

Master's Preparation (MP)

Framework Document
2020-21



TABLE OF CONTENTS

| | |
|--|-----------|
| Programme Overview | 2 |
| Entry to the Programme | 5 |
| Programme Delivery | 6 |
| Assessment | 9 |
| Approaches to Teaching and Learning | 11 |
| Programme Management & Staff Development..... | 13 |
| Student Support & Guidance | 14 |
| Resource Requirements..... | 16 |
| Quality Assurance | 18 |
| Appendix A – Assessment Breakdown | 19 |
| Appendix B – Timetabling the MP | 21 |
| Appendix C – Module Overviews..... | 24 |
| <i>Research Methods</i> | <i>25</i> |
| <i>Orientation to Western Study.....</i> | <i>29</i> |
| <i>Life Sciences</i> | <i>30</i> |
| <i>Management</i> | <i>34</i> |
| <i>English for Academic Purposes (EAP).....</i> | <i>38</i> |

PROGRAMME OVERVIEW

INTRODUCTION

The NCUK Master's Preparation (MP) programme is designed to prepare graduates or three-year diploma holders of recognised universities for study on specified courses at postgraduate master's or equivalent level at NCUK member institutions. The programme will be offered under the guidelines and regulations detailed in the current edition of the **NCUK Academic Handbook**.

NCUK Universities recognise the programme as meeting the English language entry requirements for international students, with progression contingent on students satisfying the performance criteria published in the NCUK Course Finder. The list of accepting universities can be seen on the university pages of the NCUK website.

Throughout the programme emphasis is placed on the integration of language learning, study skill development and the acquisition and/or re-orientation of subject knowledge. The philosophy permeating the delivery of the programme is that every teaching contact with a student is an opportunity to develop language and learning skills.

The programme has three routes:

- ⇒ **Master's Preparation Enhanced** is three terms in length and is designed for two groups of students: those who hold three-year diplomas plus work experience with a level of English equivalent to at least EAP grade E and graduates, or final year undergraduates, with an English language level equivalent to at least EAP grade E.
- ⇒ **Master's Preparation** consists of two terms and is for undergraduate degree holders or final year undergraduates with a level of English equivalent to at least EAP grade D.
- ⇒ **Master's Pre-Sessional** and is for undergraduate degree holders or final year undergraduates with a level of English equivalent to at least EAP grade D.

AIMS

The aims of the NCUK Master's Preparation programme are to:

- ⇒ To enhance the English language ability of graduates or diplomates to a level sufficient to enable them to communicate and study effectively and confidently at postgraduate level at a Western university.
- ⇒ To develop the academic skills and an understanding of the underlying philosophies and related capabilities required for successful study at postgraduate level in Western higher education.
- ⇒ To relate the student's existing subject knowledge to that of Western graduates in similar discipline areas.
- ⇒ To cultivate a commitment to good practice in academic work and in particular an awareness of the serious adverse implications of plagiarism.
- ⇒ To provide students with the necessary skills to enable them to develop as independent, autonomous learners including the demonstrated ability to undertake a significant individual research project.
- ⇒ To give students practical experience of different methods that may be used to assess their learning.
- ⇒ To introduce aspects of Western culture and enable an understanding of the policies, procedures and regulations affecting study in the West.
- ⇒ To develop learning skills and reflective learning through the various elements of the programme.

LEARNING OUTCOMES

On successful completion of this programme students should be able to:

- ⇒ Use English confidently in a Western academic environment and demonstrate a proficiency in English language to a standard equivalent to at least EAP grade C.
- ⇒ Learn effectively at master's level study.
- ⇒ Make effective use of a range of generic and subject specific study skills, language skills and information and communications technologies as well as self-directed study.
- ⇒ Conduct project work in appropriate subject areas including the use of primary and secondary data, the analysis of evidence and the presentation of findings.
- ⇒ Demonstrate an understanding of Western culture sufficient to aid rapid adjustment to living and studying in the west.

PROGRAMME STRUCTURE

The Master's Preparation programme is designed to allow entry at three points during the academic year. This is to allow students who have different levels of English (and differing academic backgrounds) to enter at an appropriate level. The programme is scheduled so that all routes can finish at the same point, and where possible, students can complete the same assignments and exams at the same time.

The first term for Master's Preparation Enhanced students is the Preparatory Term. Assessments in this term do not count towards the final grade: they are formative. In the second term – the Core Term – Master's Preparation students join those on the Enhanced pathway. The Final Term is identical for Master's Preparation Enhanced and Master's Preparation students.

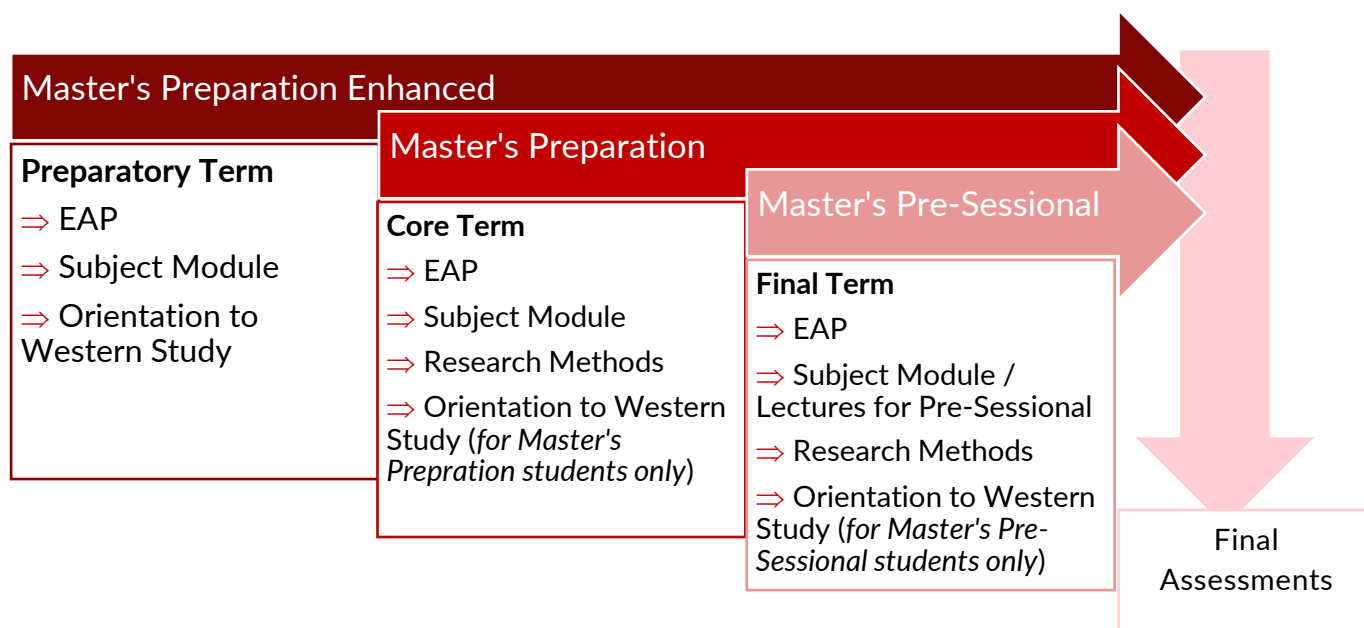
Master's Pre-Sessional students follow a modified version of the syllabus used for the Master's Preparation Enhanced and Master's Preparation. While elements of work done on the other pathways is incorporated into the Master's Pre-Sessional, they are tested differently. However, note that the final EAP examinations for Master's Pre-Sessional students are the same as those for Master's Preparation Enhanced and Master's Preparation students, and the examinations are taken at the same time.

Orientation to Western Study

All routes undertake this module for one term when they start their Master's Preparation programme. For Master's Preparation Enhanced this is in the Preparatory Term and for Master's Preparation, the Core Term. This key-skills module is usually undertaken at the start of the Master's Pre-Sessional.

Lectures

The Master's Preparation programme will be supported by lectures. Lectures also form the platform for tasks that contribute to the EAP grade. Where the centre also runs the Master's Preparation Enhanced and/or Master's Preparation routes it is recommended Master's Pre-Sessional students attend some lectures that are part of the subject module (usually the Management module) for those routes.



PROGRAMME GRADING

Students receive two overall grades for the Master's Preparation Programme. A grade from A – U for EAP and a classification of Distinction, Credit or Pass for Research Methods. The detailed descriptors used to assess EAP work are provided in the EAP syllabus.

The classifications awarded for the Research Methods module are summarised in the table below:

| Research Methods Classification Summary | | |
|---|---------|---|
| Grade | % | Criteria |
| Distinction | 70 + | Excellent – exemplary execution of tasks. Objectives surpassed. Ingenuity demonstrated with creativity and skill. |
| Credit | 60 - 69 | Good – Competent work demonstrating ability to achieve objectives overall. |
| Pass | 40 - 59 | Adequate – ranging from a sufficient to a competent performance. |

For information on the equivalencies of the NCUK EAP module to widely recognised English Language qualifications please see the entry requirements section of the [NCUK website](#).

ENTRY TO THE PROGRAMME

Students will be required to identify their proposed postgraduate study discipline prior to entry to the programme and take up subject study relevant to that discipline.

All applicants will be required to demonstrate a level of English language proficiency appropriate to the programme entry point. Students without approved English Language certification will sit a placement test approved by NCUK.

The Academic Manager or their nominee will interview all applicants; the interview will explore the prospective student's academic record, motivation, work experience and future study plans. Students will be required to produce certified copies of their university graduation (diploma or degree) transcripts and these will be used as the basis for the diagnostic sessions in their specialist subject areas. The Academic Manager's decision on the suitability of a candidate will be final.

The programme will have three possible entry points at the start of each of the routes. The minimum entry qualifications are available on the NCUK website: www.ncuk.ac.uk.

Students entering the Master's Preparation programme should normally have completed an undergraduate degree that is equivalent to a UK Bachelors, in a subject relevant to their intended progression route. Three-year diploma holders from some countries (e.g. China) may be accepted on to the **Master's Preparation Enhanced**, although such students may have limited progression.

Entry Qualifications

Owing to the variation in degree standards from country to country, and the impact of a student's original qualification on the progression options they will have post-MP, all Master's Preparation programme applications should be sent to NCUK for evaluation (email: nse@ncuk.ac.uk). The applicant can only be enrolled once the centre has received approval from NCUK. For full details of how to refer applications, please consult the **NCUK Academic Handbook, Centre Management: Student Systems**.

PROGRAMME DELIVERY

The Master's Preparation programme is designed to accommodate diploma and degree graduates, with varying levels of English language ability. All entry points are designed for part-time and full-time delivery. The syllabus presented in this document is divided into three terms for ease of reference: Preparatory Term, Core Term and Final Term. As a guide, each teaching week for full-time delivery will have an average directed study time of 20 hours, spread over a minimum of a 10-week term (including one week for assessments). Total learning activity including private study would be expected to exceed 40 hours per week. Hours referred to in this document are teaching hours (50 minutes per hour).

The Final Term project for Master's Preparation Enhanced and Master's Preparation students requires them to dedicate a minimum of 84 hours to independent study (this is not part of the programme's directed study time). It is expected however that students will spend considerably longer working on this aspect of the programme.

NCUK specifies minimum timetabled contact hours for its programmes but does not set a maximum class contact or total study time; it is recognised that many Study Centres will apply higher than minimum contact times to meet the learning needs of their students.

Master's Preparation Enhanced

| Term | Module | Directed Study Time | |
|---------------------------|--|---------------------|------------|
| | | Per Week | Total |
| Preparatory (10 weeks) | English for Academic Purposes | 10 | 90 |
| | Orientation to Western Study ¹ | N/A | 9 |
| | Subject Module | 6 | 54 |
| Core (10 weeks) | English for Academic Purposes | 10 | 90 |
| | Research Methods: Data Analysis and Project Planning | 7 | 63 |
| | Subject Module | 3 | 27 |
| Final (10 weeks) | English for Academic Purposes | 10 | 90 |
| | Research Methods: Project | 7 | 63 |
| | Subject Module | 3 | 27 |
| | | Total | 513 |

¹ Orientation to Western Study can be delivered separately or integrated at appropriate points in the EAP syllabus. Hours per week are not prescribed.

Master's Preparation

| Term | Module | Directed Study Time | |
|-----------------------------|--|---------------------|------------|
| | | Per Week | Total |
| Core (10 weeks) | English for Academic Purposes | 10 | 90 |
| | Orientation to Western Study ¹ | N/A | 9 |
| | Research Methods: Data Analysis and Project Planning | 7 | 63 |
| | Subject Module | 3 | 27 |
| Final (10 weeks) | English for Academic Purposes | 10 | 90 |
| | Research Methods: Project | 7 | 63 |
| | Subject Module | 3 | 27 |
| | | Total | 369 |

¹ Orientation to Western Study can be delivered separately or integrated at appropriate points in the EAP syllabus. Hours per week are not prescribed.

Master's Pre-Sessional

| Term | Module | Directed Study Time | |
|-----------------------------|--|---------------------|-----------|
| | | Per Week | Total |
| Final (10 weeks) | English for Academic Purposes + Orientation to Western Study | 14 | 126 |
| | Research Methods: Data Analysis and Project Planning | 5 | 45 |
| | Lectures (target is one every two-weeks) | As arranged | |
| | | Total | 27 |

The duration of each term may vary according to the timing of local public holidays. Terms may be interrupted by periods of holiday where necessary.

The programme may be delivered face-to-face or in blended/online modes as agreed with the Study Centre at the time of accreditation.

MODULE CHOICES

Study Centres are not required to offer all the subject modules available on the Master's Preparation programme. Resources and student demand may dictate that Study Centres offer a smaller selection of subject modules. If Study Centres wish to add additional subject modules to their offering, they should inform NCUK well in advance, as the addition of some subject modules will require additional accreditation

CLASS SIZES

Class sizes will vary between each element of the Master's Preparation programme. However, EAP classes and pastoral care tutorials must not exceed 16 students per class/tutorial.

Subject class sizes may be varied according to the activity e.g. lecture, seminar or tutorial. The principle to be applied to timetabling and class size should be to give students the opportunity to experience different forms of learning and to maximise opportunities for small-group work and for the development of independent learning skills. In general, NCUK would not expect tutorial or seminar groups to exceed 16 students but class sizes for lectures may be larger.

Staffing of the programme should allow for some one-to-one contact for each student.

ASSESSMENT

SUMMATIVE ASSESSMENT

Each module will have an assessment schedule, which will be completed by the end of the appropriate term and will include formative and summative assignments and other assessment tasks. Assessments will be designed to demonstrate learning across the individual modules of the programme and to allow students to experience a wide range of the assessment methods used in Western postgraduate programmes. Assessments will normally include coursework, essays, reports and other structured assignments, oral examination and unseen written examinations.

There is an Exam Board for the programme, as detailed in the NCUK Academic Handbook.

NCUK has appointed Moderators. The Moderators have oversight of academic standards and moderate the outcomes of assessments. The Moderators comment on the students' assessed work and they have the opportunity to be present at the Examination Board and confirm the results achieved. The Moderators have experience of the British higher education system, including postgraduate programmes, and are fully briefed on their responsibilities at the beginning of their term of office.

Students successfully completing this programme will be guaranteed admission to an appropriate postgraduate programme offered by an NCUK member institution. The NCUK guarantee is based on the student's dissertation or research project grade, final EAP grade and individual EAP component grades. In addition, successful students will receive a certificate awarded by NCUK. NCUK will produce a 'University Entry Directory' indicating possible postgraduate courses and any specific grade requirements for entry (<http://www.ncuk.ac.uk/entry-directory>).

Detailed rubrics for each assessment are given in the relevant module syllabus document and summarised in Appendix A of this document.

All summative assessments are set by NCUK. In order to ensure comparability of standards across Study Centres, all assessments are marked by teachers at each Study Centre using detailed, NCUK issued, mark schemes and assessment criteria, and moderated by NCUK appointed moderators prior to examination boards taking place.

Study Centres are required to administer examinations and coursework assessments according to the policies, regulations and guidelines given in the NCUK Academic Handbook.

FORMATIVE ASSESSMENT

Each term should include formative tasks that prepare students for the later summative assessments. Students should be encouraged to complete homework assignments, engage with past examination questions, and other activities that develop their skills for completion of summative assessments.

For Master's Preparation Enhanced and Master's Preparation students NCUK will provide formative coursework that may be completed in the Preparatory and Core Terms as shown in the table below. NCUK also provides exemplar assessments and past papers where available.

| Term | Module | Assessment |
|-------------|------------------|--|
| Preparatory | Management | Group Report & Presentation |
| | | Essay |
| | | Examination |
| | EAP | Reading Task |
| | | Pre-Writing Task |
| | | Listening-into-Speaking |
| Core | Management | Analysis Report |
| | | Examination |
| | Research Methods | Publication Analysis (<i>optional</i>) |
| | | Group Research Proposal Design |
| | EAP | Research Proposal |
| | | Listening-into-Speaking |
| Final | EAP – Speaking | Proposal Presentation |

REASSESSMENT

Subject Modules

Students have the option to resit module examinations irrespective of the grade. The resit grade will be calculated from the student's original (moderated) coursework mark and their resit examination result.

EAP

Students have the option to improve the grade attained in an EAP component. Where a student wishes to improve their overall EAP grade, they must resit all of the EAP components. The resit grade will be calculated from the student's resit exam only.

For full details on reassessment please refer to the NCUK Academic Handbook, Referral Policy.

APPROACHES TO TEACHING AND LEARNING

Teachers should use a range of different learning and delivery styles in order to give students experience of the types of approach they will encounter in an NCUK University e.g. lectures, tutorials, seminars etc.

All teaching will be conducted in the English language. Students will be encouraged to use English as frequently as possible and at all times when they are in the study centre.

Knowledge and understanding will be developed through small-group classes, tutorials and regular coursework, both assessed and non-assessed. Additional support will be available through self-access facilities. Teachers should provide opportunities for students to practise a wide range of study skills including individual and group presentations, project work and extended assignments.

Tutorials should involve both group and individual activities, with a strong emphasis on applying knowledge from lectures and reading to problem-solving. Suggested activities include students being encouraged to explain in English their answers in pairs or small groups, students providing answers to the whole class whilst standing at the front of the group, student-led presentations and group activities that require discussion and debate.

Emphasis will be placed on developing the students as confident, independent learners able to reflect on their learning and able to recognize, and react appropriately to, their own strengths and weaknesses.

This programme has been designed to facilitate and encourage an integrated approach to teaching. It is important for the development of study skills and for the language development of the students that the delivery of the programme is integrated. EAP and subject lecturers are encouraged to liaise as much as possible over the preparation and delivery of lessons.

DEVELOPING INDEPENDENT LEARNING

It is important that the learners are given the guidance and support to develop from pupils within a teacher-led learning environment, to students who feel confident taking ownership of their learning through independent study. As students may have an educational background where concepts of teaching and learning are different to those prevalent in NCUK Universities, aspects of independent learning should be introduced gradually throughout the programme. For instance, this may include scheduling contact hours appropriately to effectively meet students' learning needs.

PAST ASSESSMENTS

Many learners can find it reassuring to revisit past assessments to support their preparation for formative and summative assessments. A selection of past Coursework, End of Semester 1 Test and Final Examination papers are available for this purpose via the NCUK Teachers' Hub. It is important that students are guided to the relevant sections and questions which will support the meeting of current learning outcomes or that past assessments are appropriately adapted to ensure their fit to the current syllabus.

While classroom time can be allocated to the review of and use of past papers, students should also have the opportunity to make use of these for independent study. Teachers should work with colleagues to decide which papers may be kept aside for use in formative assessment or class time and which to release to students for independent study.

SUPPORTING ENGLISH LANGUAGE DEVELOPMENT

It is important for the development of study skills and for the language development of the students that delivery of the Master's Preparation programme modules are integrated. Students' language and study skills are the responsibility of all lecturers and therefore it is vital that there is a high level of liaison and cooperation.

EMPLOYABILITY

Students will be made aware of the transferable nature of skills and behaviours that they are developing through their studies. Teachers will highlight real-world applications for knowledge and understanding gained through the qualification wherever relevant. Projects and investigations in many modules will be based on real data and examples.

Students will also be encouraged to seek relevant work experience opportunities in their local environment and to prepare their curriculum vitae.

PROGRAMME MANAGEMENT & STAFF DEVELOPMENT

STAFFING REQUIREMENTS

Staff contributing to the programme will have experience of teaching in English and have knowledge of Western higher education systems (Refer to the NCUK Academic Handbook, *Study Centre Staff Recruitment*).

Each Study Centre will have an appropriately qualified and experienced Academic Manager who will be responsible for managing the academic aspects of the delivery of the Master's Preparation programme in that Study Centre. The Academic Manager will be assisted by appropriate administrative and other support staff (Refer to the NCUK Academic Handbook, *Study Centre Staff Recruitment*).

Regular teacher meetings will be held at each Study Centre in order to monitor the progress of the programme throughout the year, to discuss day-to-day operational issues and to provide a regular staff development opportunity. All Study Centres are required to create a Programme Committee attended by all members of the teaching team, administrative support staff and others, as appropriate. The Committee will act as a hub for co-ordinating suggestions to NCUK on syllabus and assessment review and development, managing the quality assurance of the Study Centre, and producing and maintaining a Centre Quality Plan. Details of these requirements are supplied in the NCUK Academic Handbook, *NCUK QA Framework: Study Centre Responsibilities*.

Each Study Centre will have appropriate systems for teacher management that include procedures for the monitoring of syllabus delivery, and appraisal including lesson observation and feedback and for collecting student feedback on all aspects of the delivery of the programme (Refer to the NCUK Academic Handbook, *Study Centre Management: Staff*).

STAFF DEVELOPMENT

All teaching staff must receive an appropriate induction before starting to teach on the MP Programme. The induction should include:

- ⇒ a comprehensive introduction to the Master's Preparation programme;
- ⇒ background on the learning needs and styles of the expected cohort of students;
- ⇒ consideration of appropriate approaches to teaching, learning and assessment;
- ⇒ and induction on interpreting marking criteria and using these in standardisation exercises

(Refer to the NCUK Academic Handbook, *Study Centre Management: Staff*.)

Teacher appraisal and monitoring systems will provide the opportunity to identify and react to individual development needs. This will feed into the staff development programme, which should also cover other training that is identified via student surveys and general teacher feedback. (Refer to the NCUK Academic Handbook, *Study Centre Management: Staff*.)

NCUK provides additional supporting resources for teaching staff via the NCUK Teacher's Hub. Here teachers are able to share teaching material with the wider NCUK network of teachers and access other material such as webinars, past papers and exemplar marked student work for standardisation purposes. Teachers will be given access to this upon accreditation, any queries related to access should be directed to NCUK's Centre Support team.

STUDENT SUPPORT & GUIDANCE

The intention of each Study Centre is to provide a fully supportive learning environment in which students can seek advice and guidance at any reasonable time and in which their progress and development can be closely monitored.

Study Centres will provide the following to students upon registration:

- ⇒ A Student Handbook, based on an NCUK template - the Student Handbook will act as a reference document throughout the programme. The template, available from the NCUK Academic Handbook, is designed to be customised. The main body of the Student Handbook covers NCUK systems and regulations that concern the student; the Appendices will be completed by the Study Centre, to give the summative coursework schedule (with assessment outlines and dates), the academic calendar and any local (or centre) information it feels would be useful for the student, which should include what is expected of the students in the Study Centre.
- ⇒ Access to the NCUK MP Induction – this induction gives students information on NCUK and progression routes to NCUK Universities. Ideally students should be given access to this document prior to teaching starting and they should complete the induction module by the end of the first week of the course. This should also be supported by an introductory session from their allocated Student Counsellor.

Pastoral Tutorials

The Academic Manager is responsible for assigning each lecturer with a group of students as tutees. The tutor will meet with their tutees once a week as a group for the Group Tutorial (see below). This tutorial should last a minimum of one lesson. Tutors should also meet their tutees for an Individual Tutorial at least once every two weeks on an individual basis for a minimum of 15 minutes.

Please note that an introduction to choosing appropriate courses is included in the 'Orientation to Western Study' syllabus. In addition, this needs to be discussed in the tutorial groups.

Group Tutorials:

The purpose of pastoral group tutorials is for the tutor to offer advice and direction on study skills/study management and guidance on in relation how to choose university courses.

Introduce:

- ⇒ the destination countries.
- ⇒ NCUK member universities.
- ⇒ the difference between study in home country and destination country.
- ⇒ how to apply for a Master's course; how to complete the application package.
- ⇒ monitoring the student in the writing of their personal statements for university application.
- ⇒ discuss issues of study management and learning styles which are agreed in the weekly staff meeting as necessary.

Facilitate:

- ⇒ group discussion.
- ⇒ peer support and discussion of learning difficulties and future plans.

Individual Tutorials

The purpose of individual tutorials is to offer advice and direction on the following:

- ⇒ Individual feedback to students on their strengths and weaknesses on the course (feedback from own classes and other lecturers' comments)
- ⇒ Individual feedback on assignments, project proposals, etc.
- ⇒ Follow-up on individual postgraduate course choice
- ⇒ Individual guidance on the writing of the personal statement for the application pack.

It is the responsibility of the tutor, under the line management of the Academic Manager, to ensure that all students have completed application documents appropriately and made suitable choices for university entry.

UNIVERSITY APPLICATION PROCESS AND RESPONSIBILITIES

Students will need to begin to think about suitable university courses from the beginning of their entry onto the Master's Preparation programme. Depending on when the Master's Preparation programme is being run, applications may need to be finalised early in the year (by around the end of March for many postgraduate courses). It is recommended that centres consider an information/orientation event for **Master's Preparation** students in advance of the start of their studies to cover information about applying for university courses and also the writing of a personal statement. This will facilitate speedy and effective processing of applications for **Master's Preparation** students by a March deadline. It is likely that this event will be run jointly by the academic staff and the counselling staff.

Both the academic staff and the Student Counsellors in each region will contribute to the process of university course selection. However, the contribution of academics with first-hand knowledge of the Western context is very important.

Choosing a Course:

- Stage 1:** Guide students on how to select a course and then a university.
- Stage 2:** Set a timetable for students to research the courses available and monitor the progress through tutorials.
- Stage 3:** Issue a choices form for students to record final choices.

Application to an NCUK Member University:

At the same time that students are choosing courses, they will also need to be preparing the relevant documentation for university application and visa application. The Student Counsellors will assist with this process. The main area of concern for academic staff is the writing of the personal statement.

The personal statement is a crucial element of the application process as this is the section in which students can demonstrate their individual skills and background. Work on this needs to begin as early as possible.

In addition to university application counselling, students will have access to information relating to NCUK Universities, including prospectuses and relevant departmental and university publications, such as residential accommodation details. Representatives of NCUK Universities are encouraged to visit Study Centres to help counsel students on suitable university course choices. Students should be directed to the comprehensive resources covering all of the NCUK Universities available on the [NCUK website](#).

Further information for Student Counsellors on supporting student progression can be found on the [NCUK Centre Support Hub](#) (login required).

RESOURCE REQUIREMENTS

The Study Centre must ensure that all physical and human resources are in place for the successful delivery of the Master's Preparation programme and this will be verified through the NCUK Study Centre accreditation process and the on-going quality audit.

Staffing

Appropriately qualified staff should be appointed including an Academic Manager/Director responsible to NCUK for all aspects of the academic programme, English for Academic Purposes (EAP) specialist(s) and one or more appropriately qualified subject specialists for each route offered. Staff will all have recent university teaching experience and have experience of western universities. Administrative staff will be appointed as necessary to support the programme.

Physical Resources

Physical resources will be dependent upon student numbers and modules delivered but typically the minimum specification will include the following:

- ⇒ A sufficient number of classrooms for the student population
- ⇒ Classrooms of a sufficient size for the student population
- ⇒ Appropriate furniture for students and staff
- ⇒ Appropriate classrooms and furniture for conducting examinations in a secure environment (including equipment for EAP listening and speaking examinations, if applicable)
- ⇒ Appropriate equipment to support the delivery of teaching (boards, projectors etc.)
- ⇒ Specialist labs and equipment for art & design, science and engineering modules (if applicable)
- ⇒ A study area/library area that
 - provides a quiet area to study
 - is equipped with all required textbooks for modules being taught, with sufficient copies for the student population (min. 1 copy per 5 students)
 - provides access to supplementary resources, including the additional textbooks and journals recommended in the module syllabus documents
- ⇒ A secure area for the storage of examination papers and completed assessments (accessible only by senior staff)
- ⇒ PCs or laptops for student use if the centre does not require students to provide their own
- ⇒ A functioning Wi-Fi connection of a sufficient speed to allow students and teachers to access relevant learning/teaching materials
- ⇒ Printing facilities for students and teachers

Where specific resources are required for a module, these will be detailed in the relevant module syllabus.

The 'teaching' area for the Master's Preparation programme should ideally be a self-contained 'centre' in which it is possible to create a Western higher education environment and ethos. The self-access study area and the ICT facilities should be available throughout the working day and in the evening.

If the Study Centre is offering online assessment through the NCUK learning and assessment platform, there are a set of IT requirements that must be met, please refer the NCUK Academic Handbook.

In addition to the requirements for the academic programme, students will also have resources for social support including access to sports and recreational facilities, food outlets and residential accommodation where required.

QUALITY ASSURANCE

Comprehensive and effective quality assurance underpins all NCUK programmes. This ensures that students completing an NCUK programme are of the necessary standard to succeed on appropriate degree programmes in NCUK Universities.

We maintain academic standards and enhance quality through the procedures and infrastructure that comprise the NCUK Quality Assurance Framework. NCUK procedures are modelled on those commonly in use for collaborative provision in UK universities and where relevant, conform to Quality Assurance Agency's Quality Code. The NCUK Board of Directors has delegated its authority to the Academic Quality Board. The Academic Quality Board is an independently constituted body which sits outside of NCUK's management structure and is comprised of external professorial-level academics. To protect the academic integrity of the Northern Consortium and the NCUK Universities, NCUK has a governance structure that ensures standards are maintained.

All NCUK programmes are subject to monitoring and regular review using the NCUK Product Development Framework. All programmes are subject to an Annual Validity Review that assesses the overall programme and individual modules to ascertain their validity and reliability based on quantitative data and qualitative feedback from students, Study Centres and NCUK Universities. Teaching staff have the opportunity to contribute to this process by providing feedback in Marker's Reports. All of NCUK's programmes are reviewed periodically, when a review takes place all Study Centres will be asked for feedback as part of a formal consultation. Any significant changes to NCUK's programmes are reviewed and approved by a Validation Panel made up of external subject experts. (For full details see the Academic Handbook, *Product Development Framework*)

All NCUK Study Centres are subject to a detailed accreditation process prior to delivery of NCUK programmes and are required to take part in a regular schedule of audits. In addition to this, NCUK engages regularly with Study Centres to develop and undertake a Centre Quality Plan in order to help drive continuous improvement at Study Centre level. (For full details see the Academic Handbook, *NCUK QA Framework: Study Centre Responsibilities*).

APPENDIX A – ASSESSMENT BREAKDOWN

Subject Modules

| Module | Preparatory Term | Core Term | Final Term |
|---|--|---|---|
| MPPLS002 Life Sciences | Assessment for the Life Sciences module is formative only. | | N/A |
| | ⇒ Individual Essay (1,500 words) (35%) | ⇒ Literature Review (50%) | |
| | ⇒ Group Presentation and Report (30%) | ⇒ Analysis and Presentation (20%) | |
| | ⇒ Examination (35%) | ⇒ Examination (30%) | |
| MPPMG002 Management | Assessment for the Management module is formative only. | | N/A |
| | ⇒ Individual Essay (1,500 words) (25%) | ⇒ Case Study Analysis Report and Presentation (20%) | |
| | ⇒ Group Presentation and Report (25%) | ⇒ Examination (50%) | |
| | ⇒ Examination (50%) | | |
| MPPWS002 Orientation to Western Study | N/A | | |
| MPPRM001 Research Methods | N/A | ⇒ Individual Project Proposal Plan (20%) | ⇒ Research Project Report – Dissertation (80%) ⇒ Research Project Presentation (0%) – Forms part of the EAP coursework assessment |
| MPPRM001 Research Methods (Pre-Sessional Only) | N/A | N/A | ⇒ Research Publication Analysis (10%) ⇒ Group Research Proposal Design (20%) ⇒ Research Proposal – Specification and Plan (70%) |

English Language

| Module | Skill | Coursework | Examination |
|----------------|---------------------------------|---|---|
| MPEN003 EAP | Reading | ⇒ Reading Coursework – 50% of Reading grade / 12.5% of overall module grade | ⇒ Reading Examination (1 hour 15 mins) – 50% of Reading grade / 12.5% of module grade |
| | Writing | ⇒ Research Project Report – Dissertation - 50% of Writing grade / 12.5% of overall module grade | ⇒ Writing Examination (1 hour 40 mins) – 50% of Reading grade / 12.5% of module grade |
| | Writing (Pre-Sessional Only) | ⇒ Research Proposal – Specification and Plan - 50% of Writing grade / 12.5% of overall module grade | |
| | Speaking | ⇒ Listening-into-Speaking Coursework – 50% of Listening grade / 12.5% of overall module grade | ⇒ Speaking Examination (15 mins)– 50% of Speaking grade / 12.5% of module grade |
| | Listening | ⇒ Speaking Coursework – 50% of Speaking grade / 12.5% of overall module grade | ⇒ Listening Examination (1 hour)– 50% of Listening grade / 12.5% of module grade |

APPENDIX B – TIMETABLING THE MP

NCUK refers to an 'Academic Calendar' for a Study Centre to mean the set of dates that outline the teaching time on a programme. Study Centres are free to set their own calendar but must ensure that the calendar allows for the required minimum number of teaching hours and enables completion of assessment in the assessment 'blocks' (dates) offered by NCUK.

NCUK Study Centres generally deliver the Master's Preparation programme according to a northern-hemisphere academic calendar i.e. a start date between late August and early October, and a completion date between May and July. This type of calendar facilitates progression to NCUK universities with start dates in July/August/September.

Some Study Centres will want to deliver using a southern hemisphere timetable with a start date some-time in March/April, and a completion date in December. This type of calendar fits particularly well for students wishing to progress to NCUK's Universities based in Australia and New Zealand.

Some Study Centres may deliver the programme over an extended period in part-time mode. This will require students to take assessments in multiple assessment blocks. As such, please contact your dedicated Academic Development Manager for advice on how best to timetable this to meet your students' needs.

ASSESSMENT BLOCKS

There are assessment 'blocks' for both end of Semester 1 tests and end of year examinations.

End of Semester 1 test assessments blocks are offered in:

- | | |
|-----------|------------|
| ⇒ January | ⇒ February |
| ⇒ March | ⇒ July |

End of year examination blocks and their corresponding results release dates are given below:

| Exam Block | Results Release |
|------------|-----------------|
| May | Mid-June |
| June | Mid-July |
| Early July | Mid-August |
| Late July | Late August |
| December | Mid-January |

CONSIDERATIONS WHEN SETTING AN ACADEMIC CALENDAR

When setting an academic calendar, Study Centres should take into consideration a number of factors.

Public holidays – public holidays should be incorporated into the calendar. Where public holidays fall within teaching weeks there should be provision to make up the teaching at other times of the year. Special attention should be paid to examinations periods. NCUK attempts to avoid major public holidays when setting examination dates but it is worth checking whether there are any clashes.

Visa applications – students will usually have to apply for a visa in-country before travelling to their university destination country. It is important to factor in the length of this process when planning the timetable as this will vary by both the country in which the study centre is located and the destination country selected by the student.

In general, NCUK will release examination results within 5-6 weeks of the assessments taking place, it can then take another 1-2 weeks for the accepting university to issue the enrolment confirmation document that a student uses for their visa application. This time needs to be factored in when selecting the examination block. For example, students will need to have their visa in place by mid-September at the latest if entering a UK university for a September intake.

NCUK Support

During the process of becoming an accredited NCUK Study Centre, NCUK will work with you to identify the best calendar for you based on your needs and the available assessment blocks.

Standard MP Weekly Plan

| Preparatory Term | | | | |
|------------------|-----|----------------|--------------|---|
| Week | EAP | Subject Module | Weekly Total | Notes |
| 1 | 10 | 6 | 16 | |
| 2 | 10 | 6 | 16 | |
| 3 | 10 | 6 | 16 | |
| 4 | 10 | 6 | 16 | |
| 5 | 10 | 6 | 16 | |
| 6 | 10 | 6 | 16 | |
| 7 | 10 | 6 | 16 | |
| 8 | 10 | 6 | 16 | |
| 9 | 10 | 6 | 16 | |
| 10 | - | - | - | <i>Week 10 can be used for assessment feedback and preparation.</i> |
| Total | 99* | 54 | 153 | |

*9 Hours of Orientation to Western Studies should be integrated throughout the term into EAP.

| Core Term | | | | | |
|--------------|----------|----------------|------------------|--------------|--|
| Week | EAP | Subject Module | Research Methods | Weekly Total | Notes |
| 11 | 10 | 3 | 7 | 16 | |
| 12 | 10 | 3 | 7 | 16 | |
| 13 | 10 | 3 | 7 | 16 | |
| 14 | 10 | 3 | 7 | 16 | |
| 15 | 10 | 3 | 7 | 16 | |
| 16 | 10 | 3 | 7 | 16 | |
| 17 | 10 | 3 | 7 | 16 | |
| 18 | 10 | 3 | 7 | 16 | |
| 19 | 10 | 3 | 7 | 16 | |
| 20 | - | - | | - | Week 10 can be used for assessment feedback and preparation. |
| Total | 90 - 99* | 27 | 63 | 180-189 | |

*9 Hours of Orientation to Western Studies should be integrated throughout the term into EAP for Master's Preparation students who join the Core term.

| Final Term | | | | | | | | |
|--|-----|----------------|------------------|--------------|--------------------------------------|------------------|--------------|--|
| Master's Preparation Enhanced & Master's Preparation | | | | | Master's Pre-Sessional | | | Notes |
| Week | EAP | Subject Module | Research Methods | Weekly Total | EAP and Orientation to Western Study | Research Methods | Weekly Total | Notes |
| 21 | 10 | 3 | 7 | 16 | 14 | 5 | 19 | |
| 22 | 10 | 3 | 7 | 16 | 14 | 5 | 19 | Lecture |
| 23 | 10 | 3 | 7 | 16 | 14 | 5 | 19 | |
| 24 | 10 | 3 | 7 | 16 | 14 | 5 | 19 | Lecture |
| 25 | 10 | 3 | 7 | 16 | 14 | 5 | 19 | |
| 26 | 10 | 3 | 7 | 16 | 14 | 5 | 19 | Lecture |
| 27 | 10 | 3 | 7 | 16 | 14 | 5 | 19 | |
| 28 | 10 | 3 | 7 | 16 | 14 | 5 | 19 | Lecture |
| 29 | 10 | 3 | 7 | 16 | 14 | 5 | 19 | |
| 30 | - | - | - | - | - | - | - | Week 10 can be used for assessment feedback and preparation. |
| Total | 90 | 27 | 63 | 180 | 126 | 45 | 171 | |

Please note that the table above allocates the minimum of contact time per week, per subject, and 10 hours contact time per week for EAP. Study Centres may need to schedule additional time depending on the ability of each cohort.

The scheduling of formative and summative coursework is at the discretion of the Study Centre.

APPENDIX C – MODULE OVERVIEWS

The following pages present the module overviews for:

- ⇒ Research Methods
- ⇒ Orientation to Western Study
- ⇒ Life Sciences
- ⇒ Management
- ⇒ English for Academic Purposes

RESEARCH METHODS

| | |
|--|--|
| Module Code | MPRM003 |
| Module Name | Research Methods |
| Programme Name | Master's Preparation Programme |
| Percentage breakdown of Coursework | 100% |
| Percentage breakdown of Exam/Test | 0% |
| Delivery period | <p>⇒ Master's Preparation Enhanced and Master's Preparation: two, 10-week terms.</p> <p>⇒ Master's Pre-Sessional: one, 10-week term.</p> |
| Recommended minimum teaching hours | <p>⇒ Master's Preparation Enhanced and Master's Preparation: 126 hours (7 hours per week over 20 weeks).</p> <p>⇒ Master's Pre-Sessional: 45 hours (5 hours per week over 10 weeks).</p> |
| Recommended minimum independent study hours | Between 50-126 hours dependant on programme entry. |


AIMS

The overarching aim of the NCUK Research Methods module is to allow students to develop their academic study skills to the level required to successfully embark on a postgraduate course at a NCUK university. Through the exploration of research methods and a research project, the module aims to:


- ⇒ build awareness of issues in research design, especially different approaches to qualitative and quantitative processes in management research, and to recognise questions of ethics and intellectual property.
- ⇒ develop skills in qualitative research selection, design and analysis.
- ⇒ enable a quantitative research approach using exploratory, descriptive and causal methodologies.
- ⇒ introduce a range of analytical methods, including tools such as SPSS.
- ⇒ critically evaluate research approaches and their outcomes and apply these approaches appropriately.
- ⇒ develop and enhance practical research skills including the use and evaluation of journals and other sources.
- ⇒ enable students to establish a clear philosophical and methodological basis for the production of an academically sound dissertation and to reflect on their own research journey.
- ⇒ provide each student with the opportunity for independent study under the guidance of a supervisor.
- ⇒ provide an opportunity for the student to apply knowledge gained in previous studies and in the Core Term to a problem, and to present this solution in written and oral forms.
- ⇒ enable the student to develop the appropriate management skills and skills for organising themselves in relation to the specific aims of the individual project.
- ⇒ allow the student to interpret the results in a way which is appropriate to the individual project aims.
- ⇒ allow the student to present the results and conclusions of an investigation in a clear, concise and well- presented format in good quality English and to reflect on their own research.


ASSESSMENT


MASTER'S PREPARATION ENHANCED & MASTER'S PREPARATION

| | | |
|---|--------------------------------------|--|
|  | Duration/Word Count | N/A |
| | Total Marks | 100 |
| | Rubric | To produce a research proposal for a Pre-Master's dissertation on a topic which, where possible, will be relevant to the postgraduate course the student hopes to progress to. |
| | Contribution to Overall Grade | 20% |
|  | Duration/Word Count | 5,000 words (+/- 10%) |
| | Total Marks | 100 |
| | Rubric | Working independently, students will carry out the research outlined in the Individual Project Proposal and write up the work in a report (dissertation). The dissertation will be the equivalent to a 3rd year undergraduate project at a UK university. |
| | Contribution to Overall Grade | 80% Research Methods (50% of the EAP Writing Grade / 12.5% of the overall EAP Grade) |
|  | Duration/Word Count | 12-15 minutes |
| | Total Marks | 100 |
| | Rubric | <p>Students are expected to prepare and give a timed presentation on the research project. The presentation must:</p> <ul style="list-style-type: none"> ⇒ Cover all key points within the time limit. ⇒ Be well structured and audience appropriate. ⇒ Be accompanied by supporting slides. <p>Students will also be expected to answer 3-5 follow up questions.</p> |
| | Contribution to Overall Grade | 0% Research Methods (50% of the EAP Speaking Grade / 12.5% of the overall EAP Grade) |

MASTER'S PRE-SESSIONAL

| | | |
|---|--------------------------------------|--|
|  | Duration/Word Count | 500-800 words per article evaluation. |
| | Total Marks | 100 |
| | Rubric | <p>Working individually, students are required to analyse and evaluate 3 articles. They must:</p> <ul style="list-style-type: none"> ⇒ Convey the information contained in the articles. ⇒ Convey their own analysis and conclusions. ⇒ Maintain the integrity of the information being summarised. <p>Students will be required to undertake the assessment at twice during the Master's Pre-Sessional Term.</p> |
| | Contribution to Overall Grade | 10% (2 assessments worth 5% each) |

| | | |
|--|--------------------------------------|---|
|  | Duration/Word Count | N/A |
| | Total Marks | 100 |
| | Rubric | <p>This assessment will be carried out in small groups and will help prepare students for the individual Proposal Specification and Plan task. Each group will:</p> <ul style="list-style-type: none"> ⇒ select a topic from a list of current research topics/trends. ⇒ investigate their chosen topic and identify the current research themes. |
| | Contribution to Overall Grade | 20% |

| | | |
|---|--------------------------------------|--|
|  | Duration/Word Count | N/A |
| | Total Marks | 100 |
| | Rubric | To produce a research proposal for a Pre-Master's dissertation on a topic which, where possible, will be relevant to the postgraduate course the student hopes to progress to. |
| | Contribution to Overall Grade | 70% Research Methods (50% of the EAP Writing Grade / 12.5% of the overall EAP Grade) |

GENERAL LEARNING OUTCOMES

On successful completion of this module, a student will be able to:

| | |
|------------|--|
| LO1 | Develop a research aim and achievable research objectives. |
| LO2 | Plan research at postgraduate level with a clear understanding of the qualitative and quantitative issues and primary and secondary data requirements. |
| LO3 | Understand the ethical issues related to undertaking research. |
| LO4 | Use a range of data collection methods, selecting the most appropriate for a given situation. |
| LO5 | Critically analyse literature from a variety of sources. |
| LO6 | Analyse results and data using appropriate qualitative and quantitative methods. |
| LO7 | Critically discuss the results of research and make appropriate conclusions. |
| LO8 | Understand the methods used to reference the work of others. |
| LO9 | Present work in an appropriate format. |

ORIENTATION TO WESTERN STUDY

| | |
|--|--|
| Module Code | MPOWS003 |
| Module Name | Orientation to Western Study |
| Programme Name | Master's Preparation Programme |
| Delivery period | ⇒ Master's Preparation Enhanced: Preparatory Term ⇒ Master's Preparation: Core Term ⇒ Master's Pre-Sessional: Final Term |
| Recommended minimum teaching hours | ⇒ Master's Preparation Enhanced and Master's Preparation: 9 hours ⇒ Master's Pre-Sessional: 6 hours |
| Recommended minimum independent study hours | Between 6-10 hours dependant on programme entry. |

AIMS

The aim of this course is not to teach specific study skills but to offer students an introduction to the differences between their own education system and the Western education system, plus provide an introduction to Western postgraduate study. The course will help students to understand the different teaching approach of the Master's Preparation programme. It will also help students to understand how they can best learn and receive help and assistance.

GENERAL LEARNING OUTCOME

On successful completion of this module, a student will be able to:

| | |
|------------|--|
| LO1 | Demonstrate an understanding of Western culture sufficient to aid adjustment to living and studying in the UK. |
|------------|--|

LIFE SCIENCES

| | |
|--|--|
| Module Code | MPLS003 |
| Module Name | Life Sciences |
| Programme Name | Master's Preparation Programme |
| Delivery period | ⇒ Master's Preparation Enhanced: three 10-week terms. ⇒ Master's Preparation: two, 10-week terms. |
| Recommended minimum teaching hours | ⇒ Master's Preparation Enhanced: 108 hours over three terms. ⇒ Master's Preparation: 54 hours over two terms. |
| Recommended minimum independent study hours | Between 54-108 hours dependant on programme entry. |

AIMS

The Life Sciences syllabus aims to develop the critical, analytical and communication skills necessary to study life sciences at postgraduate level in a Western higher education institute. It also seeks to allow students to gain more experience and knowledge of the life sciences by using different methods of learning and assessment for postgraduate study, improve written and oral communication skills needed for further study of life sciences and allow students to critically evaluate published literature and data to support independent research.

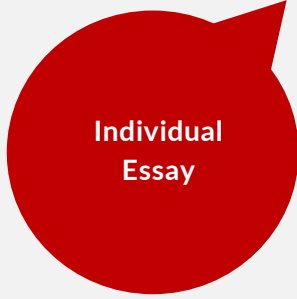


TOPICS OF STUDY

- ⇒ Philosophy of Science
- ⇒ The Role of the Research Scientist
- ⇒ Experimental Design, Data Collection and Interpretation
- ⇒ Reporting Scientific Information.
- ⇒ Independent Learning and Communication.
- ⇒ Pathogenesis and Microbial Infection
- ⇒ The Importance of the Pharmaceutical Companies/Industry
- ⇒ Common Diseases and their Impact on Global Issues
- ⇒ Health and the Environment
- ⇒ Lifestyle and Health
- ⇒ Genetically Modified Organisms: The Arguments For and Against
- ⇒ Biotechnology
- ⇒ Ethics
- ⇒ Evolution of Life
- ⇒ Pollution and Disease
- ⇒ The biology of Climate Change




ASSESSMENT

The assessment for the module is formative and is comprised of both coursework and examination. The Life Sciences lecturer will set all assessments.

PREPARATORY TERM

| | | |
|---|--------------------------------------|--|
|  | Duration/Word Count | 1,500 words |
| | Total Marks | 100 |
| | Rubric | An essay looking at one aspect of the content from the preparatory term. |
| | Contribution to Overall Grade | 35% |
|  | Duration/Word Count | 15-minute presentation / 1,000-word report |
| | Total Marks | 100 |
| | Rubric | <p>Groups of 2-4 students should work together to:</p> <ul style="list-style-type: none"> ⇒ Critically evaluate a life sciences journal article. ⇒ Deliver a presentation of the major findings from the critical evaluation. ⇒ Submit a written report of 1,000 words (+/- 10%). |
| | Contribution to Overall Grade | 30% (15% <i>Group Presentation</i> / 15% <i>Report</i>) |
|  | Duration/Word Count | N/A |
| | Total Marks | 100 |
| | Rubric | This should consist of one or two questions based on the syllabus content. |
| | Contribution to Overall Grade | 35% |

CORE TERM

| | | |
|---|--------------------------------------|--|
|  | Duration/Word Count | N/A |
| | Total Marks | 100 |
| | Rubric | Each student should be given a topic in the life sciences and will research information relating to the topic using a number of different primary source materials, such as journal articles. Each student will then write an individual literature review of the topic, taking in the major findings of their research. |
| | Contribution to Overall Grade | 50% |
|  | Duration/Word Count | 10 minutes |
| | Total Marks | 100 |
| | Rubric | Students will be given a magazine or newspaper article and be asked to pick out and comment on the major points of the article. Students should prepare a 10-minute presentation to the student group. |
| | Contribution to Overall Grade | 20% |
|  | Duration/Word Count | N/A |
| | Total Marks | 100 |
| | Rubric | Students should answer one question from a choice of two or three. Questions should enable students to discuss a topic. |
| | Contribution to Overall Grade | 30% |

GENERAL LEARNING OUTCOMES

Preparatory Term

On successful completion of this term, a student will be able to:

| | |
|------------|---|
| LO1 | Demonstrate the basic skills required to study life sciences at Master's level in a Western higher education environment. |
| LO2 | Demonstrate knowledge of current issues related to the life sciences. |
| LO3 | Explain the importance of pure and applied research in the life sciences. |
| LO4 | Explain the role of research and dissemination of information in the life sciences through publications, public lectures and other forms of media. |
| LO5 | Demonstrate the importance of critical thinking in the life sciences to enable the application of theories and practices to the subject. |
| LO6 | Demonstrate the principles and importance of experimental design and the analysis and interpretation of results in the life sciences and know when results and conclusions are valid. |
| LO7 | Describe the principles and importance of peer review and of communicating and publishing scientific data. |

Core Term

On successful completion of this term, a student will be able to:

| | |
|------------|---|
| LO1 | Explain the key concepts and theories relating to major topics in the life sciences, such as microbial infection and vaccination. |
| LO2 | Evaluate the importance of emerging diseases and their impact. |
| LO3 | Discuss the major mortality and morbidity-causing diseases worldwide. |
| LO4 | Analyse and evaluate the important connections between lifestyle and health. |
| LO5 | Discuss the role of molecular technology (including DNA recombinant techniques) in the modern life sciences. |
| LO6 | Explain some of the ethical issues in the life sciences. |

Final Term

On successful completion of this term, a student will be able to:

| | |
|------------|---|
| LO1 | Formulate arguments on a range of issues in the life sciences. |
| LO2 | Explain what genetically modified organisms (GMOs) are and discuss the potential risks and benefits associated with GMOs. |
| LO3 | Correctly use the terminology associated with evolution, such as hypothesis, theory and fact. |
| LO4 | Explain the links between various types of pollutants on health and disease. |
| LO5 | Discuss the way in which various human activities are contributing to global warming. |
| LO6 | Explain the impact that human activities can have on ecosystems. |
| LO7 | Analyse and interpret published data on climate change. |

MANAGEMENT

| | |
|--|--|
| Module Code | MPM003 |
| Module Name | Management |
| Programme Name | Master's Preparation Programme |
| Delivery period | ⇒ Master's Preparation Enhanced: three 10-week terms. ⇒ Master's Preparation: two, 10-week terms. |
| Recommended minimum teaching hours | ⇒ Master's Preparation Enhanced: 108 hours over three terms. ⇒ Master's Preparation: 54 hours over two terms. |
| Recommended minimum independent study hours | Between 54-108 hours dependant on programme entry. |

AIMS

The Management syllabus aims to develop the critical, analytical and communication skills necessary to study management-related courses at postgraduate level in a Western higher education institute. It also seeks to allow students to gain more experience and knowledge of managing within a changing environment by using different methods of learning and assessment for postgraduate study, improve written and oral communication skills needed for further study of management-related courses and allow students to critically evaluate published literature and data to support independent research.

TOPICS OF STUDY

- ⇒ Overview of Management Studies
- ⇒ A Brief History of Management Thought
- ⇒ Managing Performance Through Motivation
- ⇒ Models of Modern Business Leadership
- ⇒ Leading through Change and Conflict
- ⇒ Understanding Organisational Culture
- ⇒ Discovering the Ethical Organisation
- ⇒ Introduction to International Business
- ⇒ The Process of Internationalisation
- ⇒ International Business: Institutions & Markets
- ⇒ The International Business Environment
- ⇒ International Business Strategy
- ⇒ International Management

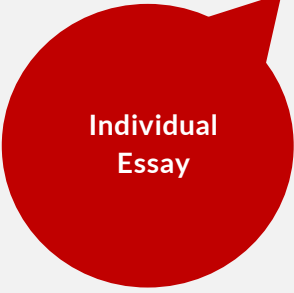
In addition to a further five or six topics from the following section:


- ⇒ Global Business
- ⇒ Strategic Alliances
- ⇒ Supply Chain Management
- ⇒ Enterprise and Innovation
- ⇒ E-business
- ⇒ Ethics and Corporate Responsibility
- ⇒ Critique of Management
- ⇒ Management of Diversity
- ⇒ Product and Service Quality
- ⇒ Intellectual Property
- ⇒ Tourism Management


ASSESSMENT

The assessment for the module is formative and is comprised of both coursework and examination. The Management lecturer will set all assessments.


PREPARATORY TERM


| | | |
|---|--------------------------------------|--|
|  | Duration/Word Count | 1,500 words |
| | Total Marks | 100 |
| | Rubric | An essay looking at one aspect of the content from the preparatory term. |
| | Contribution to Overall Grade | 25% |

| | | |
|--|--------------------------------------|--|
|  | Duration/Word Count | 15-minute presentation / 1,000-word report |
| | Total Marks | 100 |
| | Rubric | <p>Groups of 2-4 students should work together to:</p> <ul style="list-style-type: none"> ⇒ Investigate the organisation structure and social responsibility of a business selected from the Business Week Global 1000. ⇒ Deliver a presentation of the major findings. ⇒ Submit a written report of 1,000 words (+/- 10%). |
| | Contribution to Overall Grade | 25% (12.5% <i>Group Presentation</i> / 12.5% <i>Report</i>) |

| | | |
|---|--------------------------------------|--|
|  | Duration/Word Count | N/A |
| | Total Marks | 100 |
| | Rubric | The examination will consist of critical essay style answers to questions set on the rest of the syllabus and illustrated by the cases covered in class. |
| | Contribution to Overall Grade | 50% |

CORE TERM

| | | |
|---|--------------------------------------|--|
|  | Duration/Word Count | N/A |
| | Total Marks | 100 |
| | Rubric | Working in groups, students will carry out a major case study analysis of the internationalisation of a Western company. The assignment will involve students producing both an individual report and a group poster presentation on their chosen company. |
| | Contribution to Overall Grade | 50% (30% <i>Individual Report</i> / 20% <i>Group Presentation</i>) |

| | | |
|--|--------------------------------------|---|
|  | Duration/Word Count | N/A |
| | Total Marks | 100 |
| | Rubric | The examination will involve questions based on two or three Financial Times (FT) articles, or short case studies, identified in advance. |
| | Contribution to Overall Grade | 50% |

GENERAL LEARNING OUTCOMES

Preparatory Term

On successful completion of this term, a student will be able to:

| | |
|------------|--|
| LO1 | Understand management, its origins and its relationship to culture. |
| LO2 | Analyse the environment of the organisation and how managers need to respond. |
| LO3 | Relate organisational structures to policies and environment; explain how they can be changed. |
| LO4 | Compare leadership with management and show how individuals and groups are motivated. |
| LO5 | Develop skills in communication in the organisation context and recognise the cultural dimension of communication. |

Core Term

On successful completion of this term, a student will be able to:

| | |
|------------|--|
| LO1 | Understand patterns and trends of globalisation. |
| LO2 | Recognise why and how firms engage in international business. |
| LO3 | Describe the roles of institutions that support and regulate international business. |
| LO4 | Analyse the international business environment. |
| LO5 | Identify key issues and processes in managing international business. |

Final Term

On successful completion of this term, a student will be able to:

| | |
|------------|---|
| LO1 | Critically evaluate issues in management. |
|------------|---|

ENGLISH FOR ACADEMIC PURPOSES (EAP)

| | |
|--|--|
| Module Code | MPEAP003 |
| Module Name | English for Academic Purposes (EAP) |
| Programme Name | Master's Preparation Programme |
| Percentage breakdown of Coursework | 50% |
| Percentage breakdown of Exam/Test | 50% |
| Delivery period | <p>Dependent on pathway entry:</p> <ul style="list-style-type: none"> ⇒ Master's Preparation Enhanced: three, 10-week terms. ⇒ Master's Preparation: two, 10-week terms. ⇒ Master's Pre-Sessional: one, 10-week term. |
| Recommended minimum teaching hours | Between 100-300 (10 hours per week over 10-30 weeks) |
| Recommended minimum independent study hours | Between 100-300 (10 hours per week over 10-30 weeks) |


INTRODUCTION


The English for Academic Purposes (EAP) module is designed for students who are not proficient English speakers and who do not have a Secure English Language Test (SELT) that is acceptable for entry to under- and/or postgraduate programmes at NCUK partner universities.


AIM

The aim of the NCUK EAP module is to allow students to develop their English language and academic skills to the level required to successfully study their chosen degree course in English. The EAP module, therefore, introduces students to the linguistic demands of undergraduate study, including independent reading and study, extended writing and accessing academic texts.


ASSESSMENT - COURSEWORK:

| | | |
|---|--------------------------------------|---|
|  | Duration/Word Count | Summary 300 words / Selection 250-400 words |
| | Total Marks | 100 |
| | Rubric | <p>The Reading coursework is made up of three interconnected tasks. Students are expected to:</p> <ul style="list-style-type: none"> ⇒ Identify and annotate an academic text relevant to their research proposal / dissertation. ⇒ Produce a 300-word summary of the key points within the academic text which are related to their research proposal / dissertation. ⇒ Write an explanation of the selection of the text in 250-400 words. |
| | Contribution to Overall Grade | 12.5% to the overall EAP grade (50% to the Reading grade) |


| | | |
|---|--------------------------------------|---|
|  | Duration/Word Count | Presentation 8-10 minutes |
| | Total Marks | 100 per skill |
| | Rubric | <p>The Listening-into-Speaking coursework is made up of two interconnected tasks. Students are expected to:</p> <ul style="list-style-type: none"> ⇒ Read one assigned text. Listen to a lecture and podcast. Makes notes on key ideas and information. ⇒ Deliver an 8-10-minute presentation which: <ul style="list-style-type: none"> ○ Summarises the key ideas and information from the lecture. ○ Provides a synthesis of the ideas in the reading text, lecture and podcast. |
| | Contribution to Overall Grade | 12.5% to the overall EAP grade (50% to the Listening grade) |

| | | |
|---|--------------------------------------|---|
|  | Duration/Word Count | 12-15 minutes |
| | Total Marks | 100 |
| | Rubric | <p>Students are expected to prepare and give a timed presentation on a set topic. The presentation must:</p> <ul style="list-style-type: none"> ⇒ Cover all key points within the time limit. ⇒ Be well structured and audience appropriate. ⇒ Be accompanied by supporting slides. <p>Students will also be expected to answer 3-5 follow up questions.</p> |
| | Contribution to Overall Grade | 12.5% to the overall EAP grade (50% to the <i>Speaking grade</i>) |

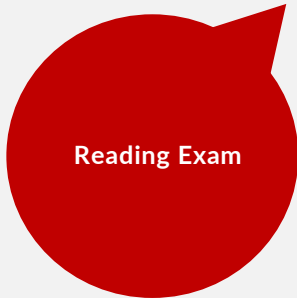
COURSEWORK: MASTER'S PREPARATION ENHANCED & MASTER'S PREPARATION ONLY

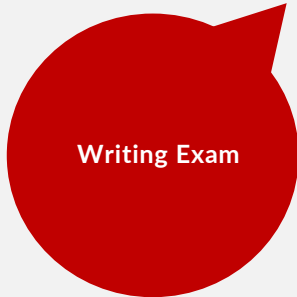
| | | |
|--|--------------------------------------|--|
|  | Duration/Word Count | 5,000 words (+/- 10%) |
| | Total Marks | 100 |
| | Rubric | <p>Working independently, students carry out research outlined in an Individual Project Proposal and write up the work in a report (dissertation). The dissertation will be the equivalent to a 3rd year undergraduate project at a UK university.</p> |
| | Contribution to Overall Grade | 12.5% to the overall EAP grade (50% to the <i>Writing grade</i>) |

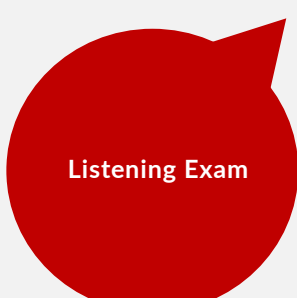
COURSEWORK: MASTER'S PRE-SESSIONAL ONLY


| | | |
|---|--------------------------------------|---|
|  | Duration/Word Count | N/A |
| | Total Marks | 100 |
| | Rubric | <p>To produce a research proposal for a Pre-Master's dissertation on a topic which, where possible, will be relevant to the postgraduate course the student hopes to progress to.</p> |
| | Contribution to Overall Grade | 12.5% to the overall EAP grade (50% to the <i>Writing grade</i>) |

ASSESSMENT - EXAMINATIONS

| | | |
|---|--------------------------------------|--|
|  | Duration/Word Count | 60 minutes + 15 minutes transfer time |
| | Total Marks | 40 |
| | Rubric | <ul style="list-style-type: none"> ⇒ 40 questions based on 3 academic texts (40 marks in total) ⇒ Questions test a range of general and specific reading skills which may include skimming & scanning, distinguishing ideas & information, and identifying the author's purpose. |
| | Contribution to Overall Grade | 12.5% to the overall EAP grade (50% to the Reading grade) |

| | | |
|--|--------------------------------------|---|
|  | Duration/Word Count | 1 hour 30 minutes + 10 minutes transfer time |
| | Total Marks | 100 |
| | Rubric | <ul style="list-style-type: none"> ⇒ 40 questions that evaluate a candidates' grammatical and lexical use of English (40 marks in total) ⇒ 1 essay question from a choice of 2 (250 words) (60 marks) |
| | Contribution to Overall Grade | 12.5% to the overall EAP grade (50% to the Writing grade) |

| | | |
|---|--------------------------------------|---|
|  | Duration/Word Count | 40 minutes + 10 minutes transfer time |
| | Total Marks | 35 |
| | Rubric | <ul style="list-style-type: none"> ⇒ 35 questions based on an extended informal dialogue, an extended formal dialogue and a lecture/monologue (35 marks in total) ⇒ Questions test a range of general and specific listening skills which will include listening for specific information, deducing implicit ideas and recognising discourse markers. |
| | Contribution to Overall Grade | 12.5% to the overall EAP grade (50% to the Listening grade) |

| | | |
|---|--------------------------------------|---|
|  | Duration/Word Count | Approximately 15 minutes |
| | Total Marks | 100 |
| | Rubric | <ul style="list-style-type: none"> ⇒ A brief discussion on general, everyday topics ⇒ A more in-depth paired discussion of a more challenging topic ⇒ A series of questions on the topic of the discussion |
| | Contribution to Overall Grade | 12.5% to the overall EAP grade (50% to the Speaking grade) |

LEARNING OUTCOMES

On successful completion of this module, a student will be able to:

| | | |
|---------|------------|--|
| Reading | R1 | Read a range of extended, academic, subject-related texts with speed and understanding. |
| | R2 | Establish a specific purpose for reading a text. |
| | R3 | Read for general meaning to assess relevance and evaluate text. |
| | R4 | Employ effective reading strategies to understand detailed meaning. |
| | R5 | Employ a range of critical reading strategies and respond critically to ideas in the text. |
| | R6 | Understand how organisation, structure and language are used to achieve a specific purpose. |
| | R7 | Follow the organisation and structure of an argument in texts. |
| | R8 | Make effective notes and demonstrate understanding and engagement with academic texts. |
| | R9 | Utilise a range of strategies for dealing with unknown words. |
| Writing | W1 | Understand and use a range of relevant sentence structures, clause types, moods, voices, and tenses. |
| | W2 | Understand paragraph and essay structure to organise writing effectively. |
| | W3 | Write different types of academic texts. |
| | W4 | Plan, draft, write, edit, proofread, and re-write. |
| | W5 | Use dictionaries, grammar references, thesauruses, spell and grammar checkers as well as teacher and peer feedback to edit and redraft a document. |
| | W6 | Paraphrase and synthesise texts to support academic writing. |
| | W7 | Use notes to summarise accurately. |
| | W8 | Develop an argument in a text. |
| | W9 | Develop an informed critical and reflective voice/response in written work. |
| | W10 | Cite and reference texts correctly, understand plagiarism and how it can be avoided. |

| | | |
|-----------|-----------|---|
| Listening | L1 | Understand how connected speech differs from written text and be able to extract meaning from extended connected speech. |
| | L2 | Prepare for a lecture or tutorial by pre-reading and predicting key content and vocabulary. |
| | L3 | Extract key information from a lecture and distinguish it from supporting and unnecessary information. |
| | L4 | Make accurate and effective notes on a lecture using symbols, abbreviations, headings, linear notes, patterns, spidergrams, mind maps, tables, etc. |
| | L5 | Understand how a lecture can be structured, paraphrased and recapped. |
| | L6 | Follow up a lecture by using notes to make a summary and engage in further reading or discussion to establish key information. |
| | L7 | Use listening strategies to take part in academic group discussion and seminars. |

| | | |
|----------|-----------|---|
| Speaking | S1 | Take part actively and effectively in academic group discussions and seminars. |
| | S2 | Present the results of academic reading and listening and use notes to present ideas orally in a presentation, seminar or discussion. |
| | S3 | Summarise and reformulate ideas in seminars and/or discussions. |
| | S4 | Contribute to a group discussion of ideas and concepts. |
| | S5 | Negotiate meaning and outcomes through participation in a group discussion. |
| | S6 | Use accurate grammar, vocabulary and appropriate eye contact and gestures to produce comprehensible speech. |
| | S7 | Use pronunciation, stress and intonation to produce comprehensible speech. |

| | | |
|------------|-----------|---|
| Vocabulary | V1 | Develop their vocabulary including technical, semi-technical and general academic vocabulary. |
| | V2 | Use independent learning skills to select, record and use new vocabulary. |

Framework Update History: NCUK Master's Preparation Programme

| Release Date | Version No. | Summary of Main Changes | Author |
|--------------|-------------|--|---------------|
| June 2021 | 3.1 | <ul style="list-style-type: none"> Format of document changed Updated to 21/22 PMP renamed to Master's Preparation programme. Routes A & B renamed to Master's Preparation Enhanced and Master's Preparation | Product Team |
| June 2020 | 3.0 | <ul style="list-style-type: none"> PMP Route C renamed to Master's Pre-Sessional Updated to 20/21 | Academic Team |
| Aug 2019 | 2.3 | <ul style="list-style-type: none"> Updated section 5.5 regarding submission of all student applications via NSE | Academic Team |
| May 2019 | 2.2 | <ul style="list-style-type: none"> Updated to 19/20 | Academic Team |
| Oct 2018 | 2.1 | <ul style="list-style-type: none"> Minor amendments to text for clarification | Academic Team |
| Sept 2018 | 2.0 | <ul style="list-style-type: none"> Full Review Amendments made to supporting modules Updated to 18/19 | Academic Team |

This framework is valid for the 2021-22 academic year only.

NCUK – The University Consortium

76 King Street, Manchester, M2 4NH, United Kingdom

Tel: +44 (0)161 549 9220

www.ncuk.ac.uk

©NCUK Ltd.

NCUK
THE UNIVERSITY CONSORTIUM