

MODULE DESCRIPTOR

TITLE	Languages and Culture in the Global Workplace
SI MODULE CODE	44-6011-00L
CREDITS	20
LEVEL	6
JACS CODE	R900
SUBJECT GROUP	Languages
DEPARTMENT	Management
MODULE LEADER	Christine O'Leary

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	Placement (if applicable)	Independent Guided Study	Total Number of Study Hours
30		170	200

MODULE AIM

This module is designed to enable students to build on the language and cross-cultural skills they have acquired at levels 4 and 5 and on placement and apply them to projects in a range of authentic professional environments.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to

1. Demonstrate the ability to assimilate and carry out an authentic business project brief within specified time scales.
2. Apply appropriate research and language strategies, using sources in both English and the target language, to obtain and analyse data relevant to a given project and present the findings in a business report.
3. Apply their awareness and understanding of cultural issues which impact on the successful completion of their project.
4. Critically reflect on and evaluate personal and team performance and skills development.

INDICATIVE CONTENT

Students will work within a small team to undertake an authentic business project requiring students to use the language and cross-cultural skills they have acquired throughout the degree programme. All projects will have an international dimension and will be provided by local, national or international organisations or companies. The projects are designed to utilise a wide range of skills and knowledge and provide the opportunity for students to work in a professional manner that prepares them for employability in a global context.

Lectures and seminars will prepare students to undertake such projects by covering topics relating to research skills and academic referencing, project management, team work and the development of employability skills.

Support for this module will be provided by Venture Matrix who will assist in sourcing suitable projects, outlining project briefs in conjunction with the clients, managing legal aspects such as

CRB checks, confidentiality and risk assessments, and provide project briefings. Regular monitoring of the progress of the project will be carried out by tutors.

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways

Students will be organised into teams and will be allocated an agreed project. Ideally the teams will comprise between 3-4 students who can offer a range of languages and skills.

A series of interactive lectures and seminars will prepare students to undertake a real-life project based on a client's brief.

Following the establishment of the teams and projects, the students will work independently in teams to deliver the project outcomes. Regular group meetings will be held with the tutor to monitor progress and provide the necessary support and guidance. In addition, mid and end-of-semester reviews will be held with the whole group during which students will receive both peer and tutor feedback.

The assessment strategy requires students to demonstrate a range of professional, academic and personal skills. Students will complete a portfolio of work containing both group and individual tasks as follows:

Group report of 1,000 words summarising the outcomes of the project which will be presented to the client (20%)

Personal reflection including individual contribution to the project, critical reflection on project management skills, major successes and failures, action taken as a result of peer and tutor feedback, personal skills development and how they can be applied to a range of business scenarios and determine possible career choices (80%)

ASSESSMENT TASK INFORMATION

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Portfolio	CW	100	5000 words	N

FEEDBACK

Students will receive feedback on their performance in the following ways

- tutor and client oral feedback on the development of their project brief and action plan, and at progress meetings throughout the duration of the project;
- peer and tutor feedback on interim presentations;
- tutor feedback on draft versions of the group report;
- interim tutor feedback on the individual elements of the portfolios as well as the summative tutor feedback for the portfolio.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

ASHWORTH, P.; BANNISTER, P. and THORNE, P. (1997). *Guilty in Whose Eyes? University students' perceptions of cheating and plagiarism in academic work and assessment.* *Studies in Higher Education*, 22(2), 187-203

BELBIN, RM. *Management Teams*, Butterworth-Heinemann, 1996.

BOLTON, GILLIE. *Reflective practice : writing and professional development .* London : SAGE, 2005. 2nd ed.

COCKMAN P. et al. *Client-centred Consulting.* McGraw-Hill,1992.

COTTERELL, S. (2003). *The Study Skills Handbook.* Basingstoke, Palgrave, chapter 6

GUIRDHAM, M. (2005) *Communicating Across Cultures at work.* London, Macmillan Press Ltd. ISBN-10: 0230283691; ISBN-13: 978-0230283695

NEUMANN, JE,et al. *Developing Organisational Consultancy.* Routledge, 1997.

PEARS, R. and SHIELDS, G. (2005). *Cite Them Right: The Essential Guide to Referencing and Plagiarism.* 5th ed., Newcastle-Upon Tyne, Pear Tree Books

REDMAN, P. (2006). *Good Essay Writing: A Social Sciences Guide.* London, Sage, chapter 9

RICHARDS, K., ROSS, S. & SEEDHOUSE, P. (2012) *Research Methods for Applied Language Studies.* London, Routledge. ISBN-10: 0415551412; ISBN-13: 978-0415551410

Web Resources

Learn Higher Academic Writing - Resources for Students.
<http://learnhigher.ac.uk/Students/Academic-Writing.html>

Purdue On-line Writing Lab. Avoiding Plagiarism:
<http://owl.english.purdue.edu/owl/resource/589/01/>

Sheffield Hallam University: Guide to undergraduate dissertations in the social sciences
<http://www.socscidiss.bham.ac.uk/>

SECTION 2 MODULE INFORMATION FOR STAFF ONLY**MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION****MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE**

NEW MODULE	Y
EXISTING MODULE - NO CHANGE	N
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	09/2013

MODULE DELIVERY PATTERN - Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

	Module Begins	Module Ends
Course Intake 1	30/09/2013	09/05/2014
Course Intake 2	DD/MM/YYYY	DD/MM/YYYY
Course Intake 3	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y
---	---

Are any staff teaching on this module non-SHU employees?	N
---	---

If yes, please give details of the employer institution(s) below

What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	
---	--

MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	N

**Choose one only – module cannot include both percentage mark and pass/fail graded tasks*

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N
--	---

If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval. Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.

FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)	Task No. 1
---	---------------

NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%.	
NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.	