



BRADFORD
UNIVERSITY
School of Management



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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. 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 five international students who studied full-time at the School of Management recently.



Cong Su
MSc Human Resource Management

Before studying at the School of Management, Su attained a BSc (Hons) in International Business and Economics at the University of Bradford, and an MSc in Finance at Heilongjiang University in China.

Differences between study in China and study at the School of Management:

When I studied in China, the tutors preferred to impart a lot of knowledge and force us to study, whereas in the School of Management, the tutors cultivate us to learn by ourselves and think independently.

Positive aspects of the MSc course in Bradford:

1. Obtaining advanced knowledge and critical insights.
2. Cultivating my creative thinking.
3. Developing skills of learning independently and group-working.

Problematic or difficult aspects of the MSc course in Bradford:

I got to know, and worked with people, from around the world, and sometimes it can be difficult to understand people's points of view because of the culture differences. I also found it challenging to do group coursework; it can be difficult to communicate with some of the group members.

What was it like in the first semester of the MSc course ?

In the first semester of MSc HRM, I felt that the study was stressful and challenging because of the workloads – you do many modules at the same time. But I learned a lot from these modules and benefited a great deal from these studies. I enjoyed my time here.

The top message I would pass on to new students is

MSc programmes are very busy. And, there are a variety of learning resources available at the School of Management, such as the Effective Learning Service, which are very useful for your study. Please try to use ELS resources as much as possible, e.g. workshops, as this will help with your study and help you to succeed. Also, try to adapt to life at the School of Management and enjoy the experience.



Joy Weng
MSc Human Resource Management

Before arriving at the School of Management, Joy studied MSc Human Resource Management in Taiwan.

Differences between study in Taiwan and study at the School of Management:

Study in Taiwan emphasises directive teaching more than asking students to think for themselves. Whereas study at Bradford expects students to discuss their learned ideas with tutors in the tutorials. It is not about just passively accepting the answers from lecturers.

Positive aspects of the MSc course in Bradford

I have a deeper understanding of what critical thinking and critical analysis means. You will not pass the module assignments, if you just summarise what you have read from journal articles. Learning how to organise what you read, and analysing other authors' views are very important.

Problematic or difficult aspects of the MSc course in Bradford

Working in a group is very challenging. Sometimes I think group meetings can be a little bit time consuming, because people have different opinions on many things, and group members all come from different countries. Group meetings can be a bit frustrating.

The top message I would pass on to new students is

I would suggest new students try not to rely too much on the lecture slides and recordings without attempting to make notes during the lectures. Also, do not miss any ELS Assignment Success Workshops as they were really helpful in guiding you on what to do with written assignments and exam preparation !



Lingshuang Kong
MSc Human Resource Management

Before arriving at the School of Management, Lingshuang studied BSc Finance in China.

Differences between study in China and studying for a Masters at the School of Management:

1. Students are expected to do presentations and work in groups at Bradford, but this is not the case in China.
2. Teaching styles are different. In China, tutors will tell students what they need to do and provide answers directly. Whereas tutors at Bradford encourage students to think for themselves.

Positive aspects of the MSc programme in Bradford:

One of the positive aspects of my study here is that I attained a lot of useful knowledge. The workload is quite heavy, full of tutorials, lectures and workshops. It has encouraged me to use my time effectively.

Problematic or difficult aspects of the MSc programme:

I was asked to undertake 9 essays and 4 exams in one semester (even to submit 3 essays in just half month). I felt I didn't have enough time to work on each essay in order to achieve good grades.

What was it like in the first semester of the MSc Programme ?

In the first semester, I felt that time management and getting used to a different study style were very challenging. There is so much to know/learn in the course, and I needed more time and energy to study, especially for a non-English speaker. I was really stressed out, however I also got a lot of help from people in the University.

The top message I would pass on to new students are....

Firstly, time management is very important. You need to allocate time in studying wisely. Secondly, it is essential to adapt to a different study style if you are an international student. For example, Chinese students need to improve their self-study capability, because tutors cannot transfer specific answers to some questions. Thirdly, you should take full advantage of the provided resource in the university, such as the library and ELS workshops, which are a great help in understanding how to write essays, how to do references and so on.



Yogesh Golwalkar
Master of Business Administration (MBA) Full-time

Yogesh has been a professional cricketer, playing for India-A, First-class County Cricket at India and for Middlesex at Lord's UK. He studied BSc Computer Science, and was employed at The State Bank of India for 7 years.

Differences between study in India and study at Bradford:

The education system in India is less research-based than it should be, however, it is immensely competitive as there is a lot more emphasis and significance given to education than in western countries.

Positive aspects of the MBA programme in Bradford:

The one-year MBA is very intense which always keeps a student busy and on his/her toes. However, the facilities at Bradford school of management were impeccable, the staff and lecturers were very friendly and always there to help. I really enjoyed my time here.

Problematic or difficult aspects of the MBA programme in Bradford:

I believe the most important challenge for everyone is to understand how to do 'critical analysis', write assignments and match the level of expectations of the tutors.

What was it like in the first semester ?

The first semester was very intense as there were lectures/tutorials almost every day and also additional workshops from the Effective Learning Service and the Career Service team. However, that helped us to learn and implement time management skills.

The top message I would pass on to new students are....

I would say the MBA is more than an academic qualification, rather it is an experience which needs to be enjoyed with the fellow classmates. Therefore, I would emphasise on learning from your cohort (as everyone is from different industry and country), observing others as everyone has their own strengths and weaknesses. This is the real learning.



Roopa Upadhya
Masters of Business Administration (MBA) Full-time

Differences between study in India and study at Bradford:

The education system in India is exam-focussed as the main way of learning, and passing with good grades is the way we see learning. Whereas studying for a Masters in the UK is more about how an individual forms his opinions from theoretical reading, discussion with the peers, plus self-reflections on previous work experience.

Positive aspects of the MBA course in Bradford:

As well as the academic part of the learning, studying an MBA is about continuously managing and learning about yourself. It is like a journey that you keep reflecting and improving on throughout the year, and for life! Peer support and networking are the most valuable parts of the course as in the MBA you get to mix in with people at different levels: in semester 1, you get to know and work with your cohort; in semester 2A, you start to work with part-time MBA students who tend to be English, mature managers; in semester 2B, the European students also join in and make the dynamic more interesting.

Problematic or difficult aspects of the MBA course in Bradford:

The intensiveness of the programme is the most challenging part of the study. Those who do well have one important aspect in common – they manage time well, which is reflected in their results/grades.

What was it like in the first semester ?

In the beginning, I felt a lot of pressure from meeting the deadlines. I managed to finish assignments just in time - I passed, but not with high grades as I was hoping for. I soon realised that I was compromising my own learning and recognised the need for managing my time better.

The top message I would pass on to new students are....

It is a very challenging year, so do try to get the work and life balance right. Working with others is very important; as well as learning the academic subjects, you can also benefit from each other. Don't waste time on making plans that cannot be followed. Avoid being unrealistic and instead get on with the first steps. Worrying about the workload ?! ... take action and do something about it.

ISSUES RAISED BY STUDENTS

You will have noticed in the five 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

1	2	3	4
<p>Being clear about what is expected of you, i.e. what outcomes are expected of you.</p>	<p>Being clear about the time scale, i.e. when you have to do something, and having a plan to achieve the goal in a series of stages.</p>	<p>Identifying the best way to learn for you. Some students learn best by listening & talking; others by reading & writing.</p> <p>(The workbook Accelerated Learning, available from the Effective Learning Service, will help you identify effective learning strategies that are right for you).</p>	<p>Reviewing what happened after a task and learning from any mistakes made. This is an important stage of becoming an independent learner.</p>



TIME MANAGEMENT

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/

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, 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.

DISTRACTION 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.

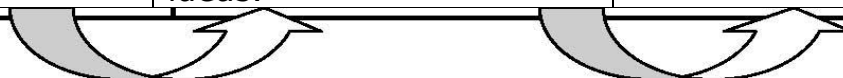
The important thing to remember is that we want and expect you to contribute actively to the group, and this means contributing to group discussion.

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?

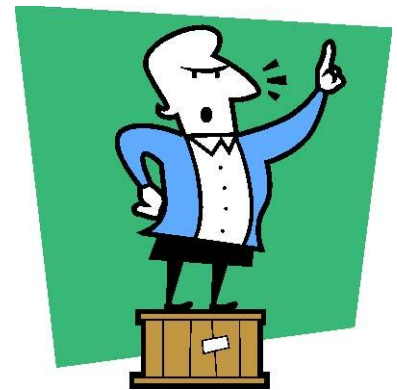
- A good presentation is **prepared well in advance**, e.g. notes and slides are carefully prepared and ready, and you have checked in advance that the audio/visual equipment is working.
- A good presentation has a **clear structure**: there is a beginning, middle and a clear ending.
- A good presentation 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 brier 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.

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 under-graduate students will achieve marks in the 50-69 range for their assignments (C or B at post-graduate level), 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 regarding as an acceptable lowest point. In Britain a mark of 70 or over (or A at post-graduate level) would be reserved for a minority of students whose work is exceptional.

There are likely to be **specific marking criteria** for particular modules, and you will always be given clear guidelines on what is expected of you for any written assignment you have to complete.

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 top mark

- 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 University Language Centre on main campus
- 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 Room 101 The University Language Centre is based in Richmond Building on main campus where you can find language support classes and advice.

You can contact Michael Allhouse, tel. 4613 (internal), Email: M.L.Allhouse@bradford.ac.uk for further information.

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 Advisor on any aspect of study you find difficult. You can make an appointment, including evenings, to talk to the Advisor.

You can contact the Effective Learning Service, tel. 4320 (internal), Email: M.T.Sedgley@Bradford.ac.uk, or visit room 0.11 Yvette Jacobson 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. *The First Semester*
4. *Time Management*
5. *Accelerated Learning*
6. *20 Tips for Effective Learning*
7. *Six Steps to Effective Reading*
8. *Effective Note Making*
9. *Effective Writing*
10. *Essay Writing (1) stages of essay writing*
11. *Essay Writing (2) planning and structuring your essays*
12. *Essay Writing (3) finding your own voice in essays*
13. *Essay writing (4) ten ways to liven your essays*
14. *References and Bibliographies*
15. *Report Writing*
16. *Pass Your Exams*
17. *Your Assignment Results – and how to improve them*
18. *Presentations*
19. *Group Work*
20. *Introduction to Research and Research Methods*
21. *Foundations of Good Research*
22. *Writing Your Management Project Report or Dissertation*

You can visit the School Home Page: 'Resources' – 'Effective Learning Service' – 'Effective Learning Booklets' to download any of these.

In the School of Management and J.B. Priestley libraries, there is a study skills section at D371.30281

Recommended reading:

Lowes, R., Peters, H., and 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. and 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. and 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. and 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.

Contact details:

Effective Learning Service

Tel: 01274 234414 | Email: M.T.Sedgley@bradford.ac.uk | Web: www.bradford.ac.uk/management/els