



**STUDY SKILLS GUIDANCE
2007**

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1 Study Skills

1.1 Introduction

This unit has been designed to provide you, the student, with the knowledge and understanding to effectively complete the NCC Education International Diploma in Business (IDB) and NCC Education International Advanced Diploma in Business (IADB) and meet the required standard of assessments stipulated by NCC Education.

The Study Skills necessary to successfully study at undergraduate level are covered in detail in the unit. You have the opportunity to undertake a variety of tasks in order to increase your understanding of the skills and adapt and develop your own learning styles around these skills.

You should ideally work through this unit prior to commencing the IDB, totalling at least 15 hours of class contact time and any additional time and activities deemed beneficial by the teaching staff. In the class contact time you should work in groups in order to promote a shared learning experience.

Clear guidance is included on a variety of issues, from understanding what 'study skills' are, to effective revision.

1.2 Aims

On completion of this unit, you will be sufficiently prepared to enable you to study at undergraduate level and confidently progress through the IDB, onto the IADB and beyond, developing and adapting your skills as you continue to study.

This unit will provide you with skills that can be utilised in any future study and employment. You will need to be organised and have a clear structure to any task you undertake and this document will provide you with practical experience of these.

1.3 Understanding the Icons

Throughout this unit icons are used to depict the time of activity you are expected to complete. Below are the icons and a description of them.



Written Activity



Group Discussion



Self reflection



Internet Activity



Information to take note of

1.4 Introduction to Studying for an Undergraduate Degree

The IDB and IADB have been accredited by the Qualifications and Curriculum Authority (QCA) as equivalent to their National Qualification Framework (NQF) Levels 4 and 5 respectively.

The following table lists the key skills associated with each level.

NQF Level 4	<p>Level 4 qualifications recognise specialist learning and involve detailed analysis of a high level of information and knowledge in an area of work or study.</p> <p>Learning at this level is appropriate for people working in technical and professional jobs and/or managing and developing others.</p>	NCC Education International Diploma in Business.
NQF Level 5	<p>Level 5 qualifications recognise the ability to increase the depth of knowledge and understanding of an area of work or study to enable the formulation of solutions to complex problems and situations.</p> <p>Learning at this level involves the demonstration of high levels of work expertise in job roles and competence in managing and training others.</p> <p>Qualifications at this level are appropriate for people working as higher grade technicians, professionals or managers.</p>	NCC Education International Advanced Diploma in Business

The IDB and IADB programmes have been written to ensure you can demonstrate the knowledge and understanding in order to gain the required skills listed above, and this should be borne in mind throughout the duration of your study, particularly when preparing for any formal NCC Education assessment.

The International Diploma in Business (IDB) is equivalent to Year 1 of a typical UK honours degree programme and as such has been articulated by many UK universities, enabling students eligible to apply to enrol in year 3 of degree programmes at those universities.

Alternatively, successful graduates of the IDB are eligible to apply to enrol on the NCC Education International Advanced Diploma in Business, which is equivalent to Year 2 of a typical UK honours degree programme. Similar articulations from universities are available for the IADB. Further details can be found on the NCC Education website: www.nccedu.com

The final year programme on the degree pathway is the BSc (Hons) in Business Administration, validated and awarded by University of Wales. Upon successful graduation from this programme, students will have the knowledge and understanding required at various levels in an international business working environment, as well as the skills required to research, analyse and manage business relationships, or to develop further through postgraduate study.

1.5 Introduction to IDB

The NCC Education International Diploma in Business consists of the eight modules listed below, and are assessed by either Global Assignment (GA) or Global Examination (GE). The programme can be studied for a maximum of two years part time, or one year full time, in which four modules are studied in each of the two 14 week teaching semesters.

The module titles are:

- Business Communication – GE
- e-Commerce – GA
- Marketing – GA
- Organisational and Business Structures – GA
- Fundamentals of Financial Control – GE
- Principles of Management – GE
- Principles of Quantitative Methods – GE
- Economics – GA

1.6 Introduction to IADB

The NCC Education International Advanced Diploma in Business consists of eight modules listed below (seven core and one from the two optional modules) and are assessed by either Global Assignment or Global Examination. The programme can be studied for a maximum of two years part time, or one year full time, in which four modules are studied in each of the two 12 week teaching semesters, plus revision time.

The module titles are:

- Applications of Financial Control – GE
- Consumer Behaviour – GA
- Cross Cultural Awareness – GA
- Human Resource Management – GA
- Managerial Economics – GE
- Marketing Management – GA
- Operations Management – GE (option)
- Quantitative Methods – GE
- Technology and Organisation – GE (option)

2 What Are Study Skills?



ACTIVITY 1. You will all have different ideas of what 'study skills' consist of, so before we begin to explore each skill in detail, spend five minutes brainstorming ideas in the space below. The spider diagram on the next page should be used as a basis for discussion when sharing the written answers

Write your answers here

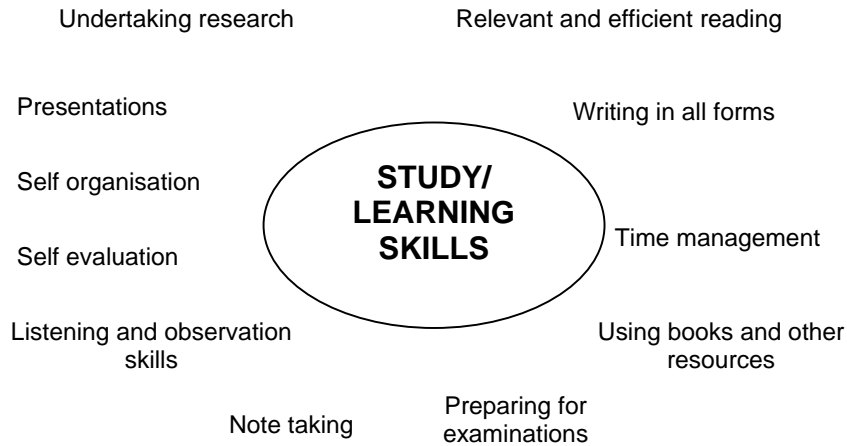


Figure 1 Study/Learning Skills



Questions to think about:

- How many did you identify?
- Are there any that you had not thought about?
- How did your ideas match up to the others in your group and your tutor?

All of these skills are necessary in order to make learning enjoyable, informative and structured and it is important to remember, that in order to achieve high marks and pass the modules to complete the programme, these skills must be practised.



ACTIVITY 2. Complete the Study Skills Questionnaire below indicating which skills you think are good at and which you could improve on. 1 represents the worst and 5 is the best.

- 1) Use of programme related material (lecture notes, handouts, etc)
- 2) Use of the internet for research
- 3) Use of Accredited Partner Centre library for research
- 4) Reading of the required text
- 5) Sourcing and reading of other texts
- 6) Sourcing of material such on CD Roms, newspapers, journals
- 7) Effective note taking in lectures
- 8) Successful academic writing techniques
- 9) Time Management
- 10) Revision Planning



ACTIVITY 3. If you have identified a weakness in a particular skill, make this a priority to work on. Think of a topic which interests you and practice the skill in which you are not confident; spend at least one hour outside class and report back to your tutor.

This activity will further your knowledge and understanding of that topic. Once you have completed this, evaluate yourself on this skill again and see if you have improved. If not, keep trying until you feel confident in it

One of the main ways of learning is by sharing ideas and knowledge. This is usually done through group presentations in tutorials or practical workshops, where brainstorming and other activities take place. These types of activities should be regular components of the timetable.

We all possess different skills and will tend to use some more regularly than others. However, none of the skills identified above should be ignored, and both you and the teaching staff should ensure that all these skills are practised throughout the duration of the programme.

2.1 Why Are these Skills Necessary?



This is a question for group discussion with written responses.

The same question will be asked again at the end of this unit, so that a comparison between the two sets of responses can be made, under the direction of the tutor. It is expected that your responses will differ and the latter will be more informed.

2.2 Embarking on your Study

To be successful, much self discipline is required and it is important to adopt a structured approach to learning. The requirements of students are clearly stated for each programme. This includes times of attendance at lectures and tutorials, the independent study activities to be undertaken and details of the formal NCC Education assessments, stating when the Global Assignment is to be submitted or the Global Examination taken.

You should be fully aware of the time commitment to each programme and ensure it can be met. Any reservations should be discussed with the teaching staff at the Accredited Partner Centre.

2.3 Organising your Study

Before deciding to undertake any programme of study, it is important to ensure that you have adequate time to dedicate to your studies. Both the NCC Education International Diploma in Business and the NCC Education International Advanced Diploma in Business can be studied either part time over a maximum of two years, or full time in one year.

Each module is worth 15 credits, totalling 150 study hours, consisting of 36 hours of class contact time and 114 hours of independent study.

Class contact is defined by lectures, tutorials and practical workshops.

Independent study refers to preparation for lectures, tutorials and practical workshops, including reading as directed by teaching staff, undertaking formative assessments, internet/journal/newspaper research, additional reading and sourcing of useful material.



A question to think about:

Do you have the time required to designate to your studies?

Recent educational theories place more emphasis on students learning independently or in peer groups, than on teachers teaching. It is argued that independent study and personal experience are the foundation of learning. You must be motivated in order to optimise the learning experience and maximise your comprehension of the subject you are studying.

It is important from the outset to create a study plan, including all the relevant activities. This will enable you to see a logical progression through the topics for each module, culminating in the formal assessment. An example of a plan is included in Appendix A.



ACTIVITY 4. Create your own study plan according to the programme you are studying, and include the activities listed above, as well as planned holidays, to ensure a break from study.

3 Using Academic Programme Material

In order to practise each of the study skills identified, refer to the programme material you have been given and use this throughout the duration of the teaching.

For the NCC Education International Diploma in Business and NCC Education International Advanced Diploma in Business, you will receive the following programme material;

IDB Student CD/ IADB Student CD – the CD contains an Assessment and Syllabus Guide for each module and student notes where applicable, as well as the Programme Handbook.

3.1 Assessment and Syllabus Guide

The Assessment and Syllabus Guide provides you with the programme learning outcomes (LOs) module LOs, mapping of the required textbook to the module LOs and revision topics for the module, as well as sample/lecture/tutorial/practical workshop topics. It also gives clear guidance on the necessary word processing and presentation requirements for the Global Assignments, which you must follow.

Both students and teaching staff should refer to the Assessment and Syllabus Guide throughout the duration of the teaching, as it gives detailed information on the subject allowing effective preparation for lectures and the formal NCC Education assessment.

3.2 Student Notes

The student notes provided for certain modules are notes which relate to the topics of the module and which the teaching staff may cover in the lecture or tutorials. You should use these notes when directed by the teaching staff, but you should also refer to them when undertaking any formative assessment and in preparation for the formal NCC Education assessment. They provide a useful resource which both you and the teaching staff should build on.

3.3 Required Textbook

You should either purchase the required textbook for each module, listed in the Programme Handbook and the Assessment and Syllabus Guide, or access it at the Accredited Partner Centre.

The textbook is another of the main resources which you should use effectively and refer to throughout the teaching of the module.

You should be familiar with this material before the programme commences, in order to understand the content to be covered in the teaching, to allow

adequate preparation. You should clarify anything you are unsure of with the teaching staff.

4 Study Skills and Learning Outcomes

Each NCC Education programme contains programme learning outcomes (LOs) and module learning outcomes. These outcomes outline the demonstrable knowledge required in order to pass the module and complete the programme.

The following table (taken from an updated version of Bloom's Taxonomy) provides clear definitions of the language used in the learning outcomes and examples of how you will be expected to demonstrate your knowledge and understanding, indicating that the learning outcome has been accomplished.

Term	Examples
CREATING: can the student create a new product or point of view?	Assemble, construct, create, design, develop, formulate, and write.
EVALUATING: can the student justify a stand or decision?	Appraise, argue, defend, judge, select, support, value, evaluate.
ANALYSING: can the student distinguish between the different parts?	Appraise, compare, contrast, criticise, differentiate, discriminate, distinguish, examine, experiment, question, test.
APPLYING: can the student use the information in a new way?	Choose, demonstrate, dramatise, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
UNDERSTANDING: can the student explain ideas or concepts?	Classify, describe, discuss, explain, identify, locate, recognise, report, select, translate, paraphrase.
REMEMBERING: can the student recall or remember the information?	Define, duplicate, list, memorise, recall, repeat, reproduce, state.

4.1 How to Interpret the Learning Outcomes

Learning outcomes identify the specific aims of each module on the programme. They describe what you should know, understand, or be able to do at the end of the module.

The use of learning outcomes encourages a more student-centred approach: learning outcomes indicate the knowledge and understanding you should possess on the successful completion of the module/programme.

Learning outcomes will:

- help to guide you in your learning by explaining what is expected of you, thereby assisting you to succeed in your studies;
- help teaching staff to focus on precisely what they want you to achieve in terms of both knowledge and skills;
- provide a useful guide to inform potential candidates and employers of the level of knowledge and understanding attained by graduates.

As you can see from the table above, each term refers to skills which must be demonstrated and this is where the study/learning skills we have identified need to be used. For example, in the IDB Principles of Management module, one of the LOs is:

“Explain the elements of a management control system and apply the role of control systems theory to all forms of management control”.



ACTIVITY 5. Spend ten minutes noting down the skills needed in order to show you can analyse and apply the principles of the topic related to this LO. Once you have completed this, share your ideas with others in your group

It is important to remember that the knowledge you acquire from one programme or module should be transferable to the next level of programme and related module.



Through developing knowledge and understanding, you will be able to determine which subject areas are of more interest to you than others, so you can tailor your future study around these areas.

5 Assessment Criteria

Both the IDB and IADB programmes include Assessment Criteria in the Programme Handbooks and Assessment and Syllabus Guides, which clearly detail the skills and knowledge you must demonstrate in order to achieve a certain mark. An example of this criteria can be found in Appendix E. It is advisable to refer to this during the course of the programme.

As you will see from the criteria, the study skills we have identified are interlinked to what is required in order to successfully complete a module and programme.



ACTIVITY 6. Spend at least ten minutes writing notes and discussing in your group, which of the study skills we have identified are required to achieve a Distinction, as listed in the Assessment Criteria.



Questions to think about:

- Do you think you will be able to use these skills to obtain the top mark?
- Can you see the relationship between the study skills and the requirements in the Assessment Criteria?
- Has this helped you to focus your learning on achieving top marks and progressing onto the IADB and possibly a third year programme?

6 Understanding Each Study Skill

The skills identified will now be covered in detail. Practical exercises continue to be included in order to encourage you to think, as well as present and discuss ideas and your experience of using these skills with others in the group.

Writing down ideas and engaging in discussion is a fruitful exercise, and will help you to understand and remember what is expected of you throughout the duration of your study.

These skills are necessary to help you achieve your full potential and make learning enjoyable and rewarding.

6.1 Understanding the Set Tasks throughout the Programme

When studying for the IDB or IADB, the formal NCC Education assessment will either be Global Assignment or Global Examination. These assessments should be referred to by teaching staff from the outset of the programme and built into the academic timetable, allowing suitable time for revision.

Global Assignments usually consist of up to five tasks. The required number of words varies for each task but culminate in a final report totalling between 3000 – 5000 words, depending on the module. Full details of the criteria are given with the assignment tasks.

As with Global Assignments, Global Examinations assess demonstrable knowledge, understanding and attainment of the learning outcomes. However, the examination paper is unseen and *must* be completed within a strict timeframe at the Accredited Partner Centre.

Through the assessments at the end of the semester, you will be exposed to the culmination of your learning, and this will provide a clear structure to the purpose of your studies, clarifying the knowledge and understanding you are expected to demonstrate at the end of the module.



The assessment at the end should not be a surprise and you should not be registered for any formal assessment until the teaching staff feel you can successfully meet the requirements of the assessment.

6.1.1 Formative Assessment

Teaching staff will create formative assessments in order to gauge your progress and ensure you are adequately following the teaching and preparing for the formal assessment.

Examples of formative assessment include the following:

- Inviting you to participate in discussion about a topic either in pairs or in small groups, then asking a representative of each pair/group to share the thinking with the whole group (sometimes called think-pair-share).
- Presenting several possible answers to a question and asking you to debate the alternatives.
- Asking you to write down the answer to a question and then selecting a few of you at random to read your answers to the group.
- Comparing your understanding of certain terminology or concepts at the start of the lecture/tutorial to your level of comprehension after instruction. You will be asked to write your own definition of the terminology/concept at the start of the lecture/tutorial, then again after instruction, and finally to compare your definitions.
- Asking you to summarise the main ideas you have acquired from a lecture, discussion, or assigned reading.
- Asking you to solve a few problems or to answer questions at the end of the lecture/tutorial, and checking your answers.
- Interviewing individually or in groups about your thinking processes during problem-solving.
- Assigning brief writing assignments related to certain topics and learning outcomes, to be completed in class or for homework.

All the activities listed above are of a similar nature to those you will encounter in this Study Skills unit.

The results of these types of formative assessment should be used to plan the further teaching/self study required in order to aid your learning process.

Marks obtained in formative assessments do not contribute to the final mark for the module.

You should not be entered for any assessment until the 12 week teaching semester and effective revision is complete, in accordance with the guidance included in this document.

It is imperative that the assessment criteria is understood and that you are able to demonstrate the skills required to achieve your maximum potential in formative assessments, the Global Assignment or Global Examination.

6.2 What Next?

When you have been given a task, it is useful to ask yourself the following questions:

- Do I understand the task/assignment/project question?
- When is the task to be completed by?
- What information is needed?
- What thoughts are triggered by the task?
- Which resources do I need to use and where can I obtain them?
- Can I refer to existing notes I have made?
- How long will it take to collate the information, take notes and present the information I have acquired, in order to answer the given question?
- How should I accurately reference the material I am using?
- What requirements have been specified for me to follow?
- How many marks is it worth?
- According to the Assessment Criteria, what skills do I need to demonstrate to achieve a Distinction?
- How will this help me to prepare for the formal NCC Education assessment?



Do not start a task without considering the questions above. A lot of time could be wasted if an attempt to complete a task is made, without knowing what is expected and its relevance towards the NCC Education assessment for the module.

7 Making the Most of your Lectures

Lectures are held every week for each module and usually last for two hours. The lecture topics will often relate to the topics listed in the Assessment and Syllabus Guide for the module and you will be told in advance of the area to be covered.

Remember that it is important to attend every lecture, as the topics covered will help you to gain the knowledge required to meet the LOs, as described in Section 4, and will also sufficiently prepare you for any formative or formal NCC Education assessment.

7.1 Effective Note Taking

The key to making the most of lectures is effective note taking so that you have an outline of the lecture to keep for future reference and to help you concentrate during the lecture.

There are four main points to consider in preparation for any lecture:

- 1) Arrive on time, equipped with plenty of paper, pens, highlighters and other useful stationery. A plastic wallet is useful to keep notes and any handouts together until you transfer them into your module file.
- 2) Be ready to concentrate, listen and think. Sit where you can both see and hear the speaker.
- 3) Regularly practise to improve your note taking skills, using written sources, and do some background reading to familiarise yourself with the topic.
- 4) Note the lecture title, tutor and date at the top of each sheet of paper, to aid storage and future retrieval.

During the lectures you *should*:

- 1) Write notes which are well spaced out and write clearly – use highlighters, asterisks, arrows, headings, sub headings, bullet points, circles, tables, diagrams, flow charts, spider diagrams, etc. Use any of these to help for future reference.
- 2) Start a new line for each new point, use abbreviations and make brief points. Only write on one side of the paper so you can add extra notes, from any additional reading/research you undertake later.
- 3) Select key points, important arguments and essential examples or quotes and look out for important signals from the lecturer, e.g., “let me emphasise, the main issue is, firstly, secondly and finally”.
- 4) Stay focused and think carefully, asking questions if you need any clarification.
- 5) Note down any recommended further reading/research.

During the lectures you *should not*:

- 1) Try to write down everything, write in full sentences or fill a sheet of paper entirely with writing which may be difficult to refer to later.
- 2) Lose concentration or disturb others.



ACTIVITY 7. In your next class or lecture, follow the guidance above, using the tools that have been outlined as you see fit, and compare your notes to any previously taken. You should see an improvement in the quality of the information you have written down.



The key to this skill is being able to recognise the key information being given by the speaker and noting this down, whilst ensuring you can understand your notes after the lecture. Be prepared for the lecture and then you may already be familiar with some of the information being covered.

8 Why is Research Necessary?

Research involves finding, collating and using information for your own purpose, whether this is a task, project, assignment or in preparation for the formal NCC Education assessment. It is imperative to undertake research so as to broaden your understanding of the subject and stimulate questions in your own mind about what you have read to form opinions to express in any written work you create.

There are many sources of information available for research including:

- Lecture notes
- Required and additional textbooks
- World Wide Web
- E-books
- Audio-visual
- Journals
- Newspapers
- Magazines
- People
- CD ROMs

The list is extensive so you need to be clear about the original purpose or task. The key to good research is to be selective for each task and plan, so as to ensure it is structured, effective and does not waste valuable time.

8.1 Where Do I Start my Research?

8.1.1 Student CD

Whilst working through this unit, you have been referred to many resources which are available on the Student CD you have been given for your programme. Looking at this material and understanding its purpose is one example of research. The Assessment and Syllabus Guide is a resource which should be regularly used by all students and teaching staff.

8.1.2 Teaching Staff

In lectures and tutorials, teaching staff should provide you with handouts, notes and exercises. These documents are important as they provide the results of research which another individual has undertaken. You should ask teaching staff for help and advice on information you wish to find.

8.1.3 Accredited Partner Centre Library

At the Accredited Partner Centre, the library should house all the required books for the programme, which are listed in the Programme Handbook. These books have been identified as the core texts for each module and should be utilised according to the information given in the Assessment and Syllabus Guide, (Section 3.1), and as directed by the teaching staff.

The library should also house other books for you to use for reference, to either support your argument or to provide a conflicting opinion. Try to ensure you use books which are up to date.

The Assessment and Syllabus Guide may also list additional books for you to source at the Accredited Partner Centre Library or your local library.

8.1.4 Using the Internet

Listed in the Assessment and Syllabus Guide are internet resources for you to view. You may also be directed to websites by teaching staff and the internet will prove to be an invaluable resource which should be used regularly, and constructively.

As the World Wide Web (WWW) is a vast source of information, be specific in what you look for on the internet so as not to waste a lot of time viewing too many websites, which can leave you confused.

There are five main points to consider when using the Internet:

- Decide how much time you intend to spend on the internet (two hours maximum in one session).
- Keep the task/question next to you as a constant reminder as to what you are looking for and why.
- Think about what type of resource you wish to view; e-book, newspaper?
- Be specific in your search criteria – Google is a good search engine to use.
- Remember to make a record of the websites, journals, newspapers and any other resources you have viewed as these must be included in your referencing and bibliography with any submitted written work.



ACTIVITY 8. Find useful websites according to the criteria above on 'How to use the Internet' and discuss your results with the group.

8.1.5 NCC Education Campus

As a registered NCC Education student, you will have access to past examination papers and assignment questions in the Campus, which you can access through the website at www.nccedu.com. The username and password you are given on completion of registration should be used to view these resources.

The marks allocated to a question give an indication of how many answers are required. For example, if one question is worth ten marks, it is likely that ten different points are expected in the answer.



The more relevant resources you use, the more you will be exposed to different interpretations and arguments, stimulating your own opinion on what you believe and what you agree or disagree with. This will inevitably enhance your learning and you will be able to present your opinion when required, throughout the module.

9 How to Read an Academic Textbook

The required textbook for each module, listed in the Programme Handbook and the Assessment and Syllabus Guide, is one of the main resources you should use throughout the duration of the programme.

It is important therefore, to know how to use this resource in the most effective way.

Reading and understanding the content of the book will enable you to decide what additional resources you will need to find through your own research, to either support the information in the required textbook, or contradict it.

As mentioned previously in section 8, it is important to broaden your understanding of the subject and stimulate questions in your own mind about what you have read in order to form opinions to express in any written work you create.

9.1 Concentration

Concentration is vital to be able to either analyse specific chapters, or skim the entire text. You may well find the book difficult to understand the first time you read it, but re-reading chapters or passages which you have understood less well, will result in your comprehension eventually. You may have to read the whole book several times before you are able to understand it well enough to be able to convey to others its content and meaning.

In the Assessment and Syllabus Guide, the mapping of the Learning Outcomes to the required textbook highlights the specific chapters related to the topics, which you should pay particular attention to.

These topics should be covered in the lectures and tutorials, and you will be expected to have read the relevant chapters in order to complete any formative assessment, and also in preparation for the formal NCC Education assessment.

It is useful to consider the following stages when reading a textbook:

- Read chapter by chapter or a few pages at a time.
- Read each chapter a few times and make notes (using skills similar to those when taking notes in lectures, to ensure you are noting the most relevant points.)
- Refer to the Assessment and Syllabus Guide for the relevant chapters related to the specific LOs and topics.

9.2 Skim Reading

Using many resources can be useful, but it can also be futile if you have too many on one subject and not enough on another. Therefore it is important to be able to skim read for key points which will help you to identify which texts are relevant to each topic. This does not replace the reading of the material, but should be used to filter the relevant information for your particular purpose.

Below are the main tools for skim reading:

- Books/e-books; use the table of contents and index to find the relevant chapters.
- Journals; read the abstract, introduction and conclusion and skim the subheadings.
- Newspapers; browse the main headings, refer to what is topical at the time.

In order to make the most of the available resources, it is necessary to develop your skills as a skim reader. You already use this skill every day: when you check the paper for sports results or glance over a menu to find something that appeals to you. You do not read word-for-word, and yet you manage to extract the information that you want.



ACTIVITY 9. Look at various local newspapers on the internet and establish what the main stories at the time are. Use the tools above and compare what you have found to others in your group.

9.2.1 What is the Purpose of Reading?

You will do a lot of reading throughout the programme in preparation for lectures, tutorials and when undertaking formative assessments and the formal NCC Education assessment.

Reading therefore, has a purpose, but it is of no value reading at speed if you fail to grasp the major points. It is your understanding and appreciation of what you read that counts, not how much you read in a given time.

With practice, your skills in skim reading will improve. Remember that your aim is to quickly understand the essence of what you are reading; rather than merely being able to read it more quickly. Reading quickly increases the likelihood of missing key points. Have you ever read from the top of one page in a textbook to the bottom and discovered at the end that you have not absorbed any information?

It is useful to remember the points below. so as to ensure you are not only improving your skills but also reading relevant material.

- On what basis have you chosen your resources?
- Does the book/material provide you with a useful insight into the subject? Does it complement or contradict the material contained in the required textbook?
- It is important to remain aware of the Learning Outcomes and aims of each module and read the module outline carefully. The topics indicated in these and the Assessment and Syllabus Guide provide an invaluable insight into what you should be looking for in any resources you use.

While reading, ask yourself:

- What critical assumptions are being made?
- How could this approach be used?
- Is this a good way to look at the topic?
- Have you been recommended to look at these resources by teaching staff, or in the Assessment and Syllabus Guide?
- Do you find these materials reflect your understanding of the subject?

As stated in Section 8, the resources used in your research are very important, but you must select the resources very carefully. Keep in mind why you have chosen a particular resource and use it effectively in order to glean the information you want from it.



ACTIVITY 10. Think of your favourite book and write down:

- what it is about;
- how many times you read it;
- if you had to read it more than once to gain a clear understanding of the content;
- how it made you feel;
- whether it made you more or less inclined to read books by the same author.

Share your ideas with the others in your group.

This activity may help you to focus on using the same skills you use in reading for pleasure, when reading books for academic purposes.

10 Referencing and Plagiarism

All material used in written work, whether in a formative assessment or the NCC Education Global Assignment, must be acknowledged and referenced.

Information obtained from any source, including the Internet, is covered by copyright law. You must acknowledge any source you refer to in your written work, both within the text, and at the end, by including a list of references. Referencing your sources also enables the reader to view your sources throughout the course of reading the material.

Academic conventions require that you acknowledge the ideas of others. In most cases this means stating the book or journal article that is the source of the idea or quotation.

You are required by NCC Education to use accurate Harvard referencing and an example of this is given below. This is also available in the Programme Handbook and the Assessment and Syllabus Guides. Marks will be deducted if this referencing is not used and any instances of suspected plagiarism will be taken seriously by NCC Education.

The Harvard system takes little time and space and is easy to use.

There are two aspects to learn and use – textual references and a list of references consulted and cited, given at the end of your work, which are referred to as the Bibliography.

For reference, the NCC Education Academic Dishonesty and Plagiarism Policy is contained in Appendix D.

NCC Education also requires you to complete the Statement and Confirmation of Own Work, which can be found in Appendix D. This ensures you have acknowledged the work is your own, unless referenced otherwise.

10.1 Textual References

These are also called in-text references. When you use another person's ideas you should immediately acknowledge the source. Always give the surname of the author and the date of publication. If you are referring to the general theme of the book, page numbers are unnecessary. Where you are quoting or referring to figures or data, page numbers must be included. For example:

The Balanced Scorecard (Greenwood 2002, p.223).

Greenwood (2002, p. 223) found few managers applied new performance measures

Otley (1981) obtained results which.....

A recent study (Otley 1990).....

10.1.1 When Volumes or Sections are Needed

(Hopwood 1989, vol. 2, p. 23)

(Hopwood 1989, vol. 2, p. 23; vol. 3, pp. 20-41)

(Hopwood 1989, sec. 2)

10.1.2 Two or Three Authors

(Jones & Hackett 1991)

Jones and Hackett (1991) theorized that.....

(Boyd, Smith & Eberle 1985)

Boyd, Smith and Eberle (1985) found.....

10.1.3 More than Three Authors

Use the first author only followed by 'et al'. For example, a work by Carter, Morton, Duncan-Kemp and Redding becomes:

Carter et al. (1989) discussed library search methods.

Note: Names of all the authors must be given in the list of references.

10.1.4 Multiple Citations of the Same Author

Arrange in chronological order, and use suffixes to distinguish works published in the same year.

Drucker (1980, 1983a, 1983b) theorised.....

Drucker (1983a, p. 21; 1983b, p. 85) theorised.....

10.1.5 Two Authors with the Same Surname

Initials are included to distinguish them. For example:

The theory was propounded by A.E. Smith (1981), but has been refuted since (Smith, B.R. 1985)

10.1.6 More than one Work Cited

(Larsen 1971;Haddon 1969)

10.1.7 Personal Communications

Initials are included:

Clarke, G. 2003, pers. comm., 2 July).

G. Clarke (1983, pers. comm., 3 July) said.....

Personal communications are not included in the list of references at the end.

10.1.8 Editors

(ed. Kaufmann 1974)

edited by Kaufmann (1974)

10.1.9 Secondary Source of Idea

Eyles (2001, p.10, cited in Greenwood 2002, p.19)

10.1.10 Quotations

Brief quotations (about 30 words or less) can be included in the text. Use single quotation marks:

Kaplan (1982, p. 6) said: 'Accounting information is vital to the survival of the enterprise'.

'Accounting information is vital to the survival of the enterprise' (Kaplan 1982, p 6)

10.2 Bibliography/List of References

- At the end of your assignment, create a list of the references you have read and noted in the text. Arrange this in alphabetical order of authors' surnames.
- The author's surname is placed first, followed by initials or first name, and then the year of publication.
- Where a source does not have an author, arrange it by its title.

The following examples show you how to include reference sources in your List of References.

The left hand column (type of item) is not to be included as part of your list of references. It is included here only to identify the various types of references which can occur.

<i>Type of Item</i>	<i>Example</i>
Book One Author	Cole, G.H.A. 1991, <i>Thermal Power Cycles</i> , Edward Arnold, London.
Government publication No Author	Department of Energy 1980, <i>Projections of Energy Needs</i> , HMSO, London.
Book Two Authors	Douglas, M. & Watson, C. 1984, <i>Networking</i> , Macmillan, London.
Book Anonymous	The Eliciting of Frank Answers 1955, Engineering Publications, Florida.
Journal Article	Miller, D. 1996, 'Configurations Revisited', <i>Strategic Management Journal</i> , Vol. 17, pp. 505-512
Journal Articles 2 in one year	Mintzberg, H. 1996a, 'Reply to Michael Goold', <i>California Management Review</i> , Vol. 38, 4, pp. 96-99 Mintzberg, H. 1996b, 'Musings on Management', <i>Harvard Business Review</i> , July-August, pp. 5-11

10.3 Word Processing Requirements

The presentation of written work is of equal importance to the academic content of the document. It is imperative the reader is able to see the questions and the answers. It is also essential to ensure that the grammar and spellings are accurate. The checklist below should be used as a guideline to submitting written work for marking:

- Use standard Arial font, size 11.
- Include page numbers.
- Include title page.
- Submission to be printed single-sided, not double sided.
- Ensure you have written within or to the maximum word limit.
- Start each task on a new page and include the question.
- Ensure any diagrams, snap shots, PowerPoint slides fit correctly on the page and are referenced, for example, Fig 1, Fig 2.
- Include a table of contents.
- Use accurate Harvard referencing.
- Include a bibliography.
- Include a completed Statement and Confirmation of Own Work as the front page.
- Check spelling, grammar and punctuation.
- Submit the assignment on a floppy disk or CD ROM by the deadline date provided.

11 Academic Writing

In any module or programme you study, you will be expected to undertake academic writing as part of the formative assessment created by the teaching staff, or as part of the formal NCC Education assessment. You will be expected to write a variety of lengths and in a variety of styles, but the process involved in the academic writing will remain the same.



Spend five minutes thinking about how you have tackled academic writing previously and compare this to the guidance given below.

11.1 Step 1 – Analysing the Questions

The questions you will be asked to complete will often contain key words and it is important that you recognise these words quickly, keeping them in mind when deciding what is expected of you.

Break the words down one by one. In doing this, you will find words which give instruction such as:

- Discuss
- Consider
- Compare

Other words may be ambiguous and could mislead you, so be careful. Below is a list of the instructional words you are most likely to see in an academic writing task/question:

ACCOUNT FOR	Give reasons for something; unravel causes in a logical manner
ANALYSE	Examine in detail the constituent parts of something, and their interrelationship
APPRAISE	Estimate the worth, value or importance of
ASSESS	Estimate the worth, value or importance of – to judge
CLARIFY	Present clearly – to unravel the complications of – to make clear
COMMENT	Make remarks about, expound
COMPARE	Put together so as to reveal the similarities and differences – the agreements and disagreements between – to match
CONSIDER	Deliberate on; give careful thought to
CONTRAST	Put in opposition to bring out the differences – to stand opposite
EXAMINE	Investigate in detail, to question, to inspect – to weigh up
EXPLAIN	Make plain, interpret; unfold the meaning of
ILLUSTRATE	Make clear using concrete examples, or by using diagrams or figures – highlight
INTERPRET	Explain the meaning of, translate into familiar terms, make explicit – to serve as an agent, a translator
JUSTIFY	Show adequate grounds for conclusions, decisions, dealing with possible objections to these
OUTLINE	Give the main features, general principles of something – leave out detail in preference of structure and relationships
PROVE	To establish as truth by argument, test genuineness of
RELATE	Show how things are connected and the extent to which they are alike or affect each other
REVIEW	Make a survey of something, giving critical analysis
STATE	Express briefly and clearly
SUMMARISE	Give a concise account of the main points omitting details
TRACE	Follow the development of something from its origin



ACTIVITY 11. Look at the five instructional words below and write down your ideas of what you think each means and what you will be expected to do to in order to answer the question. Refer to the examples given above for ideas.

CRITICISE
 DEFINE
 DESCRIBE
 DISCUSS
 EVALUATE

Spend at least 15 minutes on this activity. The answers are available at the end of this section.

11.2 Step 2 – Planning

Having read the question, you need to decide how you intend to tackle it and which method you will use to answer it. For example, the question may be:

“More and more of us face the prospect of working until we are 70. How will this affect society?”

11.2.1 Method 1 – Brainstorming

With this method, write down everything that springs to mind from the question. Ideas will come from what you have learnt in the lectures, the information the teaching staff have given you and any preparatory work you have undertaken for the lectures and tutorials.

Remember that not all the information you have accumulated will be relevant to this particular question and so you need to be selective before moving onto the second phase of planning to answer the question.

Phase 2 – Create an Order of Contents

Using the information you have listed above, create an order of contents, using headings. For example:

- UK employment history
- Pension age
- Change in economic climate
- State pension changes
- Social culture
- Plans for the future

This kind of approach will allow you to see the structure of the essay and if the headings included will answer the original question. It is useful to think of the reader as a person who has no knowledge of the subject but who will learn about it through reading your document.

11.2.2 Method 2 – Spider Plan

A good example of a spider diagram can be found in Section 2. As you can see, it includes a principal theme with more specific issues emerging from it.

Once you have noted all the points you can think of, use arrows, circles, squares or colour to link the points to either each other or directly to the main theme. If this method suits your learning style, you may find that if you keep the diagram neat and carefully number the topics for the order of contents, you may not need to construct another order of contents as outlined in Method 1; Phase 2.

Remember, it is the research you undertake that will give you the knowledge to be able to complete the planning stage of your writing – without this there will be no relevant content or structure to your work and you may lose marks.



ACTIVITY 12. Think of a question and create a spider diagram to see which method suits your learning style.

Once you have done this, compare your notes using Method 1 to your notes using Method 2 and see which one produces the better results.

11.2.3 Answers to Activity 11.

CRITICISE – Give judgement on something, supported by a discussion of the evidence – to judge.

DEFINE – Give the precise meaning of something; often to show that distinctions are necessary – to set limits to.

DESCRIBE – Logically prove the truth of something – to show.

DISCUSS – Give detailed account of, show characteristics of – to write down.

EVALUATE – Determine the value or worth of something in the light of particular criteria – truth, utility, logic, morality – to value.

If you are unsure about the question/s you must always ask the teaching staff.

11.3 Successful Academic Writing

When you have identified the method you wish to use in order to begin your academic writing task, the next important step is to establish the points you wish to put across to the reader.

Good academic writing is informative, concise and clear, whilst stimulating the reader to form a personal opinion.

Remember the following three elements to academic writing:

- Question (instructional words)
- Learning outcomes
- Assessment criteria.

In order to achieve these goals, it is necessary to adhere to the following structure:

- a) Introduction – this includes what you intend to discuss in the essay/report and establishes the main argument.
 - What is it?
 - Does it take your reader straight from the question to your answer?
 - Does it unravel/interpret/frame the question as necessary?
 - Does it broadly signpost your essay? Does it give the reader direction?
- b) Main body of the essay/report – this includes evidence to support your argument and develops the main points.
 - Is your essay in paragraphs?
 - Does each paragraph express and develop a single idea?
 - Does each follow logically from the previous one, with no sudden breaks or shifts of topic?
 - Have you dealt with all the issues posed by the question?
 - Have you explained important concepts/ideas, using examples where appropriate?
 - Have you substantiated all your arguments with facts/evidence/quotations?
 - Have you become sidetracked?
- c) Conclusion – this includes a summary of the evidence and main lines of argument.
 - What is it?
 - Have you drawn together the main threads of your essay? Can you restate them in broader terms (i.e. summarise)?

- What general inferences can you draw from your argument which are relevant to the question? Where do you stand in relation to your case? Are you sure you only refer to material discussed in the main section, rather than introducing new material?
- To round off, can you – very briefly – place your answer in a wider context?

Remember, the following points are important:

- Think of the reader as someone who has no knowledge of the subject area who will learn through reading your report.
- Ensure you know the subject area in question well, to enable you to express your knowledge clearly and effectively.
- Structure your work, and include a reasoned argument, assessment and evaluation.
- Always include an introduction, main content and conclusion.
- Express your views and opinions in such a way as to inspire the reader, whilst demonstrating that you are well informed.

11.4 Putting your Ideas Together – Writing a Draft

When you have identified your chosen method of planning, undertaken the relevant research and established the main lines of argument, the next step is to prepare the draft.

It is useful to remember the following points when writing your draft:

- Start to write your draft well in advance of the official submission date.
- Refer to your plan from the outset.
- Ensure you have all your research material to hand.
- Take note of the assessment criteria, ensuring you are striving to meet the requirements for the highest mark.
- Ensure you satisfy the word processing requirements.
- Ensure you use accurate Harvard referencing.

It is advisable to write several drafts before submitting any work, to ensure nothing is omitted.

If you are unsure of anything ask the teaching staff at the Accredited Partner Centre.



Remember to look at the Assessment Criteria to remind yourself of the skills and knowledge required to achieve each mark.



ACTIVITY 13. Use the Academic Writing Planning Sheet in Appendix C to plan an essay with a title given by the tutor. Spend at least 20 minutes on this activity and then share your ideas with others in the group.

12 Giving a Presentation

As part of your programme, you may be asked to deliver an oral presentation on a given subject. It is important not to panic about how you will tackle this. The same procedure for academic writing can be used here.

However, rather than aiming to educate your reader with information in the context of a document written at length, (where the reader can re-read the material for clarification); in a presentation this is not possible, so you must ensure a clear, concise approach which is simultaneously engaging.

One of the first things to decide is how you are going to give your presentation. Will this be with handouts, PowerPoint slides, charts, video or audio clips?.

Visual aids are often used in presentations for the following reasons:

- They add variety.
- They can stimulate the audience.
- They can communicate numbers, statistics.
- They can emphasise particular points.
- They can enhance your marks for communication skills and use of technology.

When preparing a presentation, it is useful to remember the following points:

- Understand what is being asked of you.
- Establish who your audience is and tailor your presentation to them.
- Decide if you are going to use visual aids and handouts.
- Be well prepared and collect all the research material prior to drafting your presentation.
- Use materials you already have relating to the topic.
- Draft and re-write your presentation to ensure you have covered all the points and you are speaking within the time limit, if applicable.
- Rehearse your presentation to family and friends.

When giving your presentation, remember to speak clearly and slowly and allow for questions at the end.

13 Effective Examination Revision

As previously mentioned, it is important from the outset of your programme, to be aware of the dates of Global Examinations.

Attending lectures; making notes, preparing for tutorials, giving presentations, completing formative assessments, reviewing past examination papers, as well as other research material you have gathered, are all activities which will aid you in your revision.

Remember, the examination is designed to enable you to demonstrate the knowledge and understanding you have accumulated during the semester.

In the academic timetable for the programme, which is available on the student and lecturer CDs, time has been factored in for revision prior to sitting the Global Examination or submitting the Global Assignment. You must use this time wisely.

Global Examinations assess your demonstrable knowledge, understanding and attainment of the learning outcomes. However, the examination paper is unseen and must be completed within a strict timeframe of usually two or three hours, at the Accredited Partner Centre.

13.1 Time Management

Sufficient preparation is a key factor of effective revision. Revision should not be started at the last minute prior to the examinations. A good starting point for this preparation is to create a revision plan. An example template has been included for your use in Appendix B.

The weekly revision plan should include breaks for food and rest, and be structured, allowing you to monitor how much time is spent on each topic to ensure an equal balance.

It is advisable to divide your day into morning, afternoon and evening sessions, with each session being one unit. On this basis, aim to complete 15 units per week, which will allow you to have two complete days free.

Allowing yourself time every week for relaxation, recreation, socialising and rest will help you feel less stressed and increase the likelihood that you keep to your plan. A rest from your studies should not be seen as a waste of time, indeed it will help you work more effectively.

Plan how you will use your time during your revision sessions. You may want to list all the topics you want to revise, decide which order to learn them in and how much time to spend on each. If you have other tasks to complete e.g. reading and note-taking, you need to decide how much time to spend on these.

Be realistic about what you can achieve and keep to your deadlines. If there is too much work to do in the time available, answer the following questions to help you prioritise.

- Which topics to cover are mentioned in the Assessment and Syllabus Guide?
- Which topics do you feel confident in, and may be the easiest to revise?
- Which topics do you feel less confident in?
- Which topics do you have the most information/research/material for?

Answering these questions will help you to structure your plan accordingly.

Remember to seek advice from teaching staff if you have any concerns regarding your revision.

13.2 Structuring your Time and Space

Set specific goals for each revision session. Make a list of your goals; keep them realistic; and tick them off as you achieve them so you can see what you have done. Allow more time for topics you find difficult. Spend time attempting to increase your comprehension of material you do not understand.

Some people find it helpful to work in groups – perhaps arranging to meet a few friends to discuss particular topics. You can use this time to test each other on work revised or talk through aspects you have not understood.

Once you have created your revision plan, it is important to designate a suitable space for revision so that you can be organised in your work; note-taking and referencing materials.

It is important to separate the place where you have chosen to work from the place where you wish to relax. Even within the confines of a small area, create a 'work place' (around a desk/table?) which contains everything you need for your work.

Remove all possible distractions from your work area (pictures, music, TV etc) and put them into your relaxation area. Similarly, keep work out of your relaxation area, so that when you are relaxing, work does not intrude.

Get used to working when you are in your work area, and 'switching off' when you move out of this space. Creating a physical separation of this kind will help you to mentally separate work from rest.



ACTIVITY 14. Share your ideas about your revision plan with your friends and discuss possible places for revision. This may encourage you to decide to meet at the Accredited Partner Centre to revise.

Remember, it is important to motivate each other, without creating distractions

13.3 What Materials Should You Use When Revising?

As previously mentioned, you should have a variety of resources to revise from; including lecture notes, any written work you have completed, presentations you have made, handouts/material given by the teaching staff, past examination papers, marking schemes, Assessment and Syllabus Guides and all your research material.

It is important to divide the material into the relevant topic areas. This will help you to work with manageable amounts of material and not be overwhelmed by large amounts to cover in a specific time period.

Remember, the Assessment and Syllabus Guides contain revision topics and past examination papers which will enable you to see what is expected of you within the given time frame.

If you do not have any material which supports the topics listed in the Assessment and Syllabus Guide, you should ask the teaching staff for any material they may have.

During the revision period, sufficient time should be allocated to reviewing past examination papers. It is also a good idea to attempt answering the questions in the specified time. This will give you practical experience of writing in the time available.

Six steps to follow when revising:

- Condense: summarise notes to make them fit onto one side of paper. This makes them easier to digest, so rewrite and abbreviate.
- Highlight: target key areas using colour and symbols. Visuals help you remember the facts.
- Record: try putting important points, quotes and formulae on tape. If you listen to them as well as read them, they are more likely to be remembered.

- Be vocal: read your notes out loud, it is another way of helping them register.
- Test yourself: see what you can remember without notes, but avoid testing yourself on subjects you know well.
- Time yourself: try to complete past exam papers in the time set for the paper.

13.4 Motivation

It is important to stay motivated throughout your revision period and remain focused to ensure you keep to your original plan. Remember, in order to do well in the examination and answer the questions adequately, you will need to revise as much as you can.

It may be useful to consider the following points when planning and undertaking your revision:

- Plan rewards or treats when you achieve the goals you set yourself.
- Start revising the topics you are more interested in and which you deem easier to revise.
- Start your revision as you intend to continue; in an enthusiastic and structured manner.
- Try to persist until your revision is satisfactorily complete.
- Seek help from teaching staff if you are unsure of or worried about your revision.
- Remember you are not alone: help and advice is always available.

13.5 Improving Concentration

People vary in how long they can concentrate, so experiment and find a work pattern that suits you. Take regular, short breaks when you are working, for example, 10 minutes out of every hour you work is likely to be beneficial.

If you are finding it difficult to concentrate, set yourself a small, manageable target. When you have achieved this, reward yourself. Keep repeating the pattern of setting yourself a target and rewarding yourself. As you achieve your goals, gradually increase the amount you have to do. In this way you can train yourself to concentrate more effectively. Here are some other ideas:

- Make notes as you read. Think of questions as you work. Speak out loud.
- Vary the topics frequently. Mix easy and difficult topics and interesting and dull topics.

- Try to work in a comfortable environment and remove distractions. Find out where you work best, e.g. in the library, with a friend or alone in your room.

Most important – do not panic!

- Always ask teaching staff if you are unsure of anything in your revision.
- Tell your family and friends if you are becoming stressed; they are there to help you; do not feel alone.
- Make sure you get enough rest and food; it is good for the brain!
- The more time you allow to revise, the better prepared and confident you will feel for the exam.

13.6 The Day Before the Examination

Check the following important points the day before:

- Time, date and venue for the examination.
- Your candidate number.
- Ensure you have adequate equipment; pens, pencil, rubber, watch, ruler, calculator (if applicable), textbooks (if applicable).
- Have a drink ready.

It is useful to go over any information you are unsure of the day before the exam, but do not cram. Follow your revision plan and ensure you are fully briefed on all subjects.

13.7 The Examination

On the day of the examination remember to:

- Check that your bag contains everything you will need.
- Arrive early; rushing will not help you to think clearly or prepare calmly.

13.7.1 Tackling the Examination Paper

Step 1 – looking at the examination paper:

Firstly check that the paper is the correct one; as different exams could be taking place at the same time.

Always fill in the front cover as directed; personal details, name, candidate number.

Read the instructions carefully; these are the key to knowing what you have to do in the examination.

- How many questions do you have to answer?
- Are there any compulsory questions?
- How many sections are there?
- Where should the answers be written?
- How much time do you have?

Step 2 – deciding which questions to answer:

- Read all the questions carefully:
 - Look out for key words; identify the instructional word; determine what you have to write about.
- Choose questions which you feel confident in answering.
 - Put a tick next to those questions.
- Start with the easiest questions, those you feel confident in answering.
- Write bullet points, draw a spider diagram and highlight the key words before you begin to write your answers; this will help you to structure your answer and ensure you have brainstormed all the information you have on this topic.
- Look at how many marks are awarded for the question.
- Always keep an eye on the time and ensure you allocate time evenly so that you do not spend too much time on one question leaving not enough for the remaining questions.
- Finally, good luck!

14 Why are these Skills Necessary?



ACTIVITY 15. You were asked to answer this question in section 2.1. Now that you have read through and completed the activities in this unit, write down answers to this question. Look back at your previous answers to see if they differ. The latter answers should be more comprehensive and informed.

15 Conclusion

In completing this unit, you should have gained knowledge and understanding of the study skills required to successfully study at undergraduate level and in particular on the IDB, IADB and a final third year programme.

These practical skills should be adapted for use in any future study and employment. By now you should have identified your own learning style and incorporated these skills into it. This unit should be referred to throughout the duration of your programme and you should be practising the skills regularly.

Remember the more you use these skills the more confident you will feel about your study and the more likely you are to achieve the high marks available.

Good luck with our study and remember always ask if you are unsure and refer to this document!



APPENDIX A

International Diploma in Business (IDB)

Example Study Plan

The example study plan below is for one semester only and represents students taking the programme full time, studying four modules in the semester. The mix of tutorials, lectures and independent study activities have been included as a guide to how the programme should be structured. The topic refers to the topics listed in the Assessment and Syllabus Guide for each of the 12 teaching weeks.

A lecture will usually last for two hours, as will a tutorial. Independent study should be for at least two hours each day, with additional time being spent on set tasks and in preparation for the formal NCC Education assessment. These activities could include, research, reading, academic writing and preparation for lectures and tutorials and the formal assessment.

Week/ Topic	Monday	Tuesday	Wednesday	Thursday	Friday
1	Lecture – e-Commerce Independent study	Lecture – Marketing Independent study	Lecture – Business Communication Independent study	Independent study	Lecture – Principles of Management Independent study
2	Lecture – e-Commerce Independent study Tutorial – Business Communication	Lecture – Marketing Independent study Tutorial – Marketing	Lecture – Business Communication Independent study Tutorial – e-Commerce	Independent study	Lecture – Principles of Management Independent study Tutorial – Principles of Management
3	Lecture – e-Commerce Independent study	Lecture – Marketing Independent study	Lecture – Business Communication Independent study	Independent study	Lecture – Principles of Management Independent study
4	Lecture – e-Commerce Independent study Tutorial – Business Communication	Lecture – Marketing Independent study Tutorial – Marketing	Lecture – Business Communication Independent study Tutorial – e-Commerce	Independent study	Lecture – Principles of Management Independent study Tutorial – Principles of Management
5	Lecture – e-Commerce Independent study	Lecture – Marketing Independent study	Lecture – Business Communication Independent study	Independent study	Lecture – Principles of Management Independent study

6	Lecture – e-Commerce Independent study Tutorial – Business Communication	Lecture – Marketing Independent study Tutorial – Marketing	Lecture – Business Communication Independent study Tutorial – e-Commerce	Independent study	Lecture – Principles of Management Independent study Tutorial – Principles of Management
7	Lecture – e-Commerce Independent study	Lecture – Marketing Independent study	Lecture – Business Communication Independent study	Independent study	Lecture – Principles of Management Independent study
8	Lecture – e-Commerce Independent study Tutorial – Business Communication	Lecture – Marketing Independent study Tutorial – Marketing	Lecture – Business Communication Independent study Tutorial – e-Commerce	Independent study	Lecture – Principles of Management Independent study Tutorial – Principles of Management
9	Lecture – e-Commerce Independent study	Lecture – Marketing Independent study	Lecture – Business Communication Independent study	Independent study	Lecture – Principles of Management Independent study
10	Lecture – e-Commerce Independent study Tutorial – Business Communication	Lecture – Marketing Independent study Tutorial – Marketing	Lecture – Business Communication Independent study Tutorial – e-Commerce	Independent study	Lecture – Principles of Management Independent study Tutorial – Principles of Management
11	Lecture – e-Commerce Independent study	Lecture – Marketing Independent study	Lecture – Business Communication Independent study	Independent study	Lecture – Principles of Management Independent study
12	Lecture – e-Commerce Independent study Tutorial – Business Communication	Lecture – Marketing Independent study Tutorial – Marketing	Lecture – Business Communication Independent study Tutorial – e-Commerce	Independent study	Lecture – Principles of Management Independent study Tutorial – Principles of Management
13	Revision	Revision	Revision	Revision	Revision
14	Revision	Revision	Revision	Revision	Revision
End of Semester Examinations/Assignments					



APPENDIX B – International Diploma in Business (IDB) Example Revision Plan

The example revision plan below is based on the formal NCC Education Global Examinations being taken and the Global Assignments being submitted at the end of the twelve teaching weeks and represents one week of revision. Weeks 13 and 14 in the academic timetable should be dedicated to revision. However, students should keep the end of semester assessment in mind throughout the teaching and complete the formative assessment created by teaching staff in order to demonstrate they are ready for the formal assessment. If they are not ready to take the examination or submit the assessment, they should continue to revise with guidance from the teaching staff on the areas they need to focus on.

As listed in the Study Skills guidance, students should also practise past examination papers in the time specified, as well as refer to past assignments to see what is expected of them. These are useful resources which should be built into the teaching of the modules throughout the semester.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday Free Day	Sunday Free Day
Morning Session	Business Communication	Marketing	e-Commerce	Marketing	Topics unsure of		
Break	Lunch	Lunch	Lunch	Lunch	Lunch		
Afternoon Session	Principles of Management	Principles of Management	Marketing	Principles of Management	Topics unsure of		
Break	Evening Meal	Evening Meal	Evening Meal	Evening Meal	Evening Meal		
Evening Session	e-Commerce	Business Communication	Business Communication	e-Commerce	Topics unsure of		



APPENDIX C

Academic Writing Planning Sheet

Use the blank spaces below for your brief notes on the key points you intend to make in each paragraph or cluster of paragraphs.

Introduction paragraph to essay will include;

Paragraphs (number) will focus on;

Paragraphs (number) will focus on:

Paragraphs (number) will focus on:

Paragraphs (number) will focus on:

Paragraph (number) will focus on:

Concluding paragraph(s) will say:



Appendix D

Academic Dishonesty and Plagiarism Policy

Principle

The principle to be applied is that no student shall obtain, or attempt to obtain, an advantage in assessment through unfair or improper means. Any such attempts shall be deemed to be in contravention of the regulations governing NCC Education's academic qualifications and subject to disciplinary action by NCC Education. This document is designed to explain what plagiarism is, why it brings severe penalties to the student, and how to avoid it.

What plagiarism is:

Using someone else's work as your own, without citing the source.

This includes direct copying, rephrasing, and summarising, as well as taking someone else's idea and putting it into different words. Cutting and pasting paragraphs from different websites is the same as handing in a paper downloaded from the internet, both are examples of plagiarism.

Examples

The following are provided as examples of **dishonesty** or **plagiarism**.

A Examinations

1. Taking of unauthorised material into an examination.
2. Consulting unauthorised material outside the examination hall during the examination.
3. Obtaining an unseen examination paper in advance of the examination.
4. Copying from another examinee (student).
5. Attempting to communicate with another examinee (student) during the exam.
6. Using an unauthorised calculator or other device e.g. mobile phone during the examination or storing unauthorised material in the memory of a programmable calculator or other device e.g. mobile phone which is taken into the examination.
7. Impersonation, where a substitute takes an examination, test or assignment on behalf of the student.

B Course work and Project work

8. Falsifying data in experimental results.
9. Copying course work or project work from another person or source.
10. Collusion to present joint work as the work solely of one individual.
11. Plagiarism, where the work or ideas of another, are presented as the student's own.

C Other

12. Bribery or attempted bribery of a person thought to have some influence on the student's assessment.
13. Any other conduct calculated to secure an unfair or improper advantage in an assessment.
14. If you share your coursework or examination paper with another student and he or she plagiarises it, you are considered as guilty as the one who has plagiarised your work, since you enabled the plagiarism to take place. Under no circumstances should a student make his or her coursework or examination paper available to another student unless the instructor gives explicit permission for this to happen.
15. It is also an offence under the regulations to knowingly assist in any of all of the above.

Plagiarism is a serious academic offence and NCC Education will discipline students for committing plagiarism. Students who plagiarise, including who anyone enabled the plagiarism to take place, are likely to be caught, and could be removed from completing their NCC Education award, and will not be allowed in future to take an NCC Education programme.

Students are responsible for educating themselves about plagiarism, and NCC Education advice is to avoid plagiarism at all costs.

Avoiding plagiarism

Students learn from the work of others and may quote from it without penalty.

Where direct quotation appears to a student to be appropriate s/he must ensure that quotation marks and reference to the original author is clear within the text. Essays, projects and reports will also show the referenced works in the bibliography. One of the best ways to avoid plagiarism is to ensure you use references and citations properly, using the Harvard System.

<http://library.curtin.edu.au/referencing/harvard.html>

Actions

Examinations

Any student found to be acting dishonestly or committing plagiarism will be excluded from the examination hall. The student shall countersign the irregularities report made out by the invigilator, and will have the right to send a written explanation to the Academic Standards and Quality Manager at NCC Education, The Towers, Towers Business Park, Wilmslow Road, Didsbury, Manchester, M20 2EZ, United Kingdom within 24 hours. The student's explanation, along with all other evidence, shall be forwarded to the Awards Panel for due consideration.

Course and Project Work

Where cheating or plagiarism is suspected with the course work or project work submitted by a student, then all the evidence will be collected and sent to the Chief Moderator who will undertake a formal investigation and hold a review hearing.

Outcome

The Awards Panel shall make a decision on all of the available evidence. The Awards Panel decision shall be final and binding.



Statement and Confirmation of Own Work

Programme Qualification Name:

All submitted work must have this form as the cover/first page. Please include this form as part of a standard format when submitting an assignment.

Student Declaration

I have read and understood NCC Education's regulations on plagiarism.

I can confirm the following details:

Student ID/Registration Number:

Name:

Module Name:

Title of Work:

Module Leader:

Number of Words:

I confirm that this is my own work and that I have not plagiarised any part of it. I have also noted the grading criteria and pass mark for assignments.

Due Date:

**Student Signature
& Submitted Date:**

Appendix E – Assessment Criteria

International Diploma in Business and International Advanced Diploma In Business	Mark awarded	
<p>DISTINCTION (A) Distinction level work is relatively rare and is expected to stand out from the work of other students. Not many students will achieve a distinction.</p> <ul style="list-style-type: none"> - directly addresses the question or problems raised - provides a coherent argument displaying an extensive knowledge of relevant information - evaluates concepts, techniques and theory - relates theory to practice - reflects the student's own argument and is not just a repetition of standard lecture, and reference material is very accurate - provides evidence of reading beyond the required reading - shows awareness of other approaches to the problem area - has an appreciation of methodological concerns and displays an awareness of the limitations of current knowledge 	DISTINCTION	75% and above
<p>CREDIT (B) This is a highly competent level of performance</p> <ul style="list-style-type: none"> - directly addresses the question or problems raised - provides a coherent argument drawing on relevant information - shows some ability to evaluate concepts and theory and to relate theory to practice - reflects the student's own argument and is not just a repetition of standard lecture and reference material - does not suffer from any major errors or omissions - provides evidence of reading beyond the required reading - displays an awareness of other approaches to the problem area 	CREDIT	65% - 74%
<p>PASS (C) This is an acceptable level of performance and all competent students should expect to achieve at least this level.</p> <ul style="list-style-type: none"> - addresses the question but provides only a basic outline of relevant arguments and evidence along the lines offered in the lectures and referenced readings but with little evidence of further reading - all learning outcomes are demonstrated - answers are clear but limited - some minor omissions and inaccuracies but no major errors 	PASS	40% - 64%
<p>REFERRED (D) Students attaining this level of performance should be in a small minority of those on the course</p> <ul style="list-style-type: none"> - learning outcomes have not been demonstrated - relevant points have been omitted from the answer - there are errors in the answer - parts of the question remain unanswered - answers may be too brief and possibly in note form 	REFERRED	0% - 39%

