



WESTMINSTER

International University in Tashkent

An Accredited Institution of
the University of Westminster (UK)

COURSE HANDBOOK 2025/26

**Certificate in International Foundation
Studies**

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Welcome to the Course

Welcome to Westminster International University in Tashkent

It gives me great pleasure to warmly welcome you as a postgraduate student of Westminster International University in Tashkent (WIUT), and as a student on a validated course of the University of Westminster. Colleagues both at WIUT and the University of Westminster are delighted that you are joining us.

WIUT and the University of Westminster have been working in partnership for the last twenty-two years to deliver educational programmes in Uzbekistan, and you are joining an institution with an outstanding reputation for educating students who go on to become public health leaders in their field both in Uzbekistan and overseas.

You will find that WIUT has a wide range of excellent resources, and you will be taught by a highly qualified academic team who will support you throughout your time here. In addition, there are regular visits from colleagues from the University of Westminster, in particular, each course has a Liaison Tutor whom you may meet as they make regular visits to Tashkent to ensure that academic standards are aligned with the University of Westminster standards.

Students are our most important stakeholders, and we value the contribution you make both inside and outside the classroom, through research and extra-curricular activities. I would urge you to make the most of all the opportunities that are afforded to you.

We are here to support you during your time at WIUT, and if you have any queries or need any help please do not hesitate to ask.

Dr Komiljon Karimov

Rector

Introduction from the Course Team

By enrolling on this course, you have taken the first step towards gaining higher education. Being a student can be an enjoyable experience despite all the work and financial pressures. It is a unique opportunity to discover your strengths and capitalise on them.

Your first few days at WIUT will include an induction programme to ease your transition to a new environment and lifestyle. Events are planned to familiarise you with the geography, resources, and facilities of WIUT and enable you to informally meet your tutor, members of the teaching staff, and fellow students. WIUT hopes you will profit from your studies and become a creative, self-confident, and able student ready to contribute to society.

The Certificate in International Foundation Studies will provide you with linguistic, academic and cultural skills which you will need to embark on an undergraduate degree course, as we believe it essential that you are adequately prepared for the demands of your chosen subject, even if you already have some knowledge in the field. Studying in a language other than your mother tongue brings several challenges that need to be addressed to get the best from your studies. Apart from purely academic matters, a teacher's style, the nature of the educational debate, and the format and nature of coursework or examinations may all differ from what you are used to. To reach your full potential, you will need guidance in these matters.

We aim to provide you with the best possible education in your chosen subject. We can only do that with your effort and ambition. It is a partnership between all of us, students and lecturers alike. So, let us work together to achieve our aim and to make the programme an enjoyable and worthwhile experience for you.

Andrey Khojeev

Course Leader

Westminster International University in Tashkent

Purpose of the handbook

This handbook provides you with information about your course, and key University information about:

- Learning, teaching and assessment processes
- University policy and regulation that affects your studies
- Support available to students

The Course Handbook should be read in conjunction with the University of Westminster Modular Framework for Undergraduate Courses and relevant sections of the current Handbook of Academic Regulations, available at the Academic Registrar's Portal (<http://registrar.wiut.uz/>). NB: Regulations are to change and approval by the Academic Council of the University of Westminster and/or WIUT.

How to contact us

Course Contact Details

The Course Leader

You are registered on a course and a set of modules. You will have a Course Leader responsible for the general management of the Course and your programme of study.

Certificate in International Foundation Studies Course Leader:

Andrey Khojeev

Email: a.khojeev@wiut.uz

Tel.: +998 71 238 74 00 (ext. 801)

Office hours: TBA

Who to contact about module queries?

Module Leaders

In the Course, you will study a range of modules. A module team delivers each module. Each module has a Module Leader responsible for the delivery, resourcing, assessment, and smooth running of the module and for coordinating the module team.

If you have a query about a module, you should contact the relevant Module Leader. However, whilst studying on the module, you may not be taught by the Module Leader, so it may also be appropriate to contact your tutor who teaches you first.

Module Leaders are responsible for the following:

The day-to-day administration of the module;

Liaising with other lecturers on the module and integrating contributions from staff;

The monitoring of student's progress on the module and liaising with students' tutors and the Course Leader as appropriate;

Ensuring that the assessment of the module operates smoothly in collaboration with the Academic Registrar's Office.

The list of Module Leaders can be found at the Faculty office or on the Intranet module page.

For module queries, please make an appointment with a relevant lecturer by email or visit them during office hours. Email address information is available on the Intranet in Module Syllabus.

Dean's Office

The faculty office deals with the operation of the faculty functions, such as staffing and staff professional development, academic programme development and management, research and consultancy, academic quality assurance and enhancement, timetabling, academic requirements, etc.

Who to contact about other student services:

"Ask.WIUT"

If you are unsure about an issue, you can approach the "Ask WIUT" information service, and they will direct you to the most appropriate office.

"Ask.WIUT" is an internal inquiries service that provides students with information about whom to approach when they query, get directions to find a particular place at the University, or get any other information. Ask WIUT Information Service, located on the ground floor in the lobby of the Amir Temur building.

The Academic Registrar's Office

The Academic Registrar's Office deals with all administrative aspects of your Course, including enrolment and module registration, coursework and exams, letter requests, and University procedures and regulations.

Office Opening Hours:

Undergraduate Office (ATB 104):

Open for all

Monday to Friday

10.00 am - 2.00 pm

3.00 pm - 5.00 pm

For more information, please visit the Registrar's Office Portal at <https://registrar.wiut.uz>.

Student Support Services

CIFS Student Mentoring Scheme

The Student Mentoring Scheme has been set up to help support students on CIFS. The scheme aims to provide support at critical stages of the students' Course to help them settle in, progress, and achieve their potential within the University. Mentors support groups of students at the start of the Course (during Induction week) and throughout the first year of study. They are selected and trained to ensure they have the skills and knowledge necessary

to support new entrants who face obstacles when transitioning from school to University and a new educational system.

Mentors are Level 5 and 6 students. They are selected from among students with high academic performance and who demonstrate responsibility and dedication. Before the commencement of the new academic year, the group of newly selected mentors receives intensive one-week training. This is to ensure that the Mentor can offer guidance on the regulations and resources of the University during the induction, as well as support and encouragement with coursework and issues such as exams, assignments, etc., throughout the year.

During the induction week, mentors help students break the ice, conduct team-building activities, assist with personal development planning, guide students on the University resources and procedures such as the opportunities for students to voice their concerns (Course Committee Meetings), refer students to online documents on academic and assessment regulations, introduce the Intranet and SRS systems.

Throughout the academic year, sessions are organised to help students improve their coursework and exam writing skills, review their academic performance, and help select optional modules and courses of undergraduate study.

The mentoring system has received positive feedback from CIFS students. It has generally been positively evaluated, indicating a closer relationship formed between peer students from upper levels and the new entrants, aiding their smoother transition into the new educational system.

Personal Tutors

Every WIUT student is assigned a Personal Tutor, a member of the academic staff selected for their expertise and personal qualities. While your Personal Tutor may not teach you in all your modules, they are well-equipped to provide tailored support throughout your academic journey.

Personal Tutors play a crucial role in offering both academic advice and pastoral care. They offer regular, planned support to help you navigate your studies and develop as an independent learner. Acting as a bridge between course delivery and specialized university services, they ensure you have access to the resources you need.

Personal Tutors are dedicated to ensuring that you receive essential information about university regulations from the moment you begin your course. Their support extends beyond academic excellence; they are committed to fostering your growth into self-regulated learner. Throughout your time at the university, they are available to offer personalized and consistent academic advice. In addition to this, they also provide pastoral care regarding your well-being and can refer you to appropriate student support services when necessary.

Academic Support Centre

The Academic Support Centre is committed to helping students develop the essential skills necessary for success in higher education. The Centre provides ongoing support focused on enhancing study skills that have proven particularly demanded in the context of WIUT. Its offerings include assistance with academic English, academic writing, transferable skills, quantitative skills, and research competencies.

In addition to a rich array of online resources available on the Centre's WIUT Intranet-based page, students can participate in face-to-face workshops and schedule one-on-one appointments with the Centre's Learning Support Officers. These sessions are tailored to meet individual learning needs and promote academic growth.

For more information about the Academic Learning Support Services, please visit the WIUT Intranet: <https://intranet.wiut.uz>

Career Centre

WIUT Career Development Centre provides comprehensive support to students and graduates through career guidance, mentoring, and access to internship and employment opportunities. The Centre aims to empower students and alumni with the skills and connections needed to thrive in today's competitive job market.

Students can benefit from a variety of services, including:

- Access to Job Postings: update your profile on career.wiut.uz and the Centre's social media channels to stay updated on internship, part-time and full-time employment opportunities available.
- Employability Boost: get personalized support to enhance your application materials, including CV and cover letters.
- Networking: Connect with industry professionals and peers at our networking sessions.
- Professional Development Workshops: Participate in workshops designed to build essential career skills.
- Mock Interviews: Practice your interview techniques in a supportive environment.
- One-on-One Counseling Sessions: Receive tailored advice from our experienced career advisers.
- Employability Events: take part in the annual events, including Internship and Job Fairs and On-Campus Interview sessions.

Updates regarding internship and employment opportunities are regularly communicated through our social media channels, the university website, the Intranet, and student emails. The students are encouraged to register with the Career Development Centre, allowing advisers to proactively notify them of relevant opportunities.

For more information about Career Development Centre services or to explore current job openings, please visit career.wiut.uz.

Housing and Residential Services

For students relocating from outside Tashkent, WIUT Housing and Residential Services team is dedicated to helping secure suitable accommodation within the city. This support includes options to reside in one of the university's two halls of residence, which provide a comfortable and supportive living environment or renting out.

The Housing and Residential Services team is committed to making the transition to university life as smooth as possible. They provide guidance on housing options, facilitate the application process for residence, and offer ongoing support throughout your stay.

For more information about accommodation options and services, please visit WIUT Accommodation Support page on Intranet.

Counselling Services

WIUT Counselling Services provide essential support for students facing a variety of personal and academic challenges. Our highly skilled counsellor offers advice, guidance, and assistance on a wide range of issues, including stress management, time management, and confidence building. The counselling sessions are designed to create a safe space where students can discuss their concerns openly, helping them to navigate the complexities of university life.

In addition to individual counselling, the WIUT Counselling Services also run a Psychology Club that facilitates discussions on important topics such as settling in at university and

managing studies under pressure. These sessions are open to all students and do not require prior booking, making it easy for anyone in need of support to access these valuable resources. By prioritizing mental well-being and personal development, WIUT aims to foster a supportive environment that empowers students to succeed academically and personally.

The University's Counsellor can be found in 305 Istiqbol Building.

Special Needs and Disability Support

WIUT Special Needs and Disability Support Service is committed to ensuring that all students have equal access to educational opportunities. This service provides tailored support for students with disabilities and special needs, facilitating an inclusive learning environment. One of the key aspects of this support is the opportunity for students to apply for reasonable adjustments, which are accommodations made to respond to individual needs without modifying the educational standards.

Students with special needs or disabilities can initiate the process of application for reasonable adjustments by reaching out to the support service. The University aims to remove barriers that could hinder academic performance, allowing all students to fully engage in their studies and achieve their academic and career potential.

WIUT Special Needs and Disability Support can be found on the first floor of the Amir Temur Building.

Culture and Creativity Centre

The Culture and Creativity Centre at WIUT plays a vital role in enriching the university's cultural and social life by fostering student involvement in various activities. This Centre encourages students to participate in cultural events, contests, and creative clubs, allowing them to express their talents and engage with the community. By organizing initiatives that promote personal and professional skills development, the Centre emphasizes the importance of creativity and social responsibility.

The Culture and Creativity Centre is responsible for a variety of notable events, including the annual Talent Show, Culture Fair, and Fashion Show, which serve as platforms for students to showcase their skills and gain recognition. With over 50 active clubs, students can join groups such as the Art Club, Drama Club, and Dance Club, where they can explore their interests under the guidance of experienced mentors. Additionally, the Centre supports student-led social projects focused on charity and sustainability, enabling students to make meaningful contributions to society.

Students' Union

WIUT Students' Union (SU) serves as the self-governance body for students, dedicated to enhancing the student experience and fostering a vibrant campus community. By students, for students, the Union aims to assist, support, and engage students through a variety of essential services and opportunities:

- **Advocacy and Representation:** The Students' Union represents all WIUT students in communications with internal and external parties, ensuring that student voices are heard on all University Committees.
- **Support Services:** The Union provides guidance on academic and personal matters, helping students navigate challenges they may encounter during their studies.
- **Social Engagement:** The Union organizes a range of social activities, including sports events, cultural contests, language courses, and entertainment options.

These initiatives not only enhance social life but also contribute to the development of soft skills.

Students are encouraged to participate actively in the Union's activities and initiatives. This involvement not only enriches their university experience but also allows them to develop leadership skills and make meaningful contributions to the campus community. For more information about the WIUT Students' Union and how to get involved, please visit the WIUT Students' Union page.

Ask.WIUT Information and Customer Service Support

Ask.WIUT Information and Customer Service Support is designed to provide students with essential information and guidance throughout their academic journey. Whether students have questions about university services, document requirements, or any other inquiries, Ask.WIUT is your first point of contact for clear and prompt assistance. Ask.WIUT's Intranet-based page provides access to an array of queries that can be conveniently placed through a one-window service.

Students can reach also out to Ask.WIUT through various other channels, including web-chat, email at ask.wiut@wiut.uz, by phone at +998 71 238 74 65, or via their Telegram channel @Ask_WIUT. The service not only addresses immediate concerns but also helps navigate the complexities of university life, ensuring that every student feels supported and informed.

Other Services

WIUT is committed to enhancing the well-being and development of its students through a variety of other services, including Study Abroad and International Student Support, on-site medical wards for emergency medical aid, and the Sports Centre.

Sports Facilities and Coaching are available to all students to promote physical health and teamwork. On-campus medical services to ensure student health is prioritized. Tailored advice to assist international students in adapting to university life and maximizing their educational experience.

Liaison Tutor

The University of Westminster as part of the Quality Assurance process appoints a Liaison Tutor for the validated courses and they are crucial in providing a link between the staff based in the sponsoring college at the University of Westminster and staff working in academic administration at WIUT. Liaison Tutors are usually based within a University of Westminster College responsible for the academic area of the course at WIUT. The role of the Liaison Tutor may vary according to the nature of the collaboration but is likely to include liaison with colleagues at the partner institution; support and advice on processes, providing guidance on student representation and feedback; visiting the partner institution. The liaison tutor will usually visit WIUT at least twice a year and during their visit will hold meetings with WIUT students to discuss their views on their programme and any other issues of concern. The liaison tutor will attend the assessment Boards held at WIUT and also moderate the assessment of students prior to the work being presented to the external examiner.

The liaison tutor for CIFS is Quang Nguyen (Bob)

Email: Q.Nguyen@westminster.ac.uk

External Examiners

A key part of UK Higher Education quality assurance is the role of independent External Examiners. External Examiners play an important role in the University of Westminster's

quality assurance and enhancement processes by ensuring that our awards meet an appropriate standard and that students have been fairly assessed. External Examiners are appointed to each award/programme offered by the University (or sometimes to groups of related courses or subject areas).

External examiners are unable to respond to any individual queries about the assessment process or outcomes, and any contact will be reported to the University of Westminster. Where students have concerns about the assessment process or the quality of the provision, they should first speak directly to their course leader.

For CIFS the external examiner is as follows:

Name:	Position:	Institution Company:	or	Subject area appointed to:

Student Code of Conduct

WIUT is a community, and as members of the community students are expected to conduct themselves in a manner that is responsible and respectful to others, whether they be other students, members of staff, visitors to the University or members of the local community. The Student Code of Conduct sets out the University's expectations in relation to behaviour. All students must familiarise themselves with this code of conduct. The WIUT Student Code of Conduct is accessible in the Intranet, Academic Registrar's Office, 'Student Code of Conduct': <https://intranet.wiut.uz/OneWindow/OneWindowList>

Course Information, News and Events

All course-related information/news/events will be posted on official notice boards, the WIUT intranet page <http://intranet.wiut.uz/>, and the WIUT portal <https://registrar.wiut.uz/>. The Academic Registrar's portal <https://registrar.wiut.uz/> on the intranet also has essential announcements and the definitive versions of the Course Handbook, Academic Calendar, Academic Regulations, and assessment schedules. The portal also provides confirmation letters, complaint submissions, appeals, etc. You may also request forms such as checklists, suspension/Withdrawal of study and other official letters.

Key Information about the academic year

Academic Year	2025 - 2026
Enrolment and Orientation	8 - 12 September 2025
Semester one teaching	15 September - 5 December 2025
Semester one exam period	15 - 26 December 2025
Semester two teaching	12 January - 3 April 2026
Semester two exam period	13 - 24 April 2026
Referral and deferral assessment and exams	8 – 26 June 2026

Learning and Teaching

How will you learn?

The focus of learning at the University is through structured timetabled lecturer/student contact sessions and independent learning/study. You will be expected to attend the timetabled contact sessions and undertake more hours of independent research. Most modules are taught over scheduled/timetabled contact hours a week; each module would have 4 hours of contact time on average. These are lectures, seminars or workshops where you will attend and be 'taught'. In addition to timetabled classes/sessions, you will be expected to spend significant time studying independently.

Lectures will be either held face-to-face or/and as a blend of virtual material and face-to-face format. Lectures cover general Information regarding the topics studied. Seminars and workshops aim to engage smaller groups of students in practical tasks to enrich their understanding of the lecture material. These include but are not limited to class discussions of cases and articles, role-plays, written assignments, presentations, debates, and simulations. Students should expect to build various skills and learn to work equally well in groups, pairs, and individually. The variety of teaching modes will allow you to develop problem-solving, organisational, decision-making, creative thinking, and reflection skills. In three core modules, *Professional Skills and Employability*, *Academic English* and *Essentials of Critical Thinking and Citizenship*, only seminars/workshops are used as these modules focus on learning practical skills.

You will also be provided with additional materials to help you study independently. Some modules use different educational platforms where additional materials are provided and discussed in online forums. The Learning Resource Centre has a range of resources enabling you to undertake independent learning.

To support and scaffold your independent learning, all University lecturers have office hours when students can refer to them for consultations and additional clarifications or request an appointment by email. Each lecturer has around 2 hours a week allocated for office hours. The Information about the lecturer's availability is announced during the first teaching week of each semester and posted on the WIUT Intranet, notice boards and WIUT Telegram Bot. This information can also be obtained from Ask.WIUT service.

Learning Resources Centre [LRC] and IT services

The Learning Resource Centre provides a range of learning support services, including a collection of resources related to the subjects taught. LRC resources are available after completing the LRC registration form, where they will get acquainted with LRC regulations.

Students can search, renew the due dates, and reserve the printed library collection online through the Web OPAC system, available from the Intranet/University Library page and Digital Library (lrc.wiut.uz). Library printed resources are annually renewed by demand from the Module Leaders, with a special emphasis on new modules introduced and the latest editions published. The LRC electronic resources include subscribed and Open Access databases, e-books, and e-journals and are accessed through Digital Library.

Subject librarians assist students in searching for relevant resources when needed. To facilitate the in-depth learning, the LRC team developed an Information Intelligence course on academic search, effective usage of databases, and referencing management tools either in the form of one-on-one consultancy or group embedded sessions upon request. The final projects of the courses are located in the institutional repository in the Dissertations section, where a search can be done by course, supervisor, author and year. Book Club, administered by LRC and facilitated by staff and/or students, invites participants for hot discussions on the books and is rewarded with Academic Records certificates.

The learning environment is diverse and meets the requirements of different types of learning styles. LRC provides group-working, Discussion, Silent and Quiet areas. There is Wi-Fi across the campus so that you can use personal laptops, iPods, etc., desktop computers, which are available in a range of locations and photocopying and printing services, whiteboards, LCD information boards, and a 4K screen for conducting presentations. Students can also choose from several computer rooms in each building where desktop computers are available with the general and specialist software that supports the courses taught in WIUT.

WIUT On-line Learning Management System

The University has developed its own version of a student online support system to reflect the conditions in Uzbekistan and to provide a resource for students and staff to interact and provide additional support for independent learning.

The **WIUT Intranet**, available via [WIUT INTRANET](#), has been developed to enable students to access learning resources independently and remotely. Each module has an online box that provides the facility for independent student exchange via a 'Module Blog', for the tutor to provide additional learning materials, lecture material, seminar and assessment material. You will find that module teams use the module page in different ways, but in most cases, you will be able to get your assignments, receive feedback on assessments, review lecture materials and obtain additional reference material that you would find useful in your studies. In addition, the Library provides an online catalogue and e-journals that you can access.

In addition, the **WIUT Student Record System** is also available from the SRS Login Page (wiut. uz), both within the university and remotely. This system stores all your assessment marks, and you can review your profile. Some developments are planned to further help you in your studies.

Academic Registrar's Office provides key information such as course handbooks, enrolment and module registration information, exam timetables, and more, accessible via WIUT Intranet and <https://registrar.wiut.uz/>

How to access your timetable

Your timetable is available online on the WIUT Intranet. To access your timetable, use the following link [GetLessons](#) - My ASP.NET Application (wiut.uz)

Employment and further study opportunities

Completion of the Certificate in International Foundation Studies Course will enable you to be admitted to a UK degree or equivalent course anywhere in the world. It is not intended to be focused on enabling you to be employed but to continue your studies. It is, nevertheless, important for you to understand and begin to develop your skills for employment.

The Certificate of International Foundation Studies Course aims to develop the following attributes that are important for future studies and employment:

- Critical and creative thinkers
- Literate and effective communicators
- Entrepreneurial
- Global in outlook and community engaged
- Socially, environmentally and ethically aware

The majority of Graduates of the course are admitted to the WIUT degree courses. There are others who are admitted to Universities Internationally and a few who leave for employment. The CIFS is recognised globally as an entry level qualification for degree level study.

The WIUT Career Centre offers students and graduates support in the form of career guidance, mentoring, provision of internship and employment opportunities. These are regularly notified through the Career Services' social media channels, website, Intranet page and student e-mails. Students are encouraged to register with the careers development service which enables the career advisers to notify them of relevant opportunities when they arise.

For further study opportunities the Student Service office is also able to help. Graduates from the CIFS are admitted to degree courses around the world.

Student Engagement

As a student, you are encouraged to play a full part in the decision-making processes of the University and there are many opportunities for you to do so, whether through your Course Committee, or other student-staff consultative forum, or through the WIUT Students' Union.

- Course Representatives are elected to represent the students on their course. Course Representatives collect feedback from students and present this feedback at Course Committee meetings.

- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- The University also has an annual Course Evaluation Survey, which seeks the opinions of students about their course, and University experience.

Assessment and Feedback

How you will be assessed

You will need to be able to demonstrate that you have achieved the Learning Outcomes for the course and each module. Each module will have a set of summative assessments that you will be required to complete. The range of assessments that you will complete include formal reports, exams (seen and unseen), debates, presentations, proposals, essays, portfolios, group and individual coursework tasks. All assessment tasks have transparent written criteria, that will enable you to understand how your performance have been assessed.

The assessment schedule is published on the relevant module page on the WIUT Intranet for your reference. The document will clearly state the task description, the deadline, instructions for submission and the assessment criteria. You will have opportunities to get feedback on your work, such as lecturer comments on your drafts during office hours, email correspondence with your lecturer, classroom feedback on the tasks completed. There will also be formative assessment tasks such as mock exams, mock presentations, peer and self-assessment tasks that will give you an opportunity to learn from your peers and learn to reflect on and evaluate your own strengths and weaknesses. Such formative feedback will enable you to assess yourself on your progress towards achieving the learning outcomes of each module.

The University Assessment Tariffs that will govern all assessments are available on the following link: https://registrar.wiut.uz/SiteAssets/3.7%20Assesement%20Tariffs_WIUT.pdf

You may be assessed through 'a group coursework'. The policy on the working of a group and its assessment can be found on the intranet:

<https://registrar.wiut.uz/SiteAssets/3.6%20%20Group%20work%20policy%20WIUT%20v5.pdf>

How do I submit my work?

According to the Online Submission Policy:

“1.1 All assessed coursework (CW) must be submitted online on the WIUT Learning Board unless differently stipulated by the Module Leader.

1.2 Submission on to platform is mandatory; if a student does not submit, the coursework shall not be assessed.

1.3 The submission method will be demonstrated to all new students as part of their induction programme. In cases where students miss or/unable to attend induction session(s), it is their

responsibility to familiarise themselves with CW submission method (available to view in Intranet – Induction).

1.4 Students are responsible for submitting their coursework on time and in accordance with CW submission requirements stipulated by the Module Leader and/or CW task.

1.5 Students must submit CW using their own university account. In cases where students submit CW using someone else's account, the CW shall be regarded as not submitted.

1.6 The responsibility and onus lie with the student in their final CW submission before the deadline dates. This applies to student(s) who upload their CW several times to check for plagiarism.

1.7 The deadline for CW submission that is originally stipulated in the CW task cannot be changed.

1.8 Academic staff are responsible for providing clear and thorough submission instructions.

1.9 Module Leaders are responsible for creating a coursework submission page on the WIUT Learning Board with a minimum of two weeks prior to the deadline.” (<https://registrar.wiut.uz/SiteAssets/SitePages/Academic%20Policies/Online%20Submission%20Policy.pdf>)

Using Feedback

You will be given feedback on all formative assessments. The feedback which you will receive will allow you to reflect, revise and improve your approach for the next assessments. You should carefully analyse the feedback given on your piece of work, if you do not understand it then you should seek clarifications from your lecturers who gave you these comments. Understanding and reflecting on feedback is a critical element of the learning process. It is your responsibility to collect feedback provided. Feedback is not just about a mark and can be given in a variety of ways. Examples include a lecturer taking time out at the end of lesson to provide comments on a recent assessment, feedback through webmail and one to one meetings.

Individual feedback on examination papers will not normally be provided to students (See regulation 12.12). Generic feedback may be provided, for example, in a group tutorial. Copies of exam scripts may be requested by a student, after the confirmation/publication of marks by the Assessment Board to enable students to understand the reasons for the mark obtained.

How is my work marked?

All written work will be marked following the assessment criteria published with the assessment. Your work will be marked by members of the Module Team under the co-ordination of the Module Leader. You will be provided with feedback that justifies your mark and suggests what you could have done to improve it. The mark awarded reflects the academic judgement of the assessor and cannot be challenged by the student.

All assessments are subject to a process of moderation and review according to the University of Westminster/WIUT process. This process entails a second marking procedure a second marker thoroughly reviews a sample of all the assignments to ensure the standard

and quality of the first marking. The final stage takes place at the end-of-academic year assessment board where external examiners review the process of marking and review a sample of assessments. External Examiners can view any piece of work that has been submitted. The External Examiners are appointed by and report to the University of Westminster. They attend the final assessment boards and submit a written report on the quality and standard of marking. External Examiners DO NOT mark but review the assessment process and the standard of marking of WIUT staff.

Your mark will be provisional until this process is completed, and the mark is officially published on the WIUT SRS and University of Westminster SRS.

The University of Westminster has arrangements for marking, internal moderation and external scrutiny. Further information can be found in Section 12 of the [Handbook of Academic Regulations](#).

The University General Grade Descriptors that will be used to help assess your work can be found [here](#).

Assessment Boards and the release of results

The relevant University of Westminster Assessment Board must formally ratify all assessment marks, suggested referral opportunities, recommendations for conferment of an award or exclusion from a course. Any marks or grades released prior to the meeting of the Assessment Board have the status of provisional marks.

Please note that if you have failed a module you need to re-check your results on or after the University publication of results day. See Home page - SRS.WEB (wiut.uz). Details of the regulations governing Assessment Boards are set out in Section 14 of the University's [Handbook of Academic Regulations](#).

Generative AI in Your Studies

Rapidly advancing AI technologies, notably in language and image generation, necessitate clarity on the University's stance towards tools like ChatGPT and DALL-E. The University insists on original work from students, requiring independent thought and proper source citation. Outsourcing assignments to machines or third parties constitutes cheating, undermines critical thinking skills, hinders student development, and diminishes their potential contributions in both the academic and professional world.

The University recognizes that students may legitimately use GenAI in a number of ways including for example: Assisting with grammar and spelling, utilizing it as a search tool for researching assignment topics, helping with planning and developing the outline structure of a written assessment, generating ideas for graphics, images, and visuals, obtaining explanations of concepts, debugging code, overcoming writer's block. These specific applications of GenAI can support students in their academic endeavours. However, it's important to note that while these uses are permissible, students must still adhere to the principles of academic integrity and properly cite any sources or references derived from the assistance provided by GenAI.

Please note that some subject areas/specific taught modules will potentially have other legitimate ways for you to use GenAI and that details of this will be communicated to you by module leaders where necessary.

Late Coursework

The University operates a two-tier penalty system for late submission of coursework.

- If students submit coursework late but within 24 hours of the published deadline, the work will be marked and will have ten percentage points of the overall available marks deducted, to a minimum of the pass mark (40% at undergraduate level, 50% at postgraduate level)
- If students submit coursework more than 24 hours after the specified deadline, a mark of zero will be awarded for the work in question

University regulations governing coursework submission and deadlines are detailed within Section 6 of the [Handbook of Academic Regulations](#).

Fit to Sit

The University operates a “[fit to sit](#)” policy, which means that if you submit a piece of coursework or sit an exam and/or in-class test etc. you have deemed yourself fit to do so. It is your responsibility to determine if you are fit to participate in assessment or if a mitigating circumstances claim should be submitted. You cannot submit a mitigating circumstance claim for poor performance in assessment(s).

Mitigating Circumstances

Mitigating Circumstances (MC) are serious unforeseen, unpreventable circumstances that significantly disrupt a student’s ability to undertake assessment.

There are four absolute conditions for the acceptance of an MC claim, and failure to meet one or more of these will mean your claim is rejected. Your original, independent documentary evidence must demonstrate that the circumstances:

- were unforeseen
- were out of your control and could not have been prevented
- relate directly to the timing of the assessment
- meet the relevant specific conditions relating to documentary evidence

Please refer to Section 11: Mitigating Circumstances of the [University’s Handbook of Academic Regulations](#).

All MC claims must be submitted through WIUT SRS and evidence must be submitted online in accordance with instructions below no later than 5 working days after the end date specified on the documentary evidence. In order to submit your claim, you need to follow the steps below:

- a) Login to the WIUT SRS choose Mitigating Circumstances

b) Choose "Create MC claim" and fill in the form that appears

c) Upload the evidence in one file format (PDF or ZIP file)

Additional information and claim forms are available at <https://registrar.wiut.uz>

Academic Regulations

Award

The University of Westminster Academic Regulations are the definitive regulations that govern all academic matters.

For information on progression, re-assessment and final award calculation, please refer to Section 17 of the [Handbook of Academic Regulations](#).

Exclusion

In certain circumstances, usually where students have failed a significant proportion of modules attempted, a student may be excluded from their course on academic grounds. Please refer to Section 17 of the University's Handbook of Academic Regulations at WIUT Academic Registrar - [Handbook of Academic Regulations](#).

Interruptions

An interruption is an extended period of authorised absence from the course. A period of interruption may be taken by a student at the student's discretion or required by the University on the grounds of the student's health and/or well-being.

University regulations governing the interruption of studies are detailed within Section 17 of the WIUT Academic Registrar - Handbook of Academic Regulations.

Withdrawing from the course

If you would like to withdraw from your study you need:

to fill in and sign **Withdrawal of study report form**

to personally submit a withdrawal form to Ask WIUT

In case if you cannot submit it personally we would kindly ask you to print the form you can get it on registrar.wiut.uz fill in by handwriting and send us (UndergraduateOffice@wiut.uz) the scanned version. Please note that together with withdrawal form **Student's checklist** also should be submitted signed to Undergraduate Office.

University regulations governing the withdrawal from a course are detailed within Section 17 of the [Handbook of Academic Regulations](#).

Course structure

A Certificate of International Foundation Studies [CIFS] student studies 120 credits (200+ Study hours) in one year over two semesters. The course structure is validated by the University of Westminster every 5 years, but the structure can change by adapting to feedback from a variety of sources.

The Certificate of International Foundation Studies programme includes two types of modules which are core and optional. All students must take core modules worth in total 80 credits and select optional modules worth 40 credits of the 120 credits studied in a year.

Types of the modules:

Core. These are modules that must be undertaken by all students on the course. They provide the fundamental skills and knowledge on which to base your future development, usually as an Undergraduate student.

Option. These are modules that can be chosen from the course specific list of modules. You can choose the option modules that best fit your own interests.

Credit Level 3					
Module Code	Module Title	Status	UK Credit	ECTS	Sem
3ALDS004C	Academic Communication Skills	Core	20	10	Y
3BUSS001C	Quantitative Methods	Core	20	10	1
3ACHE012C	Critical Thinking and Citizenship	Core	20	10	2
3ACHE013C	Professional Skills and Employability	Core	20	10	1
Plus, Two Optional Modules from the list below					
3COSC001C	Visual Programming	Option	20	10	2
3COSC002C	Essential Web	Option	20	10	2
3LLAW001C	Fundamentals of Commercial Law	Option	20	10	2
3ECON001C	Foundations of Economics	Option	20	10	2
3BUSS003C	Introduction to Business and Entrepreneurship	Option	20	10	2
3FNCE001C	Understanding Finance	Option	20	10	2
Award of Certificate of International Foundation Studies					

Please note that not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot make your first choice of Optional modules.

Course Specific Regulation

To be eligible for the award, a student must pass core modules. Students cannot obtain condoned credit for core modules.

Award of the Certificate of International Foundation Studies [CIFS]

To qualify for the award of the Certificate of International Foundation Studies, a student must have:

- obtained a minimum of 120 Credits, including 80 credits passed and a minimum of a condoned credit in each of the remaining modules up to the value of 40 credits and
- satisfied the requirements of any course-specific regulations for the relevant course scheme.

The University may award:

- Certificate with Distinction to a student whose marks average at least 70%.
- Certificate with Merit to a student whose marks average at least 60%.

There is no provision for an interim or partial exit qualification to be awarded.

Your Course

Programme Specification

Your programme specification is available online and can be found at the [Registrar's Portal](#).

Module Proforma

The module proforma provides detailed information on the core and option modules linked to this course. You can find all your course module information at the end of this document.

Module title: Academic Communication Skills
SITS Module Code: 3ALDS004C
Credit level: 3
Length: Year-long
UK credit value: 20 credits
ECTS credit value: 10 ECTS credits
College and School: <i>SOLTE (School of Law, Technology and Education)</i>
Module Leader: TBC
Host Course: CIFS (Certificate of International Foundation Studies)
Progression and assessment board: CIFS
Pre-requisites: none

Co-requisites: none

Study abroad: N/A

Special features: N/A

Access restrictions: N/A

Are the module learning outcomes delivered, assessed, or supported through an arrangement with organisation(s) other than the University of Westminster: No

Summary of module content: Academic Communication Skills module provides students with the opportunity to consolidate, expand and develop their proficiency in English within the language context of academic study. The module equips students with study and transferable skills using various tasks done both individually and in groups. The module assists students in integrating academic culture by introducing the concept of citation and developing communicative competence. Students will enhance their persuasive skills, and provide evidential support using summarising, paraphrasing and quoting techniques. Students will advance their listening skills too. In addition, students will become critical readers and thinkers as the module enables them to read and discuss different topics thus broadening their vocabulary and language use. Moreover, students will communicate effectively following the language conventions for writing and speaking in the academic context.

Assessment Methods

Rank	Assessment type	Assessment name	Weighting
1	Portfolio	Portfolio	40%
2	Oral	Integrated Speaking	30%
3	Coursework Group	Group Written Project	30%

Learning outcomes

By the end of the module, the successful student will be able to:

LO 1 Employ active listening strategies in the academic context.

LO 2 Apply active reading strategies to comprehend academic texts.

LO 3 Evaluate the credibility and relevance of sources and digital tools.

LO 4 Communicate well-supported arguments orally and in writing, following the features of academic style.

LO 5 Collaborate effectively on completing group projects.

Course outcomes the module contributes to:

CLO3.1 Demonstrate knowledge and understanding of effective communication in academic and professional settings (KU; SDG 4.4).

CLO 3.3 Demonstrate basic knowledge and understanding of reasoning and data analysis (KU, SDG 4.4).

CLO 3.5 Analyze quantitative and qualitative information (PPP, SDGs 3.9; 5b).

CLO 3.7 Apply digital literacy skills to manage, organize, and communicate information (KTS, SDGs 4.4; 5b).

CLO 3.8 Communicate orally and in writing through clear, relevant, and accurate articulation in an appropriate format (KTS, SDG 4.4).

CLO 3.9 Identify team processes and group dynamics (KTS, SDG 4.4).

Indicative syllabus content

- Academic style and vocabulary
- Grammatical structures and punctuation
- Referencing and citations
- Quoting, paraphrasing, summarizing
- Doing information search
- Evaluating sources
- Active listening and reading strategies

- Note-taking
- Critical listening and reading
- Building arguments
- Using sources for speaking and writing
- Reflecting on learning
- Forms of written communication
- Digital literacy

Teaching and learning methods

Academic Communication Skills module upholds principles of equality, diversity, and inclusion (EDI), which are reflected in teaching and learning practices. Teaching approaches are inclusive, and learning activities are tailored to accommodate students' diverse needs and backgrounds, including those with disabilities. Students have multiple ways of learning, such as engaging in learner-centred activities and task-based exercises structured for individual, pair, or group work, leveraging technology as needed. Moreover, students must reflect on their learning journey in written and spoken ways. The module is delivered through face-to-face seminars. Learning materials are accessible and available in advance on the LMS, enabling students to adapt them as needed. Student-teacher communication is available via email correspondence, in-class discussions, office hours, and progress meetings to support students with different needs. The content is diversified by fostering awareness and active involvement of students with topics concerning sustainable development goals such as well-being, innovation, economic growth and environmental issues (SDG 4.7). In addition, regardless of their characteristics, every student is given equitable chances to reach learning goals in the learning process. Assessments are created in a way that values responses incorporating different viewpoints yet still adhering to the same standards for providing evidence and reasoning (SDG 4.4). In the module, students will develop active listening skills, communication (verbal and written), reflective skills, problem-solving skills, teamwork and interpersonal skills through coursework preparation activities that will contribute to their future employment (SDG 4.4). Students will develop their literacy and technical skills through critical reading, information search, argumentation and project assignment (SDG 4.4.1).

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	N/A
Seminar	Scheduled	96
Tutorial	Scheduled	N/A
Project supervisor	Scheduled	N/A
Demonstration	Scheduled	N/A
Practical classes and workshops	Scheduled	N/A
Supervised time in studio/workshop	Scheduled	N/A
Fieldwork	Scheduled	N/A
External visits	Scheduled	N/A

Work-based learning	Scheduled	N/A
Scheduled online learning	Scheduled	N/A
Other learning	Scheduled	N/A
Total scheduled		96
Placement	Placement	N/A
Independent study	Independent	104
Total student learning and teaching hours		200

*hours per activity type are indicative and subject to change.

Assessment rationale: why has this assessment been used for this module?

The module has three assessments.

Portfolio: Students will listen to academic discourse and produce summaries, identify arguments from the reading materials, write their responses to the arguments, use sources to support their ideas and reflect on their academic experience.

Integrated Speaking: It entails an academic discussion that centers around students' prior reading materials, serving as the foundation for evaluating their understanding and persuasive skills.

Group Written Project: Students will be asked to write about a project that students have done in small groups

Assessment 1: Portfolio

Students are required to produce a portfolio individually. Students are expected to summarize a listening discourse, write their response to the arguments from the reading materials and reflect on their learning experience in semester one. The formative assessments involve draft submissions for teacher feedback. The portfolio is to be submitted at the end of Semester 1. This assessment addresses **LOs 1, 2, 3, and 4**. The word limit range is 1,000-1,200.

Assessment 2: Integrated Speaking

This is an oral assessment involving a 5–6-minute academic presentation based on the students' prior reading materials. Students are expected to read academic discourse on several topics, identify main ideas and details from the sources, differentiate viewpoints under the discussed topics, shape their stance, and use ideas from different sources to support their viewpoints. The formative assessment involves reviewing and discussing students' progress in preparing for their presentations. This assessment is individual, and it is conducted during Semester 2. It addresses **LOs 2 and 4**.

Assessment 3: Group Written Project

Students are expected to produce written work based on the outcomes of a project they do in small groups. The formative assessments involve draft submissions for teacher feedback. The word range is 1,300-1,500. This assessment is conducted during Semester 2. It addresses **LOs 3, 4, and 5**.

Assessment criteria

University Grade Descriptors are a benchmark point of reference, they are contextualised using specific subject specialist criteria specific to a particular assessment.

[University Grade Descriptors](#)

Criteria for assessments are designed with reference to the University's generic criteria to measure students' ability to meet the learning outcomes of a module. Specifically, within this module you will find detailed grading descriptors as part of each assessment.

There are three assessment components to be completed by the students in the module: Portfolio, Integrated Speaking, and Written Project.

Assessment 1: Portfolio (40%)

This assessment will examine to what extent the student has demonstrated the ability to:

- summarize the main ideas and details from the listening materials;
- identify arguments of the authors in the reading materials;
- respond to the arguments from the reading materials;
- use citations appropriately;
- develop sound arguments;
- compile a reference list;
- follow the conventions of the academic writing;
- reflect on academic experiences.

Assessment 2: Integrated Speaking (30%)

This assessment will examine to what extent a student has demonstrated the ability to:

- distinguish between the main and supporting ideas of the written discourse;
- identify main idea and points from the reading material;
- present arguments supported by evidence from reliable sources;
- speak fluently and accurately following academic language conventions;
- respond appropriately to interlocutor questions or prompts.

Assessment 3: Group Written Project (30%)

This assessment will examine to what extent a student has demonstrated ability to:

- collaborate with peers on the project;
- write opinions supported by evidence from different sources;
- cite and reference sources appropriately;
- organize writing logically;
- follow the conventions of academic writing.

Sources:

Cavage C. and Lockwood R. (2016). *University success transition level. Oral communication*. Auckland: Pearson Education.

Chase, R.T. et al. (2020). *Pathways: listening, speaking, and critical thinking 4*. UK: Heinle Cengage Learning.

Dooley, J. (2023). *The art of writing C1. Student's book*. Bournemouth: Express Publishing.

Dummett, P., Stephenson, H. and Lansford, L. (2016). *Keynote proficient. Student's book*. Hampshire: National Geographic Learning.

Earle-Carlin, S. (2015). *Q: skills for success. Listening and speaking 5*. New York: Oxford University Press.

Folse, K.S. and Pugh, T. (2015). *Great writing. From great paragraphs to great essays*. 3rd ed. Boston: National Geographic Learning.

Liss, R. and Davis, J. (2016). *Effective academic writing*. Oxford: Oxford University Press.

MacIntyre, P. (2018). *Pathways 4: listening, speaking and critical thinking*. Boston: National Geographic Learning and Cengage.

Lockwood, R. B. and Folse, K. S. (2016). *4 Point listening for academic purposes: Introduction to EAP*. Michigan: University of Michigan Press ELT.

Lockwood, R. B. and Sippell, K. (2016). *4 Point reading for academic purposes: Introduction to EAP*. Michigan: University of Michigan Press.

McWhorter, K. T. (2020). *College reading and study skills*. 14th ed. New York: Pearson.

Norloff, C. and Renehan, A. (2016). *University success: Writing. Transition level*. Auckland: Pearson Education.

Pattison, T. (2015). *Critical reading. English for academic purposes always learning*. Montreal: Pearson.

Rogers, L. (2017). *Delta academic objectives - listening and note-taking skills B2-C1: Coursebook*. Surrey: DELTA Publishing.

Rogers, L. and Thompson, M. (2017). *Writing skills B2-C1: Coursebook*. Surrey: DELTA Publishing.

Wray, K. and Cupial, V. (2023). *Signals 3: listening, speaking, and note-taking. Student book*. Oxford: Oxford University Press.

Zwier, L. and Vosters, M. (2016). *University success: Reading. Transition level*. Auckland: Pearson Education.

Online sources

Manchester University Phrasebank

<https://www.phrasebank.manchester.ac.uk/about-academic-phrasebank/>

Colorado State University Guide to Writing

<https://writing.colostate.edu/guides/teaching/rst/pop5i.cfm>

Oxford Learner's Dictionaries -

https://www.oxfordlearnersdictionaries.com/wordlist/english/academic/AcademicWordList_s ublist_1/?page=2

Oxford Online English <https://www.oxfordonlineenglish.com/how-to-summarise-text>

Module title: Quantitative Methods
SITS Module Code: 3BUSS001C
Credit level: 3
Length: Semester
UK credit value: 20
ECTS credit value: 10
College and School: SOBE
Module Leader: Gulomjon Kosimjonov & Khilola Dushamova
Host Course: Certificate of International Foundation Studies
Progression and assessment board: WIUT, SOBE
Pre-requisites: N/A
Co-requisites: N/A
Study abroad: N/A
Special features: N/A
Access restrictions: N/A
Are the module learning outcomes delivered, assessed, or supported through an arrangement with organisation(s) other than the University of Westminster: <i>No</i>
Summary of module content: This module is designed to further develop students' confidence to cope with the processing and analysing of data and to introduce numerical and statistical concepts relevant not only to the business environment but also to fields such as economics, social and environmental issues. The module aims to strengthen students' ability to manage and evaluate quantitative data. The concepts presented are intended to aid processing, analysing, and interpreting numerical information within these diverse disciplines.

Assessment Methods

Rank	Assessment type	Assessment name	Weighting %
1	In-Class test	In-Class test	40%
2	Examination-closed book	Quantitative Methods Exam (with compulsory and true/false questions)	60%

Synoptic assessment: N/A

Learning outcomes

Upon successful completion of this module, students will be able to:

LO1. Understand and apply descriptive statistics and probability theory

LO2. Effectively use graphical representation techniques

LO3. Demonstrate competency in numeracy skills and apply algebraic concepts in real-world scenarios

LO4. Develop analytical skills for data interpretation and problem-solving in diverse global contexts

LO5. Conduct basic research to address social and environmental issues and promote critical thinking

Course outcomes the module contributes to

CLO3.3 Demonstrate basic knowledge and understanding of reasoning and data analysis (KU) (SDG 4.4; PPP);

CLO3.4 Demonstrate general knowledge and understanding of two fields from the following list: business, law, economics, finance and business information systems, and essentials of the web (KU; SDGs 1.1; 4.4; 8.3);

CLO3.5 Analyse quantitative and qualitative information (PPP; SDGs 3.9; 5b);

CLO3.6 Apply mathematical and basic statistical techniques to solve contextual, environmental or social problems (PPP; SDG 1.1);

CLO3.7 Apply digital literacy skills to manage, organise and communicate information (KTS; SDGs 4.4; 5b);

CLO3.10 Develop problem-solving skills for contextual analysis (KTS; SDGs 3.6; 3.9 5 a; 13);

CLO3.11 Demonstrates an understanding of sustainable development principles, including economic, environmental, or social dimensions, considering different stakeholders' views (KTS; SDGs 3.14; 10.3).

Indicative syllabus content

- Data and its representation

- Measures of Central Tendency & Dispersion
- Percentages. The concepts of Time value of Money
- Index numbers. The concept of Inflation
- Time-Series Forecasting
- Functions and Derivatives
- Matrices and Systems of Linear Equations (SLE)
- Linear Programming and Optimization
- Introduction to probability

Teaching and learning methods

The module is delivered through a combination of **lectures, seminars, and workshops** over a 12-week teaching period, designed to accommodate and engage students from diverse backgrounds and learning needs, ensuring equity, diversity, and inclusivity are embedded throughout the learning experience.

The teaching and learning methods emphasize the **practical application of knowledge**, preparing students for future challenges in both academic and professional settings. By incorporating **Equity, Diversity, and Inclusivity (EDI)** into every aspect of teaching, the module creates a learning environment where all students can thrive, feel valued, and achieve their full potential.

The Quantitative Methods module is committed to upholding the principles of equality, diversity, and inclusion (EDI), integrating the United Nations Sustainable Development Goals (SDGs) into every aspect of its curriculum. The teaching approaches are designed to be inclusive, incorporating real-world datasets related to SDGs such as poverty reduction (SDG 1), quality education (SDG 4), and climate action (SDG 13). Learning activities are varied, including individual, pair, and group tasks that employ technology to enhance understanding and application of statistical methods and data analysis.

Students engage with the material through a blend of traditional lectures and interactive seminars that encourage active participation. All learning materials are made available in advance via the Learning Management System (LMS), ensuring accessibility for all students, including those with disabilities. This proactive approach allows students to adapt learning resources to their individual needs.

Communication between students and faculty is facilitated through multiple channels, including email, in-class discussions, office hours, and scheduled progress meetings, catering to diverse communication preferences and requirements. The content actively involves students in addressing complex global challenges through quantitative reasoning, fostering a deeper understanding of how data-driven analysis can contribute to sustainable development.

Assessments are thoughtfully designed to reflect this commitment to EDI and the SDGs, allowing students to express their understanding through various formats that accommodate different learning styles and abilities. These assessments challenge students to apply quantitative methods to real-world issues, ensuring that all students have equitable opportunities to demonstrate their knowledge and skills while adhering to rigorous academic standards.

Through the Quantitative Methods module, students develop critical analytical skills, problem-solving abilities, and a profound appreciation for the role of quantitative analysis in achieving sustainable development goals. This educational journey not only enhances their academic proficiency but also prepares them for future professional roles where they can contribute meaningfully to societal goals (SDG 4.4).

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	12
Seminar	Scheduled	24
Tutorial	Scheduled	
Project supervisor	Scheduled	
Demonstration	Scheduled	
Practical Classes and workshops	Scheduled	12
Supervised time in studio/workshop	Scheduled	
Fieldwork	Scheduled	
External visits	Scheduled	
Work-based learning	Scheduled	
Total Scheduled		48
Placement	Placement	
Independent study	Independent	152
Total student learning and teaching hours		200

*The hours per activity type are indicative and subject to change

Assessment rationale

This module consists of two assessment components: an in-class test (40%) and a written final examination (60%).

The timed ***in-class test*** ensures consistent engagement and learning throughout the module, while also providing ongoing formative feedback to students. This assessment is designed to encourage regular review and application of the concepts covered in lectures and seminars, promoting a deeper understanding of the material. The In-class test focuses on the students' ability to apply quantitative methods accurately and analyse real-world problems in a time-constrained environment (LO 1,2,3,5). The duration of the in-class test is 1 hour.

The end of module ***examination*** assesses students' ability to apply statistical and mathematical techniques to complex business-related problems under time constraints, closely mirroring the pressures of real-world decision-making. This assessment challenges students to demonstrate a comprehensive understanding of the quantitative methods and their application in business scenarios, testing both theoretical knowledge and practical skills in a high-stakes environment (LO1,3,4 and 5). The duration of the exam is 2 hours.

Assessment criteria

University Grade Descriptors are a benchmark point of reference, they are contextualised using specific subject specialist criteria specific to a particular assessment.

University Grade Descriptors

Criteria for assessments are designed with reference to the University's generic criteria to measure students' ability to meet the learning outcomes of a module. Specifically, within this module you will find detailed grading descriptors as part of each assessment.

The ***In-Class Test*** will be assessed based on:

- The accuracy, depth of analysis, and appropriateness of the application of quantitative methods in solving real-world problems.
- Demonstration of clear understanding of how to analyse and interpret data using the techniques covered in the module.
- Application of methods in a time-constrained environment and ability to perform under pressure while maintaining accuracy and analytical rigour.

The ***Examination*** will assess the student's ability to:

- Apply a comprehensive understanding of quantitative methods in addressing complex business and modelling problems.
- accurately calculate, appropriately chose methods, and to critically analyse and solve problems under time constraints.
- Demonstrate theoretical knowledge and the practical skills necessary to apply these methods in real-world decision-making contexts.

Sources

Oakshott.L., (2020). Essential Quantitative Methods for Business, Management and Finance, ed-4. Palgrave Macmillan.

Patrick R McMullen (2023). Quantitative Methods for Business. USA.

Shmatove. C., & Castelli.C.R. (2022). Quantitative Methods for ESG Finance. 1st ed. Wiley.

Additional Sources

Anderson. R.D., & Sweeney. J.D. (2015). Quantitative Methods for Business. 13-edition. Cengage Learning

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Wall. S., Coday.C., and Mitchell.Ch., (2014). Quantitative Methods for Business & Management: An entrepreneurial Perspective. Pearson.

Online sources

Open Textbook Library's Introduction to Statistics (David Lane, Rice University)

<https://open.umn.edu/opentextbooks/textbooks/introduction-to-statistics>

Open Textbook Library's Introductory Statistics (Douglas Shafer, University of North Carolina).

<https://open.umn.edu/opentextbooks/textbooks/introductory-statistics>

Open Textbook Library's Calculus (Gilbert Strang, MIT)

<https://open.umn.edu/opentextbooks/textbooks/calculus>

Open Textbook Library's Linear Algebra (David Cherney, UC Davis).

<https://open.umn.edu/opentextbooks/textbooks/linear-algebra-2016>

Open Textbook Library's A First Course in Linear Algebra (Robert Beezer, University of Puget Sound).

<https://open.umn.edu/opentextbooks/textbooks/a-first-course-in-linear-algebra>

Massive Open Online Courses

edX: Microsoft's Data Analysis: A Practical Introduction for Absolute Beginners

<https://www.edx.org/course/data-analysis-a-practical-introduction-for-absolute-beginners-3>

edX: Microsoft's Data Visualization: A Practical Approach for Absolute Beginners

<https://www.edx.org/course/data-visualization-a-practical-approach-for-absolute-beginners-3>

Udacity: Stanford University's Intro to Statistics

<https://www.udacity.com/course/intro-to-statistics--st101>

Coursera: University of Sydney's Introduction to Calculus

<https://www.coursera.org/learn/introduction-to-calculus>

YouTube playlists

Computerphile's Data Analysis with Dr Mike Pound

https://www.youtube.com/playlist?list=PLzH6n4zXuckpfMu_4Ff8E7Z1behQks5ba

3Blue1Brown's Essence of Calculus

<https://www.youtube.com/playlist?list=PLZHQObOWTQDMsr9K-rj53DwVRMYO3t5Yr>

3Blue1Brown's Essence of Linear Algebra

https://www.youtube.com/playlist?list=PLZHQObOWTQDPD3MizzM2xVFitgF8hE_ab

JBStatistic's Basics of Probability

https://www.youtube.com/playlist?list=PLvxOuBpazmsOGOursPoofaHyz_1NpxbhA

Khan Academy's Statistic <https://www.youtube.com/playlist?list=PL1328115D3D8A2566>

Module title: Critical Thinking and Citizenship
SITS Module Code: 3ACHE012C
Credit level: 3
Length: Semester
UK credit value: 20
ECTS credit value: 10
College and School: WIUT/SOLTE
Module Leader: Shahzaib Ahmed Khan and Alisher Kosimov
Host Course: Certificate of International Foundation Studies
Progression and assessment board: CIFS
Pre-requisites: <i>None</i>
Co-requisites: <i>None</i>
Study abroad: <i>N/A</i>
Special features: <i>N/A</i>
Access restrictions: <i>N/A</i>
Are the module learning outcomes delivered, assessed, or supported through an arrangement with organization (s) other than the University of Westminster: <i>No</i>
Summary of module content: The module aims to develop students' critical thinking and problem-solving skills, which will also be supported by developing students' competencies as active and informed citizens who can contribute to the realization of Sustainable Development Goals (SDGs) relevant to their local context. This includes strengthening reasoning, problem-solving, creativity, and digital literacy, and applying these skills in the local context. Students will demonstrate the ability to analyse and critically evaluate a range of contemporary local and global issues across social, economic, and environmental domains. Through the exploration and discussion of contemporary local and global issues and challenges, students will develop the competencies necessary to become active and engaged citizens who can apply tools and strategies to address social, economic, and environmental problems. Additionally, students will develop a sense of civic responsibility, and an increased awareness of how their actions can positively contribute to their local communities and the realization of UN SDGs.

Assessment Methods

Rank	Assessment type	Assessment name	Weighting %
1	Presentation Group	Community Based Group Project Presentation	60 %
2	Coursework	Reflective Writing	40%

Synoptic assessment: N/A

Learning outcomes

By the end of the module, the successful student will be able to:

LO1. Demonstrate a basic comprehensive awareness of local and global issues.

LO2. Develop basic reasoning and argumentation skills.

LO3. Apply basic problem-solving skills, individually and as a group, to social, economic and environmental issues.

LO4. Develop effective group working skills.

LO5. Apply digital literacy and academic study skills to manage, organize and communicate information.

Course outcomes the module contributes to:

- CLO3.1 Demonstrate knowledge and understanding of effective communication in academic and professional settings (KU; SDG 4.4);
- CLO3.2 Demonstrate a basic understanding of social awareness and global citizenship (KU; SDGs 1.3; 4.7);
- CLO3.3 Demonstrate basic knowledge and understanding of reasoning and data analysis (KU) (SDG 4.4; Transitional Pedagogy);
- CLO3.5 Analyse quantitative and qualitative information (PPP; SDGs 3.9; 5b);
- CLO3.7 Apply digital literacy skills to manage, organise and communicate information (KTS; SDGs 4.4; 5b);
- CLO3.8 Communicate orally and in writing through clear, relevant and accurate articulation in an appropriate format (KTS; SDG 4.4);
- CLO3.9 Identify team processes and group dynamics (KTS; SDG 4.4);
- CLO3.10 Develop problem-solving skills for contextual analysis (KTS; SDGs 3.6; 3.9 5 a; 13);

CLO3.11 Demonstrate an understanding of the principles of sustainable development, including economic, environmental, or social dimensions, considering different stakeholders' views (KTS; SDGs 3.14; 10.3).

Indicative syllabus content

- Inquisitive thinking
- Reasoning and Argumentation
- Digital/Media Literacy
- Problem solving Process and Techniques
- Communicating Ideas Effectively
- Global Contemporary Issues
- United Nations Sustainable Development Goals
- Group work and Conflict Resolution
- Active and Informed Citizenship

Teaching and learning methods

The module will be delivered through seminars. These will make use of a variety of media and will centre on current global issues/trends relevant to students' future field of study. Lecturers will explain and demonstrate the processes required for exercising various skills such as critical thinking, analytical thinking, digital literacy and problem solving. Students will engage in a series of learner-centred tasks to develop these skills and to reflect on their learning process. These will be organized as individual, pair and group work.

The methods employed in this module will prioritize inclusivity for students with diverse needs. This will be achieved by incorporating various tasks including written and oral assignments, as well as individual and group activities. Additionally, to enhance inclusivity, learners will engage in discussions about local issues, allowing them to connect their learning to their own experiences. The module will also allow opportunities for community engagement as it recognizes the need to help students establish the sense of belonging. For a more inclusive learning, multiple means of engagement will be employed by incorporating various formats such as text, audio and video.

The aim of covering a variety of media and channels for information is to allow students to explore their local environment better and apply a global outlook to it. A variety of tools will assist in achieving this goal, including, but not limited to, the perspectives of local specialists a review of cases based on local contexts and a critical review of global environments in relation to the local context.

Contemporary issues and problems will also be discussed in the seminars, aiming to provide students with an opportunity to utilize the skills developed in the seminar and module on problems that are emerging or exist in the real world, including, but not limited to, emerging technologies, novel scientific discoveries, critically evaluation of old and new approaches of problem-solving and others.

The module will apply various strategies that will encourage students' learning through the means of feedback. Communication is made via email, in-class, office hours and progress meetings. This ensures that student-teacher interaction is increased, and feedback is provided to students with different needs.

In this module, students will develop foundational reasoning skills by discussing local and global issues, aligning with SDG 4 (Quality Education), Target 4.7, which emphasises education for sustainable development and global citizenship. Through problem-solving

activities, students will critically evaluate various solutions, fostering a deeper understanding of the core principles of sustainable development, in line with SDG 11 (Sustainable Cities and Communities), Target 11.3, which focuses on enhancing inclusive and sustainable urbanisation.

By investigating local issues through local and global lenses, the module prepares students for global citizenship, contributing to SDG 16 (Peace, Justice, and Strong Institutions), Target 16.7, which promotes responsive, inclusive, participatory, and representative decision-making. Furthermore, community-based initiatives, such as awareness-raising projects, will enable students to engage with their communities actively, supporting SDG 17 (Partnerships for the Goals), Target 17.17, which encourages multi-stakeholder partnerships to achieve sustainable development.

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	
Seminar	Scheduled	48
Tutorial	Scheduled	
Project supervisor	Scheduled	
Demonstration	Scheduled	
Practical classes and workshops	Scheduled	
Supervised time in studio/workshop	Scheduled	
Fieldwork	Scheduled	
External visits	Scheduled	
Work based learning	Scheduled	
Scheduled online learning	Scheduled	
Other learning (Blended Learning)	Scheduled	
Total scheduled		48
Placement	Placement	
Independent study	Independent	152
Total student learning and teaching hours		200

*hours per activity type are indicative and subject to change.

Assessment rationale: why has this assessment been used for this module?

There are two assessments:

The **first** will be in the form of a community based group project presentation. Students will engage in the production of a project that addresses a local issue of their choice. The task involves several key components: identification of a local problem, investigation of causes, identification of user needs and proposal of solutions along with arguments to justify the proposed solutions. The task also allows students to demonstrate their digital literacy skills

as they engage in production of their final project that can be presented to stakeholders. This task will evaluate LOs 1, 2, 3 and 5. (Duration: 16-25 min.)

The **second** is reflective writing. Reflective writing allows CIFS students to express their thoughts and feelings, making learning more personal and meaningful, whereby enhancing motivation and retention of knowledge. In addition, reflective writing prompts students to analyse their experiences, consider different perspectives, and evaluate their thoughts and actions. This process fosters the development of critical thinking skills, essential for academic and personal growth. This task evaluates LOs 2, 4 and 5. (1,200 words.)

By incorporating both individual and group-based assessments, as well as written and oral modes of evaluation, the course design recognizes that students have diverse learning preferences and strengths. This approach aligns with the principles of inclusive assessment, which aim to provide multiple and varied opportunities for students to demonstrate their understanding and abilities, ultimately creating a more equitable and accessible learning environment.

Assessment criteria: what criteria will be used to assess my work on this module?

University Grade Descriptors are a benchmark point of reference, they are contextualised using specific subject specialist criteria specific to a particular assessment.

[University Grade Descriptors](#)

Criteria for assessments are designed with reference to the University's generic criteria to measure students' ability to meet the learning outcomes of a module. Specifically, within this module you will find detailed grading descriptors as part of each assessment.

Community Based Group Project Presentation (60%)

The following criteria will be used to assess the work on this module:

1. **Awareness of contemporary local and global issues:** Students should demonstrate a clear understanding of the selected issue and its multifaceted nature. Students' ability to identify stakeholders and their needs will also be assessed.
2. **Reasoning and argumentation skills:** Students should demonstrate the ability to critically evaluate sources and choose credible sources. They also should demonstrate good argumentation skills by articulating the connections between evidence and proposed solutions.
3. **Problem Solving:** Students should propose desired, feasible and viable solutions, and evaluate the potential impact of the proposed solution based on their analysis of user needs.
4. **Digital Literacy:** Students should demonstrate efficient use of digital tools and technologies for the presentation of their project. They also should demonstrate their ability to integrate different multimedia elements (video, images, audio, etc.) to enhance clarity and engagement of their final product.

Reflective writing (40%)

The following criteria will be used to assess the work on this module:

1. **Depth of Reflection:** Students are expected to demonstrate insightful analysis of experiences and connect personal experiences to broader concepts or societal

issues.

2. **Academic study skills:** Students should reflect on how they applied academic skills such as organization, time management, and information sharing throughout the project.
3. **Reasoning and Argumentation:** Students should reflect on different perspectives encountered and explain how they evaluated these perspectives and integrated them into their reasoning.

Sources

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UN Education for Sustainable Development Roadmap must be added in the list: <https://unesdoc.unesco.org/ark:/48223/pf0000374802>

Module title: PROFESSIONAL SKILLS AND EMPLOYABILITY
SITS Module Code: 3ACHE013C
Credit level: 3
Length: Semester
UK credit value: 20
ECTS credit value: 10
College and School: SOLTE
Module Leaders: Rano Rozikova, Jasur Khudoyberdiev
Host Course: CIFS
Progression and assessment board: CIFS
Pre-requisites: N/A
Co-requisites: N/A
Study abroad: N/A
Special features: N/A
Access restrictions: N/A
Are the module learning outcomes delivered, assessed, or supported through an arrangement with organisation(s) other than the University of Westminster: No.
Summary of module content: The module helps students identify their skills and aptitudes and equips them with essential skills for professional success in diverse workplace settings. It also gives insights into employability skills to secure a job and be competitive in the world of work and their future role in communities. Students are encouraged to gain an edge in their careers by applying their skills and reflecting on their experiences.

Assessment Methods

Rank	Assessment type	Assessment name	Weighting
1.	Presentation Group	Group Presentation	50%
2.	Portfolio	Professional Portfolio	50%

Synoptic Assessment: N/A

Learning outcomes

By the end of the module, the successful student will be able to:

LO1: Identify potential career paths and job opportunities within a desired field.

LO2: Evaluate one's professional skills and set goals to enhance one's own employability prospects.

LO3: Effectively present job-related information and findings through oral communication in both individual and group settings.

LO4: Communicate job-related information, reflections, and insights using appropriate writing styles, formats and tools.

Course outcomes the module contributes to:

- CLO3.1 Demonstrate knowledge and understanding of effective communication in academic and professional settings (KU; SDG 4.4);
- CLO3.4 Demonstrate general knowledge and understanding of two fields from the following list: business, law, economics, finance and business information systems, and essentials of the web (KU; SDGs 1.1; 4.4; 8.3)
- CLO3.7 Apply digital literacy skills to manage, organise and communicate information (KTS; SDGs 4.4; 5b);
- CLO3.8 Communicate orally and in writing through clear, relevant and accurate articulation in an appropriate format (KTS; SDG 4.4);
- CLO3.9 Identify team processes and group dynamics (KTS; SDG 4.4);

Indicative syllabus content

- Seeking and exploring careers and job opportunities
- Determining Goals and Setting Objectives
- Employability skills: Hard skills vs soft skills
- Presentation and public speaking skills
- The art and techniques of persuasion
- Non-verbal communication
- Phone skills
- Time management and Organization skills
- Creativity and innovation
- Emotional Intelligence and empathy
- Teamwork and Conflict Resolution
- Leadership skills
- Work Ethics in diverse and inclusive settings
- Business writing (eg. CV, emails)
- Professional Networking and Professional Branding (including LinkedIn)
- Job Interviews
- Reflection on career related experience and skills
- Lifelong learning and continuing professional development

Teaching and learning methods

The module will be delivered through seminars and scheduled online learning. Key concepts and ideas will be delivered through seminars using interactive discussions, formative tests, practical tasks and simulations. The seminars will strive to follow the experiential learning cycle model to enable students to reflect on the individual and shared, past, and present

experiences and plan further actions. The module is committed to adopt best practices in terms of promoting equality, diversity and inclusion through providing high-quality education to all students along with creating an environment for diverse students to realise their ambition and fulfil their potential (EDI 1-7).

In this module, students will enhance their professional skills, focusing on employability essentials for success in diverse workplaces (SDG 4.4). Seminars will involve interactive discussions, practical tasks, and simulations, encouraging reflection on past and present experiences to guide career development. Technology will be used to explore job-seeking strategies, refine CVs, and create professional documents. For instance, students will use LinkedIn to develop their profiles and engage in virtual networking. Learning materials, including guides and templates, will be available on the Learning Management System (LMS) for flexible access and customization. The module promotes equality, diversity, and inclusion (EDI 1), offering materials that reflect diverse cultures and experiences. Content will be available in various formats (text, audio, video) to meet different learning styles and needs (EDI 2). This supports SDG 10 (Reduced Inequality) by ensuring accessibility and equal opportunities for all students. Assessments, including job interview simulations, align with SDG 8.6 (Decent Work and Economic Growth), helping students prepare for sustainable employment. Students will also reflect on how their career choices can contribute to SDG 8.5 (Full and Productive Employment) and SDG 4.4 (Skills Development). By the end of the module, students will be equipped to secure competitive roles, contribute to their communities, and pursue career paths aligned with SDGs, fostering long-term sustainable development.

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	
Seminar	Scheduled	48
Tutorial	Scheduled	
Project supervisor	Scheduled	
Demonstration	Scheduled	
Practical classes and workshops	Scheduled	
Supervised time in studio/workshop	Scheduled	
Fieldwork	Scheduled	
External visits	Scheduled	
Work based learning	Scheduled	
Scheduled online learning	Scheduled	52
Other learning	Scheduled	
Total scheduled		100
Placement	Placement	
Independent study	Independent	100
Total student learning and teaching hours		200

*hours per activity type are indicative and subject to change.

Assessment rationale: why has this assessment been used for this module?

The Group Presentation with a weighting of 50% assesses LOs 1, 3. This is a group presentation, where students present their explorations of own future career choice. The assessment task will encourage students to research available University courses, the job market and employment trends. The task also fosters students' ability to communicate orally and apply the skills related to presentation and public speaking covered in the module as in many professional settings, individuals are often required to present their ideas or findings to a group of colleagues, clients, or stakeholders. By simulating this real-world scenario, students can develop confidence in their ability to present information effectively. The duration of the presentation will be 16-25 minutes.

The Portfolio with a weighting of 50 % assesses LOs 2, 4. The Portfolio assessment (1,200 words) will evaluate students' understanding and application of professional skills and employability concepts. This individual written portfolio will provide an opportunity for students to reflect on their personal and professional development and showcase evidence of their professional growth. This preparation enhances their readiness for the job market by equipping them with the necessary tools to effectively market themselves to employers.

Both assessment tasks provide authentic assessment experience by enhancing the students' employability skills. The module learning outcomes, content and assessment align with the sustainable development goals, particularly SDG 8 to promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. Another SDG addressed is SDG 4 Quality Education that commits to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Assessment criteria: what criteria will be used to assess my work on this module?

University Grade Descriptors are a benchmark point of reference, they are contextualised using specific subject specialist criteria specific to a particular assessment.

[University Grade Descriptors](#)

Criteria for assessments are designed with reference to the University's generic criteria to measure students' ability to meet the learning outcomes of a module. Specifically, within this module you will find detailed grading descriptors as part of each assessment.

The module will be assessed through two coursework assignments:

Assessment 1: Group Presentation – 50%

The assessment will examine to what extent the student has demonstrated ability to:

- Research careers, job market requirements, local and international employment trends
- Explore aptitudes and skills required for the job
- Structure their ideas to ensure clear and effective communication
- Present their ideas using appropriate verbal and non-verbal communication

Assessment 2: Portfolio – 50%

The portfolio will demonstrate their ability to identify and articulate their skills, set career goals, and showcase evidence of their professional growth.

- accuracy and depth of self-assessment, identification of strengths and areas for improvement, clarity of career aspirations.
- clarity and specificity of short-term and long-term goals, alignment with professional skills development, feasibility of action steps.
- depth of reflections, demonstration of self-awareness and growth, quality and relevance of evidence provided.
- write clearly and concisely in a coherent manner.

Sources

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Module title: Visual Programming
SITS Module Code: 3COSC001C
Credit level: 3
Length: Semester
UK credit value: 20
ECTS credit value: 10
College and School: SOLTE, WIUT
Module Leader: Shirin Primkulova
Host Course: Certificate of International Foundation Studies
Progression and assessment board: Certificate of International Foundation Studies
Pre-requisites: N/A
Co-requisites: N/A
Study abroad: N/A
Special features N/A
Access restrictions: N/A
Are the module learning outcomes delivered, assessed, or supported through an arrangement with organisation(s) other than the University of Westminster: No
Summary of module content: This module aims to provide an accessible and engaging entry point into the basic principles of algorithms and sequences, programming concepts, enabling students to grasp fundamental coding principles while fostering creativity and problem-solving skills in a visually intuitive manner.

Assessment Methods

Rank	Assessment type	Assessment name	Weighting
1	Lab-based practical	PC lab test	40%
2	Coursework	Working programme and a written report	60%

Synoptic Assessment: N/A

Learning outcomes

By the end of the module, the successful student will be able to:

LO1: Use a visual programming environment proficiently to create simple to moderately complex programs

LO2: Break down problems into smaller components and design algorithms using visual blocks to solve programming challenges

LO3: Develop functional programs or interactive applications using a visual programming language

LO4: Explain the fundamental principles of algorithms, programming languages, syntax and programming elements, such as blocks or nodes, representing coding constructs and operations

LO5: Communicate technical concepts related to developed solution clearly and effectively to peers or stakeholders

Course outcomes the module contributes to:

- CLO3.3 Demonstrate basic knowledge and understanding of reasoning and data analysis (KU) (SDG 4.4).
- CLO3.4 Demonstrate general knowledge and understanding of two fields from the following list: business, law, economics, finance and business information systems, and essentials of the web (KU; SDGs 1.1; 4.4; 8.3).
- CLO3.5 Analyse quantitative and qualitative information (PPP; SDGs 3.9; 5b).
- CLO3.7 Apply digital literacy skills to manage, organise and communicate information (KTS; SDGs 4.4; 5b).
- CLO3.8 Communicate orally and in writing through clear, relevant and accurate articulation in an appropriate format (KTS; SDG 4.4).
- CLO3.10 Develop problem-solving skills for contextual analysis (KTS; SDGs 3.6; 3.9 5 a; 13).

Indicative syllabus content

- Introduction to Visual Programming
- Programming languages generations
- Algorithm and sequence
- Flowcharts
- Pseudo code
- Visual programming development environments
- Basic programming concepts
- Variables, loops, conditionals, functions, and events in the context of visual programming
- Blocks, nodes, and connectors: Understanding how visual elements represent programming constructs
- Control elements: selection, iteration
- Basic interactions, such as user input and output, in visual programming projects
- Using procedures, functions, or modules for structured programming
- Prefabs and object spawning
- UI elements
- Project design process
- Code reuse

Teaching and learning methods

The module will be delivered through a number of lectures, workshops and computer lab practical classes. Lectures will cover general concepts and theory, while computer lab seminars and workshops are task-based which develop and master students' practical problem-solving and programming skills.

The module team will employ various activities and teaching methods to target different learning styles. These will include formative assessments, pair and group activities, flipped classrooms, peer assessments, project pitches and others.

The module's learning environment fosters equity, diversity, and equal access to quality education regardless of gender, religion, ethnicity, race, or cultural background. (SDG 5.a) Learning materials are provided through the University's learning platform in the form of recorded video lectures, handouts, seminar tasks and tutorials. The module is delivered through a series of face-to-face lectures, seminars, and workshops, where lesson activities include pair work, group work, peer assessment, discussions, presentations, digital storytelling, and hands-on activities. Technology means are actively used in the module for different purposes, including formative and summative assessment and hands-on exercises. This module, while nurturing critical and problem-solving skills, focuses on developing specific skills in IT, programming, and application development, which will be used in further courses and/or can contribute greatly to students' future employment. (SDG 4.4)

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	12
Seminar	Scheduled	24
Tutorial	Scheduled	
Project supervisor	Scheduled	
Demonstration	Scheduled	
Practical classes and workshops	Scheduled	12
Supervised time in studio/workshop	Scheduled	
Fieldwork	Scheduled	
External visits	Scheduled	
Work based learning	Scheduled	
Scheduled online learning	Scheduled	

Other learning	Scheduled	
Total scheduled		48
Placement	Placement	
Independent study	Independent	152
Total student learning and teaching hours		200

*hours per activity type are indicative and subject to change.

Assessment rationale: why has this assessment been used for this module?

Assessment 1: PC lab test (40%) assesses LO1, LO2, LO3; it is a time-constrained test held in a computer lab. It requires students to develop program's mechanics or object interaction logic using a visual, graph-based system in the corresponding development environment. The duration of the PC lab test will be 1 hour.

Assessment 2: Coursework (60%) is an individual assignment that assesses learning outcomes LO1, LO2, LO3, LO4, and LO5. Students will be given a case study to articulate a solution and to develop a program in an appropriate development environment. They will be tasked to propose a gameplay/program scenario, articulate the choice of algorithm and sequence of steps to be taken to implement the scenario and provide a report which articulates technical concepts related to proposed and developed solution. (1,200 words.)

Formative assessment in this module will be given in the form of a mock PC lab test and a series of quizzes to ensure students' progress.

It is important to note that the module's assessments run in alignment with the university's [Inclusivity policy](#).

Assessment criteria: what criteria will be used to assess my work on this module?

University Grade Descriptors are a benchmark point of reference, they are contextualised using specific subject specialist criteria specific to a particular assessment.

[University Grade Descriptors](#)

Criteria for assessments are designed with reference to the University's generic criteria to measure students' ability to meet the learning outcomes of a module. Specifically, within this module you will find detailed grading descriptors as part of each assessment.

The PC lab test will examine to what extent the student has demonstrated the ability to:

- use a visual programming environment to create simple to moderately complex programs;
- break down problems into smaller components and design algorithms to solve programming challenges;

- develop functional programs or interactive applications using a visual programming language;

The coursework will examine to what extent the student has demonstrated the ability to:

- use a visual programming environment to create simple to moderately complex programs;
- break down problems into smaller components and design algorithms to solve programming challenges;
- develop functional programs or interactive applications using a visual programming language;
- explain the fundamental principles of algorithms, programming languages, syntax and programming elements, representing coding constructs and operations;
- communicate technical concepts related to visual programming clearly and effectively to peers or stakeholders.

Sources

André Hora, Nuno Silva, and Pedro Martins. (2020). Visual Programming Languages and Applications.

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Module title: Essential Web
SITS Module Code: 3COSC002C
Credit level: 3
Length: Semester
UK credit value: 20
ECTS credit value: 10
College and School: SOLTE, WIUT
Module Leader: Shirin Primkulova
Host Course: Certificate of International Foundation Studies, Andrey Khojeev
Progression and assessment board: Certificate of International Foundation Studies
Pre-requisites: N/A
Co-requisites: N/A
Study abroad: N/A
Special features N/A
Access restrictions: N/A
Are the module learning outcomes delivered, assessed, or supported through an arrangement with organisation(s) other than the University of Westminster: <i>No</i>
<p>Summary of module content:</p> <p>This module provides students with a foundational understanding of essential web technologies and concepts necessary for creating basic static web pages or simple web applications. The focus is on HTML, CSS, and introductory JavaScript, laying the groundwork for more advanced web development concepts in subsequent levels.</p> <p>It covers all aspects of the process starting from planning, information gathering, design principles up to publishing and SEO.</p>

Assessment Methods

Rank	Assessment type	Assessment name	Weighting
1	Lab-based practical	PC lab test	40%
2	Coursework practical	Website Design	60%

Synoptic Assessment: N/A

Learning outcomes

By the end of the module the successful student will be able to:

LO1: Discuss design principles for digital products. Articulate good usability and accessibility principles and apply them in your works.

LO2: Create well-structured, semantic HTML documents for the layout and content of web pages.

LO3: Apply CSS styling techniques to enhance the visual presentation and responsiveness of web content across different devices.

LO4: Create websites of a given structure using Content Management Systems and publish websites.

LO5: Use available tools to track web statistics and metrics.

Course outcomes the module contributes to:

CLO3.3 Demonstrate basic knowledge and understanding of reasoning and data analysis (KU; SDGs 4.4).

CLO3.4 Demonstrate general knowledge and understanding of two fields from the following list: business, law, economics, finance and business information systems, and essentials of the web (KU; SDGs 1.1; 4.4; 8.3).

CLO3.5 Analyse quantitative and qualitative information (PPP; SDGs 3.9; 5b).

CLO3.7 Apply digital literacy skills to manage, organise and communicate information (KTS; SDGs 4.4; 5b).

CLO3.8 Communicate orally and in writing through clear, relevant and accurate articulation in an appropriate format (KTS; SDG 4.4).

CLO3.10 Develop problem-solving skills for contextual analysis (KTS; SDGs 3.6; 3.9 5 a; 13).

Indicative syllabus content

- UI and UX
- Usability and accessibility
- Web design
- Responsive design
- Introduction to information/cyber security
- Content Management Systems
- Web statistics and web metrics
- HTML 5
- CSS 3
- Javascript widgets
- Bootstrap and grids
- Graphic design tools for web pages
- Website publishing

- Search Engine Optimization

Teaching and learning methods

The module will be delivered through lectures, workshops, and computer lab practical classes. Lectures will cover module general concepts and theory, while computer lab seminars and workshops are task-based, which develop and master students' practical web design, analytical and programming skills.

The module team will employ various activities and teaching methods to target learning styles. These will include pair and group activities, flipped classrooms, pair work and peer assessment, and project pitches.

Essential Web module nurtures the principles of equality, diversity and inclusion, which are described in teaching and learning practices. (SDG 5) Teaching approaches are diverse, learning activities are designed to accommodate students' needs, backgrounds, learning styles, preferences. Learning activities include hands-on task-based exercises structured for individual, pair or group work. University LMS is actively used for providing learning materials, discussions boards, formative and summative assessments and feedback. The content of the module is diversified by including Web Development and Design fundamentals and the most recent technological solutions. In assessment, students will develop web-based applications that address real-world issues, applying their learning to produce market-ready solutions, fostering innovation and entrepreneurial thinking. The module curriculum and assessments foster the development of not only problem-solving, creative and critical thinking skills, but specific IT skills (web design, analysis, and programming), which will serve as a strong foundation for future employment. (SDG 4.4)

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	12
Seminar	Scheduled	24
Tutorial	Scheduled	
Project supervisor	Scheduled	
Demonstration	Scheduled	
Practical classes and workshops	Scheduled	12
Supervised time in studio/workshop	Scheduled	
Fieldwork	Scheduled	
External visits	Scheduled	
Work based learning	Scheduled	
Scheduled online learning	Scheduled	
Other learning	Scheduled	
Total scheduled		48

Placement	Placement	
Independent study	Independent	152
Total student learning and teaching hours		<i>200</i>

*hours per activity type are indicative and subject to change.

Assessment rationale: why has this assessment been used for this module?

The module will be assessed by means of a PC lab test - 40% and practical coursework – 60%.

Assessment 1: The PC lab test assesses LO2 and LO3 - a time-constrained test held in a computer lab. It requires students to create webpages according to a given design. The duration of the PC lab test will be 1 hour.

Assessment 2: Website design is an individual assignment that assesses learning outcomes LO1, LO2, LO3, LO4, and LO5. Students will be given a case study to develop a design and corresponding website in an appropriate programming environment. They will be tasked to publish it in open domain, having applied web analytics tracking functions. Website should contain at least 5 pages of similar design.

Formative assessment in this module will be given as a mock-test and a series of quizzes to ensure students' progress.

It is important to note that the module's assessments run in alignment with the University's [Inclusivity policy](#).

Assessment criteria: what criteria will be used to assess my work on this module?

University Grade Descriptors are a benchmark point of reference, they are contextualised using specific subject specialist criteria specific to a particular assessment.

[University Grade Descriptors](#)

Criteria for assessments are designed with reference to the University's generic criteria to measure students' ability to meet the learning outcomes of a module. Specifically, within this module you will find detailed grading descriptors as part of each assessment.

The PC lab test will examine to what extent the student has demonstrated the ability to:

- develop a basic static website or web page that demonstrates the application of HTML, CSS,
- create webpages according to the given design and layout

The website design will examine to what extent the student has demonstrated the ability to:

- use UI and UX principles, as well as accessibility and usability principles in website design
- use content management systems and publish websites
- create webpages following contemporary rules of development
- create webpages according to the given web design

- apply cyber security measures
- use of web analytics tools

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11. www.usability.gov
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14. jigsaw.w3.org/css-validator/

Module title: Fundamentals of Commercial Law
SITS Module Code: 3LLAW001C
Credit level: 3
Length: Semester
UK credit value: 20
ECTS credit value: 10.
College and School: SOLTE
Module Leader: Meyirbek Abdikadirov
Host Course: Certificate of International Foundation Studies

Progression and assessment board: Commercial Law
Pre-requisites: N/A
Co-requisites: N/A
Study abroad: N/A
Special features: N/A
Access restrictions: N/A
Are the module learning outcomes delivered, assessed, or supported through an arrangement with organisation(s) other than the University of Westminster: <i>No</i>
Summary of module content: The purpose of this module is to provide students with a broad understanding of law, sources of law and general principles and doctrines. The module enables students to classify and distinguish major legal families. Particularly, it offers an insight into commercial law covering basics of such areas as company law, law of obligations: contract and tort. The module also considers comparative analysis of English and Uzbek law on selected topics in private and public, substantial and procedural law. It will explore the principles and concepts that underpin both theoretical and practical framework. The module aims to equip students with writing, logical thinking, analytical, debating, mooting skills.

Assessment Methods

Rank	Assessment type	Assessment name	Weighting
1	Coursework Group	Debate	50%
2	Examination - closed book	Fundamentals of Commercial Law Exam	50%

Synoptic Assessment: N/A

Learning outcomes

By the end of the module, the successful student will be able to:

- LO1: Identify and explain legal principles and doctrines.
- LO2: Present arguments both orally and written in a relevant and accurate manner in a group.
- LO3: Apply the theory of law to given legal scenarios.
- LO4: Identify legal issues involved in private and public areas of law.
- LO5: Analyse factual situations and find appropriate legal solutions.

Course outcomes the module contributes to

- CLO3.3 Demonstrate basic knowledge and understanding of reasoning and data analysis (KU; SDG 4.4).
- CLO3.4 Demonstrate general knowledge and understanding of two fields from the following list: business, law, economics, finance and business information systems, essential web (KU; SDGs 1.1; 4.4; 8.3).
- CLO3.8 Communicate orally and in writing through clear, relevant and accurate articulation in an appropriate format (KTS; SDG 4.4).
- CLO3.9 Identify team processes and group dynamics (KTS; SDG 4.4).
- CLO3.10 Develop problem-solving skills for contextual analysis (KTS; SDGs 3.6; 3.9 5 a; 13).

Indicative syllabus content

- Nature and role of law and its significance
- Legal principles and doctrines
- Major legal families and criteria for classification, sources of law
- Insight into commercial law: company law, law of contract and tort
- Comparative analysis of English and Uzbek law
- Legal process and legal professions
- Moot trial
- Legal drafting

Teaching and learning methods

The module is comprised of both seminars and lectures. The lectures will provide an overview of the topics to enable the students to understand the essential principles of the topic and its significance. During the lecture, the reference will be made to some cases so that the students will understand better the topics taught. The seminars will serve the function of evaluating and assessing the knowledge of the students acquired during the lecture and beyond in addition to applying the obtained knowledge to the different cases and scenarios. Lecturers use diverse teaching materials that reflect the diversity of students, namely books, videos, and other resources that feature diverse characters and perspectives. Consequently, students see themselves reflected in the curriculum and promote a sense of belonging. Moreover, students will have access to learning materials and resources prior to curriculum delivery, allowing them to utilize classroom time efficiently. Additionally, the module will incorporate various strategies to enhance students' learning experiences through feedback. Student-teacher interactions will occur via email, in-class discussions, office hours, and progress meetings, ensuring support for students with various needs.

In this module, technology is integrated to enhance the learning process through tools like online legal research databases and digital platforms for collaborative exercises which provide students with practical, hands-on experience and access to global legal resources. In addition, materials are provided digitally via an online learning management system, offering access to case studies, e-books, legal research databases, and problem scenarios, ensuring equitable learning opportunities. Moreover, the assessments are designed to align with employability skills through legal research, critical thinking, and applying legal principles

to scenarios, preparing them for undergraduate degrees and careers in law and related fields (SDG 4.4). By knowing the basics of the legal discipline from a comparative perspective and engaging in debate and moot activities, students can articulate legal arguments clearly and persuasively in formal and informal dispute resolution forums, nationally and internationally. This will nurture individuals who contribute to effective access to justice and promote the rule of law in their professional and personal lives (SDG 16.3.3). For example, the module covers topics such as the constitution of the state, principles like the rule of law and separation of powers, and the general structure of how laws interact within society to promote order and equality. These foundational concepts provide students with a comprehensive understanding of the legal framework and its role in shaping just and equitable societies. Collaborative exercises and problem-solving tasks will strengthen teamwork and adaptability and foster a deeper understanding of global citizenship and the ethical dimensions of legal practice, aligning with sustainable development and lifelong learning objectives (SDG 4.7).

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	24
Seminar	Scheduled	24
Tutorial	Scheduled	
Project supervisor	Scheduled	
Demonstration	Scheduled	
Practical classes and workshops	Scheduled	
Supervised time in studio/workshop	Scheduled	
Fieldwork	Scheduled	
External visits	Scheduled	
Work based learning	Scheduled	
Scheduled online learning	Scheduled	
Other learning	Scheduled	
Total scheduled		48
Placement	Placement	
Independent study	Independent	152
Total student learning and teaching hours		200

*hours per activity type are indicative and subject to change.

Assessment rationale: why has this assessment been used for this module?

This module is assessed by a Group debate assessment and closed book exam.

The first assessment is a **Debate** (50%) – oral argumentation carried out in-group with a written brief outline of the arguments. It will enable students to develop legal research, communication and argumentation skills in academic English (L01,2,3). Duration 16-25 minutes.

The second assessment is an **Exam (50%)** which covers the full syllabus. This assessment will ensure that students have a comprehensive understanding of the subject and can apply key legal principles to solve complex problem cases (LO1,4,5). Duration 2 hours.

An exam is particularly valuable as it reflects the rigorous standards used by professional qualification bodies in the UK, helping students prepare effectively for certification exams. By aligning our assessment methods with these professional benchmarks, we ensure that the entire syllabus and relevant learning outcomes are thoroughly addressed. This approach not only reinforces students' mastery of the material but also provides them with practice and confidence in the types of assessments they will face in their professional qualifications.

Assessment criteria: what criteria will be used to assess my work on this module?

University Grade Descriptors are a benchmark point of reference, they are contextualised using specific subject specialist criteria specific to a particular assessment.

[University Grade Descriptors](#)

Criteria for assessments are designed with reference to the University's generic criteria to measure students' ability to meet the learning outcomes of a module. Specifically, within this module you will find detailed grading descriptors as part of each assessment.

The debate will examine to what extent the student has demonstrated the ability to:

- present their ideas and research results supported by a written outline of their arguments in academic English;
- apply logical argumentation;
- debate persuasively in clear, fluent and good English;
- collaborate in a team, demonstrating group-working skills.

The exam will examine to what extent the student has demonstrated the ability to:

- understand and explain legal principles;
- apply acquired knowledge to practical cases;
- identify legal issues and find solutions;
- state arguments in a clear and well-structured style, using appropriate vocabulary and correct grammar and spelling in English.

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Module title: Foundations of Economics
SITS Module Code: 3ECON001C
Credit level: 3
Length: Semester
UK credit value: 20
ECTS credit value: 10
College and School: WIUT, SOLTE
Module Leader: Jamshid Normatov
Host Course: CIFS
Progression and assessment board: CIFS
Pre-requisites: N/A
Co-requisites: N/A
Study abroad: N/A
Special features: N/A
Access restrictions: N/A
Are the module learning outcomes delivered, assessed, or supported through an arrangement with organisation(s) other than the University of Westminster: No
Summary of module content: This module introduces students to the basics of Economics. The module content includes an introduction to Microeconomics and Macroeconomics. In the Microeconomics part, students will learn the problem of resource allocation in the face of relative scarcity that generates the need for individual and systemic choices. The issues of elasticities of demand and supply and pricing decisions will be covered in this part. The Macroeconomics part seeks to introduce students to the most important influences on the macro-economy and the outcome of actions taken by the government to influence the course of economic events. Basic macroeconomic policy questions such as economic growth, inflation, unemployment, and international trade will be covered.

Assessment Methods

Rank	Assessment type	Assessment name	Weighting
1	Coursework Group	Group project	50%
2	Examination-closed book	Foundations of Economics Exam	50%

Synoptic Assessment: N/A

Learning outcomes

By the end of the module, the successful student will be able to:

- LO1: Interpret simple economic stories using the graphical tools of supply and demand diagrams and verbal reasoning;
- LO2: Model the individual economic behaviour of households and firms using demand and supply curves;
- LO3: Use economic data to identify economic trends; describe the inter-relationships between the key economic variables in the macro-economy;
- LO4: Identify the difference between the main macro-economic theories and the policy prescriptions associated with various schools of thought;
- LO5: Examine external economic relations in terms of the balance of payments and exchange rates.

Course outcomes the module contributes to:

- CLO3.1 Demonstrate knowledge and understanding of effective communication in academic and professional settings (KU; SDG 4.4).
- CLO3.4 Demonstrate general knowledge and understanding of two fields from the following list: business, law, economics, finance and business information systems, essential web (KU; SDGs 1.1; 4.4; 8.3).
- CLO3.5. Analyse quantitative and qualitative information (PPP; SDGs 3.9; 5b).
- CLO3.7 Apply digital literacy skills to manage, organise and communicate information (KTS) (SDG 4.4; SDG 5b).
- CLO3.8 Communicate orally and in writing through clear, relevant and accurate articulation in an appropriate format (KTS; SDG 4.4).
- CLO3.9 Identify team processes and group dynamics (KTS) (SDG 4.4; Transitional Pedagogy).
- CLO3.10 Develop problem-solving skills for contextual analysis (KTS; SDGs 3.6; 3.9 5a; 13).

Indicative syllabus content

- Introduction to Economics
- Demand and Supply
- Demand and Elasticity
- Supply decision
- Introduction to macroeconomic problems
- Unemployment
- Inflation
- Money and interest rates
- Monetary and fiscal policy
- Balance of Payments and Exchange rates

Teaching and learning methods

The module will be offered in the form of face-to-face or in blended format lectures and seminars. The lectures will introduce a case or some data from reputable sources and show how appropriate theoretical concepts can be deployed to understand this material. The seminars reinforce this material by discussing questions about the cases. Students will be required to engage in both individual and group activities during seminars. Students will develop skills to learn individually and in pairs and groups. Teaching and learning methods will foster problem-solving, decision-making, creative and reflective thinking skills. The teaching and learning methods applied in this module fully incorporate EDI elements in accordance with WIUT's Diversity and Inclusivity policies and guidelines.

This module also contributes to Sustainable Development Goals through inclusive and equitable quality education (SDG4) that promotes students' theoretical understanding of significant global challenges, such as poverty reduction (SDG1), income inequality (SDG10) and climate change (SDG13).

Activities supporting SDGs: On SDG4, students will engage in project-based activities that include data collection and analysis. They will use digital tools like collaborative platforms (Google Workspace) and data visualisation tools to enhance learning. Students will brainstorm creativity, analyse data, and collaborate via technological tools. On SDG13, students will apply their knowledge to research environmental challenges and propose actionable solutions. Seminar and practical activities covering economic efficiency, resource scarcity, and macroeconomic problems such as unemployment and inflation will contribute to SDG1 and SDG10 (poverty reduction and income inequality). Moreover, the module includes digital learning materials allowing students to access e-books, multimedia content and case studies on SDG-related issues. Learning activities of this module will help students develop critical skills like analytical and problem-solving, digital literacy, and teamwork, directly supporting SDG-focused competencies like sustainability awareness and global citizenship.

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	24
Seminar	Scheduled	24
Tutorial	Scheduled	n/a
Project supervisor	Scheduled	n/a
Demonstration	Scheduled	n/a
Practical classes and workshops	Scheduled	n/a
Supervised time in studio/workshop	Scheduled	n/a
Fieldwork	Scheduled	n/a
External visits	Scheduled	n/a
Work based learning	Scheduled	n/a
Scheduled online learning	Scheduled	n/a
Other learning	Scheduled	n/a
Total scheduled		48

Placement	Placement	n/a
Independent study	Independent	152
Total student learning and teaching hours		<i>200</i>

*Hours per activity type are indicative and subject to change.

Assessment rationale: why has this assessment been used for this module?

Assessment 1 is a group project (50%) that evaluates students' grasp of the basic microeconomic concepts and their ability to deal with economic data. Specifically, this assessment measures the ability of students to gather both qualitative and quantitative microeconomic information, analyse it using basic statistical techniques, and provide solutions (LO1, 2). This assignment is 2,200 words.

Assessment 2 (50%) is an exam that tests the ability of students to understand key macroeconomic terms, comprehend basic macroeconomic problems, and model simple stories using basic economic models (LO3, 4, 5). The duration of the exam is 2 hours.

Assessment criteria: what criteria will be used to assess my work on this module?

University Grade Descriptors are a benchmark point of reference, they are contextualised using specific subject specialist criteria specific to a particular assessment.

[University Grade Descriptors](#)

Criteria for assessments are designed with reference to the University's generic criteria to measure students' ability to meet the learning outcomes of a module. Specifically, within this module you will find detailed grading descriptors as part of each assessment.

The assessment(s) will examine to what extent the student has demonstrated ability to:

- *define basic economic concepts;*
- *interpret economic stories using the graphical tools of supply and demand;*
- *search and collect primary and secondary data;*
- *estimate and interpret elasticities;*
- *describe key macroeconomic problems and policies;*
- *examine external economic relations in terms of the balance of payments and exchange rates.*

In Assessment 1 (group assignment), students are expected to collect data and construct an argument demonstrating an understanding of economic relationships and employing economic reasoning. They will be expected to write coherently in English and correctly understand and use economic terminology.

Assessment 2 (exam) requires students to demonstrate an understanding of economics terms, models and relationships by answering diverse questions using economics reasoning.

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Module title: Introduction to Business and Entrepreneurship
SITS Module Code: 3BUSS003C
Credit level: 3
Length: Semester
UK credit value: 20 credits.
ECTS credit value: 10 credits
College and School: <i>SOBE (School of Business and Economics)</i>
Module Leader: <i>Alisher Ismailov</i>
Host Course: <i>CIFS</i>
Progression and assessment board: <i>CIFS</i>
Pre-requisites: <i>N/A</i>
Co-requisites: <i>N/A</i>
Study abroad: <i>N/A</i>

Special features: <i>N/A</i>
Access restrictions: <i>N/A</i>
Are the module learning outcomes delivered, assessed, or supported through an arrangement with organisation(s) other than the University of Westminster: <i>No</i>
Summary of module content: The 'Introduction to Business and Entrepreneurship' module provides a foundational exploration into the world of modern business and its impact on society. It introduces students to key areas of business management and highlights the core functions that support business operations. The module also examines the internal and external factors that shape business environments. A strong focus is placed on cultivating an entrepreneurial mindset, offering students the essential knowledge and skills to explore or start their own ventures. Additionally, students will build a solid business vocabulary, enabling effective communication within the business landscape.

Assessment Methods

Rank	Assessment type	Assessment name	Weighting
1	Coursework	Individual Report	50%
2	Presentation Group	Group Presentation	50%

Synoptic Assessment: *N/A*

Learning outcomes

By the end of the module, the successful student will be able to:

LO1: Discuss the role of business, its nature and scope by identifying the goals and objectives of a business organization.

LO2: Recall the fundamentals of how businesses function and interact with stakeholders.

LO3: Recognize how to manage and lead the business organization.

LO4: Express knowledge of basic business topics in written reports.

LO5: Identify different functional areas contributing to business/enterprise operations.

LO6: Identify functional areas in business operations and key elements of generating business ideas and forming organizations.

Course outcomes the module contributes to:

CLO3.3 *Demonstrate basic knowledge and understanding of reasoning and data analysis (KU; SDG 4.4).*

- CLO3.4 *Demonstrate general knowledge and understanding of two fields from the following list: business, law, economics, finance and business information systems, and essentials of the web (KU; SDGs 1.1; 4.4; 8.3).*
- CLO3.8 Communicate orally and in writing through clear, relevant and accurate articulation in an appropriate format (KTS; SDG 4.4).
- CLO3.9 Identify team processes and group dynamics (KTS; SDG 4.4).
- CLO3.10 Develop problem-solving skills for contextual analysis (KTS; SDGs 3.6; 3.9 5 a; 13).
- CLO3.11 Demonstrate an understanding of the principles of sustainable development, including economic, environmental, or social dimensions, considering different stakeholders' views (KTS; SDGs 3.14; 10.3).

Indicative syllabus content

- History of Modern Businesses and Entrepreneurship
- Basic types of business and their forms of organization
- Basic problems of management
- Essentials of Internal Business Environment
- Fundamentals of Business Idea Generation
- Marketing Function and Market Research
- Basics of Value Proposition and Business Model Canva
- Introduction to Finance
- External Business Environment
- Strategy in Business
- Sustainable business development and green organizational culture.

Teaching and learning methods

The module 'Introduction to Business and Entrepreneurship' actively promotes equality, diversity, and inclusion (EDI) by incorporating these elements throughout a variety of in-class activities and international case studies. EDI principles are embedded across the CIFS course in all modules, ensuring that curricula, teaching methods, and assessments reflect these values. The curriculum integrates equity, diversity, and inclusivity from multiple theoretical perspectives, with diverse resources such as case studies, videos, quizzes, and discussion boards provided to enhance access and engagement. The curriculum is also decolonized through diversified content, active student engagement, and collaboration with local communities. Teaching approaches are inclusive, addressing the diverse needs and experiences of students, including those with disabilities. Learning materials are accessible and available in advance, allowing students to adapt them as needed. Equal opportunities are ensured for all students, including those with protected characteristics, to achieve the learning outcomes. Assessments are designed to reward responses that incorporate diverse perspectives while maintaining consistent standards of evidence and argument.

The delivery of the module will be done through lectures and video lectures, as well as seminars. Students will participate in learner-centred activities and task-based exercises that will be organised either as individual or as group work. Case studies, guest lectures, as well as extra-curricular events such cultivation of business ideas among students.

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	24
Seminar	Scheduled	12
Tutorial	Scheduled	
Project supervisor	Scheduled	
Demonstration	Scheduled	
Practical classes and workshops	Scheduled	12
Supervised time in studio/workshop	Scheduled	
Fieldwork	Scheduled	
External visits	Scheduled	
Work based learning	Scheduled	
Scheduled online learning	Scheduled	
Other learning	Scheduled	
Total scheduled		48
Placement	Placement	
Independent study	Independent	152
Total student learning and teaching hours		200

*hours per activity type are indicative and subject to change.

Assessment rationale: why has this assessment been used for this module?

The module has two assessment components.

Assessment 1 - Individual Report about current conditions and the external environment of the local or international company. The word limit should not exceed 1,200 words. This assignment allows students to conduct research and acquire initial business research skills as well as identify how business adapts to a rapidly changing complex environment (LO1,2,3,4).

Assessment 2 - Group Presentation – Students in small groups will be asked to prepare a business idea. The purpose of the presentation is to allow students to experience business idea generation, how startups are presented to potential investors and how responsibilities are divided within a startup team (LO2,5,6). The duration of the presentation will be 16-25 minutes.

For formative assessment students will undertake presentations and online quizzes during their seminars. The assessment is conducted as per university tariffs.

Assessment criteria: what criteria will be used to assess my work on this module?

Assessment 1 - Individual Report (50%) will be checked according to the following criteria:

- initial description of the company
- identification of current conditions, threats and opportunities for company's operations
- considering external environment of the company in the proposed country.

Assessment 2 - Group Presentation (50%) will be assessed based on

- evaluation of the startup idea
- relevance of it to the market
- representation of business information
- contribution of every team member

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Module title: Understanding Finance
SITS Module Code: 3FNCE001C
Credit level: Level 3
Length: Semester
UK credit value: 20
ECTS credit value: 10
College and School: School of Business and Economics, WIUT
Module Leader: Feruza Yodgorova
Host Course: CIFS
Progression and assessment board:
Pre-requisites: N/A
Co-requisites: N/A
Study abroad: N/A
Special features: N/A
Access restrictions: N/A
Are the module learning outcomes delivered, assessed, or supported through an arrangement with organisation (s) other than the University of Westminster: No

Summary of module content: In this introductory module, you will be provided with a gentle introduction to the field and practice of finance, while also gaining practical tools and ideas on how to manage your finances using basic economics concepts and math. This module introduces finance concepts, covering the financial environment, monetary system, and the roles of banks and financial institutions. Students will explore the processes of savings and investment, interest rates, and the time value of money. Additionally, key topics include the characteristics of bonds and stocks, financial return and risk concepts, and the use of financial data in business organizations. This module is also designed to serve as an introduction to the BSc Finance course.

Assessment Methods

Rank	Assessment type	Assessment name	Weighting
1	In-class test	In-class Test	40%
2	Presentation Group	Project Presentation	60%

Synoptic assessment N/A

Learning outcomes

By the end of the module, the successful student will be able to:

- LO1: Explain the financial environment and how the monetary system supports economic activities.
- LO2: Analyze the role of banks and other financial institutions in managing savings, investments, and providing financial services.
- LO3: Evaluate the savings and investment process, including the impact of interest rates on financial decisions.
- LO4: Apply the concept of the time value of money to assess investment opportunities and make informed financial decisions.
- LO5: Interpret financial data to evaluate the performance and structure of different types of business organisations, considering financial and operational needs.
- LO6: Analyze financial return and risk concepts to optimize investment decisions, by working effectively in groups to develop and communicate investment strategies.

Course outcomes the module contributes to

- CLO3.3 Demonstrate basic knowledge and understanding of reasoning and data analysis (KU; SDG 4.4).

- CLO3.4 Demonstrate general knowledge and understanding of two fields from the following list: business, law, economics, finance and business information systems, and essentials of the web (KU; SDGs 1.1; 4.4; 8.3).
- CLO3.5 Analyse quantitative and qualitative information (PPP; SDGs 3.9; 5b).
- CLO3.7 Apply digital literacy skills to manage, organise and communicate information (KTS; SDGs 4.4; 5b).
- CLO3.9 Identify team processes and group dynamics (KTS; SDG 4.4).

Indicative syllabus content

- The Financial Environment
- Money and the Monetary System
- Banks and Other Financial Institutions
- Savings and Investment Process
- Interest Rates
- Time Value of Money
- Bonds and Stocks: Characteristics and Basic Valuations
- Financial Return and Risk Concepts
- Business Organization and Financial Data
- Financial Analysis and Long-Term Financial Planning

Teaching and learning methods

The module will be taught through a blend of lectures, seminars, and workshops. Lectures will provide a structured overview of key financial concepts, introducing students to essential topics and current issues in finance. Following each lecture, seminars will encourage students to apply their knowledge to real-world problems, engage in group discussions, and present their findings, with tutors available for feedback and guidance.

Workshops will complement these sessions by focusing on practical exercises, reinforcing the theoretical knowledge gained during lectures and seminars. Additionally, self-study materials and questions will support deeper learning and promote independent study, ensuring that students take an active role in their education and fully grasp the core elements of the module.

The Understanding Finance module is designed to align with the provisions outlined in the Procedural Guidelines for WIUT Diversity and Inclusivity Support. The module is committed to delivering high-quality education to all students while creating an environment that supports diverse individuals in achieving their ambitions and reaching their full potential in the finance field.

In particular, resources are provided in various formats, media, and technologies (e.g., case studies, videos, quizzes, discussion boards) to enhance access and engagement. Teaching approaches consider students' diverse needs and experiences, including those with disabilities and different backgrounds. Learning materials and resources are made accessible and available in advance, allowing students to adapt them as needed.

Finally, assessment methods for this module are also designed with ED&I principles in mind. Both the In-class Test and the Project Presentation are structured to fairly evaluate each student's understanding and application of finance concepts, regardless of their background. The assessments are designed to be inclusive and accessible, providing all students with an equal opportunity to demonstrate their knowledge and skills.

The Understanding Finance module helps students build technical and vocational skills that align with SDG 4.4, which focuses on increasing skills for employment, decent jobs, and entrepreneurship. Through topics such as the financial environment, business organization and financial data, financial analysis and long-term financial planning, students gain practical abilities and vocational skills such as understanding financial statements, performing basic risk analysis, and managing simple investments and portfolios. The module encourages students to apply financial analysis and strategic thinking to real-life situations, helping them understand financial planning and decision-making. The module prepares students for careers in finance and equips them with necessary knowledge in the field.

The assessments in the module are thoughtfully designed to align with SDG 4.4, which emphasizes developing skills for employment, decent jobs, and entrepreneurship. The In-class Test ensures that students acquire foundational knowledge of the financial environment, monetary systems, and time value of money, building essential technical and analytical skills. These skills form the basis for interpreting financial statements and performing basic financial analyses, which are critical for employability in finance-related roles. The Project Presentation takes this a step further by requiring students to apply their knowledge to real-world scenarios, such as evaluating business performance and developing financial strategies. This group-based assessment promotes collaboration, critical thinking, and effective communication, all of which are vital vocational skills for the modern finance industry. Together, these assessments equip students with the technical expertise and practical abilities necessary to success in their careers, directly contributing to the achievement of SDG 4.4.

The Understanding Finance module provides an inclusive, relevant and accessible learning environment with technologies embedded in our teaching and learning methods. For instance, the module uses WIUT Learning Management System (LMS) to enable students to access module materials before class and they remain available afterwards.

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	12
Seminar	Scheduled	24
Tutorial	Scheduled	
Project supervisor	Scheduled	
Demonstration	Scheduled	
Practical classes and workshops	Scheduled	12
Supervised time in studio/workshop	Scheduled	
Fieldwork	Scheduled	
External visits	Scheduled	
Work based learning	Scheduled	
Scheduled online learning	Scheduled	
Other learning	Scheduled	
Total scheduled		48
Placement	Placement	
Independent study	Independent	152
Total student learning and teaching hours		200

**hours per activity type are indicative and subject to change.*

Assessment rationale: why has this assessment been used for this module?

The first assessment is an In-class Test (40%). It evaluates students' understanding of fundamental finance concepts, including the financial environment, monetary systems, the role of financial institutions, the savings and investment process, and the time value of money (LO1,2,3,4). The duration of the in-class test is 1 hour.

The In-class Test assesses students' comprehension of foundational topics, such as the financial environment, monetary systems, and the time value of money. By focusing on these areas, the test ensures that students have a solid understanding of essential finance principles and can apply them to various scenarios. This test not only evaluates individual knowledge and problem-solving skills but also serves as preparation for the Project Presentation, strengthening key concepts that will be crucial for developing and presenting financial strategies.

The second assessment is a Project Presentation (60%), which involves working within a group to develop and present financial strategies. The assessment tests students' ability to apply theoretical knowledge in practical scenarios and communicate their findings effectively (LO5, 6). Students are asked to interpret financial data, evaluate business performance, and analyze financial return and risk concepts.

The Project Presentation is designed to encourage students to apply financial analysis and strategic thinking. This assessment requires students to work collaboratively, interpret financial data, and develop investment strategies, thus testing their ability to apply theoretical concepts to real-world situations. The presentation format promotes effective communication and teamwork—essential skills in the finance profession. The total duration of the Project Presentation, including the question and answer (Q&A) session, is 20 minutes.

While the primary focus is on assessing the quality of the presentation itself, students are also required to submit an Excel file containing the asset portfolio and supporting calculations. These materials will provide the lecturer with greater insight into the group's preparation, content development, and planning efforts behind the presentation.

Together, these assessments provide a comprehensive evaluation of student's ability to both understand and apply finance concepts in practical contexts.

The assessment is conducted as per university tariffs.

Assessment criteria: what criteria will be used to assess my work on this module?

University Grade Descriptors are a benchmark point of reference, they are contextualised using specific subject specialist criteria specific to a particular assessment.

[University Grade Descriptors](#)

Criteria for assessments are designed with reference to the University's generic criteria to measure students' ability to meet the learning outcomes of a module. Specifically, within this module you will find detailed grading descriptors as part of each assessment.

The assessment criteria for the module are designed to evaluate both the depth of students' theoretical knowledge and practical application of finance concepts.

For the In-class Test, the criteria will include:

- Demonstrating a clear grasp of fundamental finance topics such as the financial environment, monetary systems, and the time value of money.

For the Project Presentation, the criteria will focus on:

- Applying financial principles to develop and present investment strategies and analyze financial data.

- Communicating ideas clearly and effectively, including the quality of the presentation materials and the ability to engage with the audience.
- Working effectively in groups, demonstrating collaborative skills, and integrating feedback into the presentation.

Sources

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Free online courses

<https://www.khanacademy.org/economics-finance-domain/macroeconomics>

<https://www.coursera.org/lecture/finance-value/introduction-to-finance-for-everyone-value-1z4A4>

Advanced: <https://www.coursera.org/learn/wharton-finance>