Pre-Master's Programme

ONCAMPUS

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Modules

Modules by **ON**CAMPUS centre are shown in the table below.

	ONCAMPUS ASTON	**ON**CAMPUS IRELAND	**ON**CAMPUS LONDON	**ON**CAMPUS LOUGHBOROUGH	**ON**CAMPUS SOUTHAMPTON
Undergraduate Research Dissertation	✔	✔	✔	✔	✔
Academic English Language Development	✔	✔	✔	✔	✔
Research and Digital Literacy Skills (Level 5)	✔	✔	✔	✔	✔
Personal Development for Employability (Level 5)	✔	✔	✔	✔	✔
Working in Teams	✔	✔	✔	✔	✔
Quantitative and Qualitative Research Methods	✔	✔	✔	✔	✔

The Pre-Master's Programme at the centres above is taught at level 6 in the UK and Irish NFQ level 8 in Ireland.

Undergraduate Research Dissertation

The aim of this module is to provide an opportunity for you to acquire and develop core academic and research skills in readiness for progression to a relevant master's degree.

The module enables you to become familiar with different strategies for undertaking research and completing an undergraduate research dissertation within your chosen academic field. The content is planed to take you step by step through your research journey with evidence of work produced along the way and intrim submissions to ensure you get constructive feeding forward guidance to maximise your performance.

Learning Outcomes and Assessment Criteria

01
Formulate and plan an independent evidence-based research study in a specific academic subject area

1. AC1.1
Determine and justify a relevant research problem in a specific academic subject area

2. AC1.2
Establish research objectives and formulate a hypothesis/es

3. AC1.3
Produce a research proposal detailing resource planning, budget and research methodology approach

02
Produce a literature review of academic sources in relation to the area of research

1. AC2.1
Produce a planned taxonomy to determine the scope of the literature review, providing a framework for focus, viewpoint and coverage

2. AC2.2
Critically analyse a range of academic literature in relation to the area of research

03
Critically evaluate the methods and value of research evidence in relation to validity and relevance to the specific area of study

1. AC3.1
Conduct primary and/or secondary research data collection using appropriate methods to the research objectives

2. AC3.2
Critically evaluate the research methodology undertaken for primary and secondary research, exploring sample selection, validity and ethical implications

3. AC3.3
Evidence and interpret the outcomes of the research effectively, detailing results and statistical analysis as appropriate.

04
Detail evidence-based conclusions and recommendations through critical analysis of material and data to inform practice

1. AC4.1
Critically appraise the primary and/or secondary research evidenced and its relevance to the research focus

2. AC4.2
Develop conclusions from research findings in relation to hypothesis/es and research objectives

3. AC4.3
Make suitable recommendations and determine next steps for further research

Academic English Language Development

The aim of the module is to develop your English grammar, vocabulary and study-focused skills in listening, reading, writing and speaking.

The module addresses your diverse academic and linguistic needs as an international students in a language learning context by developing strategies and techniques that enable active participation in an academic environment.

The module's primary focus is language, and how this supports acquisition and development of study skills.

Learning Outcomes and Assessement Criteria

01
Identify the main points from lectures, classes, and workshops and summarise notes for study purposes

1. AC1.1 Summarise facts, figures and other salient points from a class, lecture or workshop.

2. AC1.2 Prepare notes and discussion points for a class or lecture based on pre-reading activities

3. AC1.3 Infer the speaker's viewpoint from a talk on any given topic

4. AC1.4 Respond appropriately to other students in academic discussions

5. AC1.5 Respond appropriately and accurately to tutors' questions

02
Compare and contrast views expressed in complex texts related to academic module content and area(s) of research interest

1. AC2.1 Read a text for gist and summarise the theme.

2. AC2.2 Scan a text for specific required information, conclusions, and research limitations.

3. AC2.3 Infer author's stance and rationale for softening/distancing techniques

4. AC2.4 Take relevant notes and synthesise views of different authors, citing and referencing accurately.

03
Produce detailed written academic texts appropriate to the style of the discipline and genre.

1. AC3.1 Analyse a question or instruction and produce an appropriate writing plan

2. AC3.2 Develop a balanced argument using examples

3. AC3.3 Signpost written text using a combination of simple and complex cohesive devices

4. AC3.4 Use a range of grammatical structures and lexis to communicate finer shades of meaning or details of a process

04
Fluently critique viewpoints and participate actively in academic discussions and in a team environment.

1. AC4.1 Prepare and deliver a short talk on a topical issue

2. AC4.2 Sustain a classroom-based discussion and defend a stance/viewpoint

3. AC4.3 Use appropriate spoken language to agree, disagree, and challenge viewpoints in an academic environment (e.g. seminar)

4. AC4.4 Summarise and discuss a short talk or presentation

05

Produce a level of grammatical and lexical accuracy and sophistication appropriate to a minimum of CEFR B2+ or IELTS 6.5

1. AC5.1
Utilise a range of complex grammatical structures to aid clarity of meaning.

2. AC5.2
Produce new language in relevant contexts, showing awareness of word form, collocation, and register

3. AC5.3
Review and edit written English to adjust suitability for intended audience

Research & Digital Literacy Skills

The aim of the module is to build your research and study skills in the context of digital literacy.

The module will support you in your completion of other modules on your programme by utilising a range of digital sources, platforms, and programs to reflect the digital demands of postgraduate studies.

The module blends established research techniques and study skills with a range of tools for the digital age, enabling you to make principled decisions as to how digital technologies can be an aid to effective learning.

This module encourages you to become more aware of the benefits and constraints of different types of online resources. It is aimed to help you to work and study more efficiently. It should also help you develop your skills in keeping bibliographical records as well as improve your research skills. An important aspect of the course is to develop skills in critically evaluating the relevance and reliability of online sources.

Learning Outcomes and Assessment Criteria

01
Review and expand digital practice for individual and collaborative study tasks

1. AC1.1
Evaluate current use of digital tools for learning (e.g. software, websites, VLE)

2. AC1.2
Carry out a self-assessment of digital literacy skills and set individual development targets

3. AC1.3
Create a self-study timetable to include regular interaction with VLE and blended learning techniques.

02
Evaluate and select a range of digital sources and related techniques to run and refine literature searches on an agreed field of research interest

1. AC2.1
Apply key word searches to a digital environment i.e. library databases and focussed web searches.

2. AC2.2
Refine database and web searches to inform literature reviews.

3. AC2.3
Design and apply quality criteria to literature search results.

03
Use software to participate in team activities and take an active role in appraisal of own work, peers, and a variety of digital media

1. AC3.1
Reflect on the effectiveness of software to complete a collaborative task.

2. AC3.2
Review and edit a document using collaborative software.

3. AC3.3
Evaluate different methods of presenting ideas and data.

04
Reflect on a range of ethical considerations, including copyright, online behaviour/etiquette, and digital footprint

1. AC4.1
Use citation software to maintain accurate records and academic integrity.

2. AC4.2
Examine the impact of intercultural competence on digital communication and wellbeing.

3. AC4.3
Produce a risk assessment to consider consequences of copyright infringements and long-term impacts of personal online posts.

Personal Development for Employability

This module aims to provide you with a grounding in preparing for your future careers after progression from **ON**CAMPUS to your prospective degrees.

You will be introduced to key skills for personal development including CV and portfolio preparation, differential interview techniques, targeted guidance on specific careers and the needs of employers in these areas, as well as providing signposting to university career services and associated resources

The module will cover the following topics:

• Careers research

• Skills analysis and development action plan

• Writing a CV/applications

• Building a LinkedIn profile/social media/internet profile

• Interviews/selection activities

• Effective personal marketing

Learning Outcomes and Assessment Criteria

01
Reflect on key academic knowledge and skills relating to their specific chosen industry

1. AC1.1
Conduct research into the requirements for employability in their chosen career

2. AC1.2
Reflect on own competences and capabilities in relation to their chosen career

3. AC1.3
Devise an action plan for future acquisition/development of skills required in their chosen career

02
Demonstrate engagement with external career professionals, including those at the partner university

1. AC2.1
Research career services at the partner university and evaluate the use of such services in preparing for a future career

2. AC2.2
Identify useful resources for preparing for future employment including careers fairs, volunteering and intern opportunities, societies and clubs and insight days.

03
Demonstrate key employment related skills essential for future careers

1. AC3.1
Produce an effective CV and tailored application letters suitable for the student's chosen career

2. AC3.2
Engage effectively in selection and assessment activities, including telephone interviews, face-to-face interviews, group assessments and candidate tests

3. AC3.3
Utilise social media to discover opportunities in future careers

04
Produce an effective plan for future employability and careers

1. AC4.1
Produce a portfolio demonstrating research and reflection into a chosen career, utilising a range of resources and external expertise

2. AC4.2
Utilising the portfolio, produce a personal development plan for a future career

Working in Teams

The aim of this module is to provide experiential learning through a collaborative project involving working together with others from different disciplines.

The module enables you to explore various theoretical models and concepts of teamwork. The content is designed to encourage and teach you how to reflect on your learning experiences both as a group and individually.

Throughout the project, the focus is on the team work, dynamics, collaborative working and contribution rather than on the project or project outcome itself.

The multidisciplinary context of this module will develop communication skills and develop practical ways of using project management to further your learning experiences.

Learning Outcomes and Assessment Criteria

01
Apply theoretical models and concepts to inform and enhance learning opportunities in a multidisciplinary context

1. AC1.1
Apply relevant theoretical models of team effectiveness at key stages in a collaborative project

2. AC1.2
Explore team and individual experiences with reference to relevant theoretical model(s)

02
Critically evaluate the impact of different team roles and approaches on collaborative and multidisciplinary working.

1. AC2.1
Evidence the demonstration of individual contributions to a shared team goal/project

2. AC2.2
Critically evaluate each role within the team and the processes implemented to progress through the shared project

03
Demonstrate analytical understanding and application of the importance of collaborative working within the professional environment.

1. AC3.1
Evaluate the effectiveness of the team in achieving the shared goals

2. AC3.2
Analyse the dynamics that help or hinder the effectiveness of working collaboratively to achieve a shared goal

3. AC3.3
Evaluate own contribution and impact to a shared goal

04
Critically reflect on the competences and capabilities required for teamwork across professions in their chosen field of study.

1. AC4.1
Conduct research into the requirements for working with others in your chosen field of study

2. AC4.2
Reflect on own competences and capabilities in the team project and in relation to your research

Quantitative & Qualitative Research Methods

The aim of the module is to ensure you have experience of a range of quantitative and qualitative research methods to prepare you for Master's level study in whatever field you choose.

You will be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding to develop an effective research proposal.

You are expected to be active agents in the application of key research methodologies applicable to your progression degree.

A blended approach will be used, incorporating resources available at the partner university to ensure progression to postgraduate study is effective.

Learning Outcomes and Assessment Criteria

01
Demonstrate an understanding of both quantitative and qualitative analysis and presentation

1. AC1.1
Select a research approach demonstrating an understanding of both quantitative and qualitative methodologies.

2. AC1.2
Choose appropriate means of presenting these methodologies with narrative and analysis relevant to the data.

02
Critically discuss reliability and validity in both quantitative and qualitative research

1. AC2.1
Use key theories to assess the reliability and validity in both quantitative and qualitative methodologies and research findings.

03
Critically analyse a variety of research designs and methods

1. AC3.1
Critically analyse the purpose of the data and make recommendations for future research designs and methodologies applicable to the data findings and proposed research question/ hypotheses.

04
Critically examine the process involved in undertaking quantitative and qualitative research

1. AC4.1
Design an effective purpose statement utilising research questions and hypotheses relevant to data findings and analysis.

2. AC4.2
Analyse the different methodologies used in both quantitative and qualitative research.

Resources and reading list

Undergraduate Research Dissertation
· Bryman, A. et al (2021) *Social Research Methods.* 6th edn. Oxford: Oxford University Press.
· Thomas, G. (2017) *How to Do Your Research Project: A Guide for Students.* 3rd edn. London: SAGE Publications Ltd.
· Bell, J. (2010) *Doing Your Research Project.* 5th edn. London: Open University Press.

Academic English Language Development
· Bailey, S. (2015) *Academic Writing: A Handbook for International Students.* 4th edn. Routledge.
· Caplan, N.A. and Johns, A. (2022) *Essential Actions for Academic Writing: A Genre-Based Approach.* University of Michigan Press.
· de Chazal, E. and Hughes, J. (2015) *Oxford English for Academic Purposes Advanced Student Book* (C1). Oxford University Press.
· McCortmack, J. and Watkins, S. (2009) *English for Academic Study: Speaking.* Garnet Publishing Ltd.
· Paterson, K. and Wedge, R. (2018) *Oxford Grammar for EAP: English grammar and practice for Academic Purposes.* Oxford University Press.

Research and Digital Literacy Skills
· Series of online resources. Your tutor will confirm these with you once you start the module.

Personal Development for Employability
· Neugebauer J and Evans-Brain J (2016). *Employability: Making the most of your Career Development.* London: SAGE Publications Ltd.

Working in Teams
· West, M.A. (2012) Effective Teamwork: *Practical Lessons from Organizational Research.* 3rd edn. Chichester: John Wiley.

Quantitative & Qualitative Research Methods
· Cribb, M. (2021) *Research Methods for Undergraduate and Postgraduate Students.* Essential Tremor Publications, UK.
· Kibet, P. (2020) *Basic Research Methods: An Entry to Qualitative and Quantitative Research.* Amazon POD.
· Creswell, J.W. and Creswell, J.D. (2018) *Research Design: Qualitative, Quantitative and Mixed Methods Approaches.* 5th edn. London: Sage.

Example timetable

Please note this is an example timetable and may vary for every student. Students should anticipate lessons starting earlier than 9am or later than 5pm. Students will be expected to allocate self study and revision hours within their timetable which will be given at the start of the academic term.

	9-10	10-11	11-12	12-1	1-2	2-3	3-4	4-5
Mon	Undergraduate Research Dissertation	Undergraduate Research Dissertation	Working in Teams	Lunch	Personal Development for Employability	Personal Development for Employability		
Tues		Academic English Language Development	Academic English Language Development	Lunch	Working in Teams	Working in Teams		
Wed		Undergraduate Research Dissertation	Undergraduate Research Dissertation	Lunch			Working in Teams	Working in Teams
Thur	Academic English Language Development	Academic English Language Development		Lunch	Personal Tutorial			
Fri	Academic English Language Development	Academic English Language Development	Personal Development for Employability	Lunch			Undergraduate Research Dissertation	Undergraduate Research Dissertation

For more information visit:

www.oncampus.global