

LCLM4001

Academic

Skills

Tutor Guide

General Information and Weeks 1-4

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General Introduction

Digital Materials:

- You will find all digital materials for students and for you on Moodle.
- Remember to use the PowerPoints in the Tutor Space, not the ones in the weekly spaces; those are for the students.

Printed Materials

- You will find all printed materials in the box for the relevant week.
- Make sure that you choose the box for the right module.
- If there are materials that are re-usable, like cards or posters, please make sure that you return them to the box after your class. There are limited copies, so it is essential for you to return them promptly, so that the tutor for the next class can take them.
- For re-usable materials, please sign them in and sign them out.

A PDF version of this guide is available on Moodle in the Tutor Space.

Questions/Issues

As soon as you identify an issue or problem, please tell the module leader.

Academic Skills Syllabus

Week 1: Introduction to the module

By the end of this session, students will be able to:

- **Describe what it means to study business at Level 4**
- **Examine the key questions and decisions business students investigate—such as understanding customers, managing costs, leading staff, planning growth, and addressing ethical issues—and explain how academic skills support them in analysing information, evaluating options, and making informed decisions.**
- **Identify key expectations of them as business students in HE.**

Week 2 Understanding Assessments and Introduction to Reading

By the end of this session, students will be able to:

- **Identify and explain the requirements, deadlines, and assessment criteria for their Term 1 assessments.**
- **Interpret marking criteria as descriptions of effective business communication and thinking.**
- **Introduction: Use prediction, skimming, scanning, to find key information in business related texts.**

Week 3 – Reading and Analysing Business Information

By the end of this session, students will be able to:

- **Use effective reading and note-taking techniques to find and record important information from academic and business texts.**
- **Recognise and explain the main ideas, key arguments, and supporting evidence in business-related reading materials.**

- Understand and explain how good reading skills help you make informed decisions in business situations.

Week 4 – Referencing, Integrity and Ethics

By the end of this session, students will be able to:

- Explain why referencing is required in academic and business work
- Identify what constitutes plagiarism and what does not
- Produce a basic intext citation and reference list entry text citation and reference list entry

Week 5 – Paraphrasing

Subject to change

By the end of this session, students will be able to:

- Use your own words to paraphrase information accurately.
- Understand how paraphrasing helps maintain honesty in your work and builds professional credibility.

Week 6: Writing in a Business Context

Subject to change

By the end of this sessions, students will be able to:

- Write well-structured paragraphs that include clear points, supporting evidence, and explanation.
- Use an appropriate academic style and tone in business-related writing.
- Develop coherent arguments that link ideas logically within and across paragraphs.

Week 7 Communicating as a Business Professional

Subject to change

By the end of this session, students will be able to:

- **Recognise how communication differs in business, university, and everyday life**
- **Identify features of appropriate academic and professional business style**
- **Apply tone, clarity, and politeness to business- related communication related academic communication**
- **Draft a clear, professional email linked to a business or study scenario taking strategies-taking strategies**

Week 8 – Effective Presentation Skills for Business students

Subject to change

By the end of this session, students will be able to:

- **Understand the purpose and expectations of presentations in academic and business contexts.**
- **Create clear and professional presentation slides that effectively support key messages.**
- **Describe the key features of effective presentation delivery as a Business student and professional, including voice, body language, and audience engagement.**

Week 9 – Reflection and Professional Development

By the end of this session, students will be able to:

- **Reflect on their development as a business learner**

- Identify strengths and areas for further development

Week 10 – Feedback / Improvement and Report Structure

Subject to change

By the end of the session students will be able to:

- Understand and explain the purpose and components of a business report
- Apply effective structure and formatting conventions
- Students will be able to suggest how to draft an introduction and conclusion that flow logically, select relevant content for each section, and critique sample reports for clarity, structure, and professional presentation
 - Interpret tutor feedback constructively
 - Identify specific actions for improvement
 - Apply feedback to revise their work.

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	CertHE Business Skills for the Workplace		
Module:	Academic skills		
Module code:	LCLM4001	Contribution to Overall Module Assessment (%):	100%
Lecturer:		Internal Verifier:	
Assignment Title:	Portfolio	Word count (or equivalent):	3000 equivalent
Submission deadline:		Return date of provisional marks & written feedback:	
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-		

	assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.

Module Learning Outcomes

(from module syllabus)

Upon the successful completion of this module, the student will be able to:

- Show awareness and ability to apply the key academic skills needed to succeed in higher education;
- Reflect on their learning.

Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research and data analysis.	Yes ☐ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☐ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work.	Yes ☐ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☐
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☐
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☐
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	☒

You are allowed to use AI **only** as per the General Allowable Uses of AI guidance.

Task 1: Reading & Notes (Equivalent 1,000 words) Deadline: Week 4 (30%)

In this Assessment, you will create A3 notes based on a text provided in **Week 3**. You will then upload a photo of your notes and answer six short questions about the text, including two reflective questions, using the provided template.

In-class steps to prepare for the Assessment:

1. Take part in the Week 3 Notes → Understanding activity.
2. Create A3 notes (mind map) based on the text provided.
3. Upload a clear photo of your A3 notes to Moodle **and** to the template you submit.

At-home steps to complete the Assessment:

1. Answer the following questions using the template provided:
 - a. What is the main idea of the whole text?
 - b. What is one key point that supports the main idea, and which specific example from the text shows this?
 - c. What is a different key point that supports the main idea, and which specific example from the text shows this?
 - d. Which part of the text do you think is most important, and why?

Reflection:

- e. What did you find difficult in this Assessment (including in-class components), and why was it difficult?
- f. What helped you with this difficulty, and how did it help you?

Assessment 1 – Reading Assessment Template

PART 1: Upload your photo of your A3 in-class notes here:

PART 2:

- Answer every question below in 1-3 **full** sentences.
- Use your own words. Do not use generative AI to answer these questions.
- Include a specific detail from the text when asked.

REMINDER

- The main idea is the overall message of the whole text.
- A key point helps to explain the main idea.
- A specific detail or example from the text shows that the key point is true.

1. **What is the main idea of the whole text?**
2. **What is one key point that supports the main idea, and which specific example from the text shows this?**
3. **What is a different key point that supports the main idea, and which specific example from the text shows this?**
4. **Which part of the text do you think is most important, and why?**

Reflection:

5. **What did you find difficult in this Assessment (including in-class components), and why was it difficult?**
6. **What helped you with this difficulty, and how did it help you?**

The text provided is an adapted version of: **BBC News (2026)** *If you post it, they will come: The businesses turning likes into livelihoods*. BBC News. Available at: <https://www.bbc.co.uk/news/articles/cm2701py5npo>

Task 2: TEEL Writing (Equivalent 1,000 words) Deadline: Week 8 (30%)

In this Assessment, you will learn about paragraph structures in class and write a first draft of a paragraph based on one of **three topic options**. You will then complete short practice activities at home and submit an improved second draft (100–150 words) using the provided template.

In-class steps to prepare for the Assessment:

1. Participate in Week 6 & 7 paragraph workshop (modelling, activities).
2. Complete an in-class paragraph draft (15–20 mins), handwritten or typed into a draft folder.
3. Upload or photograph draft to Moodle

At home steps to complete the Assessment:

1. Complete paragraph structure related mini-tasks on the final submission template:
 - i. Choose correct topic sentence
 - ii. Choose evidence + justify
 - iii. Choose the best explanation
 - iv. Choose link sentence
2. Copy and paste the final draft of the in-class paragraph (100–150 words) in the final submission template. Include 1-2 citations and a reference list for your paragraph
3. Submit the template to the final link on Moodle:
 - A) the completed mini-tasks

and

B) your paragraph/reference list entered at the bottom of this template

Paragraph Topics (you must choose and write a paragraph on the template about ONE of these topics):

1. Write a paragraph on the importance of motivation in the workplace
2. Write a paragraph on how to build resilience in the workplace
3. Write a paragraph on the importance of communication in the workplace

Assessment 3: Reflective Presentation Deadline Week 10 40%

For Assessment 3, you will record a short **3–5 minute reflective presentation** about your experience in the Academic Skills module. You will submit it via the Assessment 3 submission link.

You should reflect on what you have learned during the 10 weeks of the module and explain how this learning will help you in your future university studies and/or professional life.

You do **not** need to create PowerPoint slides. You only need to submit your recorded video.

A planning template will be provided to help you prepare your presentation. You do **not** need to submit the template, but your presentation should cover the main points from it.

In your presentation, you should:

- introduce what you are going to talk about
- explain 1 or 2 academic skills you have developed
- give specific examples of your learning from the module to show how you developed your chosen skill(s), such as a class activity, worksheet, piece of feedback, assessment workshop, or assessment
- explain one challenge you had during the module and what you did, or will do, to improve
- explain why your chosen skill(s) are important for your future studies or workplace development
- finish with a clear closing point about what you will take forward

You should try to use a clear presentation structure:

Opening → Key points with examples → Clear close

This assessment is not about perfect English. It is about showing that you can reflect on your learning and communicate your ideas clearly.

GUIDANCE FOR Students IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

Assessment	Fail 0-29%	Marginal Fail 30-39%	Satisfactory 40-49%	Good 50-59%	Very Good 60-69%	Excellent 70-84%	Exceptional 85-100%
Assessment 1	N/A - Engagement with Literature is	N/A - Engagement with Literature is not	N/A - Engagement with Literature is not	N/A - Engagement with Literature is not assessed	N/A - Engagement with Literature is not	N/A - Engagement with Literature is not assessed in Assessment 1.	N/A - Engagement with Literature is not assessed in Assessment 1.

	not assessed in Assessment 1.	assessed in Assessment 1.	assessed in Assessment 1.	in Assessment 1.	assessed in Assessment 1.		
Assessment 2	No relevant source is used, or no attempt is made to include a citation or reference.	A source may be included, but the citation and reference are missing, very unclear or unrelated to the paragraph.	Uses one relevant source and attempts both a citation and a reference, although there may be several errors or missing details.	Uses one relevant source. The citation and reference are mostly understandable, although some errors or missing details remain.	Uses one or two relevant and credible sources. The citation and reference are mostly correct, with only some minor errors.	Uses two relevant and credible sources that clearly support the paragraph. Citations and references are clear, accurate and mostly consistent.	Uses two or more highly relevant and carefully chosen sources very effectively. Citations and references are consistently accurate and complete.
Assessment 3	N/A - Engagement with Literature is not assessed in Assessment 3.	N/A - Engagement with Literature is not assessed in Assessment 3.	N/A - Engagement with Literature is not assessed in Assessment 3.	N/A - Engagement with Literature is not assessed in Assessment 3.	N/A - Engagement with Literature is not assessed in Assessment 3.	N/A - Engagement with Literature is not assessed in Assessment 3.	N/A - Engagement with Literature is not assessed in Assessment 3.

2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

Assessment	Fail 0-29%	Marginal Fail 30-39%	Satisfactory 40-49%	Good 50-59%	Very Good 60-69%	Excellent 70-84%	Exceptional 85-100%
Assessment 1	Shows little or no understanding of the text. The main idea and key points are missing, incorrect or unrelated.	Shows limited understanding. The main idea or key points are unclear, inaccurate or repeated.	Shows basic understanding of the main idea and at least one relevant key point. Some misunderstanding or repetition may remain.	Shows clear understanding of the text. The main idea is mostly accurate, and two relevant key points are included.	Shows very good understanding of the text. The main idea is clear, and two different key points are explained accurately.	Shows strong understanding of the whole text. The main idea is accurate, and the two key points are well chosen and	Shows exceptional understanding of the whole text. The main idea is precise, and the two key points show a detailed and confident understanding of how the text develops its message.

						clearly connected to the overall message.	
Assessment 2	The TEEL activities are missing or show little or no understanding of the different parts of TEEL and cohesive devices.	The TEEL activities show very limited understanding. Many answers are missing or incorrect.	The TEEL activities show basic understanding of TEEL. Some correct choices are made, but there are several errors or gaps.	The TEEL activities show clear understanding. Most TEEL parts, sentence choices and cohesive devices are identified correctly.	The TEEL activities show very good understanding. Almost all answers are correct, and the purposes of cohesive devices are mostly explained clearly.	The TEEL activities show excellent understanding. TEEL elements and cohesive devices are identified and explained accurately.	The TEEL activities show exceptional and confident understanding, with consistently accurate identification and explanation of how TEEL and cohesive devices work.
Assessment 3	Shows little or no understanding of academic or communication skills	Shows very limited understanding of one academic or communication skill. Explanation is unclear, inaccurate	Shows basic understanding of at least one academic or communication skill from the module.	Shows clear understanding of one or two academic or communication skills from the module. Some explanation is	Shows very good understanding of two academic and/or communication skills from the module. Explains both skills clearly and links	Shows excellent understanding of two academic and/or communication skills from	Shows exceptional understanding of two academic and/or communication skills from the module. Explains both skills confidently and insightfully, with highly effective links to university

	from the module. The presentation may be mostly unrelated to Academic Skills.	te or mostly descriptive.	Explanation may be simple, but the student shows some awareness of what they learned.	given of why the skill matters for university study or workplace development.	them to university study and/or workplace development.	the module. Explains both skills accurately and clearly, with strong links to university study and/or workplace development.	study and/or workplace development.
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3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

Assessment	Fail 0-29%	Marginal Fail 30-39%	Satisfactory 40-49%	Good 50-59%	Very Good 60-69%	Excellent 70-84%	Exceptional 85-100%
Assessment 1	Gives no relevant details from the text and does not explain the answers.	Uses very limited or unclear details. Explanations are mostly missing or do not match the point being made.	Uses at least one relevant detail from the text and gives a basic explanation or reason.	Uses relevant details to support most answers and gives clear reasons.	Uses clear, specific details that match the key points and gives a clear reason for the most important part of the text.	Selects strong and accurate details and clearly explains what they show. The judgement about importance is well supported.	Selects highly effective details and explains their meaning with exceptional clarity and insight for this level.
Assessment 2	The final paragraph contains little or no explanation or supporting example. Ideas are unrelated to the	Explanation and examples are very limited, unclear or largely unrelated to the topic sentence.	Gives a basic explanation and/or example, but development	Gives a relevant explanation and example that generally develop the topic sentence, although some ideas could be explained more fully.	Gives clear explanations and relevant examples that develop	Gives detailed and thoughtful explanations supported by well-chosen examples or evidence. Ideas develop the topic	Gives highly effective and insightful explanations supported by precise examples or evidence. Every

	topic sentence or do not develop it.		nt is limited or the connection to the topic sentence may be unclear.		the topic sentence well. The connection between the ideas is clear.	sentence convincingly.	idea contributes clearly to developing the topic sentence.
Assessment 3	Shows little or no reflection on learning or development. The presentation mainly lists activities or gives unrelated information.	Reflection is very limited. The student may describe what happened, but gives little explanation of progress, challenge or learning.	Gives a basic reflection on learning. There is some attempt to discuss progress, a challenge or something they learned about their own	Reflects clearly on learning and development. Identifies some progress and/or challenge, although explanation may not always be fully developed.	Reflects well on learning and development. Explains what changed, what was challenging, and what they learned from the experience.	Reflects thoughtfully on learning and development. Clearly explains progress, challenge, learning and improvement during the module.	Reflects with exceptional clarity and insight on learning and development. Gives a thoughtful explanation of progress, challenge, learning and personal improvement.

			developme nt.				
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4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment:

Assessment	Fail 0-29%	Marginal Fail 30-39%	Satisfactory 40-49%	Good 50-59%	Very Good 60-69%	Excellent 70-84%	Exceptional 85-100%
Assessment 1	The mind map is missing, extremely limited or	The mind map contains very few relevant notes and shows	The mind map contains basic notes and shows some use of the taught structure,	The mind map is mostly clear and includes the main idea, relevant key points and	The mind map is clear and well organised, with the main	The mind map is detailed, selective and very well organised, with clear connections	The mind map is exceptionally clear, purposeful and well organised, using carefully

	does not show use of the taught note-making method.	weak organisation.	but important information may be missing.	some business examples, although the connections between the ideas are not always clear.	idea, different key points and some specific business examples that clearly support or help explain the key points.	between the main idea, key points and several well-chosen business examples from the text.	selected business examples to show detailed and confident understanding of how the ideas in the text connect.
Assessment 2	The final paragraph is missing, incomplete or does not show a recognisable TEEL structure.	Shows very limited use of TEEL. Several elements are missing, misplaced or difficult to identify.	Shows basic use of TEEL. Most elements are attempted, but some are weak, unclear or not used effectively.	Applies the TEEL structure successfully. The main elements are present and mostly serve the correct purpose.	Applies TEEL clearly and effectively. All elements are easy to identify and work together to develop the paragraph.	Applies TEEL very effectively. Each element is purposeful, well developed and contributes to a strong paragraph.	Applies TEEL with exceptional control. The structure feels natural, balanced and highly effective rather than mechanical.
Assessment 3	Gives no clear examples	Gives very limited examples. Examples may	Gives at least one basic example from the module	Gives relevant examples from the module.	Gives clear and specific examples	Gives detailed, relevant and specific examples	Gives highly effective and carefully chosen

	from the module, or examples are missing, unrelated or very unclear.	be vague, unclear or not connected well to the reflection.	or learning experience. Detail may be limited, but there is some attempt to support points.	Examples generally support the reflection, although some could be more specific or more clearly explained.	from the module. Examples support the reflection well and help explain the student's learning.	from the module. Examples strongly support the reflection and show clear learning and development.	examples from the module. Examples are detailed, specific and used very confidently to support the reflection.
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5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

Assessment	Fail 0-29%	Marginal Fail 30-39%	Satisfactory 40-49%	Good 50-59%	Very Good 60-69%	Excellent 70-84%	Exceptional 85-100%
Assessment 1	Much of the task is incomplete or very difficult to understand. The reflection is missing or unrelated.	Several answers are incomplete, unclear or not written as required. The reflection is very limited.	Most parts are completed. Answers are understandable, although clarity may be uneven. The reflection identifies a basic challenge or form of help.	The task is fully or almost fully completed. Answers are mostly clear full sentences, and the reflection explains a challenge and what helped.	All parts are completed clearly and concisely. The reflection explains the challenge, why it was difficult and what helped.	Communication is consistently clear, focused and appropriate. The reflection shows strong awareness of the student's learning process.	Communication is exceptionally clear and controlled for this level. The reflection is concise, specific and highly thoughtful.
Assessment 2	Writing is very difficult to understand. The paragraph lacks coherence	Writing is often unclear or difficult to follow. Links between sentences are weak, and frequent	Writing is generally understandable. There is some coherence and use of linking language, although	Writing is clear and mostly coherent. Sentences are linked appropriately, and the	Writing is clear, coherent and cohesive. Ideas flow logically, and an appropriate	Writing is consistently clear, well connected and academically appropriate. Cohesive devices are used effectively, and language	Writing is exceptionally clear, fluent and cohesive for this level. Academic style is controlled and effective, with highly accurate grammar, spelling and punctuation.

	and academic style, and frequent language errors prevent meaning.	grammar, spelling or punctuation errors sometimes prevent meaning.	organisation or academic style may be uneven. Language errors are noticeable but the main meaning can usually be understood.	style is generally suitable for academic writing. Grammar, spelling and punctuation errors do not usually affect meaning.	academic style is used. Language is mostly accurate, with only occasional errors.	is accurate with few errors.	
Assessment 3	The presentation is very difficult to follow. It has no clear structure, or spoken communication prevents	The presentation is often difficult to follow. Structure is very limited, and delivery may make meaning unclear in several places.	The presentation is understandable overall. There is a basic attempt at an opening, main points and close. Speech may be hesitant, quiet or heavily note-based, but	The presentation is clear enough to follow. It has a recognisable opening, middle and ending. Delivery mostly	The presentation is clear and well organised. It has a clear opening, key points, useful signposting and a clear close. Speech is mostly clear	The presentation is consistently clear, organised and easy to follow. Signposting, pace, volume and delivery are effective for this level, and the listener is guided through the ideas well.	The presentation is exceptionally clear, confident and well structured for this level. Signposting and delivery are controlled and effective, and the listener can follow the reflection easily throughout.

	the listener from understanding the main message.		some key ideas are communicated.	supports understanding, though signposting or spoken delivery may be uneven.	and supports the listener.		
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WEEK 1 Introduction to the module

Learning Outcomes and Focus

Week 1 has **three key aims**:

1. Help students feel safe, welcomed, and confident.
2. Introduce what “studying business” means at university.
3. Connect **academic skills** to **business decision making**.

This week is about **belonging first**, skills second.

The focus:

- low-stakes conversation
- clear scaffolding
- small group work
- simple reading/writing tasks
- early wins
- Reassurance

TUTOR MINDSET FOR WEEK 1

- ✓ Keep language simple
- ✓ Go slowly
- ✓ Use lots of reassurance
- ✓ Keep tasks short and predictable
- ✓ Use pair work and small groups (very safe)
- ✓ Avoid putting any student on the spot
- ✓ Praise effort, not correctness

Notes Space

Lesson Plan

Minutes	Focus	Activity type	Materials	Flex notes
0–20	Welcome, reassurance, and belonging	Intro to the module Low stakes pair/small group discussion about everyday business decisions. Students share examples from work/home/community. Whole group voluntary sharing.	slides	Highly flexible (15–30 mins). Prioritise confidence and comfort.
20–45	What is “business” at university?	Short tutor input (10–12 mins): - Introduce business as decision-making (customers, costs, people, growth, ethics).	Slides; Cards	Moderately flexible. Avoid long lecturing; move quickly to pair work if energy dips.
45–65	HE expectations: myths vs reality	Small- group sorting activity (“expected at university” vs “myth”). Emphasis on discussion and reassurance rather than correctness. Group sorting activity (“expected at university” vs “myth”). Emphasis on discussion and reassurance rather than correctness. 8-10 minutes for them to do the activity (they will likely NOT NEED THIS FULL TIME), 8-10 minutes to take up answers. Unlikely you will need the full 20	Slides, cards	Major learning block — slow down if needed.
65–80	Break	—	—	Fixed. Do not shorten.
80–105	Thinking like a business student	Group scenario task: Students receive a very simple, accessible business scenario (e.g., a café with falling lunchtime sales). In	Scenario handout; worksheet;	Very flexible (30–60 mins). Reduce scenario elements if needed; ensure the academic

Minutes	Focus	Activity type	Materials	Flex notes
		groups, they complete three scaffolded steps: 1. <i>What decisions need to be made?</i> (e.g., pricing, customer needs, staffing). 2. <i>What information is needed?</i> (e.g., customer numbers → reading data; customer opinions → asking questions; identifying trends → note-taking/analysis). 3. <i>Which academic skills would help us make the decision?</i> <i>Why?</i> (prompt list: reading, notetaking, organising information, comparing options). Groups produce bulletpoint notes (paper or digital).taking, organising information, comparing options).point notes (paper or digital). Timer on slide is for 20 minutes, but please monitor and offer more time if needed. Pairs are ideal, but trios are possible. There are 10 A3 handouts per class.	paper or digital notes	skills link is discussed before ending
105–130	Exchange Ideas	Ask each pair to review the reasons they brainstormed and choose the one they think is strongest or most likely. Explain that they should develop only this idea by considering the information needed, possible business action and relevant academic skill.		

Minutes	Focus	Activity type	Materials	Flex notes
		After 5 minutes, ask each pair to join another pair. Monitor while pairs exchange ideas, ask one useful question and compare their thinking.		
130-140	Making learning visible	INTRO TO MOODLE Individual structured reflection: <i>What did you already know before today's class?</i> <i>What is one new thing you understand about studying business at university?</i> <i>What do you feel more confident about after today's class?</i> Please monitor and discourage use of AI/Translation early on.	Slides	Compressible, but keep even if rushed.
165-185	Consolidation and close	Whole group recap + reassurance. Link to Digital Skills Week 1 and communication focus for Week 2. Homework on Slide 36: Library Online Resource List course and Week 1 Quiz in Your Tasks FINISHED EARLY? Have students start the homework!	Slides	Avoid rushing. Shorten earlier sections if needed.

Minutes	Focus	Activity type	Materials	Flex notes
185–240	Protected flex / slippage	Informal support: tech issues, catchup, individual questions, reassurance. Library support info	—	Intentional buffer; do not feel pressure to fill.

Materials

Digital:

- Moodle
- Slides

Printed Materials

- Matching Business Decisions to Academic Skills à Card Set
- Myths vs. Realities Flash Cards à Card Set
- Thinking like a business student à A3 copies

Your Feedback

Please do take 3 minutes to provide feedback on your experience this week.

You can also find the link on Moodle under Tutor Space.

LCLM4001 Quick Check



Week 2 Understanding Assessments and Introduction to Reading

Learning Outcomes (Week 2):

By the end of this session, students will be able to:

- **LO1:** Identify and explain the requirements, deadlines, and assessment criteria for their Term 1 assessments.
- **LO2:** Interpret marking criteria as descriptions of effective business communication and thinking.
- **LO3:** Use prediction, skimming, and scanning to find key information in business-related texts.

Note Space

Lesson Plan

Minutes	Focus	Activity Type	Materials	Learning Outcome(s)	Flex Notes
0–10	Welcome, settling, reconnection	Vevox warm-up: “One thing I remember from Week 1.” Tutor briefly summarises patterns.	Vevox poll; slide	LO1 (activation)	Replace sticky notes; supports arrivals gently.
10–65	Overview of Term 1 assessments	Tutor input (10–15 min): assessment briefs, deadlines, submission route. (slides 5 & 6) Predict/Skim/Scan Slides/Exploration Activity (15–50 min): no explicit explanation of these skills yet + discussion of answers using printed Teacher Answer sheet Vevox Check (50–65 mins)	Slides; Assessment Brief Exploration Activity; Teacher Answer Sheet in Guide; Vevox poll	LO1	Keep brisk; avoid heavy detail; reassure.
65–70		Break			

Minutes	Focus	Activity Type	Materials	Learning Outcome(s)	Flex Notes
70–100	Understanding marking criteria	Tutor Input : What is criteria, what each one means (Slides 10-12) Students match simplified marking criteria to short examples Tutor checks answers and clarifies each criterion in simple English	Slides; Teacher Answer Sheet in guide	LO2	Get students to work in pairs for matching activity
100–110	Break 2	Longer break	—	—	First rest after heavy cognitive demand.
110–125	Prediction	Tutor explains Reading Skill 1: Predicting (Slide 17) Tutor displays title + image of a short business text (Slide 18). Students predict topic/ideas in pairs on VEVOX (W2.R1 Predicting) Share a few answers	Slide; VEVOX	LO3	headline only; highly scaffolded.

Minutes	Focus	Activity Type	Materials	Learning Outcome(s)	Flex Notes
125–145	Skimming	Tutor explains Reading Skill 2: Skimming (Slide 19) Slide 20: Timed skim = 3 minutes (confirmed). BBC Text Part A Groups choose best main idea from 3 options. Vevox (W2.R2. Skimming) Quick feedback with Vevox answer	BBC Part A Text (on Moodle) ; main idea options on Vevox	LO3	3 minutes reduces stress; supports confidence.
145–170	Scanning	Tutor explains Reading Skill 3: Scanning (Slide 22) Scanning practice (Slide 23) Pairs scan BBC Text Part A for: dates, numbers, names, reasons. Compare answers with another partner + Tutor Whole Class Check (Slide 24)	BBC Part A Text (on Moodle)+ Printed worksheet BBC Social Media Text Exercises	LO3	Tutor reiterates that they should ignore any information not asked in the questions and just focus on the answers

Minutes	Focus	Activity Type	Materials	Learning Outcome(s)	Flex Notes
170–175	Break 2	Mini Break	—	—	Prevents overload
175–210	Apply reading skills to the business world	Students: brainstorm and discuss how the 3 skills might be useful in business; tutor elicits some student answers in whole class check Tutor confirms understanding with points on Slide 26 Check comprehension with Vevox (W2.R3-R6) Take up answers	Slides; Vevox	LO3	Crucial link of skill to business world.
210–230	Making learning visible	Students post to Moodle private forum: • One assessment requirement I understand now • One reading skill I can use • One question I still have	Reflection slide; Moodle	LO1, LO3	Confirmed by team: Moodle keeps continuity with Week 1.
230–240	Protected flex / slippage	Homework; 1-1 support: reading help, assessment clarification, Moodle help, digital setup.	—	—	

Materials

Printed:

- Assessment Brief Exploration Activity
- BBC Social Media Text Exercises

Digital:

- Slides
- Vevox
- Moodle resources:
 - BBC Part A text
 - Assessments (not the brief)

Teacher Answer Sheet:

Assessment Brief Exploration Activity

GUESS

You have 3 Academic Skills Assessments this term. Discuss with a partner and make guesses on what these three tasks might be.

Task 1:

(Task 1: Reading & Notes / A3 notes based on text)

Task 2:

(Task 2: TEEL writing / structured paragraph writing)

Task 3:

(Task 3: Source evaluation + short presentation)

SKIM FOR MAIN IDEAS

Which task is worth the most marks?

Answer: Task 3 (40%)

What is the main activity for each task? (one or two words each)

Task 1: Notes / Reading

Task 2: Writing / TEEL

Task 3: Research / Presentation

Which task includes a presentation or speaking?

Answer: Task 3

Which task looks the most challenging to you? Why?

Answer: Any reasonable response accepted (varies by student)

SCAN FOR SPECIFIC DETAILS:

1. Which Week is the Assessment 1 In-Class Workshop?

Week 4

2. How many questions do you answer in Assessment 1?

6

3. Which week is each Assessment due in?

Assessment 1: **Week 4**

Assessment 2: **Week 8**

Assessment 3: **Week 10**

4. Will you have any in-class steps to complete for Assessment 2? If so, what are they?

Yes, an in-class workshop, one in Week 6, one in Week 7. Upload draft to Reflection Space in Moodle

5. How many words should the TEEL paragraph be?

100-150 words

6. Do you need to include citations and/or a reference list in Assessment 2?

YES (BOTH)

7. How long is the recorded presentation for Assessment 3?

3-5 minutes

8. How many skills should you discuss in Assessment 3?

1 or 2

9. Should you discuss any challenges in Assessment 3?

Yes!!! At least one

10. When you submit work for Assessment 1, 2, and 3, where should you submit it?

MOODLE, in each respective Assessment Submission Link

Criteria Matching Activity

Slide 12: Criteria Matching Activity Answers

1. Engagement with Literature

Uses credible sources to support ideas and references them correctly in Harvard style.
Shows evidence of wider reading and research.

→ **Match: D**

“I used a journal article and referenced it in Harvard style to support my argument.”

2. Knowledge & Understanding

Shows understanding of key ideas and concepts, and explains them clearly with examples. Also follows task instructions accurately.

→ **Match: E**

“I explained what customer service means and gave a real example from a shop.”

3. Cognitive & Intellectual Skills

Analyses information, compares ideas, justifies opinions, and draws conclusions based on evidence.

→ **Match: B**

“I compared two marketing ideas and explained which one I agree with.”

4. Practical Skills

Applies theories, models, or concepts to real-life situations or examples.

→ **Match: A**

“I used a business model from class to explain how a company improved performance.”

5. Transferable Skills

Focuses on communication, structure, academic writing, clarity, and presentation skills.

→ **Match: C**

“My work is well structured, uses full sentences, and is easy to read.”

Scanning Support for Tutor

If students read too slowly:

Scanning is fast — move your eyes quickly. You do not need to understand every word.

If students can't locate answers:

Hints:

- Names are usually capital letters.
- Reasons often have because, so, to.
- Actions are usually verbs.

If weaker pairs struggle:

Assign each pair one category only:

Pair A: names

Pair B: companies

Pair C: reasons

Pair D: actions

Etc.

Then they teach each other.

Week 3 Reading and Analysing Business Information

Learning Outcomes (Week 3):

By the end of this session, students will be able to:

- LO1: Use effective reading and notetaking techniques to find and record important information from academic and business texts.
- LO2: Recognise and explain main ideas, key arguments, and supporting evidence in business-related reading.
- LO3: Explain how good reading supports informed business decision making.

Note Space

Lesson Plan

Please note, timings here are quite generous and it is likely that certain stages will take shorter than prescribed. Please make sure you leave enough time to upload the mindmap to Moodle; have students post reflections; cover homework.

Minutes	Focus	Activity Type	Materials	Learning Outcome	Notes
0–10	Welcome & recap	Warmup: Students write one reading skill remembered from Week 2 on Vevox.	Slide prompt; Vevox	LO1 (activation)	Low-stakes; supports late arrivals.
10–25	Week 2 link: Why is reading important in business?	Slides 5-7: Student discuss reading and why it is important	Slides	LO3	Keep concise; learners practise immediately.
25-35	Reading & Notetaking	Link reading to notetaking (Slide 8) and then move into notetaking strategies and importance (9-12)			
35-50	Main Idea of a Text	Students try to identify main idea in the Chinese EV text. Tutor elicits answers. Tutor shows answer and explains how this was found after students have tried (slides 13-20)	Slides; Printed BYD Text; A4 Paper (1/pair)	LO2	

Minutes	Focus	Activity Type	Materials	Learning Outcome	Notes
		Students start their mind map (Slide 21)			
50-60	(OPTIONAL) BREAK 1	If students are a more challenging bunch or struggle more take an optional break here. If you think they will be ok until the end of the activity take a longer break after the activity. PLEASE KEEP SHORT. This break is a quick stretch before getting into harder topics. There will be a longer break after this activity!			
60-75	Key Details	Tutor explains Key Details . Students then try and find key details from the Chinese EV text in pairs . Students try and put on their key details in each of their two	Printed China BYD EV Text; Explanation/Answers in Tutor Slides/Student A4 Paper	LO2	

Minutes	Focus	Activity Type	Materials	Learning Outcome	Notes
		circles. Tutor monitors and class checks with answers on Slide 27			
75-95	Adding Evidence/Examples to Key Details	Encouraging students to look closer at a text. Tutor guides the students through adding another layer to their mind map and class checks with Slide 31	Printed China BYD EV Text; Explanation/Answers in Tutor Slides/Student A4 Paper	LO2	
95-115	Adding Specific Information to Evidence/Examples	Final (and closest) reading. Students try and add specific numbers/names/locations/etc to their evidence examples. Tutor guides students through this with slides 32-34. Final version of Mind Map on Slide 35. Make sure students understand their answers do not have to be EXACTLY the same!	Printed China BYD EV Text; Explanation/Answers in Tutor Slides/Student A4 Paper	LO2	This part can feel a bit fiddly so rather than getting caught up in terminology, explain that including more specific information can only strengthen an argument.
115-130	Break 2	Longer break	—	—	Reset before note-taking practice.

Minutes	Focus	Activity Type	Materials	Learning Outcome	Notes
130-200	Notes → Meaning	Students form pairs. Step 1 (130–135): Remind of last week (Slide 37) Tutors remind students they might already know main idea of the full text from Week 2 even though they only received half of it. Step 2 (135-150): (Slide 32) Students receive the full text and spend 7 mins skimming it before discussing the main idea with their partner after reading Very Important!: Whole class check of the main idea. Tutor reminds students that this is the idea which will go in the center of the mind map	Printed BBC Full Text; A3 sheets; pens	LO1, LO2	Very B1-friendly; highly engaging; requires extended time. No whole-class sharing needed. This is the task which will help students understand the text for TASK 1 PLEASE NOTE: this is a long task. You may wish to give students a quick break between completing the mind map in pairs and comparing!

Minutes	Focus	Activity Type	Materials	Learning Outcome	Notes
		• All mind maps should have the same idea in the center (though paraphrases are ok) • MAIN IDEA: <i>Social media helps small businesses grow</i> Step 3 (150–190): each pair in gets an A3 and they work on turning the text into a mindmap using the steps and layers we taught them at the beginning of the class. There are many variations (see tutor guide for 2 variations, but there are likely many other ‘correct’ ones). Pairs create diagrammatic notes on A3 (mind map/flow chart/keywords). No full sentences.			

Minutes	Focus	Activity Type	Materials	Learning Outcome	Notes
		IMPORTANT: Tutor monitors and makes note of general feedback to give whole class later (e.g. a few positives, a few things students could improve on) Step 4 (190–205): Pairs within a group exchange mind maps. Each pair compares to their own using questions on Slide 34 Step 5 (205–215): Whole class check and feedback from tutor Step 6 (210–220): Each student takes a picture and uploads the picture of their A3 notes to Moodle (A3 notes should have names of each student in the pair written on it)			

Minutes	Focus	Activity Type	Materials	Learning Outcome	Notes
220-230	Reflection (Moodle private forum)	Students post 3 short lines to a private Moodle forum : What helped you understand the text more clearly today? Which part of reading or making the mind map would you like more practice with?	Moodle instructions slide; personal devices or tutor guidance	LO1, LO3	Very short; not graded; tutor supports login if needed.
230-240	Protected flex / slippage	Optional support: additional scenario practice, note-taking help, vocabulary support, Moodle login help, silent reading practice.	—	—	Keep light and supportive; ideal for early-term confidence building.

Materials

Printed:

- Full BBC Text
- BYD text

NOT PRINTED BUT MUST BRING

- A3 Paper (1 sheet per pair) for BBC Text Mind Map (Workshop)
- A4 Paper (1 sheet per pair) for teacher led mind map

Digital:

- Slides
- Vevox
- Moodle resources:

Your Feedback

Please do take 3 minutes to provide feedback on your experience this week.

You can also find the link on Moodle under Tutor Space.

LCLM4001 Quick Check



Teacher Answer Sheet:

China BYD EV Text (Main Idea + Key Details Practice)

Answers with explanation from text

Reasons for Change:

Customer Demand: *Some customers did not like the new car models.*

Reputation/Brand Image: *Other people were worried about the political actions of Tesla's owner, Elon Musk.*

Competition & Price Pressure: *Competition from Chinese companies like BYD, Geely, and MG also made things harder. These companies often sell their cars for less money than Western brands.*

External factor / policy change: *One reason was the end of a government program that gave buyers \$7,500 to help pay for electric cars.*

Future business impact:

Grow sales and Increase Business Value: *[Elon Musk] wants to sell more cars and increase the company's value*

Explore Other Projects: *He also plans to sell one million humanoid robots called Optimus.*

Tesla's success depends on new self-driving taxis

Sales numbers /Other Key Data:

BYD sold more than 2.25 million cars, while Tesla sold 1.64 million cars.

Tesla sales fell by 9%, while BYD sales grew by 28%.

Week 4 : Referencing, Integrity & Ethics

Learning Outcomes (Week 4)

By the end of this session, students will be able to:

- **LO1:** Explain why referencing is required in academic and business work.
- **LO2:** Identify what constitutes plagiarism and what does not.
- **LO3:** Produce a basic intext citation and reference list entry.

Note Space

Lesson Plan

Minutes	Focus	Activity Type	Materials	Learning Outcome(s)	Flex Notes
0–15	Welcome & gentle start	Remembering last week What we are doing today Homework recap (Referencing Basics) Slide 6	Slide; Vevox	LO1 (activation)	Low-pressure; supports late arrivals.
15–30	Focus on integrity	Tutor mini input (10–12 mins) (Slides 7-12): - What is integrity: academic and business Why do we reference Giving credit	Slides	LO1	Keep jargon-free.
30–40	Paraphrase vs copy	Mini-input Tutor demo (Slide 15): Show an original sentence + one copied version + one B1 friendly paraphrase.	Slides	LO2	Sets foundation for Week 5 & 6.

Minutes	Focus	Activity Type	Materials	Learning Outcome(s)	Flex Notes
40-60	Evidence and references	Where are references needed Do we need a reference here? Vevox Cite or Not (1-5) In-text vs. Reference List Reference List tools	Slides; Vevox	LO3	Keep examples short and clear to avoid overload.
60-70		Break time			
70 - 100	Basics of intext citation	In-Text Citations: Details (Slides 24-30) Common mistakes Spot the mistake exercise Worksheet (10 mins) Answer check as class	Slides; Printed Spot the Mistake Worksheet	LO3	Highly scaffolded and interactive.
100 - 125		Slide 23: Let's Try It Out Students use the tools they have learnt about to create a mini reference list. Encourage students to try to include a website and book.	Slides		
125-135	Break 2	—	—	—	Needed before independent practice.

Minutes	Focus	Activity Type	Materials	Learning Outcome(s)	Flex Notes
135-175	Mini-referencing task (applied)	Step 1: Read BYD text and decide which sentences need a reference Step 2: Students receive a short paragraph containing 3 items needing citation (e.g., statistic, definition) (Referencing Exercise: Step 2). They: 1. Add intext citations 2. Tutor circulates for support. Tutor checks answers as a class (Tutor Guide)	Printed BYD Worksheet; Printed Referencing Exercise: Step 2; Slides ; Tutor Guide for Answers	LO1, LO3	Essential for assessment readiness.
175-205	What is cheating	Group sorting task: Students sort statements into cheating/not cheating Whole class review with reassurance.	Slides, printed Cheating cards,	LO2	Important for students with international educational backgrounds.
205-220	Reflection time	Students reflect: • One thing that helped me understand referencing today is... One thing I still want to practise with citations is...	Slide;Moodle	LO1, LO2	Short, accessible for B1 learners.

Minutes	Focus	Activity Type	Materials	Learning Outcome(s)	Flex Notes
		One thing I understand now about using sources in business writing is...			
220-240	Protected flex / slippage	Recap + homework Extension Exercise: Slide 42+43 (OR assign for homework) Extension Exercise: Slide 43/Vevox Referencing Review One-to-one help with referencing, paraphrasing, citation page layout, using library website. Haunted library	Slides; Vevox	—	Important for confidence-building and troubleshooting.

Materials

Printed:

- Cheating Cards
- China BYD exercise
- Spot the mistake
- Referencing exercise

Digital:

- Moodle
- Vevox
- Slides

Answers

Slide 6 – Discussion Suggestions

- What is one **advantage** of using news reports for information?

News reports offer timeliness — they cover current events and recent developments quickly, often before that information appears in books, journals, or other more formal sources. This makes them valuable when you need up-to-date facts, public reactions, or coverage of something that's still unfolding.

Other suggestions:

- **Accessibility** — news reports are usually written in plain language, making them easier to understand than academic or technical sources.
- **Real-world context** — they often show how an issue affects real people, which can add human interest or practical grounding to research.
- **Breadth of coverage** — news outlets report on a huge range of topics, so you can often find *something* on almost any current issues.
- Why is it important to choose the right type of information for your research?
- **Credibility and accuracy** — Different sources have different levels of reliability. A peer-reviewed journal article has typically been vetted by experts, while a blog post or social media claim may not be fact-checked at all. Using unreliable sources can lead to flawed conclusions.
- **Relevance to your purpose** — A source that's great for one kind of research (e.g., a news article for current events) may be useless or misleading for another (e.g., using a news article for deep scientific data instead of a peer-reviewed study).
- **Depth vs. breadth** — Some sources (encyclopedias, news articles) give quick overviews; others (books, academic journals) give in-depth analysis. Choosing the right depth for your research question matters — you don't want a shallow source for a complex topic, or an overly dense source when you just need background info.
- **Bias and perspective** — Every source has some point of view, whether intentional or not. Choosing a range of appropriate sources helps you avoid one-sided or skewed information, which is especially important for controversial or complex topics.
- **Currency (how recent the information is)** — For fast-changing topics (technology, medicine, current events), you need up-to-date sources. For historical or foundational research, older, well-established sources may be more appropriate.

- **Audience and academic standards** — Depending on the assignment or purpose (school paper vs. professional report vs. personal curiosity), certain sources are expected or required — for example, teachers often want scholarly sources rather than general web content.

Spot the Mistake (Slide 27 + Printed Worksheet + on slide 28)

Teacher Answers – Spot the Citation Mistakes

1.

Sales increased by 10 percent last year (www.bbc.com/news).

Is there a mistake? Yes

What is the mistake?

- Uses a **website link instead of author/organisation name**
- Should use something like: (BBC, year)

2.

Research shows that customer trust is falling (Taylor).

Is there a mistake? Yes

What is the mistake?

- **Missing year**
- Should be: (Taylor, year)

3.

Electric cars are becoming more popular [Smith, 2024].

Is there a mistake? Yes

What is the mistake?

- Uses **square brackets instead of round brackets**
- Should be: (Smith, 2024)

4.

The report says that food prices rose quickly (Tesco, 2025).

Is there a mistake? Yes

What is the mistake?

- **Incorrect organisation name** (should be Tesco, not Tescos)

5.

BYD sales grew to over 2 million cars.

Is there a mistake? Yes

What is the mistake?

- **No citation included**
- Needs a source

6.

Online shopping grew by 15 percent in 2024 (ONS, 2024).

Is there a mistake? No

What is the mistake?

- No mistake — this is correct

7.

Newton argues that customers are dissatisfied with AI customer service (Samantha Newton, 2025)

Is there a mistake? Yes

What is the mistake?

- Uses **full name instead of surname only**
- Should be: (Newton, 2025)

Teaching note

Common issues students should notice:

- missing year
- wrong bracket type
- using URLs instead of authors
- missing citations
- incorrect author format

Do we need a reference here?

China's BYD beats Tesla, becomes world's top EV seller

The Chinese company BYD is now the world leader in electric vehicle (EV) sales. It has sold more cars than the American company Tesla for the first time in one year. In 2025, Tesla sold 1.64 million cars. This was a 9% drop from the year before. At the same time, BYD sales grew by 28% to more than 2.25 million cars.

Tesla had a difficult year for several reasons. Some customers did not like the new car models. Other people were worried about the political actions of Tesla's owner, Elon Musk. Competition from Chinese companies like BYD, Geely, and MG also made things harder. These companies often sell their cars for less money than Western brands. To help, Tesla lowered its prices in the United States, but sales still fell. One reason was the end of a government program that gave buyers \$7,500 to help pay for electric cars.

Excerpt From: Practice With News (2026) China's BYD beats Tesla, becomes world's top EV seller, 5 January. Available at: <https://practicewithnews.com/chinas-byd-beats-tesla-becomes-worlds-top-ev-seller/> (Accessed: 27 February 2026).

Let's try it out:

Instructions:

1. Read the paragraph below
2. Decide which ideas need a reference and which ideas do not.

Electric car companies are growing quickly around the world. ☐ BYD sold more cars than Tesla last year. ☒ Many customers did not like the new Tesla models. ☒ In my opinion, the electric car market will continue to grow. ☐ Some people prefer electric cars because they want to help the environment. ☐ BYD sales went above 2.25 million cars, which shows strong demand. ☒

Answers

Referencing Exercise: Step 2

Here is the paragraph with **correct in-text citations added**:

Electric car sales are growing very quickly around the world, especially in China. BYD sold more than 2.25 million electric cars in 2025, which was a big increase from the year before (Practice With News, 2026). New global data also shows that electric vehicle sales almost tripled between 2021 and 2024 (Pakistan & Gulf Economist, 2025). In the UK, the government is reviewing its electric car sale quotas after car production fell to its lowest level in more than 70 years (Sky News, 2026). I think these changes will affect how fast the country can move towards cleaner transport.

Explanation (for teacher use)

- **BYD sales data** → (Practice With News, 2026)
- **Global sales tripled** → (Pakistan & Gulf Economist, 2025)
- **UK quotas + production fall** → (Sky News, 2026)
- **Final sentence** → no citation needed (student's own opinion)

Common errors to watch for

- Students forgetting to cite the BYD data
- Using full titles instead of organisation names
- Adding a citation to the opinion sentence
- Incorrect punctuation or missing brackets

