No. of Credits: 15 credits

Credit Level: 3

Notional hours: 150 hours

Learning Outcomes

On completion of this module, students will be able to:

1.   Define Psychology and its Scope.

2.   Explain Key Psychological Theories and Concepts.

3.   Describe the History and Evolution of Psychology.

4.   Discuss Biological Bases of Behaviour.

5.   Understand Learning and Behaviour.

6.   Discuss Memory and Cognitive Processes.

7.   Explore Developmental Psychology.

8.   Analyse Social Psychology.

9.   Discuss Personality Theories.

Indicative content / areas of study

A.   Introduction to Psychology

➢   Definition of psychology as a scientific discipline.

➢   Historical development of psychology and key figures.

B.   Introduction to Psychological Theories

➢   Definition of psychological theories and their significance in understanding human behaviour and cognition.

➢   Overview of the major theoretical approaches in psychology (e.g., psychodynamic, behavioural, cognitive, humanistic).

C.   Biological Bases of Behaviour

➢   Structure and function of the brain and nervous system.

➢   Influence of genetics, hormones, and neurotransmitters on behaviour.

D.   Learning Theories

➢   Classical conditioning and operant conditioning.

➢ Observational learning and its significance.

E. Memory and Forgetting

➢ Processes of encoding, storage, and retrieval of information.

➢ Factors that contribute to forgetting and strategies for improving memory.

F. Cognition and Cognitive Processes

➢ Thinking, problem-solving, and decision-making.

➢ Mental representations and cognitive structures.

G. Developmental Psychology

➢ Psychological changes across the lifespan from infancy to old age.

➢ The roles of nature and nurture in development.

H. Social Psychology

➢ Influence of social factors on individual behavior and cognition.

➢ Social perception, attitudes, and group dynamics.

I. Personality Theories

➢ Major theories of personality (e.g., psychoanalytic, humanistic, trait theories).

➢ Approaches to studying individual differences.

Assessment

Students will undertake 1 MCQ Final Examination and 1 written assessmen.

- Assignment 1: 60%
- Final Examination: 40%

Learning resources

➢ Online resources on LEB Online Learning Portal.

➢ University of Minnesota, Introduction to Psychology is licensed under a Creative Commons Attribution

➢ Copyright Rice University, OpenStax, under CC BY 4.0 license. Psychology 2nd Edition, 2022.

8.4. Principles of Management

No. of Credits: 15 credits

Credit Level: 3

Notional hours: 150 hours

Learning Outcomes

On completion of this module, students will be able to:

1. Define and explain the fundamental principles and concepts of management in organizations.

2. Describe the roles and functions of managers in different levels of an organization.

3. Apply the planning process to set organizational objectives and develop effective plans at various levels (strategic, tactical, operational).

4. Demonstrate an understanding of different organizational structures and their impact on organizational performance and efficiency.

5. Explain the importance of leadership and motivation in managing individuals and teams within an organization.

6. Explain the process of decision-making and apply decision-making models to real-world managerial scenarios.

7. Describe the principles and techniques of controlling and monitoring organizational performance.

8. Understand the fundamentals of human resource management, including recruitment, selection, training, and performance appraisal.

9. Analyse the significance of organizational culture and its impact on employee behaviour and performance.

Indicative content / areas of study

A. Introduction to Management

➢ Definition of management and its importance in organizations

➢ Historical evolution of management theories

➢ Roles and functions of managers

➢ Challenges and opportunities in contemporary management

B.   Planning

➢   Nature and significance of planning

➢   Types of plans (strategic, tactical, operational)

➢   Setting objectives and goals

➢   Decision-making process and techniques

C.   Organizing

➢   Organizational structures (functional, divisional, matrix, etc.)

➢   Authority, responsibility, and delegation.

➢   Departmentalization and coordination.

➢   Organizational culture and its impact on performance.

D.   Leading and Motivating

➢   Leadership styles and theories (trait, behavioural, contingency, etc.).

➢   Motivation theories (Maslow's hierarchy, Herzberg's two-factor theory, etc.).

➢   Communication in management.

➢   Team dynamics and effective teamwork.

E.   Controlling

➢   Importance of control in management.

➢   The control process (setting standards, measuring performance, taking corrective action).

➢   Types of control (feedforward, concurrent, feedback).

➢   Key performance indicators (KPIs) and performance measurement.

F.   Decision Making

➢   Decision-making process and models.

➢   Rational and non-rational decision-making.

➢   Ethical considerations in decision-making.

➢   Group decision-making and consensus building.

G.   Human Resource Management

➢   Recruitment and selection process.

➢   Training and development of employees.

➢   Performance appraisal and feedback.

➢   Employee motivation and engagement.

H.   Organisation Culture

➢   Types of Organizational Culture.

➢   Theories and Models of Organizational Culture.

➢   Impact of Organizational Culture on Employee Behaviour.

Assessment

Students will undertake 1 MCQ Final Examination and 1 written assessment.

- Assignment 1: 60%

- Final Examination: 40%

Learning resources

➢   Online resources on LEB Online Learning Portal.

➢   Luis R. Gomez-Mejia, David B. Balkin, Management, 1st Edition, 2021, Pearson Education

➢   Mary A. Coulter David A. De Cenzo. Fundamentals of Management, 11th Edition, 2021 Pearson Education

8.5.   Mathematics Essentials

No. of Credits: 15 credits

Credit Level: 3

Notional hours: 150 hours

Learning Outcomes

On completion of this module, students will be able to:

1.   Solve algebraic equations and inequalities, including linear and quadratic equations, and apply these techniques to real-world problems.

2.   Understand and work with various functions, including linear, quadratic, exponential, logarithmic, and trigonometric functions, and analyse their graphs.

3.   Apply principles of calculus, including limits, derivatives, and integrals, to analyse and solve problems related to rates of change and accumulation.

4.   Use matrices and determinants to solve systems of linear equations and perform basic matrix operations.

5.   Analyse data using basic concepts of probability and statistics, including calculating probabilities, measures of central tendency, and measures of variability.

6.   Apply discrete mathematics concepts, including sets, relations, and functions, to solve problems in computer science, cryptography, and graph theory.

Indicative content / areas of study

A.   Algebra

➢   Algebraic expressions and equations.

➢   Solving linear and quadratic equations.

➢   Inequalities.

➢   Polynomials and factoring.

B.   Functions and Graphs

➢   Understanding functions and their notation.

➢   Domain and range of functions.

➢   Graphing linear and quadratic functions.

➢   Transformations of functions.

C.   Calculus

➢   Limits and continuity.

➢   Derivatives and their applications.

➢   Differentiation rules (chain rule, product rule, quotient rule).

➢   Integration and its applications.

D.   Probability and Statistics

➢   Probability concepts and rules.

➢   Descriptive statistics (mean, median, mode, standard deviation).

➢   Probability distributions (binomial, normal).

➢   Hypothesis testing and confidence intervals.

E.   Matrices and Determinants

➢   Matrix operations (addition, multiplication, inverse).

➢   Solving systems of linear equations using matrices.

➢   Determinants and their properties.

F.   Discrete Mathematics

➢   Sets, relations, and functions.

➢   Counting principles (permutations, combinations).

➢   Introduction to graph theory.

Assessment

Students will undertake 1 MCQ Final Examination and 1 written assessment.

- Mid-term Examination: 50%

- Final Examination: 50%

Learning resources

➢   Online resources on LEB Online Learning Portal.

➢   Donna Kirk, University of Wisconsin, Copyright Year: 2023, Publisher: OpenStax, under CC BY 4.0 license

➢   John Meier and Derek Smith, Exploring Mathematics, 2017, University Of Cambridge Press