

The First Semester



BRADFORD
UNIVERSITY
School *of* Management

Effective Learning Service

The First Semester



THE FIRST SEMESTER

WELCOME

Welcome to the start of your new course. This booklet is written for international students who have arrived in Britain to study at the School of Management, University of Bradford and has the following aims:

to enable you to learn from the experiences of other international students who studied at the School of Management during the 2003/4 academic year. The message that emerges is that although it can be tough studying a new subject in a strange country, there is also much to be gained, including personal and career development, knowledge of other cultures and in the range of subjects studied

to pass on some ideas on how you can learn more effectively and how you can settle quickly into life at Bradford and enjoy the experience of studying here in Britain, and in particular at the School of Management, University of Bradford

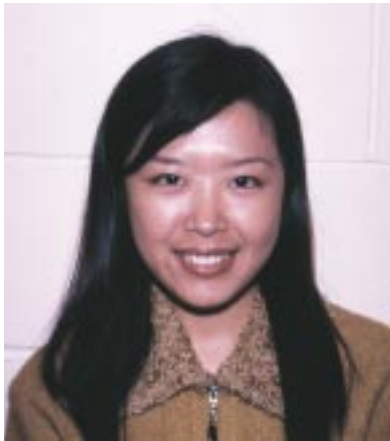
to give you information on some important issues relating to successful study at Bradford and, in particular, on avoiding plagiarism

to prevent you feeling overwhelmed by course work during the first semester.

LEARNING FROM OTHER STUDENTS

In this booklet you will read about the experiences of six international students who studied full-time at the School of Management on the MA programme during 2004/5.

Xiabo Liu from China



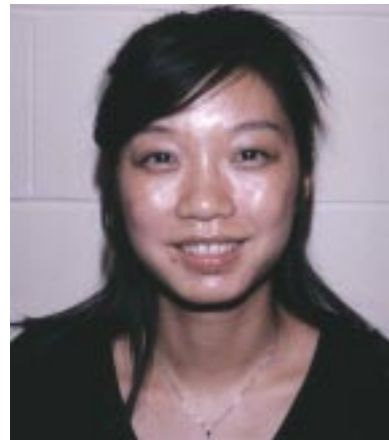
FanFan Lin from China



Huyen Nguyen from Vietnam



Qiuming Liu from China



Arun Paul from India



Qun Cheng from China





Before arriving at the School of Management Xiabo Liu studied Business and Management studies in Singapore.

Impressions of Bradford: *"This is a quiet, peaceful small town. In the case of our School, it is a beautiful place to study ... peace and silence are the most favourable things I enjoy here"*

Differences between study in Singapore and study at Bradford:

"There was a 100% emphasis on exams in Singapore and essays were for revision and writing practise. But In Bradford essays and reports count for a significant percentage of the marks. There is much emphasis here in Bradford too, on group work and group projects count toward the final marks"

Positive aspects of the MA course in Bradford: *"Some of our lecturers are really knowledgeable and have strong real world experiences. We can learn so much from them".*

What advice would Xiabo Liu give to new students?

"I would advise new students to do more reading before and during the course in preparation for unfamiliar subjects. If you don't understand the subject you will get poor marks in exams and assignments.

If I was starting again tomorrow, I would try to read more newspapers and journals for background information on the subjects and I would also buy a TV to watch the news! I think it's important that students get informed with what's happening in the real world and try and relate what they learn to what is happening around them. If they did this, it would help them make connections between the theories they learn on the course and the real world".



Before arriving at the School of Management FanFan Lin studied for a degree in Economics, with a major in International Trade, at the Guangdong Foreign Study University, China.

Impressions of Bradford: *"A small city, full of uphill and downhill roads...raining weather...cold...boring in the night, because only pubs are open and the shops close at 5pm. The School of Management however, is a green place and it's better than the city centre. However, it's not convenient for shopping"*.

Differences between study in China and study at Bradford: *"In China essays are unassessed and multiple choice exams are the main source of marks. Also in China you seldom have any group work. Here you will get involved in group work, give presentations, plus gain marks from written assignments. The rules too, on plagiarism are very different in Bradford and much more specific here"*.

Positive aspects of the MA course in Bradford: *"The staff are friendly and willing to help students and there is more research material here than I had before"*.

Problematic or difficult aspects of the MA course in Bradford: *"It was a tough period during the first semester. I needed to finish six modules in three months and I needed to attend lectures almost everyday. I needed to find reading materials by myself to support my study and to help understand the course, which cannot be reached by listening to lectures only."*

What advice would FanFan Lin give to new students? *"Don't be shy: make friends and share experiences and opinions with other people. Some students are afraid to express their opinions in English. But don't be afraid of making mistakes, as you can learn from your mistakes. Be independent and don't just rely on lecture notes – you need to be sophisticated in getting useful information from the huge database in the library and from the Internet. You also need to spend some time away from the School – studying is not the whole of life; try and gain a wider experience of life"*.



Before arriving at the School of Management Huyen Nguyen previously studied on the BA Economics degree at the National Economics University in Hanoi, Vietnam.

Impressions of Bradford: *"Before coming to the UK I heard that British people were cold and not easy going. But since my first arrival here I have found the opposite. Generally, the British here are helpful, and particularly the*

librarians and computer technicians have helped me get used to the library and computers in a nice manner".

Differences between study in Vietnam and study at Bradford Huyen Nguyen drew up the following chart to illustrate the study differences for her between Vietnam and Bradford:

Differences	UK	Vietnam
Teaching equipment: videos, OHP etc	Used frequently	Not much
Size of class	Big: lectures often 100+	Medium
Teaching methods	More creative than in Vietnam; students encouraged to show independent thoughts	Less creative than in UK; students are dependent on the teacher's thoughts
Assignments	Diverse range; topics are interesting and more challenging than in Vietnam	Topics are narrow

Positive aspects of the MA course in Bradford: *"The different approaches to teaching; each teacher finds their own way to teach."*

Problematic or difficult aspects of the MA course in Bradford: *"For the first two months, English was the biggest problem for me, not just in following lectures but in doing the assignment. It can also be difficult for students to find the books they want: there are a lot of students reserving the same books from the library".*

What advice would Huyen Nguyen give to new students? *"Read as much as you can to help with assignments and to get better marks. Try to discuss what you cannot understand with your friends or ask the tutors so that you can sort out what confuses you".*



Before arriving at the School of Management Qiuming Liu studied Accounting at the Tong Ji University, Shanghai, China.

Impressions of Bradford: *"Quiet was the first impression when I arrived in Bradford. The School of Management is very beautiful and people there are quite warm-hearted".*

Differences between study in China and study at Bradford: *"The biggest difference between China and here is in the teaching styles. In China we just have lectures. The lecturer teaches what he thinks he should teach to you. There are no tutorials and it's difficult to discuss with your tutor face to face. However, in Bradford the tutorial is most popular. The tutorial is quite useful to help you understand everything taught in lectures and for your further studying; it is easier to ask questions in the tutorial".*

Positive aspects of the MA course in Bradford: *"I think preparing for essays and assignments are the most interesting things. Before, when I studied for my degree in Shanghai we just took examination, which means you do not need to read many books. However, reading is most important to academic studying and is interesting and helpful to me. It has helped make me independent and gain new knowledge".*

Problematic or difficult aspects of the MA course in Bradford: *"The most difficult for me is writing assignments. Sometimes I know what I want to write, but how to express my ideas has been a big problem. Academic writing demands academic language through which the essay can be described accurately. Working in a group can also be difficult, as it requires a lot of discussion. With all different cultures in groups it can be a big challenge at first". Presentations can also be difficult for international students, as they may feel embarrassed by their English and worried that a poor presentation will lead to a low mark".*

What advice would Qiuming Liu give to new students? *"Read in advance of lectures, and afterwards, as I found this is most important because it helps you to understand what lecturers teach during courses. Additionally, time management is quite important for successful study and particularly in the first semester as this is the tightest for time among the three semesters".*



Before arriving at the School of Management Arun Paul previously studied for his degree in Business Administration at the University of Wollongong in Dubai (United Arab Emirates).

Impressions of Bradford: *"On the whole, Bradford is a great city to study and work. It has a huge diversity which makes it a fantastic city to live in, regardless of your origin or cultural differences"*.

Differences between study in Dubai and study at Bradford: *"The focus of the MA course here is more on critical thinking, analysis and independent thought. Equal importance is given on the MA to course work, group assignments, class presentations and exams. For my undergraduate course the full focus was on final exams. I think plagiarism is an important issue too. In my undergraduate course it was not of that great importance, although I was aware of what plagiarism meant; the emphasis here at Bradford is stricter"*.

Positive aspects of the MA course in Bradford: *"Diversity ...there are students from all over the world. It has been a great experience to work in groups with students from different parts of the world. I think this will help the students when they join multinational companies in the future"*.

Problematic or difficult aspects of the MA course in Bradford: *"The workload for the first semester was a bit exhausting. Since all the students are new in the University the workload should be a bit relaxed in the first semester. Group work with other international students can be a difficult issue for students. But once you are 'tuned in' or you adjust to different communication styles, it becomes easier"*.

What advice would Arun Paul give to new students? *"Always have a positive attitude throughout the course. There are times when you get disappointing results. But never give up. Have faith in yourself and go ahead. Also make it a point to finish the assignments early otherwise you will struggle in the end to get the right books from the library and do good work. I would also advise students to visit Bradford, if they can, before they join the course and to look around, particularly at the choice of accommodation available"*.



Before arriving at the School of Management Qun Cheng studied for a diploma in Accounting at the Southwest Financial University in China.

Impressions of Bradford: *"I think it is not a small city, so it is not so bad."*

Differences between study in China and study at Bradford:

The requirements of assignments are not very strict (in China) and you needn't work hard to complete them.

Here you must operate your brains when you study because of many tutorials, which require you to discuss, so you must have your own opinions. Additionally, each assignment will force you to read books in some depth or you will not be able to finish them. Here you are a more independent student, which can be both a difficult challenge- and an opportunity".

Positive aspects of the MA course in Bradford: *"It has opened a new window for me and I can connect with ideas or opinions coming from different cultural backgrounds. This has made me expand my horizon and helps me look on things from different angles and positions. The experience of studying here has been very precious to me and has made me stronger emotionally".*

Problematic or difficult aspects of the MA course in Bradford: *"The problem has been catching up with the running of the course. The lecturers speak less (than in China) but require more from us and assignments have to be done in some depth. If I was starting again tomorrow, I would try to improve my English language level beforehand to help me follow the course better".*

What advice would Qun Cheng give to new students?

"Don't always attempt to read a book completely because you haven't enough time to read them all in detail. Students need to learn to skim a book or read selective parts of it otherwise you will not be able to keep up with the course. Also, don't become a 'last minute person' – do your assignments well in advance as the assignment deadlines suddenly arrive and are very close to each other. Making study plans and implementing them are also necessary and important during each semester".

ISSUES RAISED BY STUDENTS

You will have noticed in the six student profiles that a number of issues recurred. These are summarised below:

- Working independently
- Time management
- Managing the reading for the course
- Working with others in groups
- Giving presentations
- Avoiding plagiarism

These issues get to the heart of the main differences encountered by international students between study in their home countries and Britain.

WORKING INDEPENDENTLY

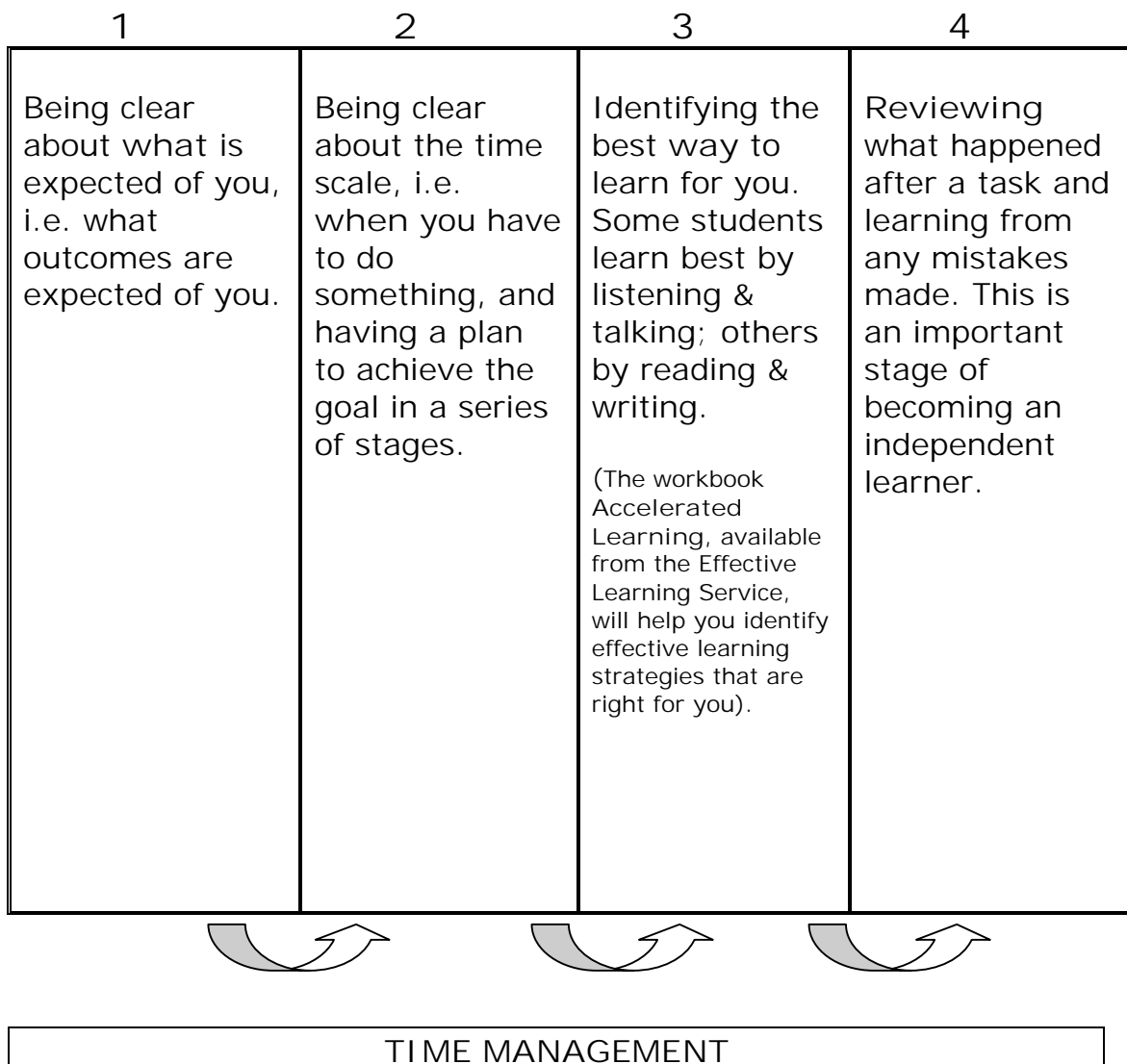
Working independently, without too much direction or supervision, can be both an opportunity and a challenge for students. In Britain, students will be expected to read independently in preparation for lectures, tutorials, projects or assignments. Tutors may suggest what chapter, book or article to read, but students are also expected to explore the libraries or Internet to find relevant information for themselves.

This can encourage students to rely more on their own judgements and less on the opinions of others, but at first it can be very difficult, as the student may be thinking constantly '*is this the **right** book to be reading?*'

In the longer term however, learning to work independently will be an essential skill for you if you aspire to be a future manager in any career. Managers have to rely on their own judgements of situations, so the more practise you get at this during your degree studies the better prepared you will be for the responsibilities of supervisory or management work.

There are essentially four main sub-skills involved in becoming a more independent learner. These involve clarifying:

1. What is expected
2. When it is expected
3. Discovering the best way to learn
4. Reviewing what happened



Becoming a more independent learner involves planning ahead and managing time. This is particularly important and necessary on a postgraduate course, as you will be expected to read and prepare assignments for six different subjects in the first semester.

A time-management plan is essential.

There are many books written on time management, but good time management can be summarised, as follows:

1. Being clear about what is expected of you, and when you have to do it
2. Having both a short term and long term plan to complete tasks
3. Dividing large tasks into smaller more manageable units of work.

MANAGING YOUR COURSE WORK

1. Having a plan for study and sticking to it. If you have a plan of study: what to study, when to study, then you feel more in control. You can have both a short-term plan for the day and week ahead and a longer term plan that looks at the semester as a whole.

2. If you have a plan for study, you can divide all the things you have to do into smaller sub-tasks, which will give you a sense that you are gaining more control over your work and a greater sense of achievement. It avoids, for example, the necessity to rush to complete a major task all in one go.

3. Recognise too, that you will work better independently if you identify when your energy levels are highest and capitalise on these for learning. Some people, for example, work best in the morning, others late at night.

On the next pages there are examples of:

an assignment timetable
a time management plan

You will find these helpful in helping you focus on what you have to do in both the short and longer terms. It is particularly important that you try and avoid a situation where you are suddenly faced with the need to complete all your assignments within a short space of time. It would be better to stagger the assignment tasks over a longer period.

ASSIGNMENT TIMETABLE

You can use this worksheet to list what you have to do to complete written assignments in any one semester, and when you are going to complete each of the stages.

In the 'Task' column, list all the stages or things you need to do to complete the assignments, e.g. research in the library, organising the material, meeting & discussing assignment with others, writing first draft, writing second draft, final draft, checking the work, etc.

In the assignment columns, write the submission dates for assignments at the top and then the target dates for the different tasks you need to do to complete your assignments.

Task	Assignment 1 submission date:	Assignment 2 submission date:	Assignment 3 submission date:	Assignment 4 submission date:	Assignment 5 submission date:	Assignment 6 submission date:

TIME MANAGEMENT PLAN

This is another way of prioritising your time. Use yellow 'post-it' stickers to remind you of tasks you will do today & will do by ...date. Photocopy & keep this time control sheet where you will see it.

WILL DO TODAY	WILL DO BY.... DATE

There is a more detailed workbook on Time Management, available free from the Effective Learning Service.

MANAGING THE READING FOR THE COURSE

Many students in the first semester begin to feel over-whelmed by the amount of work they have to do – particularly the reading.

The difficulties include:

- having to read to prepare for up to six different assignments
- having to read in preparation for lectures & tutorials
- wanting to read to get an overall idea about a subject – but finding little time to do this
- struggling with English, which may be a second language for many students.

The answer to this is to:

READ SELECTIVELY
BECOME A SMARTER READER



READ SELECTIVELY

You are **not** expected to read set or recommended text books from cover-to-cover. You are meant to read them in selective way and with a particular task in mind.

It is worth thinking about why you are reading. Take two common scenarios:

Writing assignments	You need to read to get a grasp of the main ideas relating to a subject; this will enable you to gather sufficient data or examples to illustrate these ideas in your essay or report.
Preparing for a lecture or tutorial	You need a grasp of the main ideas to help you understand the lecture, or contribute intelligently to tutorial discussion.

For written assignments you need to read in more detail and gather more information. But in preparation for lectures and tutorials, you can skim or scan (read quickly) journal articles or chapters of books to pick out the main points or ideas.

SOME USEFUL INTERNET SITES FOR BUSINESS STUDENTS

Some Internet sites to help you find reference material:

OneLook Dictionaries: this checks over 150 dictionaries. It is very useful for finding definitions or summaries.	www.onelook.com/
Research-it: useful for quotations, maps, language translations, definitions & for finding facts and figures on a wide range of subjects.	www.iTools.com/research-it/

... AND THESE FOR COMMERCIAL & ACADEMIC INFORMATION:

Bank of England (UK economic reports)

<http://www.bankofengland.co.uk>

BIDS (academic publications)

<http://www.bids.ac.uk>

www.bized.ac.uk/ (this is a very helpful site for business studies students, as it contains articles, lesson notes, current business ideas, etc.).

DTI Publications (UK government)

<http://www.dti.gov.uk/publications>

Economist (magazine)

www.economist.com

Emerald (academic publications)

<http://fiordiliji.emeraldinsight.com>

European Union

www.europa.eu.int

FAME (financial and other data from Companies House)

<http://fame.bvdep.com>

Financial Times (news and annual reports service)

www.ft.com

FreePint (range of useful Market Research resources, including featured articles, archive and student 'bar' for help on tricky research questions & issues)

www.freepint.com

HMSO Publications (UK government)

<http://www.hmso.gov.uk>

HRM: www.HRMGuide.net (HRM guides in UK, USA/ Canada & Australia)

HSBC (Business Profiles: economic & business information for over 40 countries)
www.hsbc.com.hk/hk/bps

ICAEW (accounting publications)
<http://www.icaew.co.uk/library>

Ingenta (academic publications)
<http://www.ingentaselect.co.uk>

Institute of Fiscal Studies (UK taxation and economics)
<http://www.ifs.org.uk>

ISI Web of Science (citation index)
<http://wos.mimas.ac.uk>

JISC (academic publications)
<http://www.jisc.ac.uk>

Listed Companies (annual reports for listed companies in Europe and USA)
www.carolworld.com

National Statistics Online (UK government)
<http://www.statistics.gov.uk>

Mintel (market analysis)
www.mintel.co.uk

NISS (news, publications & other information & good links to academic libraries)
<http://www.niss.ac.uk>
Research Index (list of UK market research & telemarketing companies)
www.researchindex.co.uk

Small Business Portal
<http://www.smallbusinessportal.co.uk/index.php>

Small Business Service (UK government)
<http://www.sbs.gov.uk>

Social Sciences Information Gateway (including business, economics & research methods)
www.SOSIG.ac.uk

UkOnline (UK government)
<http://www.ukonline.gov.uk>
United Nations (news & publications)
<http://www.un.org>

WWW Virtual Library (useful links to business related sites)
<http://www.vlib.org>

SMARTER READING

You can become a smarter reader and avoid becoming distracted by:

not trying to remember everything you read, but by becoming an active reader. You can do this by, for example, by

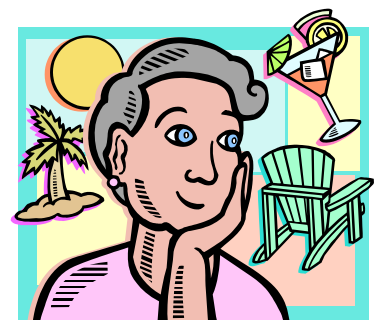
making photocopies of important pages and use a marker pen to highlight main points. Alternatively, make your own notes and summarise the main points or ideas in your own words.

Tip! The main point of any paragraph or section of a report is usually to be found in the first or second line of that paragraph or section.

using a voice-recorder to summarise verbally what you read, as this really makes you concentrate on the reading and helps you to summarise/paraphrase what you have read in your own words.

DI STRACTION PROBLEMS

Distraction problems can occur when the subject being studied is not very interesting to you, or where the subject seems totally outside your experience or removed from the 'real world'.



One way of overcoming this is, as you read, to keep asking yourself, '**how does this relate to real life?**' Try and connect the subject to the world about you and to your work experience.

Making notes as you read can also prevent you becoming distracted.

SOME OTHER WAYS TO SAVE TIME AND BE A SELECTIVE AND SMART READER

Read the summaries or conclusions of books or articles first to gain an overview of a chapter, or even of the book itself. Sometimes, this may be enough to give you the main points or ideas that you need.

If you are reading in preparation for a written assignment avoid surrounding yourself with too many books as you read, as this can create a pressure on you to read them all! It is often better to find just one or two books and use these as your main source of ideas. You will find these will contain references to other sources relevant to your assignment that you can follow these up, if necessary.

TIP!

If you find it difficult to concentrate, try covering up most of the page you are reading with a blank sheet of paper. Uncover the first line to be read and then gradually uncover each line in turn.

Concentrate on each line and always keep the momentum forward; resist the temptation to skip back to a line you read earlier.

If you do this, you will focus just on the line to be read and it stops you being distracted by what is on the rest of the page.

WORKING WITH OTHERS IN GROUPS

During your degree studies you will be expected to work in collaboration with other students. You will, for example, work with other students on joint projects that will be assessed. This will require all members of the group to contribute to the planning, research and presentation of findings, as well as to the final written report.

You will also work informally in groups in tutorials.

Group size can be small, for example, 4-6 students, but it can also be much larger, with up to 15 or more students involved.

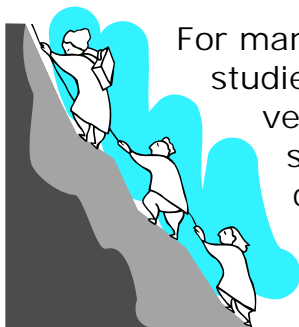


AN OPPORTUNITY

Working in a group offers the following opportunities, to:

- share ideas and find solutions to problems
- work closely with students from a range of different cultural and social backgrounds
- develop your confidence for working in teams, which is becoming essential for many jobs today
- discover your specific strengths in group or team working
- learn how to deal with challenge and conflict
- gain new or additional perspectives on study topics
- get to know socially a small group of students
- make new friends

... AND A CHALLENGE



For many students however, particularly those who have studied in countries outside Britain, group work can be a very new experience. International students are often self-conscious about their English, so do not always contribute to the group discussion as much or as well as they could.

Work in a group presents a challenge to all its members. The challenge is to work together as a group and to overcome, as a group, any problems that occur.

WHAT'S EXPECTED OF YOU

Group work will require you to:

- support each other
- meet regularly and on time with each other
- listen to each other
- respect each other
- understand and deal intelligently with group conflict if it arises
- discuss the allocation of tasks to group members.


The important thing to remember is that we want and expect you to contribute actively to the group, and this means contributing to group discussion.

If you do not join in the discussion, you are losing a valuable opportunity and experience to work with other people. You may also cause frustration among other group members if you do not contribute actively to the success of an assessed group project.

Don't forget, the marks awarded for an assessed presentation depends on your contribution to the success of the group.

GETTING THE MOST OUT OF GROUP DISCUSSION

BEFORE	DURING	AFTER
<p>Make sure you have done the tasks you agreed you would do for the group.</p> <p>If you are discussing a subject, make sure you have read something about it beforehand so you can contribute to the discussion.</p> <p>Think about what the group needs to discuss and what questions need to be answered or discussed.</p>	<p>Try and join in the discussion – make contributions to it.</p> <p>Support other people in the group who find it hard to speak out – encourage them to join in the discussion.</p> <p>Be open to new ideas.</p> <p>Don't take offence if other members of the group don't readily accept your ideas.</p>	<p>Check that you know exactly what you have to do and when you have to do it.</p> <p>Be a reliable group member: some of the biggest problems arise in groups when individual group members don't do what they have agreed to do!</p>



PRESENTATIONS

WHY STUDENTS ARE ASKED TO PREPARE FOR AND GIVE PRESENTATIONS:

it offers an opportunity for you to do some independent research on a topic
 it gives you the chance to work together with other students in a small team
 it will help to develop and improve your verbal communication skills
 it will help you prepare for careers where you need to give presentations occasionally.



Students may have to give presentations individually, or as part of a group presentation.

WHAT YOU NEED TO KNOW IN ADVANCE OF GIVING YOUR PRESENTATION

Presentations can be assessed or un-assessed. If they are an assessed part of the module, your tutor will usually give you guidelines on what is expected of you. However, there are three important things you need to be clear about:

1. the aim of your presentation and its contribution to the module;
2. the audience: who will be there and their level of understanding of the subject you are presenting;
3. the time allowed for the presentation.

WHAT MAKES A GOOD PRESENTATION?

A good presentation is prepared well in advance, e.g. notes and slides are carefully prepared and ready, and you have checked in advance that the audio/visual equipment is working.

A good presentation has a clear structure: there is a beginning, middle and a clear ending.

A good presentation is relevant to the interests, understanding and needs of the audience.

A good presentation is concise: it gets to the main points quickly and succinctly.



IN A GROUP PRESENTATION, THE FIRST PRESENTER WILL:

get the presentation off to a good start by introducing him or herself, and other members of the group

set out the main aims of the presentation

tell the audience how the group would prefer to deal with questions, e.g. during the presentation, or at the end.

ALL PRESENTERS WILL:

appear confident – and will never apologise for their lack of experience in making presentations (this makes a really bad impression)

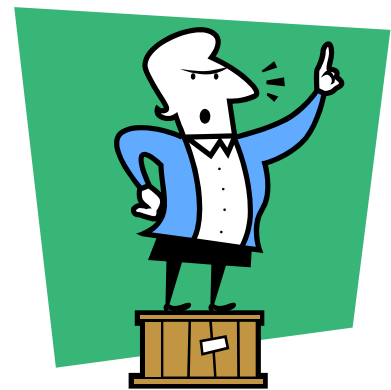
use language appropriate to the level of ability and understanding of the audience

will speak clearly and with enthusiasm

will look at the audience and establish good eye contact with them and will smile and look pleasant

avoid giving unnecessary detail to the audience

will not distract the audience from the message – by fiddling with keys, pens, coins – or anything else!



International students are often particularly worried about giving presentations because they are self-conscious of their English. However, it is important that all students do get involved in a group presentation, even if it is just to say a few words. Standing up in front of an audience can be frightening, but it does get easier each time you do it; the first time is the worst!

If you are worried about this aspect of your course, talk to the Effective Learning Officer, as you will be able to practise and get advice and feedback from him on ways of improving your presentation skills.

There is a more detailed workbook on effective presentations, available free from the Effective Learning Service. There is also an information sheet you can obtain on ways of overcoming anxiety.

AVOIDING PLAGIARISM

PLAGIARISM

To plagiarize means to deliberately take and use another person's invention, idea or writing and claim it as your own work. In the realm of science, academic or literary ideas, plagiarism is the equivalent of fraud or theft. Plagiarism is treated very seriously and blatantly plagiarised work is usually disqualified.



Lecturers marking course work can easily recognise plagiarism, especially when passages are copied straight from books, or cut and pasted from the Internet, with no acknowledgement of their source. Even when attempts are made to blend the plagiarised work into the student's own writing it is still quite easy for an experienced lecturer to detect. There are also now electronic scanning systems that lecturers can use to detect plagiarism in students' writing.

There are four main forms of plagiarism:

overt copying of another person's work, including the work of other students (with or without their consent), and claiming or pretending it to be your own

presenting arguments that use a blend of your own and the actual words of the original author without acknowledging the real source

paraphrasing another person's work, but not giving due acknowledgement to the original writer

colluding with other students and submitting identical or near identical work.

HOW TO AVOID PLAGIARISM

Quoting, applying, analysing and criticising other people's work is perfectly reasonable and acceptable providing you always:

Attempt to summarize in your own words another person's work, theories or ideas and give acknowledgement to that person. This is usually done by citing your sources and giving full references;

or

By always using quotation marks to distinguish between the actual words of the writer and your own words. Once again, you acknowledge your sources in references.

EXAMPLES:

Summarising:

Handy (1994) argues that time is more unbalanced now for most people, compared with thirty years ago. Only a minority of people now, for example, work a regular nine-to-five day.

Using quotation marks:

Handy (1994) believes that *"time is becoming unfixed...we have to rethink time and the words that we have come to attach to time"* (p.32).

In this last example, the student puts quotation marks around the author's own words and puts the quotation *in italics*. The student also gives the page number of the source in question so the reader can check the accuracy of the quotation and whether or not it is being used or applied in its right context.

Always have a notebook with you when you are reading to make a note of the source of anything you might want to refer to in an essay.

REFERENCING

Using references in reports and essays is the way to avoid accusations of plagiarism. It is not always essential to use references in reports, but if you do you must use them correctly.

The School of Management requires students to use a system of referencing called the Harvard System, which is simple and easy to learn.

Example:

In your assignments you give brief details of the source, i.e. name of author and year the source was published

Although *Handy* (1994) has argued that education is the key to economic success for individuals, organisations and nations, a majority of adults in the UK have yet to be convinced or persuaded of this argument. In 1999 only forty per cent of adults had participated in any sort of formal learning in the previous three years. Of these, a significant majority was from social class groups A, B and C. Only a quarter of adults from semi-skilled or unskilled work backgrounds had involved themselves in formal education (*Tuckett* 1999). The consequences for people without qualifications who lose their jobs are often serious. A study of long-term unemployed people in Yorkshire found that sixty-one per cent had no educational qualifications, and a significant number of these had special learning needs. (*Y&HES* 1998). There would appear to be a link too, between lack of qualifications, poor health and a disengagement from participation in political or civic life, and could aggravate the situation of unemployment for the people concerned (*Hagen*, 2002).

At the end of the essay the full details of the source (references) are given in alphabetical order, by last name of author or title of organisation, e.g.:

References

- Hagen, J. (2002) *Basic Skills for Adults*. Birmingham: The Guidance Council.
- Handy, C. (1994) *The Empty Raincoat*. London: Hutchinson.
- Tuckett, A (1999) *Who's Learning What?* The Guardian Newspaper 18/5/1999, p. 13.
- Y&HES: Yorkshire & Humber Employment Service (1998) *Survey of Clients Aged 25+ Unemployed for Years or More*. London: DfEE.

You can cite references taken from a range of sources, including:

- Internet
- Books written by one or authors
- Edited books, with contributions from a range of different authors
- Articles from journals
- Articles from reputable newspapers and magazines
- Radio/TV/videos/audio cassette/CD Rom
- Teaching notes from 'Blackboard' or given out in lectures or tutorials

CITING A BOOK REFERENCE:

Books are cited in the following way:

Last name of author(s), initials of author(s), date of publication, title of book (in *italics*), then the place (town or city) where the book was published and finally the name of publisher, e.g.

Hagen, J. (2002) *Basic Skills for Adults*. Birmingham: The Guidance Council.

CITING AN EXCERPT OR CHAPTER FROM A BOOK

Some books are not written by a single author, but contain a range of different authors. These are often called 'readers'.

If you make reference to an author in a reader, you need to give the last name(s) of author(s), initials of author(s), date of publication, title of the chapter, name(s) of editor(s), title of book (in *italics*) & place the book was published and finally the name of publisher, e.g.

Chaplin, J. (1989) 'Counselling and Gender' in Dryden, W., Charles-Edwards, D. & Woolfe, R. (eds.) *Handbook of Counselling in Britain*. London: Routledge.

CITING FROM ELECTRONIC SOURCES, E.G. INTERNET

Follow the same basic rules as given for printed sources, but you need to cite the full Internet site location, and the date you went to the site: e.g.

Friends of the Earth [online] www.foe.co.uk [accessed 23/02/2004].

The word 'online' in squared brackets emphasises to the reader that this is an Internet source; you would also enclose the access date in brackets.

If an author's name is shown, this should always be given in the same way as before, i.e. last name(s) first, then initials. Also, if an article or book title is given, this should follow the author's name, e.g.

Brown, L. '*Globalisation: pros & cons*' [online] www.foe.co.uk [accessed 23/02/2004].

CITING FROM ARTICLES IN JOURNALS

The sequence is as follows: last name(s) of author(s), initials of author(s), year of publication (in brackets) title of article, name of the journal or magazine (*in italics*), volume number (if applicable) or specific date of publication and page numbers, e.g.

Patten, J. (1988) 'Crime: a middle class disease?' *New Society* vol. 84, pp. 12-13.

TV/RADIO/VIDEO/AUDIO CASSETTE/CD ROM

Give full details, e.g. station, title of programme, CD Rom, video or cassette, date of broadcast or production, presenter, e.g.

BBC Radio 4 (2003) 'Analysis', Tuesday 12/5/2003, presenter: Gavin Essler.

Always start with the main originating source of the information, e.g. BBC, Video Arts, name of the CD Rom etc.

WHAT'S THE DIFFERENCE BETWEEN 'REFERENCES AND A 'BIBLIOGRAPHY'?

At the end of your report you will need to include one or both of two separate sections: one headed 'References', and the other headed 'Bibliography'.

REFERENCES are the items you have read and specifically referred to in your assignment.

A BIBLIOGRAPHY is a list of everything you have read for the assignment, whether or not you cited or referred to it in your writing. A bibliography can give a tutor an overview of which authors have influenced your ideas and arguments even if you do not specifically cite or refer to them.

However... check with your tutor to find out if they would like to see both sections included. Some tutors like you to include references and a bibliography; others prefer you to just have a references section. You will need to ask your tutor what his/her preference is.

There is an excellent guide to using references available in both a printed version and on the Internet: '**Cite 'em Right: how to give good bibliographic references**' (available from the University libraries), and at

www.brad.ac.uk/library/electinfo/cdrom/cite.pdf

There is also a comprehensive guide to referencing: 'References and Bibliographies' available free from the Effective Learning Service. This includes two example essays that gives examples of referencing in action.

'ENDNOTE'

EndNote is a useful bibliographic tool, which can help you keep track of the books, journals and other sources that you have used to write reports or essays.

If you enter reference information for all of the resources that you use into EndNote, you can then use the program to create bibliographies for your essays, theses and dissertations. Once the basic task of manually entering references has been mastered, you will be able to move on to formatting your bibliography, linking it to your Microsoft Word documents to create references in the text, and exporting and importing references, including the University of Bradford Library Catalogue.

You can use EndNote free on Cluster Room PCs at the University. To buy a copy of Endnote for personal use, please complete the application form at www.brad.ac.uk/library/electinfo/endnote/about.php and take it for validation to either JB Priestley Building Reception or the School of Management Library counter. You will be asked to provide proof of your status at the University.

A comprehensive EndNote manual is available in the School of Management & J B Priestley Libraries. Ask at Reception where to find these.

YOUR MARKS FOR COURSE WORK

Many students who have come to Britain to study for a first or postgraduate degree are often disappointed with the mark they receive for the first assignments they submit and examinations they take. But in Britain the majority of students will achieve marks in the 50-69 range for their assignments, and a mark in the mid 60 range is considered as a good achievement for assignments submitted at an early stage of a course.

This may contrast with typical pass marks in other countries, where 60 is regarded as a baseline, and 70 regarded as an acceptable lowest point. In Britain a mark of 70 or over would be reserved for a minority of students whose work is significantly above average.

GENERAL MARKING CRITERIA AT THE SCHOOL OF MANAGEMENT FOR WRITTEN ASSIGNMENTS

There is general criteria for marking written assignments at the School of Management. This assists tutors in giving standardised marks to assignments. There is also likely to be specific marking criteria for particular modules, which is based on the general criteria summarised below. You will always be given clear guidelines on what is expected of you for any written assignment you have to complete.

Mark:

70-100

Clearly structured work in which the specific assessment criteria are correctly addressed. Arguments are supported by evidence and interpretation. Confident use of specialist vocabulary. At the higher levels of study (final year undergraduate & Masters levels), there is clear evidence of analysis of ideas, some originality and possibly challenge to established ideas, practices and concepts. There has been an outstanding contribution to group work (if applicable). Correct and consistent referencing using the Harvard System, and displaying a high command of English in all respects.

60-69

Displays some of the qualities of the above band, but some aspects not fully realised. High level of participation in group work. Correct referencing using the Harvard System and very good command of English.

50-59

Specific assessment criteria adequately but not completely addressed. Work generally well structured, but may lack focus, and the student is less certain of some practices and concepts. Adequate to limited contribution made to group work. Correct referencing, and average to fair command of English.

40-49

Specific assessment criteria inadequately addressed, with parts of the assignment under-developed. Areas of the argument unclear, and uncertain use of specialist vocabulary. Weak to poor structure, referencing and use of English. (Below 50 is a fail at Masters Level).

35-40

Marginal fail (at undergraduate level). Poor to very poor structure and argument lacking relevance to the specific assessment criteria. Substantial generalisation indicating knowledge of basic concepts lacking. Poor referencing and/or poor use of English.

0-30

Fail. Rambling and confused; fails to address the specific assessment criteria. Little or no referencing; poor to bad use of English.

HOW TO GET TOP MARKS IN YOUR ASSIGNMENTS

This is what Dr. Deli Yang at the School of Management has to say about this:

There are six things I look for to justify a mark of 70+.

- 1. I look for critical analysis and argument. This means I am looking for evidence of the student's own thinking; own criticisms of the main issues, but done in a detached and objective way.*
- 2. There should be clear evidence to support ideas presented, and evidence gathered from a range of sources, such as statistical analysis and case studies.*
- 3. The student should connect with the assignment topic - and answer the set question.*
- 4. The presentation of the assignment should be above average, in terms of good structure, clear introduction, very good conclusion, clear and succinct writing, without spelling mistakes, plus good flow and linkages between paragraphs.*
- 5. The references must be correctly presented, with citations in the text and a list of references presented at the end of the assignment in Harvard Style, that is, in alphabetical order.*
- 6. There should obviously be no plagiarism, and, above all, I ask myself, 'has the student read and followed accurately all the assignment instructions and guidelines?'*

(Dr. Deli Yang)

GETTING THE MOST OUT OF YOUR COURSE

To help you succeed and do well on your course, there are strong support services at the School of Management and on the main campus. These include:

- the University libraries and computer services
- the Language Unit on main campus & Language Support Services at the School of Management
- the International Students Office

In particular, you need to really explore all the services the libraries can offer you, as they will help you prepare for the assignments you have to write, and preparation for seminars, group work and presentations.

You may also need to develop your English and communication skills and there is a Language Support Unit at the School to help and advise you. Contact Heather Rea, Language Co-ordinator, tel. 4383, Email: h.m.rea@bradford.ac.uk

THE EFFECTIVE LEARNING SERVICE

There is also an Effective Learning Service, at the School of Management, which will help you develop effective study techniques. The Service has produced a range of information booklets on aspects of study (see list on next page), and runs study techniques workshops for students.

You can also go to the School homepage on the Internet for details of workshops and to download study technique information booklets.

You can also talk in confidence with the Effective Learning Officer on any aspect of study you find difficult. You can make an appointment, Monday to Thursday, including evenings, to talk to the Officer.

The Effective Learning Service also organises the Homelink scheme for international students, which will give you an opportunity to meet local people and visit their homes during the academic year. This is a good chance to get to know local people in their own homes. Detail of the scheme is available from the Service direct, or via the homepage link.

You can contact the Effective Learning Service, tel. 4414 (internal), Email: C.Neville@Bradford.ac.uk, or visit room 0.10 Airedale Building at the School of Management.

FURTHER READING

The Effective Learning Service has produced the following workbooks for students:

1. *Return to Part-time Study*
2. *Return to Full-time Study*
3. *Accelerated Learning*
4. *20 Tips for Accelerated Learning*
5. *The First Semester (surviving the First Semester)*
6. *Time Management*
7. *Manage Your Reading*
8. *Essay Writing (1) stages of essay writing*
9. *Essay Writing (2) planning & structuring your essays*
10. *Essay Writing (3) finding your own voice in essays*
11. *Report Writing*
12. *References & Bibliographies*
13. *Pass Your Exams*
14. *Your Assignment Results – and how to improve them*
15. *Presentations*
16. *Group Work*
17. *Introduction to Research & Research Methods*

(list current at July 2004)

These workbooks can be found in the School library, in the entrance to the Airedale Building, in the Emm Lane Building Reception area, and outside room 0.10 Airedale Building. You can also visit the School Home Page: 'Resources' – 'Effective Learning Service' – 'Workbooks' to download any of these.

In the School of Management and J.B. Priestley libraries, there is a study skills section at D.371.30281

Recommended reading:

Lowes, R., Peters, H., Turner, M. (2004) ***The International Student's Guide: Studying in English at University***, London: Sage Publications. *This book is especially written with the needs of international students in mind and contain advice on building vocabulary, giving oral presentations, managing reading and coping with life as an international student; highly recommended.*

Lewis, M & Reinders, H. (2003) ***Study Skills for Speakers of English as a Second Language***, Basingstoke: Palgrave MacMillan. *This book has some particularly helpful advice on improving and developing communication skills for university study.*

Cottrell, S. (2003) **The Study Skills Handbook**, London: Palgrave. *Contains lots of advice and information presented in a lively and visually interesting way. This is an excellent general study skills guide for all undergraduate or postgraduate students.*

Giles, K. & Hedge, N. (1998) **The Manager's Good Study Guide**, Milton Keynes: Open University. *A study skills guide written for business studies students and contains advice and information presented in a clear, readable and subject-specific way.*

Marshall, L. & Rowland, F. (1998) **A Guide to Learning Independently**, Milton Keynes: Open University Press. *There is a particularly useful section on 'Listening to Lectures', Chapter 10.*

Turner, J. (2002) **How to Study: a short introduction**, London: Sage. *There are useful chapters on 'Making the Most of Seminars & Seminar Presentations, Chapter 7, & 'Finding Your Academic Voice', Chapter 9.*

Other learning material may be available, e.g. videos. Please enquire at library reception. There is, for example, an excellent video available in the School of Management library on giving presentations in public to others.

SOME USEFUL STUDY TECHNIQUES INTERNET SITES:

www.support4learning.org.uk/education/key_skills.htm
This is a good all-round site for study skills advice & information. This site has good links with dozens of other study techniques websites, so it is a good starting point for you.

www.palgrave.com/skills4study *This is a study support site aimed at international students and has some excellent advice on coping with different accents and with lecturers who speak fast; plus advice on note taking and many other strategies for effective learning.*

www.leeds.ac.uk/ics/study.htm *Excellent advice and information on essay writing will be found on this site.*

www.bized.ac.uk/ *This is a study support site especially constructed for business studies students and contains useful course information and advice on developing effective study techniques.*