الكلية العالمية للهندسة والتكنولوجيا

GLOBAL COLLEGE OF ENGINEERING AND TECHNOLOGY

ACADEMIC DEPARTMENT OF FOUNDATION STUDIES

MODULES SPECIFICATIONS

GENERAL FOUNDATION PROGRAMME

(GFP)

ACADEMIC YEAR 2022-23

NOTE:

The Module Specifications document is a guide for students of General Foundation Programme (GFP) at the Global College of Engineering and Technology (GCET).

The electronic version of this document available on our website in PDF format is the up-to-date version and point of reference. If you have taken a hard copy of any information please remember to refer back to the electronic version to ensure that you are using the most recent one.

Contents

SEMESTER 1

1-1. ENGLISH READING-WRITING 1

Part 1: Basic Data			
Module Title	**English Reading-Writing 1**		
Module Code	**ENGLRW-20-01**		
Owning Department	Foundation Studies (FS)	**Contributing to Award**	GFP
Credit volume	20	**Contact Hours**	6 hours per week
Module Type	Compulsory	**Semester**	One
Entrance Benchmark	CEFR – A1 level	**Exit Benchmark**	CEFR – A2 level
Delivery Method	Full time Normal/Full time Flexible	**Attendance Policy**	Mandatory attendance to class sessions
Module Leader	Mr Tassawar Kamran		
Module Tutor(s)	Mr Tassawar Kamran; Ms Hana Al Alawi; Ms Greenal Burboz; Ms Pooja Chhabra; Ms Suaad Al Makhmari; Ms Johaina Bani Oraba; Ms Ghadeer Al Farsi		
External Examiner/Reviewer	Dr Hellen Connies-Laing		
Articulation Pathway at GCET	BEng (Hons) Electronics and Telecommunication Engineering BEng (Hons) Mechanical Engineering and Vehicle Technology BEng (Hons) Automation and Robotics Engineering BEng (Hons) Instrumentation and Control Engineering BEng (Hons) Building Services Engineering BSc (Hons) Computer Security and Forensics BSc (Hons) Business Computing BSc (Hons) Environmental Management and Practice BSc (Hons) Urban and Regional Planning BSc (Hons) Architectural Technology and Design		
Pre-requisites	None	**Co-requisites**	None
Excluded Combinations	None	**Entry requirements**	Placement Test
Version	1.6	**Approval Date**	06.06.2022
Valid from	06.06.2022	**Next Review**	01.08.2023

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Read an extended text (up to two pages), identify the main idea(s) and extract specific information in a given period of time. 2. Independently access and use computer labs and the internet for language learning. 3. Use the library system for finding, borrowing and returning library material. 4. Write texts, minimum of around 175 words, showing control of layout, organization, punctuation, spelling, sentence structure, grammar and vocabulary. 5. Produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options within the required time limits. 6. Organize and maintain a portfolio of his/her own work. 7. Paraphrase a text of around 100 words
Syllabus Outline	Unit 1: Marketing ● Writing (Descriptive Paragraph) ● Reading 1 Unusual Ideas to make Buzz (Identifying the main idea) ● Reading 2 (How do you Decide) Unit 2: Psychology ● Writing (Writing Proposal for a Business)

	● Reading :1 What colours Do you like to Wear? (Getting meaning from the context) ● Reading 2 (THe importance of Colour in Business) Unit 3: Social Psychology ● Writing (Writing Paragraph with supporting examples) ● Reading1 Being Polite from Culture to Culture (Identifying supporting details) ● Reading 2 Answer to all your travel question) Unit 4: Technology ● Writing (Opinion Paragraph) ● Reading 1 Virtual Reality for Medical Students (Taking Notes) ● Reading 2 (The Technology Advantage) Unit 5: Business ● Writing (Writing a Plan) ● Reading 1 A successful Family Business (Skimming) ● Reading 2 (The Challenge of Running a Family Business) Unit 6: Brain Science ● Writing (Describing a Process) ● Reading 1 How can you Faster and Better? (Identifying the Author's purpose) ● Reading 2 (Brain secrets of the Most Successful students) Unit 7: Environmental Science ● Writing (Opinion Paragraph) ● Reading 1 Take a Nature Break (Identifying Claims and support) ● Reading 2 (Naturally Urban) Unit 8: Public health ● Writing (Explanatory Paragraph) ● Reading 1 University Health Centres: Cold news (Synthesising information) ● Reading 2 (Preventing Disease Around the World)
Study Hours	**Activity** / **Hours/Semester** Contact hours (Blended) 90 Tutorial/Coaching 30 Assignments and development of knowledge 30 Online Quizzes 20 Coursework 30 **Total study time** **200**
Teaching and Learning Methods	**A- Scheduled Learning** ● Lectures followed by small groups' tasks/activities in the class. ● Tutorial sessions to practice and facilitate the attainment of the learning outcomes. ● Online supporting sessions with the lecturer (Synchronous and asynchronous) **B- Coached Learning** ● Individual and group tutorial support sessions by Academic Personal Tutor (APT). ● Group study with a Student Peer Teaching Assistant (SPTA). ● Support sessions and make up sessions for flexible students **C- Independent Learning** ● Tracker and reminder to complete the assigned homework on-time. ● Coursework planner to log the learned material. ● Library and study sessions to extend knowledge of subjects outside the class ● Online self-study and self-assessment resources.
Reading Strategy	**Core reading** The textbook for this module is: - McVeigh, Joe and Bixby, Jennifer. (2020) Q Skills for Success: Reading and Writing 2. Oxford University Press. ISBN 978-0-19-490393-6 Student Book 2 with iQ Online pack **Further reading** Further reading is necessary as part of their Coursework. Students are expected to read

	information from a variety of sources introduced by the lecturer. **Access and skills** Formal opportunities for students to develop their library and information skills are provided within the induction period. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information, plagiarism and referencing.
Indicative Reading List	*The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.* ▪ The Oxford 3000™ ▪ The Oxford Phrasal Academic Lexicon (OPAL) ▪ Cottrell, S. (2013) *The Study Skills Handbook (Palgrave Study Skills).* 4th ed. Palgrave Macmillan ▪ Hirsch, H. (2003) *Essential Communication Strategies: For Scientists, Engineers, and Technology Professionals.* Wiley-IEEE Press ▪ McGraw-Hill Education, NEW INTERACTIONS (ASIA ED): READING & WRITING 3 (A2 to B1) ▪ Bott, F. (2014) *Professional Issues in Information Technology.* British Computer Society ▪ Drew, S., Bingham, R. (2010) *The Guide to Learning and Study Skills: for Higher Education and at Work.* Farnham : Gower ▪ SURE Intermediate, Student's Book & Workbook by Martyn Hobbs, Julia Starr Keddle ▪ Theobald, T (2013) *Develop Your Presentation Skills.* Kogan Page (available online) ▪ UWE Online Resources for study skills support via this link: http://www1.uwe.ac.uk/students/studysupport/studyskills.aspx ▪ Free English Tests and Exercises Online for ESL, TOEFL, TOEIC, GRE, SAT, GMAT http://englishteststore.net/ ▪ http://www.cambridgeenglish.org/test-your-english/ ▪ http://www.englishaula.com/ ▪ http://funeasyenglish.com/ ▪ http://www.examenglish.com

Part 3: Assessment	
Assessment Strategy	The assessment for this module is carefully designed to support students in developing their reading and writing skills. The module aims to help students change their learning behaviour, and to prepare them for other aspects of the course, as well as for their undergraduate level. Regular and formative assessment encourages both engagement and attendance. Assessment is designed to be inclusive, and to take into account the range of ability that students have at the start of the course. A variety of assessments is used to provide opportunities for students to be stretched and challenged. The assessment is designed to test understanding, application and context, rather than specific skills, thus ensuring that students cannot pass the module whilst only achieving some of the learning outcomes.
Assessment Components	**Final Exam**: The written form of assessment after completing 15 weeks of study in the Module equal to 60% of the final mark

	Coursework: Written assignment or essay, report, Coursework, projects and online quizzes submitted to the lecturer after completing 15 weeks of study in the Module equal to 40% of the final mark		
Weight of Components	**Component A**	**60%**	
	Component B	**40%**	
First Sit	**Component A** (controlled conditions)	Final written Exam in two sections of Reading and Writing	**Pass mark 50%**
	Component B	Coursework – to include evidence of the fulfilled assignments, quizzes, class and home activities, online studies, use of technology, etc.	
Resit (No further attendance at taught classes)	**Component A** (controlled conditions)	Final written Exam in two sections of Reading and Writing	**Pass mark capped to 50%**
	Component B	Coursework – to include evidence of the fulfilled assignments, quizzes, class and home activities, online studies, use of technology, etc.	
NOTE: The Resit mark will be capped to the minimum pass mark which is 50% for this module.			

1-2. ENGLISH LISTENING-SPEAKING 1

Part 1: Basic Data			
Module Title	**English Listening - Speaking 1**		
Module Code	**ENGLLS-20-01**		
Owning Department	Foundation Studies (FS)	**Contributing to Award**	GFP
Credit Rating	20	**Contact Hours**	6 hours per week
Module Type	Compulsory	**Semester**	One
Entrance Benchmark	CEFR – A1 level	**Exit Benchmark**	CEFR – A2 level
Delivery Method	Full time Normal/Full time Flexible	**Attendance Policy**	Mandatory attendance to class sessions
Module Leader	Ms. Hana Al-Alawi		
Module Tutor(s)	Ms Hana Al Alawi; Mr Tassawar Kamran; Ms Greenal Burboz; Ms Pooja Chhabra; Ms Suaad Al Makhmari; Ms Johaina Bani Oraba; Ms Ghadeer Al Farsi		
External Examiner/Reviewer	Dr Hellen Connies-Laing		
Articulation Pathway at GCET	BEng (Hons) Electronics and Telecommunication Engineering BEng (Hons) Mechanical Engineering and Vehicle Technology BEng (Hons) Automation and Robotics Engineering BEng (Hons) Instrumentation and Control Engineering BEng (Hons) Building Services Engineering BSc (Hons) Computer Security and Forensics BSc (Hons) Business Computing BSc (Hons) Environmental Management and Practice BSc (Hons) Urban and Regional Planning BSc (Hons) Architectural Technology and Design		
Pre-requisites	None	**Co-requisites**	None
Excluded Combinations	None	**Entry requirements**	Placement Test
Version	1.6	**Approval Date**	06.06.2022
Valid from	06.06.2022	**Next Review**	01.08.2023

Part 2: Learning and Teaching	
Learning Outcomes	Upon successful completion of this module, students will be able to: 1. Listen to a conversation between two or more speakers on familiar topics and be able to answer questions in relation to context. 2. Take notes and respond to questions about the topic, main ideas and details. 3. Follow spoken instructions in order to carry out a task with a number of stages. 4. Give a talk of at least 3-4 minutes. 6. Actively participate in a discussion on a topic relevant to their studies by asking questions, agreeing/ disagreeing, expressing and asking for opinions. 7. Use appropriate stress, intonation and pronunciation.
Syllabus Outline	Unit 1: Business and Marketing ● Listening1: They Said It was Just a Fad(Listening for main ideas) ● Listening 2: Bucking the Trend ● Speaking: Drawing attention to main ideas (An experiment with "trend spotting" (group work and individual presentation)

	Unit 2: Psychology ● Listening 1: The Colours of Nature (Understanding cause and effect) ● Listening 2: Colourful Homes ● Speaking : Asking for and giving examples (Present a building design) Unit 3: Social Psychology ● Listening 1: Be Polite (Predicting) ● Listening 2: Classroom Etiquette ● Speaking: Giving advice and making recommendations Unit 4: Technology Listening 1: Online Friendships Listening 2: Who are you talking to? Speaking: Asking for and giving clarification Unit 5: Sociology ● Listening 1: Twins in the Family (Listening for reasons and explanations) ● Listening 2: Family History ● Speaking: Expressing Opinions (Give a short speech) Unit 6: Behavioral Science ● Listening 1: Why should adults play Video Games? (dates and numbers) Listening 2: Chess Champions ● Speaking: Giving instructions (Present an idea for a new game) Unit 7: Environmental Science ● Listening 1: The Nomads of OUter Mongolia (Recognizing a speaker's attitude) ● LIstening 2: High-Rise Living ● Speaking : Summarising Unit 8: Public health ● Listening 1: Water for Life(Recognizing facts and opinions) ● Listening 2: Is it possible to be too Clean? ● Speaking : Giving a persuasive presentation.
Study Hours	**Activity** / **Hours/Semester** Contact hours (Blended) 90 Assignments and development of knowledge 50 Online Quizzes 20 Coursework 40 **Total study time** **200**
Teaching and Learning Methods	**A- Scheduled Learning** ● Lectures followed by small groups' tasks/activities in the class. ● Tutorial sessions to practice and facilitate the attainment of the learning outcomes. ● Online supporting sessions with the lecturer (Synchronous and asynchronous) **B- Coached Learning** ● Individual and group tutorial support sessions by Academic Personal Tutor (APT). ● Group study with a Student Peer Teaching Assistant (SPTA). ● Support sessions and make up sessions for flexible students **C- Independent Learning** ● Tracker and reminder to complete the assigned homework on-time. ● Coursework planner to log the learned material. ● Library and study sessions to extend knowledge of subjects outside the class ● Online self-study and self-assessment resources.
Listening Strategy	**Core reading** The textbook for this module is: - Brooks, Margaret. (2020) Q Skills for Success: Listening and Speaking 2. Oxford University Press. ISBN 978-0-19-490514-5 Student Book 2 with iQ Online pack **Further reading** Further reading is necessary as part of their Coursework. Students are expected to read information from a variety of sources introduced by the lecturer.

	Access and skills Formal opportunities for students to develop their library and information skills are provided within the induction period. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information, plagiarism and referencing.
Indicative Reading List	*The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.* ▪ The Oxford 3000™ ▪ The Oxford Phrasal Academic Lexicon (OPAL) ▪ Hirsch, H. (2003) *Essential Communication Strategies: For Scientists, Engineers, and Technology Professionals.* Wiley-IEEE Press ▪ Bott, F. (2014) *Professional Issues in Information Technology*. British Computer Society ▪ Drew, S., Bingham, R. (2010) *The Guide to Learning and Study Skills: for Higher Education and at Work.* Farnham : Gower ▪ SURE Intermediate, Student's Book & Workbook by Martyn Hobbs, Julia Starr Keddle ▪ Theobald, T (2013) *Develop Your Presentation Skills.* Kogan Page (available online) ▪ UWE Online Resources for study skills support via this link: http://www1.uwe.ac.uk/students/studysupport/studyskills.aspx ▪ Free English Tests and Exercises Online for ESL, TOEFL, TOEIC, GRE, SAT, GMAT http://englishteststore.net/ ▪ http://www.cambridgeenglish.org/test-your-english/ ▪ http://www.englishaula.com/ ▪ http://www.elllo.org/ ▪ http://funeasyenglish.com/ ▪ http://www.learnenglish.de/ ▪ http://www.examenglish.com/ ▪ http://www.cambridgeenglish.org/test-your-english/ ▪ http://www.englishaula.com/ ▪ http://funeasyenglish.com/ ▪ http://www.examenglish.com

Part 3: Assessment	
Assessment Strategy	The assessment for this module is carefully designed to support students in developing their listening and speaking skills. The module aims to help students change their learning behaviour, and to prepare them for other aspects of the course, as well as for their undergraduate level. Regular and formative assessment encourages both engagement and attendance. Assessment is designed to be inclusive, and to take into account the range of ability that students have at the start of the course. A variety of assessments is used to provide opportunities for students to be stretched and challenged. The assessment is designed to test understanding, application and context, rather than specific skills, thus ensuring that students cannot pass the module whilst only achieving some of the learning outcomes.
Assessment Components	**Final Exam**: The written form of assessment after completing 15 weeks of study in the Module equal to 60% of the final mark

	Coursework: Written assignment, Presentations, Coursework, projects and online quizzes submitted to the lecturer after completing 15 weeks of study in the Module equal to 40% of the final mark	
Weight of Components	**Component A**	**60%**
	Component B	**40%**
First Sit	**Component A** (controlled conditions)	Final Exam is in four sections for Listening (written) and 2 sections for Speaking
	Component B	Coursework – to include evidence of the fulfilled assignments, quizzes, class and home activities, online studies, use of technology, etc.
Resit (No further attendance at taught classes)	**Component A** (controlled conditions)	Final Exam is in four sections for Listening (written) and 2 sections for Speaking
	Component B	Coursework – to include evidence of the fulfilled assignments, quizzes, class and home activities, online studies, use of technology, etc.
NOTE: The Resit mark will be capped to the minimum pass mark which is 50% for this module.		

1-3. BASIC MATHEMATICS

Part 1: Basic Data			
Module Title	**Basic Mathematics**		
Module Code	**MATHBA-10-01**		
Owning Department	Foundation Studies (FS)	**Contributing to Award**	GFP
Credit Rating	10	**Contact Hours**	6 hours per week
Module Type	Compulsory	**Semester**	One
Entrance Benchmark	KS4	**Exit Benchmark**	GCSE
Delivery Method	Full time Normal/Full time Flexible	**Attendance Policy**	Mandatory attendance to class sessions
Module Leader	Ms Marilyn Lozano		
Module Tutor(s)	Mr Jundy Lozano, Ms Marilyn Lozano		
External Examiner/Reviewer	Dr. Ibrahim Dwaib		
Articulation Pathway at GCET	BEng (Hons) Electronics and Telecommunication Engineering BEng (Hons) Mechanical Engineering and Vehicle Technology BEng (Hons) Automation and Robotics Engineering BEng (Hons) Instrumentation and Control Engineering BEng (Hons) Building Services Engineering BSc (Hons) Computer Security and Forensics BSc (Hons) Business Computing BSc (Hons) Environmental Management and Practice BSc (Hons) Urban and Regional Planning BSc (Hons) Architectural Technology and Design		
Pre-requisites	None	**Co-requisites**	None
Excluded Combinations	None	**Entry requirements**	Placement Test
Version	1.6	**Approval Date**	06.06.2022
Valid from	06.06.2022	**Next Review**	01.08.2023

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Describe the set of real numbers, all its subsets and their relationship, and identify and use the arithmetic properties of subsets of integers, rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable. 2. Demonstrate an understanding of the exponent laws, and apply them to simplify expression and manipulate fractions, ratios, decimals, percentages, and simplify rational expressions and rationalise numerators or denominators. 3. Understand measurements and conversion from one unit to another. 4. Solve linear equations, equations involving radicals, fractional expression and inequalities and translate worded problems into mathematical expression and model simple real life problems with equations and inequalities. 5. Use coordinate planes to solve algebraic and geometric problems, and understand geometric concepts such as the equation of a circle, perpendicular, parallel, and tangent lines, as well as the use of the three types of symmetry of an equation to sketch its graph.

	6. Perform operations on polynomials and manipulate numerical and polynomial expressions and solve first degree equations. Use the quadratic formula to find roots of a second-degree polynomial. 7. Know the relationship between degree and radian measure of an angle and find the length of a circular arc and the area of a sector. 8. Understand trigonometric and circular functions and use the fundamental trigonometric identities in various problems and solve right angle triangles using angle of elevation and depression. 9. Apply knowledge of basic algebra and trigonometry in real life problems.
Syllabus Outline	**1 Fundamentals** 1.1 Real Numbers 1.2 Exponents and Radicals 1.3 Measurements and Unit Conversions 1.4 Algebraic Expressions 1.6 Fractional Expressions 1.6 Solving Linear Equations 1.7 Modelling with Equations 1.8 Solving Inequalities 1.9 Coordinate Geometry 1.10 Lines 1.11 Solving Equations and Inequalities graphically **2 Algebra of Polynomials** 2.1 Polynomials (degree two): Operations on polynomials 2.2 Factoring Polynomials 2.3 Real zeros of Polynomials 2.4 Remainder Theorem, Rational zeros, and Factor Theorem. **3 Trigonometry of Right Triangle** 3.1 Angles and Their Measure 3.2 Trigonometry of Right Triangles 3.3 Trigonometric Functions of Angles 3.4 Fundamental Identities
Study Hours	**Activity** / **Hours/Semester** Contact hours (Blended) — 90 Assimilation and Skill Development — 10 **Total study time** — **100**
Teaching and Learning Methods	**A- Scheduled Learning** ● Lectures followed by small groups' tasks/activities in the class. ● Tutorial sessions to practice and facilitate the attainment of the learning outcomes. ● Online supporting sessions with the lecturer (Synchronous and asynchronous). ● Supporting e-materials, worksheets and downloadable applications (Android and iOS) for smart phones and PCs. **B- Coached Learning** ● Individual and group tutorial support sessions by Academic Personal Tutor (APT). ● Group study with a Student Peer Teaching Assistant (SPTA). ● Support sessions and make up sessions for flexible students **C- Independent Learning** ● Tracker and reminder to complete the assigned homework on-time. ● Coursework planner to log the learned material. ● Library and study sessions to extend knowledge of subjects outside the class.

	● Online self-study and self-assessment resources.
Reading Strategy	**Core reading** Essential mathematics handbook will be provided as a printed module handbook collected and compiled from the resources found in the library. The handbook includes a series of lecture notes as well as worked examples and exercises. Answers are provided to all the exercises in the last page of the handbook. **Further reading** All students are encouraged to make use of the extensive resources provided through the Library. They will be encouraged to read widely using the library catalogue and internet resources. A list of recommended titles will be provided in the module handbook and updated annually. Some of these titles contain electronic materials (CDs) for the students to access. Further reading will be required to supplement the set textbook and other printed readings. Students are expected to identify all other reading relevant to the topics for themselves. They are also expected to make use of available mathematics applications on their smartphones to aid in their learning. **Access and skills** Formal opportunities for students to develop their library and information skills are provided within the induction period. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information, plagiarism and referencing.
Indicative Reading List	The textbook for this Module is compiled at the Department of Foundation Studies with below details: The following resources can be used in addition to the abovementioned textbook: ● Croft, A., & Davidson, R. (2010). Foundation Maths. England: Pearson Education Limited. ● Johnson, T., & Neill, H. (2013). Mathematics: A Complete Introduction. London: Hodder & Stoughton. ● Wall, T., & Pimentel, R. (2004). Checkpoint Maths 11-14. London: Hodder & Stoughton. ● Morrison, K. (2002). IGCSE Mathematics. Cambridge: Cambridge University Press. ● Jenny, O. (2003). Maths: A Student's Survival Guide. Cambridge University Press. ● Rich, G. (2002). Maths Dictionary 11-14. London: Letts Educational. Students are also encouraged to use the following online resources for self-study: ● Numbas revision and diagnostic exercises for students on basic and other topics in mathematics are accessible from mathcentre. Link: http://www.mathcentre.ac.uk/search/?q=Numbas ● On-line Test Yourself diagnostics - on specific topics to enable you to gauge your competency and decide whether further work is required. Link: http://www.mathcentre.ac.uk/types/#h8 ● On-line Test Yourself exercises - with answers provided, to enable you to practice key techniques Link: http://www.mathcentre.ac.uk/types/#h8 ● mathtutor Guides and tutorials on the following topics (mostly for level 0 and level 1 students): arithmetic,algebra, functions and sequences, geometry and vectors, trigonometry, differentiation, integration. Link: http://www.mathtutor.ac.uk/ ● Khan Academy Videos and interactive tests to help you progress from pre-university maths to advanced levels. Link: https://www.khanacademy.org/library

Part 3: Assessment		
Assessment Strategy	The assessment strategy uses Summative and Formative Assessments. Component A comprises the Final Examination and Component B comprises Midterm Exam and Classwork (online quizzes and assignments) The examinations are used to test students' understanding of the concepts and performance measurement. Formative Assessment includes class tests and worksheets and giving feedback to students.	
Assessment Components	**Component A: Final Exam** (3 hours): The final assessment after completing 15 weeks of study in the Module equal to 60% of the final mark. **Component B**: 1. **Midterm** (1.5 hours). Midterm assessment after completing 7 weeks of study and contributes 20% to the final mark 2. **e-Assignments/Quizzes**. Online assessments given after completing a chapter in the course syllabus and contribute 20% of the final mark.	
Weight of Components	**Component A**	**60%**
	Component B	**40%**
First Sit	**Component A** (controlled conditions)	Final Examination - 100%
	Component B	e-Assignments/Quizzes - 50% Midterm - 50%
Resit **(No further attendance at taught classes)**	**Component A** (controlled conditions)	Final Examination
	Component B	e-Assessment
NOTE: The Resit mark will be capped to the minimum pass mark which is 50% for this module.		

1-4. ICT 1

Part 1: Basic Data			
Module Title	**ICT 1**		
Module Code	**ICTFKA-10-01**		
Owning Department	Foundation Studies (FS)	**Contributing to Award**	GFP
Credit Rating	10	**Contact Hours**	6 hours per week
Module Type	Compulsory	**Semester**	One
Entrance Benchmark	Gmetrix practical exam	**Exit Benchmark**	Gmetrix practical exam
Delivery Method	Full time Normal/Full time Flexible	**Attendance Policy**	Mandatory attendance to class sessions
Module Leader	Ms. Hajer Al Kalbani		
Module Tutor(s)	Ms. Hajer Al Kalbani; Ms Amira Al Balushi		
External Examiner/Reviewer	Dr. Ibrahim Dwaib		
Articulation Pathway at GCET	BEng (Hons) Electronics and Telecommunication Engineering BEng (Hons) Mechanical Engineering and Vehicle Technology BEng (Hons) Automation and Robotics Engineering BEng (Hons) Instrumentation and Control Engineering BEng (Hons) Building Services Engineering BSc (Hons) Computer Security and Forensics BSc (Hons) Business Computing BSc (Hons) Environmental Management and Practice BSc (Hons) Urban and Regional Planning BSc (Hons) Architectural Technology and Design		
Pre-requisites	None	**Co-requisites**	None
Excluded Combinations	None	**Entry requirements**	Placement Test
Version	1.6	**Approval Date**	06.06.2022
Valid from	06.06.2022	**Next Review**	01.08.2023

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will know about: 1. Mobile Devices 2. Hardware Devices 3. Computer Software Architecture 4. Backup and Restore 5. File Sharing 6. Cloud Computing 7. Security 8. Common Feature of PC 9. Work in office Programs (Microsoft Word, Excel, PowerPoint, Access) 10. Understand Application Uses and platform 11. Graphic modification
Syllabus Outline	● Understand cellular phone concepts- cellular-enabled tablet concepts ● Understand smartphone concepts -Understand hardwired and general phone concepts

<table>
<tr><td></td><td colspan="2">

Recall and identify instant messaging concepts-Configure notifications
Identify the purposes of servers, desktop computers, and laptop computers
Understand device memory and storage concepts - Identify peripheral device concepts
Identify the purpose of Ethernet ports -Connect devices to a wireless network-Understand power management concepts
Illustrate device driver concepts-Identify platform differences
Identify network connection concepts-Identify Internet connection concepts
Understand touchscreen device concepts
Understand operating system updates
Recognize the scope of settings
Manage desktop settings and windows
Configure application options
Understand file backup concepts.
Manage file transfer
Understand cloud concepts
Understand cloud storage concepts
Understand credential management best practices
Recognize basic computer security threats
Choose appropriate keyboard shortcuts, such as cut, copy, paste, select all, print, save, undo, and redo
understand and use all office programs
Obtain and install desktop and mobile applications
Insert images into an office document

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<tr><td>Study Hours</td><td>Activity</td><td>Hours/Semester</td></tr>
<tr><td></td><td>Contact hours (Blended)</td><td>60</td></tr>
<tr><td></td><td>Assignments and development of knowledge</td><td>30</td></tr>
<tr><td></td><td>Coursework</td><td>10</td></tr>
<tr><td></td><td>Total study time</td><td>100</td></tr>
<tr><td>Teaching and Learning Methods</td><td colspan="2">
A- Scheduled Learning

Lectures followed by small groups' tasks/activities in the class.
Tutorial sessions and lab practical sessions to facilitate the attainment of the learning outcomes.
Online supporting sessions with the lecturer (Synchronous and asynchronous).
Supporting e-materials, worksheets and downloadable applications (Android and iOS) for smart phones and PCs.

B- Coached Learning

Studying via Gmetrix website and do IC3 Exams.
Individual and group tutorial support sessions by Academic Personal Tutor (APT).
Group study with a Student Peer Teaching Assistant (SPTA).
Support sessions and make up sessions for flexible students

C- Independent Learning

Tracker and reminder to complete the assigned homework on-time.
Coursework planner to log the learned material.
Library and study sessions to extend knowledge of subjects outside the class.
Online self-study and self-assessment resources.

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<tr><td>Reading Strategy</td><td colspan="2">Core reading
Hard copies of the book are provided for the students at GCET library.
Further reading</td></tr>
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	All students are encouraged to make use of the extensive resources provided through the Library. They will be encouraged to read widely using the library catalogue and internet resources. **Access and skills** Further reading will be required to supplement the set textbook and other printed readings. Students are expected to identify other reading relevant to the topics for themselves.
Indicative Reading List	The IC3 book is prescribed for this module.

Part 3: Assessment			
Assessment Strategy	The assessment strategy uses summative and formative assessment. Summative assessment has two Components A and B. Component A comprises Midterm and Final Examination in Gmetrix platform. Component B comprises a computer lab practical exam, Assignments and class tests. If the student fails one component or both, they are allowed to take one further attempt through Re-sit Examination which is a substitute to both components.		
Assessment Components	**Component A (Final Exam)**: The Final exam will be conducted via Gmetrix **Component B (Coursework)**: Practical and Written assignment , Coursework, projects and online quizzes submitted to the lecturer after completing 15 weeks of study in the Module equal to 50% of the final mark**.**		
Weight of Components	**Component A**	**50%**	
	Component B	**50%**	
First Sit	**Component A**	Midterm and Final practical Exam in Gmetrix Website (50% and 50%)	**Pass mark 60%**
	Component B	Coursework – to include three assignments/projects	
Resit **(No further attendance at taught classes)**	**Component A**	Second try of Exam in Gmetrix Website	Pass mark capped to 60%
	Component B	Coursework – to include three assignments/projects	
NOTE: The Resit mark will be capped to the minimum pass mark which is 60% for this module.			

SEMESTER 2

2-1. ENGLISH READING-WRITING 2

Part 1: Basic Data			
Module Title	**English Reading-Writing 2**		
Module Code	**ENGLRW-20-02**		
Owning Department	Foundation Studies (FS)	**Contributing to Award**	GFP
Credit Rating	20	**Contact Hours**	6 hours per week
Module Type	Compulsory	**Semester**	Two
Entrance Benchmark	CEFR – B1 level	**Exit Benchmark**	CEFR – B2 level
Delivery Method	Full time Normal/Full time Flexible	**Attendance Policy**	Mandatory attendance to class sessions
Module Leader	Mr Tassawar Kamran		
Module Tutor(s)	Mr Tassawar Kamran; Ms Hana Al Alawi; Ms Greenal Burboz; Ms Pooja Chhabra; Ms Suaad Al Makhmari; Ms Johaina Bani Oraba; Ms Ghadeer Al Farsi		
External Examiner/Reviewer	Dr Hellen Connies-Laing		
Articulating Pathway at GCET	BEng (Hons) Electronics and Telecommunication Engineering BEng (Hons) Mechanical Engineering and Vehicle Technology BEng (Hons) Automation and Robotics Engineering BEng (Hons) Instrumentation and Control Engineering BEng (Hons) Building Services Engineering BSc (Hons) Computer Security and Forensics BSc (Hons) Business Computing BSc (Hons) Environmental Management and Practice BSc (Hons) Urban and Regional Planning BSc (Hons) Architectural Technology and Design		
Pre-requisites	English Reading-Writing A2	**Co-requisites**	None
Excluded Combinations	None	**Entry requirements**	Placement Test/A2 Final Exam
Version	1.6	**Approval Date**	06.06.2022
Valid from	06.06.2022	**Next Review**	01.08.2023

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Read three extensive texts broadly relevant to the student's area of study (a minimum of three pages) and respond to questions that require analytical skills, e. g. prediction, deduction, and inference in a given period of time. 2. Recognize the different types of reading questions 3. Answer a variety of question types 4. Extract and record key information (the gist) from a written source based on your own interpretation of information. 5. Organize a feasible study schedule that accommodates other responsibilities. 6. Produce clear, well-structured and detailed text in about 250 words on complex subjects, using controlled use of organizational pattern, connectors and cohesive devices within the required time limits. 7. Write an essay or report, passing on information or giving reasons in support of or against a point of view. 8. Describe learning experiences, challenges, and insights in a daily journal. 9. Paraphrase a text of around 150 words.

Syllabus Outline	***Week 1 – 7: Q Skills for Success: Reading and Writing 3*** Unit 1: Sociology ● Writing (Writing " How to" Paragraph) ● Reading 1 Small Talk : A big deal (Identifying a Causal Chain) ● Reading 2 21st Century Job Interviews Unit 2: Nutritional Science ● Writing (Descriptive Paragraph) ● Reading 1 Knowing your Tastes (Previewing a Text) ● Reading 2 Eating with Our Eyes Unit 3: Information Technology ● Writing (Summary and Personal Response Paragraph) ● Reading 1 Cars that I think (Taking notes) ● Reading 2 Classrooms without Walls Unit 4: Marketing ● Writing (Opinion Essay) ● Reading 1 Can Targeted Ads Change You? (Distinguishing Facts From Opinions) ● Reading 2 In Defence of Advertising Unit 5: Psychology ● Writing (Narrative Essay) ● Reading 1 How People Learn to Become Resilient (Using Reference to Understand Contrast) ● Reading 2 The Climb of My Life Unit 6: Neurology ● Writing (Analysis Essay) _ Giving Reasons and Examples ● Reading 1 The Lazy Brain (Using a Graphic Organiser) ● Reading 2 Problem Solver: Which one are you? Unit 7: Economics ● Writing (Cause/ Effect Essay) ● Reading 1 FEED Projects (Using a Timeline ● Reading 2 A new Business Model Unit 8: Behavioural Studies ● Writing (Argumentative Essay) ● Reading 1 Fast Cars, Big Money (Scanning) ● Reading 2 Practice Makes … Pain? ***Week 8 – 15: Q Skills for Success: Reading and Writing 4*** Unit 1: Sociology ● Writing (Analysis Essay) ● Reading 1 We all need a Role Model (Previewing and Predicting) ● Reading 2 Everyday Heroes Unit 2: Behavioural Science ● Writing (Descriptive Essay) ● Reading 1 Your Guide to Generation Z (Highlighting and Annotating) ● Reading 2 This is Why You're Addicted to Your iPhone Unit 3: Developmental Psychology ● Writing (Narrative Essay) ● Reading 1 Fitting and Belonging (Making Inference) ● Reading 2 Life Lessons: Learned from Dad in 23 Years Unit 4: Science and Technology ● Writing (Compare and Contrast Essay) ● Reading 1 Five Innovative Technologies (Understanding comparisons and contrasts) ● Reading 2 THis Device pulls water out of Desert Air Unit 5: Nutrition Science ● Writing (Cause and Effect Essay) ● Reading 1 Eating Well (Recognising Bias) ● Reading 2 A Personalised Nutrition Company

	Unit 6: Education ● Writing (Writing a Summary) ● Reading 1 From Student to Employee: A difficult Transition (Using an outline) ● Reading 2 Making My First Post-College Decision Unit 7: Geology ● Writing (Opinion Essay) ● Reading 1 Ocean Discoveries (Recognising Facts and Opinions) ● Reading 2 Alaska's Pebble Mine: Minerals vs. Nature Unit 8: Engineering ● Writing (Persuasive Essay) ● Reading 1 The Tacoma Narrows Bridge (Identifying Counter Arguments and Refutations) ● Reading 2 How to Design a Student Project That Benefits the Developing World	
Study Hours	**Activity**	**Hours/Semester**
	Contact hours (Blended)	90
	Assignments and development of knowledge	50
	Online Quizzes	20
	Coursework	40
	Total study time	**200**
Teaching and Learning Methods	**A- Scheduled Learning** ● Lectures followed by small groups' tasks/activities in the class. ● Tutorial sessions to practice and facilitate the attainment of the learning outcomes. ● Online supporting sessions with the lecturer (Synchronous and asynchronous) **B- Coached Learning** ● Individual and group tutorial support sessions by Academic Personal Tutor (APT). ● Group study with a Student Peer Teaching Assistant (SPTA). ● Support sessions and make up sessions for flexible students **C- Independent Learning** ● Tracker and reminder to complete the assigned homework on-time. ● Coursework planner to log the learned material. ● Library and study sessions to extend knowledge of subjects outside the class ● Online self-study and self-assessment resources.	
Reading Strategy	**Core reading** There are two textbooks for this module: - Ward, Colin S. and Gramer, Margot F. (2020) Q Skills for Success: Reading and Writing 3. Oxford University Press. ISBN 978-0-19-490394-3 Student Book 3 with iQ Online pack - Daise, Debra and Norloff, Charl. (2020) Q Skills for Success: Reading and Writing 4. Oxford University Press. ISBN 978-0-19-490395-0 Student Book 4 with iQ Online pack **Further reading** Further reading is necessary as part of their Coursework. Students are expected to read information from a variety of sources introduced by the lecturer. **Access and skills** Formal opportunities for students to develop their library and information skills are provided within the induction period. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information, plagiarism and referencing.	
Indicative Reading List	*The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.*	

	▪ The Oxford 3000™ ▪ The Oxford Phrasal Academic Lexicon (OPAL) ▪ Cottrell, S. (2013) *The Study Skills Handbook (Palgrave Study Skills).* 4th ed. Palgrave Macmillan ▪ Hirsch, H. (2003) *Essential Communication Strategies: For Scientists, Engineers, and Technology Professionals.* Wiley-IEEE Press ▪ McGraw-Hill Education, NEW INTERACTIONS (ASIA ED): READING & WRITING 3 (A2 to B1) ▪ Bott, F. (2014) *Professional Issues in Information Technology.* British Computer Society ▪ Drew, S., Bingham, R. (2010) *The Guide to Learning and Study Skills: for Higher Education and at Work.* Farnham : Gower ▪ SURE Intermediate, Student's Book & Workbook by Martyn Hobbs, Julia Starr Keddle ▪ Theobald, T (2013) *Develop Your Presentation Skills.* Kogan Page (available online) ▪ UWE Online Resources for study skills support via this link: http://www1.uwe.ac.uk/students/studysupport/studyskills.aspx ▪ Free English Tests and Exercises Online for ESL, TOEFL, TOEIC, GRE, SAT, GMAT http://englishteststore.net/ ▪ http://www.cambridgeenglish.org/test-your-english/ ▪ http://www.englishaula.com/ ▪ http://funeasyenglish.com/ ▪ http://www.examenglish.com

Part 3: Assessment			
Assessment Strategy	The assessment for this module is carefully designed to support students in developing their reading and writing skills. The module aims to help students change their learning behaviour, and to prepare them for other aspects of the course, as well as for their undergraduate level. Regular and formative assessment encourages both engagement and attendance. Assessment is designed to be inclusive, and to take into account the range of ability that students have at the start of the course. A variety of assessments is used to provide opportunities for students to be stretched and challenged. The assessment is designed to test understanding, application and context, rather than specific skills, thus ensuring that students cannot pass the module whilst only achieving some of the learning outcomes.		
Assessment Components	**Final Exam**: The written form of assessment after completing 15 weeks of study in the Module equal to 60% of the final mark **Coursework**: Written assignment or essay, report, Coursework, projects and online quizzes submitted to the lecturer after completing 15 weeks of study in the Module equal to 40% of the final mark		
Weight of Components	**Component A**	**60%**	
	Component B	**40%**	
First Sit	**Component A** (controlled conditions)	Final written Exam in two sections of Reading and Writing	**Pass mark 50%**
	Component B	Coursework – to include evidence of the fulfilled assignments,	

		quizzes, class and home activities, online studies, use of technology, etc.	
Resit **(No further attendance at taught classes)**	**Component A** (controlled conditions)	Final written Exam in two sections of Reading and Writing	**Pass mark capped to 50%**
	Component B	Coursework – to include evidence of the fulfilled assignments, quizzes, class and home activities, online studies, use of technology, etc.	
NOTE: The Resit mark will be capped to the minimum pass mark which is 50% for this module.			

2-2. ENGLISH LISTENING-SPEAKING 2

Part 1: Basic Data			
Module Title	**English Listening & Speaking 2**		
Module Code	ENGLLS-20-02		
Owning Department	Foundation Studies (FS)	**Contributing to Award**	GFP
Credit Rating	20	**Contact Hours**	6 hours per week
Module Type	Compulsory	**Semester**	Two
Entrance Benchmark	CEFR – B1 level	**Exit Benchmark**	CEFR – B2 level
Delivery Method	Full time Normal/Full time Flexible	**Attendance Policy**	Mandatory attendance to class sessions
Module Leader	Ms Hana Al Alawi		
Module Tutor(s)	Ms Hana Al Alawi; Mr Tassawar Kamran; Ms Greenal Burboz; Ms Pooja Chhabra; Ms Suaad Al Makhmari; Ms Johaina Bani Oraba; Ms Ghadeer Al Farsi		
External Examiner/Reviewer	Dr Hellen Connies-Laing		
Articulation Pathway at GCET	BEng (Hons) Electronics and Telecommunication Engineering BEng (Hons) Mechanical Engineering and Vehicle Technology BEng (Hons) Automation and Robotics Engineering BEng (Hons) Instrumentation and Control Engineering BEng (Hons) Building Services Engineering BSc (Hons) Computer Security and Forensics BSc (Hons) Business Computing BSc (Hons) Environmental Management and Practice BSc (Hons) Urban and Regional Planning BSc (Hons) Architectural Technology and Design		
Pre-requisites	English Reading-Writing A2	**Co-requisites**	None
Excluded Combinations	None	**Entry requirements**	Placement Test/A2 Final Exam
Version	1.6	**Approval Date**	06.06.2022
Valid from	06.06.2022	**Next Review**	01.08.2023

Part 2: Learning and Teaching	
Learning Outcomes	Upon successful completion of this module, students will be able to: 1. Listen to a conversation between two or more speakers on familiar topics and be able to answer questions in relation to context, relationship between speakers, register (e.g. formal or informal). 2. Take notes and respond to questions about the topic, main ideas, details and opinions or arguments from an extended listening text (e.g. lecture, news broadcast). 3. Follow spoken instructions in order to carry out a task with a number of stages. 4. Prepare and deliver a talk of at least 5 minutes. 5. Use the library resources in preparing the talk. 6. Respond confidently to questions on abstract issues. 7. Actively participate in a discussion on atopic relevant to their studies by asking questions, asking for clarification, sharing information, agreeing/ disagreeing, expressing and asking for opinions.
Syllabus Outline	***Week 1 – 7: Q Skills for Success: Listening and Speaking 3*** Unit 1: Sociology ● Listening 1: The Psychology of First Impressions(Making inferences)

- Listening 2: A Review of Books about First Impressions
- Speaking: Give a short talk

Unit 2: Nutritional Science
- Listening 1: A Billion Pounds of Spices (Listening for causes and effects)
- Listening 2: A World of Food
- Speaking : Giving advice

Unit 3: Psychology
- Listening 1: Shaped by Change, Promoting Change (time markers)
- Listening 2: An Interview with Barbara Ehrenreich
- Speaking : ASking for and giving reasons(group discussion)

Unit 4: Marketing
- Listening 1: Targeting children and Advertising (Identifying fact and opinion)
- Listening 2: The Influence of Online Ads
- Speaking: Giving and supporting opinions

Unit 5: Behavioral Science
- Listening 1: Lifetime of Risks (different kinds of numbers)
- Listening 2: Science on the Edge
- Speaking : Giving a short presentation

Unit 6: Neurology
- Listening 1: What kind of "smart" is AI? (Inference)
- Listening 2: Asking the right questions about AI
- Speaking: Leading and taking part in the group discussion

Unit 7: Economics
- Listening 1: Sudden Wealth (Listening for signposts)
- Listening 2: Happiness Breeds Success … and Money!
- Speaking: Agreeing and disagreeing in a discussion

Unit 8: Behavioral Science
- Listening 1: Learning from Failure (Listening for Failure)
- Listening 2: An Interview with Mohannad Abu-dayyah
- Speaking: Asking for and giving clarification

Week 8 – 15: Q Skills for Success: Listening and Speaking 4

Unit 1: Business - What makes a good leader?
- Listening 1: Leadership isn't Just for the Boss (Listening for main ideas)
- Listening 2: Myths of Effective Leadership
- Speaking: Giving a presentation on how to be an effective leader

Unit 2: Behavioral Science- How does appearance affect our success?
- Listening 1: A Perfect Mess(Identyfying details)
- Listening 2: Color Schemes(How Colors Make You Buy)
- Speaking: Role-play a conversation

Unit 3: Developmental Psychology- What skills make someone an adult?
- Listening1: "Adulting" School (Making predictions)
- Listening 2: Financial Literacy Among Young People
- Speaking: Giving a presentation

Unit 4: Science- How do the laws of science affect our lives?
- Listening 1: Gravity at Work (Making inferences)
- Listening 2: Moore's Law (Video)
- Speaking : Present a business plan

Unit 5: Nutritional Science - How has science changed the food we eat?
- Listening 1: Improving Farming with Flying Robots (Understanding bias)
- Listening 2: The Science Behind Food Cravings
- Speaking: Taking part in a debate

Unit 6: Education- Is one road to success better than another?
- Listening 1: Failure and Success in Startups (contrasting ideas)
- Listening 2: Interns in New York
- Speaking : Changing the topic

<table>
<tr><td></td><td colspan="2">Unit 7: Anthropology- How can accidental discoveries affect our lives?
● Listening 1: The Power of Serendipity (signal words and phrases)
● Listening 2: Against All Odds, Twin Girls Reunited
● Speaking: Telling a story
Unit 8: Engineering - What are the consequences of progress?
● Listenin1: Automation and Us (Causes and effects)
● Listening 2: Driverless Cars
● Speaking: Share opinions about the consequences of progress</td></tr>
<tr><td rowspan="5">Study Hours</td><td>Activity</td><td>Hours/Semester</td></tr>
<tr><td>Contact hours (Blended)</td><td>90</td></tr>
<tr><td>Assignments and development of knowledge</td><td>50</td></tr>
<tr><td>Online Quizzes</td><td>20</td></tr>
<tr><td>Coursework</td><td>40</td></tr>
<tr><td></td><td>Total study time</td><td>200</td></tr>
<tr><td>Teaching and Learning Methods</td><td colspan="2">A- Scheduled Learning
● Lectures followed by small groups' tasks/activities in the class.
● Tutorial sessions to practice and facilitate the attainment of the learning outcomes.
● Online supporting sessions with the lecturer (Synchronous and asynchronous)
B- Coached Learning
● Individual and group tutorial support sessions by Academic Personal Tutor (APT).
● Group study with a Student Peer Teaching Assistant (SPTA).
● Support sessions and make up sessions for flexible students
C- Independent Learning
● Tracker and reminder to complete the assigned homework on-time.
● Coursework planner to log the learned material.
● Library and study sessions to extend knowledge of subjects outside the class
● Online self-study and self-assessment resources.</td></tr>
<tr><td>Reading Strategy</td><td colspan="2">Core reading
There are two textbooks for this module:
- Craven, Miles and Sherman, Kristin D. (2020) Q Skills for Success: Listening and Speaking 3. Oxford University Press. ISBN 978-0-19-490515-2 Student Book 3 with iQ Online pack
- Freire, Robert and Jones, Tamara. (2020) Q Skills for Success: Listening and Speaking 4. Oxford University Press. ISBN 978-0-19-490516-9 Student Book 4 with iQ Online pack
Further reading
Further reading is necessary as part of their Coursework. Students are expected to read information from a variety of sources introduced by the lecturer.
Access and skills
Formal opportunities for students to develop their library and information skills are provided within the induction period. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information, plagiarism and referencing.</td></tr>
<tr><td>Indicative Reading List</td><td colspan="2">The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.
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▪ The Oxford Phrasal Academic Lexicon (OPAL)
▪ Hirsch, H. (2003) Essential Communication Strategies: For Scientists, Engineers, and Technology Professionals. Wiley-IEEE Press
▪ Bott, F. (2014) Professional Issues in Information Technology. British Computer Society</td></tr>
</table>

	▪ Drew, S., Bingham, R. (2010) *The Guide to Learning and Study Skills: for Higher Education and at Work.* Farnham : Gower ▪ SURE Intermediate, Student's Book & Workbook by Martyn Hobbs, Julia Starr Keddle ▪ Theobald, T (2013) *Develop Your Presentation Skills.* Kogan Page (available online) ▪ UWE Online Resources for study skills support via this link: http://www1.uwe.ac.uk/students/studysupport/studyskills.aspx ▪ Free English Tests and Exercises Online for ESL, TOEFL, TOEIC, GRE, SAT, GMAT http://englishteststore.net/ ▪ http://www.cambridgeenglish.org/test-your-english/ ▪ http://www.englishaula.com/ ▪ http://www.elllo.org/ ▪ http://funeasyenglish.com/ ▪ http://www.learnenglish.de/ ▪ http://www.examenglish.com/ ▪ http://www.cambridgeenglish.org/test-your-english/ ▪ http://www.englishaula.com/ ▪ http://funeasyenglish.com/ ▪ http://www.examenglish.com

Part 3: Assessment		
Assessment Strategy	The assessment for this module is carefully designed to support students in developing their listening and speaking skills. The module aims to help students change their learning behaviour, and to prepare them for other aspects of the course, as well as for their undergraduate level. Regular and formative assessment encourages both engagement and attendance. Assessment is designed to be inclusive, and to take into account the range of ability that students have at the start of the course. A variety of assessments is used to provide opportunities for students to be stretched and challenged. The assessment is designed to test understanding, application and context, rather than specific skills, thus ensuring that students cannot pass the module whilst only achieving some of the learning outcomes.	
Assessment Components	**Final Exam**: The written form of assessment after completing 15 weeks of study in the Module equal to 60% of the final mark **Coursework**: Written assignment, Presentations, Coursework, projects and online quizzes submitted to the lecturer after completing 15 weeks of study in the Module equal to 40% of the final mark	
Weight of Components	**Component A**	**60%**
	Component B	**40%**
First Sit	**Component A** (controlled conditions)	Final Exam is in four sections for Listening (written) and 2 sections for Speaking
	Component B	Coursework – to include evidence of the fulfilled assignments, quizzes, class and home activities, online studies, use of technology, etc.
Resit	**Component A** (controlled conditions)	Final Exam is in four sections for Listening (written) and 2 sections for Speaking

(No further attendance at taught classes)	**Component B**	Coursework – to include evidence of the fulfilled assignments, quizzes, class and home activities, online studies, use of technology, etc.
NOTE: The Resit mark will be capped to the minimum pass mark which is 50% for this module.		

2-3-1. PURE MATHEMATICS

Part 1: Basic Data			
Module Title	**Pure Mathematics**		
Module Code	**MATHPU-10-02**		
Owning Department	Foundation Studies (FS)	**Contributing to Award**	GFP
Credit Rating	10	**Contact Hours**	6 hours per week
Module Type	Compulsory	**Semester**	Two
Entrance Benchmark	GCSE	**Exit Benchmark**	AS
Delivery Method	Full time Normal/Full time Flexible	**Attendance Policy**	Mandatory attendance to class sessions
Module Leader	Mr. Jundy Lozano		
Module Tutor(s)	Mr. Jundy Lozano, Ms Marilyn Lozano		
External Examiner/Reviewer	Dr. Ibrahim Dwaib		
Articulation Pathway at GCET	BEng (Hons) Electronics and Telecommunication Engineering BEng (Hons) Mechanical Engineering and Vehicle Technology BEng (Hons) Automation and Robotics Engineering BEng (Hons) Instrumentation and Control Engineering BEng (Hons) Building Services Engineering BSc (Hons) Computer Security and Forensics BSc (Hons) Business Computing BSc (Hons) Environmental Management and Practice BSc (Hons) Urban and Regional Planning BSc (Hons) Architectural Technology and Design		
Pre-requisites	Basic Mathematics	**Co-requisites**	None
Excluded Combinations	None	**Entry requirements**	Placement Test/Basic Mathematics Final Exam
Version	1.6	**Approval Date**	06.06.2022
Valid from	06.06.2022	**Next Review**	01.08.2023

Part 2: Learning and Teaching	
Learning Outcomes	Upon successful completion of this module, students should be able to: 1. Demonstrate understanding of the definition of a function and its graph. 2. Solve quadratic equations using quadratic formula. 3. Define and manipulate exponential and logarithmic functions and solve problems arising from real life applications, and understand the inverse relationship between exponents and logarithms functions and use this relationship to solve related problems. 4. Understand the definition of the different types of angles and measure them in degrees and radians. Describe analytically the trigonometric and circular functions. 5. Demonstrate an understanding of trigonometric identities and use the law of sines and cosines to solve a triangle and real life problems. 6. Use appropriate software to interpret equations and graphs. 7. Understand basic concepts of descriptive statistics, mean, median, mode and summarize data into tables and simple graphs (bar charts, histogram, and pie chart)

	8. Understand basic probability concepts and compute the probability of simple events using tree diagrams and formulas for permutations and combinations.
Syllabus Outline	**1 Functions and Graphs** 1.1 Vertex, Domain, Range, Axis of Symmetry and Intercepts and Graph by Transformation 1.2 Algebra of Functions and Compositions 1.3 One-to-one Functions and their Inverses 1.4 Solving Quadratic Equations by Factoring, Quadratic Formula and Completing Square 1.6 Complex Roots of Quadratic Equation 1.6 Modelling with Quadratic Functions **2 Exponential and Logarithmic Function** 2.1 Exponential and Logarithmic Functions 2.2 Solving Exponential and Logarithmic Functions 2.3 Graph of exponential and logarithmic Functions and Graph of Transformations 2.4 Modelling with Exponential Function **3 Trigonometry** 3.1 Unit circle and Basic Trigonometric Functions 3.2 Graphs and Graphs of Transformations of Sine, Cosine Functions 3.3 Addition and Subtraction Formulas 3.4 Double-angle, Half-angle and Product-sum Formula 3.5 Inverse Trigonometric Functions 3.6 Solving Trigonometric Equations 3.7 The Laws of Sines and Cosines **4 Basic Concepts on Statistics and Probability** 4.1 Measures on Central Tendency (Mean, Median & Mode) 4.2 Measures on Dispersion (Variance & Standard Deviation) 4.3 Introduction to Probability
Study Hours	**Activity** / **Hours/Semester** Contact hours (Blended) — 90 Assimilation and Skill Development — 10 **Total study time** — **100**
Teaching and Learning Methods	**A- Scheduled Learning** ● Lectures followed by small groups' tasks/activities in the class. ● Tutorial sessions to practice and facilitate the attainment of the learning outcomes. ● Online supporting sessions with the lecturer (Synchronous and asynchronous). ● Supporting e-materials, worksheets and downloadable applications (Android and iOS) for smart phones and PCs. **B- Coached Learning** ● Individual and group tutorial support sessions by Academic Personal Tutor (APT). ● Group study with a Student Peer Teaching Assistant (SPTA). ● Support sessions and make up sessions for flexible students **C- Independent Learning** ● Tracker and reminder to complete the assigned homework on-time. ● Coursework planner to log the learned material. ● Library and study sessions to extend knowledge of subjects outside the class. ● Online self-study and self-assessment resources.
Reading Strategy	**Core reading** Essential mathematics handbook will be provided as a printed module handbook collected and compiled from the resources found in the library. The handbook includes a series of lecture

	notes as well as worked examples and exercises. Answers are provided to all the exercises in the last page of the handbook. **Further reading** All students are encouraged to make use of the extensive resources provided through the Library. They will be encouraged to read widely using the library catalogue and internet resources. A list of recommended titles will be provided in the module handbook and updated annually. Some of these titles contain electronic materials (CDs) for the students to access. **Access and skills** Further reading will be required to supplement the set textbook and other printed readings. Students are expected to identify all other reading relevant to the topics for themselves. They are also expected to make use of available mathematics applications on their smartphones to aid in their learning.
Indicative Reading List	The textbook for this Module is compiled at the Department of Foundation Studies with below details: The following resources can be used in addition to the abovementioned textbook: ● Croft, A., & Davidson, R. (2010). Foundation Maths. England: Pearson Education Limited. ● Johnson, T., & Neill, H. (2013). Mathematics: A Complete Introduction. London: Hodder & Stoughton. ● Wall, T., & Pimentel, R. (2004). Checkpoint Maths 11-14. London: Hodder & Stoughton. ● Morrison, K. (2002). IGCSE Mathematics. Cambridge: Cambridge University Press. ● Jenny, O. (2003). Maths: A Student's Survival Guide. Cambridge University Press. ● Rich, G. (2002). Maths Dictionary 11-14. London: Letts Educational. Students are also encouraged to use the following online resources for self-study: ● Numbas revision and diagnostic exercises for students on basic and other topics in mathematics are accessible from mathcentre. Link: http://www.mathcentre.ac.uk/search/?q=Numbas ● On-line Test Yourself diagnostics - on specific topics to enable you to gauge your competency and decide whether further work is required. Link: http://www.mathcentre.ac.uk/types/#h8 ● On-line Test Yourself exercises - with answers provided, to enable you to practice key techniques Link: http://www.mathcentre.ac.uk/types/#h8 ● mathtutor Guides and tutorials on the following topics (mostly for level 0 and level 1 students): arithmetic,algebra, functions and sequences, geometry and vectors, trigonometry, differentiation, integration. Link: http://www.mathtutor.ac.uk/ ● Khan Academy Videos and interactive tests to help you progress from pre-university maths to advanced levels. Link: https://www.khanacademy.org/library

Part 3: Assessment	
Assessment Strategy	The assessment strategy uses Summative and Formative Assessments. Component A comprises the Final Examination and Component B comprises Midterm Exam and Classwork (online quizzes and assignments) The examinations are used to test students' understanding of the concepts and performance measurement.

	Formative Assessment includes class tests and worksheets and giving feedback to students.	
Assessment Components	**Component A: Final Exam** (3 hours): The final assessment after completing 15 weeks of study in the Module equal to 60% of the final mark. **Component B**: 1. **Midterm** (1.5 hours). Midterm assessment after completing 7 weeks of study and contributes 20% to the final mark 2. **e-Assignments/Quizzes**. Online assessments given after completing a chapter in the course syllabus and contribute 20% of the final mark.	
Weight of Components	**Component A**	**60%**
	Component B	**40%**
First Sit	**Component A** (controlled conditions)	Final Examination - 100%
	Component B	e-Assignments/Quizzes - 50% Midterm - 50%
Resit **(No further attendance at taught classes)**	**Component A** (controlled conditions)	Final Examination
	Component B	e-Assessment
NOTE: The Resit mark will be capped to the minimum pass mark which is 60% for this module.		

2-3-2. APPLIED MATHEMATICS

Part 1: Basic Data			
Module Title	**Applied Mathematics**		
Module Code	**MATHAP-10-02**		
Owning Department	Foundation Studies (FS)	**Contributing to Award**	GFP
Credit Rating	10	**Contact Hours**	6 hours per week
Module Type	Compulsory	**Semester**	Two
Entrance Benchmark	GCSE	**Exit Benchmark**	AS
Delivery Method	Full time Normal/Full time Flexible	**Attendance Policy**	Mandatory attendance to class sessions
Module Leader	Mr. Jundy Lozano		
Module Tutor(s)	Mr. Jundy Lozano, Ms Marilyn Lozano		
External Examiner/Reviewer	Dr. Ibrahim Dweib		
Articulation Pathway at GCET	BEng (Hons) Electronics and Telecommunication Engineering BEng (Hons) Mechanical Engineering and Vehicle Technology BEng (Hons) Automation and Robotics Engineering BEng (Hons) Instrumentation and Control Engineering BEng (Hons) Building Services Engineering BSc (Hons) Computer Security and Forensics BSc (Hons) Business Computing BSc (Hons) Environmental Management and Practice BSc (Hons) Urban and Regional Planning BSc (Hons) Architectural Technology and Design		
Pre-requisites	None	**Co-requisites**	None
Excluded Combinations	None	**Entry requirements**	Placement Test/Basic Mathematics Final Exam
Version	1.6	**Approval Date**	06.06.2022
Valid from	06.06.2022	**Next Review**	01.08.2023

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module, students will be able to: 1. Solve two variables linear equations and inequalities and sketch their graph and interpret a series of three simultaneous inequalities of two variables, display them graphically and determine the solution set. 2. Demonstrate an understanding of the definition of a function and its graph and sketch the graphs of quadratic, exponential, and logarithmic functions and solve quadratic, exponential, logarithmic equations, and inequalities. 3. Understand the inverse relationship between exponents and logarithms and use this relationship to solve related problems. 4. Solve simple real life problems involving linear, quadratic, and exponential functions graphically and algebraically. 5. Determine the zeros and the maximum or minimum of a quadratic function, and solve related problems, including those arising from real world applications. 6. Compare simple and compound interest and relate compound interest to exponential growth. 7. Understand basic concepts of descriptive statistics, mean, median, mode and

	summarize data into tables and simple graphs (bar charts, histogram, and pie chart). 8. Understand basic probability concepts and compute the probability of simple events using tree diagrams and formulas for permutations and combinations.
Syllabus Outline	**1 Inequalities** 1.1 Linear Inequalities of two Variables 1.2 Systems of three Linear Inequalities: Graphic and Algebraic Representations **2 Functions and Graphs** 2.1 Quadratic functions: Vertex, Domain, Range, Axis of Symmetry and Intercepts and Graph by Transformation 2.2 Modelling with Quadratic Functions 2.3 Algebra of Functions and Compositions 2.4 One-to-One Functions and their Inverses 2.5 Solving Quadratic Equations by Factoring, Quadratic Formula and Completing Square **3 Exponential and Logarithmic Functions** 3.1 Graphs of Exponential and Logarithmic Functions 3.2 Laws of Logarithms 3.3 Exponential and Logarithmic Equations 3.4 Modelling with Exponential Function **4 Basic Concepts of Statistics and Probability** 4.1 Measures on Central Tendency (Mean, Median & Mode) 4.2 Measures on Dispersion (Variance & Standard Deviation) 4.3 Introduction to Probability
Study Hours	**Activity** / **Hours/Semester** Contact hours (Blended) — 90 Assimilation and Skill Development — 10 **Total study time** — **100**
Teaching and Learning Methods	**A- Scheduled Learning** ● Lectures followed by small groups' tasks/activities in the class. ● Tutorial sessions to practice and facilitate the attainment of the learning outcomes. ● Online supporting sessions with the lecturer (Synchronous and asynchronous). ● Supporting e-materials, worksheets and downloadable applications (Android and iOS) for smart phones and PCs. **B- Coached Learning** ● Individual and group tutorial support sessions by Academic Personal Tutor (APT). ● Group study with a Student Peer Teaching Assistant (SPTA). ● Support sessions and make up sessions for flexible students **C- Independent Learning** ● Tracker and reminder to complete the assigned homework on-time. ● Coursework planner to log the learned material. ● Library and study sessions to extend knowledge of subjects outside the class. ● Online self-study and self-assessment resources.
Reading Strategy	**Core reading** Essential mathematics handbook will be provided as a printed module handbook collected and compiled from the resources found in the library. The handbook includes a series of lecture notes as well as worked examples and exercises. Answers are provided to all the exercises in the last page of the handbook. **Further reading** All students are encouraged to make use of the extensive resources provided through the Library. They will be encouraged to read widely using the library catalogue and internet resources. A list of recommended titles will be provided in the module handbook and updated

	annually. Some of these titles contain electronic materials (CDs) for the students to access. **Access and skills** Further reading will be required to supplement the set textbook and other printed readings. Students are expected to identify all other reading relevant to the topics for themselves. They are also expected to make use of available mathematics applications on their smartphones to aid in their learning.
Indicative Reading List	The textbook for this Module is compiled at the Department of Foundation Studies with below details: The following resources can be used in addition to the abovementioned textbook: ● Croft, A., & Davidson, R. (2010). Foundation Maths. England: Pearson Education Limited. ● Johnson, T., & Neill, H. (2013). Mathematics: A Complete Introduction. London: Hodder & Stoughton. ● Wall, T., & Pimentel, R. (2004). Checkpoint Maths 11-14. London: Hodder & Stoughton. ● Morrison, K. (2002). IGCSE Mathematics. Cambridge: Cambridge University Press. ● Jenny, O. (2003). Maths: A Student's Survival Guide. Cambridge University Press. ● Rich, G. (2002). Maths Dictionary 11-14. London: Letts Educational. Students are also encouraged to use the following online resources for self-study: ● Numbas revision and diagnostic exercises for students on basic and other topics in mathematics are accessible from mathcentre. Link: http://www.mathcentre.ac.uk/search/?q=Numbas ● On-line Test Yourself diagnostics - on specific topics to enable you to gauge your competency and decide whether further work is required. Link: http://www.mathcentre.ac.uk/types/#h8 ● On-line Test Yourself exercises - with answers provided, to enable you to practice key techniques Link: http://www.mathcentre.ac.uk/types/#h8 ● mathtutor Guides and tutorials on the following topics (mostly for level 0 and level 1 students): arithmetic,algebra, functions and sequences, geometry and vectors, trigonometry, differentiation, integration. Link: http://www.mathtutor.ac.uk/ ● Khan Academy Videos and interactive tests to help you progress from pre-university maths to advanced levels. Link: https://www.khanacademy.org/library

Part 3: Assessment	
Assessment Strategy	The assessment strategy uses Summative and Formative Assessments. Component A comprises the Final Examination and Component B comprises Midterm Exam and Classwork (online quizzes and assignments) The examinations are used to test students' understanding of the concepts and performance measurement. Formative Assessment includes class tests and worksheets and giving feedback to students.
Assessment Components	**Component A: Final Exam** (3 hours): The final assessment after completing 15 weeks of study in the Module equal to 60% of the final mark. **Component B**: 1. **Midterm** (1.5 hours). Midterm assessment after completing 7 weeks of study and contributes 20% to the final mark

	2. **e-Assignments/Quizzes**. Online assessments given after completing a chapter in the course syllabus and contribute 20% of the final mark.	
Weight of Components	**Component A**	**60%**
	Component B	**40%**
First Sit	**Component A** (controlled conditions)	Final Examination - 100%
	Component B	e-Assignments/Quizzes - 50% Midterm - 50%
Resit **(No further attendance at taught classes)**	**Component A** (controlled conditions)	Final Examination
	Component B	e-Assessment
NOTE: The Resit mark will be capped to the minimum pass mark which is 60% for this module.		

2.4. ICT 2

Part 1: Basic Data			
Module Title	**ICT 2**		
Module Code	**ICTLOL-10-02**		
Owning Department	Foundation Studies (FS)	**Contributing to Award**	GFP
Credit Rating	10	**Contact Hours**	3 hours per week
Module Type	Compulsory	**Semester**	Two
Entrance Benchmark	Gmetrix practical exam	**Exit Benchmark**	Gmetrix Practical exam
Delivery Method	Full time Normal/Full time Flexible	**Attendance Policy**	Mandatory attendance to class sessions
Module Leader	Ms. Hajer Al Kalbani		
Module Tutor(s)	Ms. Hajer Al Kalbani; Ms Amira Al Balushi		
External Examiner/Reviewer	Dr. Ibrahim Dwaib		
Articulation Pathway at GCET	BEng (Hons) Electronics and Telecommunication Engineering BEng (Hons) Mechanical Engineering and Vehicle Technology BEng (Hons) Automation and Robotics Engineering BEng (Hons) Instrumentation and Control Engineering BEng (Hons) Building Services Engineering BSc (Hons) Computer Security and Forensics BSc (Hons) Business Computing BSc (Hons) Environmental Management and Practice BSc (Hons) Urban and Regional Planning BSc (Hons) Architectural Technology and Design		
Pre-requisites	N/A	**Co-requisites**	N/A
Excluded Combinations	None	**Entry requirements**	Placement Test
Version	1.6	**Approval Date**	06.06.2022
Valid from	06.06.2022	**Next Review**	01.08.2023

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will know about: 1. Internet Concepts 2. Common Functionality 3. Email clients 4. Calendaring 5. Social media 6. Communication 7. Online Conferencing 8. Streaming 9. Digital Citizenship
Syllabus Outline	● Identify Internet concepts ● Demonstrate website navigation techniques ● Recall email clients and services ● Understand message concepts ● Understand email management concepts

	• Understand email attachment concepts • Understand contact management concepts • Manage appointments and events in online calendar applications • Share online calendars • Manage multiple calendars using online calendar applications • Understand online calendar subscriptions • Understand social media concepts • Understand social network concepts • Recall information-posting platform concepts • Understand cyber bullying concepts • Understand communication options • Understand SMS text messaging concepts • Understand chat platform concepts • Identify online collaboration tools • Understand online conferencing concepts • Understand content streaming concepts • Understand online communication methods • Understand physical wellness aspects of living online • Manage online identities • Understand personal and professional identity concepts	
Study Hours	**Activity**	**Hours/Semester**
	Contact hours (Blended)	45
	Assignments and development of knowledge	25
	Coursework	40
	Total study time	**100**
Teaching and Learning Methods	**A- Scheduled Learning** • Lectures followed by small groups' tasks/activities in the class. • Tutorial sessions and lab practical sessions to facilitate the attainment of the learning outcomes. • Online supporting sessions with the lecturer (Synchronous and asynchronous). • Supporting e-materials, worksheets and downloadable applications (Android and iOS) for smart phones and PCs. **B- Coached Learning** • Studying via Gmetrix website and do IC3 Exams. • Individual and group tutorial support sessions by Academic Personal Tutor (APT). • Group study with a Student Peer Teaching Assistant (SPTA). • Support sessions and make up sessions for flexible students **C- Independent Learning** • Tracker and reminder to complete the assigned homework on-time. • Coursework planner to log the learned material. • Library and study sessions to extend knowledge of subjects outside the class. • Online self-study and self-assessment resources.	
Reading Strategy	**Core reading** Hard copies of the book are provided for the students at GCET library. **Further reading** All students are encouraged to make use of the extensive resources provided through the Library. They will be encouraged to read widely using the library catalogue and internet resources. **Access and skills**	

	Further reading will be required to supplement the set textbook and other printed readings. Students are expected to identify other reading relevant to the topics for themselves.
Indicative Reading List	The IC3 book is prescribed for this module.

Part 3: Assessment			
Assessment Strategy	The assessment strategy uses summative and formative assessment. Summative assessment has two Components A and B. Component A comprises Midterm and Final Examination in Gmetrix platform. Component B comprises a computer lab practical exam, Assignments and class tests. If the student fails one component or both, they are allowed to take one further attempt through Re-sit Examination which is a substitute to both components.		
Assessment Components	**Component A (Final Exam)**: The Final exam will conduct to students by Gmetrix **Component B (Coursework)**: Practical and Written assignment , Coursework, projects and online quizzes submitted to the lecturer after completing 15 weeks of study in the Module equal to 50% of the final mark**.**		
Weight of Components	**Component A**	**50%**	
	Component B	**50%**	
First Sit	**Component A**	Midterm and Final practical Exam in Gmetrix Website (50% and 50%)	**Pass mark 60%**
	Component B	Coursework – to include three assignments/ projects	
Resit **(No further attendance at taught classes)**	**Component A**	Second try of Exam in Gmetrix Website	Pass mark capped to 60%
	Component B	Coursework – to include three assignments/ projects	
NOTE: The Resit mark will be capped to the minimum pass mark which is 60% for this module.			

2-5. STUDY SKILLS

Part 1: Basic Data			
Module Title	**Study Skills**		
Module Code	**FSSTSK-00-02**		
Owning Department	Foundation Studies (FS)	**Contributing to Award**	GFP
Credit Rating	N/A	**Contact Hours**	3 hours per week
Module Type	Compulsory	**Semester**	One
Entrance Benchmark	12th grade diploma	**Exit Benchmark**	N/A
Delivery Method	Full time Normal/Full time Flexible	**Attendance Policy**	Mandatory attendance to class sessions
Module Leader	Dr Ahmad Hosseini		
Module Tutor(s)	Dr Ahmad Hosseini; Mr Tassawar Kamran; Ms Hana Al Alawi; Ms Greenal Burboz; Ms Pooja Chhabra; Ms Suaad Al Makhmari; Ms Johaina Bani Oraba; Ms Ghadeer Al Farsi		
External Examiner/Reviewer	Dr Hellen Connies-Laing		
Articulation Pathway at GCET	BEng (Hons) Electronics and Telecommunication Engineering BEng (Hons) Mechanical Engineering and Vehicle Technology BEng (Hons) Automation and Robotics Engineering BEng (Hons) Instrumentation and Control Engineering BEng (Hons) Building Services Engineering BSc (Hons) Computer Security and Forensics BSc (Hons) Business Computing BSc (Hons) Environmental Management and Practice BSc (Hons) Urban and Regional Planning BSc (Hons) Architectural Technology and Design		
Pre-requisites	None	**Co-requisites**	None
Excluded Combinations	None	**Entry requirements**	N/A
Version	1.6	**Approval Date**	06.06.2022
Valid from	06.06.2022	**Next Review**	01.08.2023

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will gain ability in the following: **1. Group work and Time Management** ● Working as groups, i.e. taking turns, initiating a discussion, interrupting appropriately, expressing an opinion, etc. ● Accepting the responsibility of shared activities ● Meeting the deadlines individually and in groups ● Practicing mutual respect and self-esteem ● Using study techniques ● Creating schedules and planners ● Reflecting on ones' work and practice ● Reflecting on the peer's works and practice ● Working and studying independently ● Relying on one's abilities to use computer labs and the internet for language learning ● Identifying study strategies and learning styles ● Preparing the Coursework and maintain the record of learned material **2. Research Skills** ● Collecting data, i.e. search engines, key words, search techniques, etc. ● Using the library system for finding, borrowing and returning library material ● Using online libraries for the research practice ● Extracting relevant information from a book or article using various reading

	strategies (e.g. skimming, scanning, etc.) ● Citing a source in accordance with academic conventions ● Assessing the reliability, objectivity and authenticity of a source ● Summarising and paraphrasing information in one's own words ● Avoiding plagiarism and other research malpractices **3. Taking Notes** ● Recalling and defining main concepts ● Using abbreviations and symbols ● Using English rather than Arabic for notes ● Extracting and recording key information from a written or spoken source based on own interpretation of information ● Realising note-taking strategies (e.g. Cornell system; mind mapping) ● Supporting key points with relevant additional details ● Organising information for later quick referencing ● Dating one's notes ● Using notes to write a summary. **4. Giving Presentations** ● Writing outlines to define main concepts ● Addressing the Problem Statement ● Using notes in the presentation ● Adhering to the time of the presentation ● Preparing presentation in PowerPoint format ● Communicating with the audience, i.e. eye contact, body language and gesture, asking questions and responding to the questions, etc. ● Planning and conducting a presentation based on information from written material, interviews, surveys, etc. ● Speaking fluently and in a clearly audible and well-paced voice ● Making use of audio/visual aids ● Tailoring the content and language ● Writing a self-reflective feedback and report on one's presentationS
Syllabus Outline	● Introduction to Portfolio Preparation ● Time Management ● Working Effectively in Groups ● Accepting Responsibilities in a team work ● Collecting, Sorting and Using Information ● Appraise the Value of Information Gathered information ● Communication in a Varity of Media ● Use of Technology in data collection ● Use of plagiarism software

Study Hours	**Activity**	**Hours/Semester**
	Contact hours (Blended)	45
	Assignments and development of knowledge	25
	Coursework/Presentation	40
	Total study time	**100**

Teaching and Learning Methods	Teaching and learning in this module is designed to give the students practice in a variety of professional and academic skills to allow them to recognise where their strengths and weaknesses lie and thus to develop as reflective learners. The module is delivered by means of lectures and workshops. In general, students are presented with underpinning ideas during lectures. These ideas are practiced, developed and consolidated through a series of directed tasks, some of which are undertaken in groups and some undertaken individually. In-class exercises are delivered in a workshop setting, with lecturer and peer support, and with model examples available. This provides opportunities for formative assessment and extensive

	tutor feedback, thus giving students the opportunity to reflect on and improve their performance. **A- Scheduled Learning** ● Lectures followed by small groups' tasks/activities in the class. ● Tutorial sessions to facilitate the attainment of the learning outcomes. ● Online supporting sessions with the lecturer (Synchronous and asynchronous). **B- Coached Learning** ● Individual and group tutorial support sessions by Academic Personal Tutor (APT). ● Review of assignments by APT ● Peer-review by group members and with a Student Peer Teaching Assistant (SPTA). ● Support sessions and make up sessions for flexible students **C- Independent Learning** ● Tracker and reminder to complete the assigned homework on-time. ● Coursework planner to log the learned material. ● Library and study sessions to extend knowledge of subjects outside the class. ● Online self-study and self-assessment resources.
Reading Strategy	**Core reading** The textbook for this Module is compiled at the Department of Foundation Studies with below details: **Further reading** Further reading is necessary as part of their Coursework. Students are expected to read information from a variety of sources introduced by the lecturer. **Access and skills** Formal opportunities for students to develop their library and information skills are provided within the induction period. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information, plagiarism and referencing.
Indicative Reading List	*The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.* Cottrell, S. (2013) *The Study Skills Handbook (Palgrave Study Skills).* 4th ed. Palgrave Macmillan Hirsch, H. (2003) *Essential Communication Strategies: For Scientists, Engineers, and Technology Professionals.* Wiley-IEEE Press Bott, F. (2014) *Professional Issues in Information Technology.* British Computer Society Drew, S., Bingham, R. (2010) *The Guide to Learning and Study Skills: for Higher Education and at Work.* Farnham : Gower Theobald, T (2013) *Develop Your Presentation Skills.* Kogan Page (available online) UWE Online Resources for study skills support http://www1.uwe.ac.uk/students/studysupport/studyskills.aspx

Part 3: Assessment	
Assessment Strategy	The students should be assessed for the Learning Outcomes of the Module through a combination of methods including the following: The assessment for this module is carefully designed to support students in developing their study skills. The module aims to help students change their learning behaviour, and to prepare them for other aspects of studying in higher education level. Regular and formative assessment encourages both engagement and attendance. Assessment is designed to be inclusive, and to take into account the range of ability that students have at the start of the course. A variety of assessments is used to provide opportunities for students to be stretched and challenged. The assessment is designed to test understanding, application and context, thus

	ensuring that students cannot pass the module whilst only achieving some of the learning outcomes.	
Assessment Components	**Final Presentation:** A PowerPoint file presented visually and orally to the audience and marked by two lecturers based on the clear rubrics of the presentation. **Coursework:** A portfolio checked by the lecturer every week and marked based on clear criteria at the end of semester, including study plans, vocabulary log, self-reflections, reports, projects, research materials, record of engagement, evidence of outside class activities, language lab and computer lab activities, etc.	
Weight of Components	**Component A**	**30%**
	Component B	**70%**
First Sit	**Component A** (Marked by two lecturers)	A PowerPoint file submitted in week 11 and presented visually and orally to the audience in week 15 and 16
	Component B	Coursework – to include evidence of the fulfilled assignments, study plans, vocabulary log, self-reflections, reports, projects, research materials, record of engagement, evidence of outside class activities, language lab and computer lab activities, etc.
Resit **(No further attendance at taught classes)**	**Component A** (controlled conditions)	A PowerPoint file submitted in week 11 and presented visually and orally to the audience in week 15 and 16
	Component B	Coursework – to include evidence of the fulfilled assignments, study plans, vocabulary log, self-reflections, reports, projects, research materials, record of engagement, evidence of outside class activities, language lab and computer lab activities, etc.
NOTE: The Resit mark will be capped to the minimum pass mark which is 50% for this module.		

06 June 2022