

<b>Module code</b>	ENGXB4	<b>Level</b>	4-7
<b>Module title</b>	Business English		
<b>Status</b>	Elective		
<b>Teaching Period</b>	Autumn/Spring		
<b>Courses on which the module is taught</b>	All UG and various PG		
<b>Prerequisite modules</b>	n/a		
<b>Notional learning hours</b>	100	<b>Credit value</b>	10
		<b>ECTS Credits</b>	5
<b>Field trips?</b>	n/a		
<b>Additional costs</b>	n/a		
<b>Content notes</b>	n/a		

### 1. Module description

For every prospective 21st century professional, higher-level business English skills are indispensable. Whether you study acting or psychology, business or fashion design, this module will develop your business English knowledge (grammar/vocabulary) and skills (listening/speaking/reading/writing) at an upper-intermediate (B2) level, enhancing your fluency, persuasiveness, and effectiveness as a global communicator. Classes provide opportunities to engage in motivating linguistic challenges (discussions, presentations, reports). Via a student-led component you will select and introduce business topics of current interest and enjoy multiple opportunities for formative feedback, all within a supportive, small group classroom atmosphere. You will reflect throughout and grow in confidence as you complete tasks designed for you to showcase the full range of business English skills required for success in your future career.

### 2. Learning Outcomes

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

#### Communication (MLO5)

Communicate effectively and persuasively in business English, in multicultural and/or international business settings and at an upper-intermediate language level (CEFR B2).

#### Discipline Knowledge (MLO7)

Explain, examine, critique, synthesise and reflect on current business/socio-political business issues of interest, depending on your level of study (FHEQ 4, 5, 6 & 7)

### 3. Learning and teaching methods, and reasonable adjustments

This module offers an inclusive, innovative, and memorable language learning experience, optimising technology use (online business news) and harnessing your multicultural and/or multilingual identities. Final-year undergraduate and postgraduates will be expected to approach tasks with a greater degree of criticality, reflexivity, and an enhanced awareness of how to connect learning on this module with learning elsewhere. As a student on the module, you will co-create content via formative tasks which will, in doing so, prepare you for your individual summative assessment.

#### Learning hours

<b>Directed learning</b>	<b>36 hours</b>
Workshops/classes	36
<b>Guided/Self-guided learning</b>	<b>64 hours</b>
<b>Total</b>	<b>100</b>

Reasonable adjustments will depend on a Student Support Agreement and will acknowledge accrediting body requirements. In urgent or serious situations, reasonable adjustments might be required before the Student Wellbeing & Disability Team has been able to complete a full assessment. This will usually be where a student has a severe or urgent condition and either communicates this condition to a member of staff or their behaviour is suggestive of an adjustment need. Staff may put temporary reasonable adjustments in place to support the student. These adjustments must then be promptly communicated to the Student Wellbeing & Disability Team by the staff member who made the temporary adjustments. The Student Wellbeing & Disability team will capture and confirm appropriate reasonable adjustments (which may include changing the temporary adjustments, adding in other adjustments and outlining the period of time for which they apply) in a Student Support Agreement ('SSA').

#### 4. Assessments and weighting, reasonable adjustment, and feedback methods

##### Assessment 1: Presentation 100%

**Minimum Presentation time:** UG: 8 mins plus 3 mins Q & A; PG: 10 mins plus 5 mins Q & A.

This assessment task provides you with the opportunity to showcase your spoken language skills and business English knowledge in the form of an individual oral presentation followed by a Question-and-Answer session.

Mapping of assessment tasks:

Assessment components	LO5	LO7
Assessment 1: Presentation	X	X

The above assessment component is summative. Students will have the opportunity for formative assessment and feedback before each summative assessment.

#### 5. Indicative resources

- BBC. (2022) *BBC Business*, BBC. Available at: <https://www.bbc.co.uk/news/business>.
- Cotton, D., Falvey, D. and Kent, S. (2016) *Upper Intermediate Market Leader: Business English course book*. 3rd edition extra with business skills lessons and self-assessment. Harlow: FT Publishing, Financial Times (Always learning).
- Mascull, B. (2017) *Business vocabulary in use - intermediate: self-study and classroom use*. Third edition. Cambridge New York, NY Port Melbourne, VIC New Delhi Singapore: Cambridge University Press (Experience better learning).