

ZIAUDDIN UNIVERSITY

HAND BOOK | 2018

BBA

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**KNOWLEDGE
& BEYOND...**

ISSUED BY: REGISTRARS OFFICE.

Ziauddin University endeavors to develop in each student, the virtues and values of humanity, dignity and worthiness; a desire and capacity for critical reasoning; an appreciation and understanding of the social sciences, biomedical sciences and arts; the ability to communicate; and the skills for acquiring new knowledge and meeting the challenges of an exponential growth of information.

The institution focuses on developing competence, personal fulfillment and responsible leadership in the professions, sciences, and in public service.

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(YEAR ONE)

- 3.1 Business Accounting
- 3.2 Business and Managerial Economics
- 3.3 Statistical Quantitative Methods
- 3.4 Introduction to Business
- 3.5 Business Communication Skills
- 3.6 Marketing Management
- 3.7 Information Systems and Management
- 3.8 Management Theories and Practice

YEAR TWO

- 3.1 Financial Management and Analysis
- 3.2 Operations and Logistic Management
- 3.3 Human Resource Management
- 3.4 International Business
- 3.5 Internet Business and E-Commerce

- 3.6 Business Research Methodologies
- 3.7 Business Law and Ethics
- 3.8 Strategic Information Systems

YEAR THREE

- 3.1 Principles of Sociology
- 3.2 Web Designing
- 3.3 Corporate Governance
- 3.4 Data Mining

3.5 Public Relations

3.6 Data Analytics

3.7 International Trade

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YEAR FOUR

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BACHELORS S IN BUSINESS AND ADMINISTRATION (BBA)

1.1 Overview of the Programme

This undergraduate course focuses on the study of organisations, their management and the changing external environment in which they operate, and are designed to prepare students for a career in business and management.

Students will study combine theoretical perspectives with current industry practice, which enables them to develop their understanding of the relevant theories and knowledge and gain essential skills, which are necessary for the future employment.

The course will cover fundamental issues in business from theoretical and practical perspective and give an opportunity to students to gain essential skills of the business such as critical thinking and practical experience in the application of knowledge gained, develop personal and business skills through placement and project activities.

1.2 Rationale for the Programme

There is an increasing demand from employers for graduates, who has an essential skills of being adaptable, creative, working as a team and problem-solving skills and ready for challenging modern work-force. Therefore our course is aiming to create future leaders, who are innovative, adaptable, and ready for the diverse global challenges.

Our graduates will be able to:

- display a sound understanding of theories of business and management and appraise business issues and evidence critically;
- demonstrate an awareness of business issues at European and international levels, and understand the role of global, regional and national institutions in setting the context for business practice;
- evaluate and interpret new information, and engage in problem solving, thereby demonstrating a capacity to think clearly and logically about a range of contemporary business issues;

- reveal consistent and effective negotiation and persuasion skills that will be useful in their careers;
- understand the structure of employing organisations and be capable of investigating and assessing career options prior to graduation;
- use their experience to inform their career choices and to put to use immediately in employment the skills they have developed;
- work as managers in the private, public or voluntary sectors, or proceed to postgraduate programmes in their related disciplines.

1.3 Aims of the Programme

The aims of the programme are:

- To provide students with an understanding of the issues involved in business administration, and a coherent understanding of the concepts and models of business management theory and practice;
- To present theoretical and practical skills and develop team leadership, presentational, time management and communication skills throughout the degree;
- To provide a flexible educational framework that enables them to choose among a range of advanced courses, set in the context of multidisciplinary study where intellectual rigour and analytical skills are rewarded;
- To give an opportunities to develop their employability skills and apply academic learning in practice through placement and project activities;
- To furnish students with the knowledge and skills abase to enable them to pursue a career field in managing and strategically developing business and management.

1.4 Objectives of the Programme

- To offer a complete programme that involves the study of the fundamental areas of business;
- To promote an understanding of the role of business in the structure of and culture of business administration, with particular experience to strategic planning and the management of change;
- To provide students with a programme offering a balance of theory, case studies and practical skills that will facilitate students intellectual and professional development;
- To equip students with the necessary knowledge and skills to achieve the postgraduate award, and to continue students lifelong development of learning;
- To furnish students with the necessary skills and knowledge of business and management problems which meet the needs of contemporary environment;
- To support self-development and assessment competencies necessary for the development of life-long learning.

1.5 Programme Outcomes

The programme is designed to provide opportunities for students to demonstrate the following learning outcomes:

Knowledge and Understanding Skills:

- To understand core modules for the programme
- To get a knowledge a theoretical basis of research methodologies appropriate to business
- To identify recent developments in the relevant industries associated with the programme

Cognitive Skills

- To adopt a contemporary view of organisations and be able to identify problems and solve them
- To analyse critically literature

- To demonstrate independence of thought and justify your stands
- To develop skills of critical self reflection
- To demonstrate the skills necessary to plan, conduct and report original research

Practical Skills

- To recognise the personal attitudes and dispositions that underpin effective communication in various contexts, and have practised interpersonal skills in various situations;
- To locate and critically appraise data and information from a variety of sources
- To choose between theories appropriate to various business situations
- To construct and apply various business survey techniques using a bibliographically based piece of research
- To manage project work effectively

Transferable Skills

- To recognise variables in the business organisations and understanding their interdependence and appreciating their importance, particularly from a management point of view;
- To work as a team and become a team-player
- To adopt a contemporary view of organisations and be able to identify communication styles and practices which usually accompany various managerial approaches and technique,;
- To use information technology for other research activities

1.6 Programme Entry Requirements

To be admitted to the BBA Programme students normally will satisfy following requirements:

- On Entry a student must have :
- A first or second class Intermediate or an overseas qualification of an equivalent standard from a recognised higher education institution.
- A Level's or equivalent

OR

- Equivalent qualifications to a Pakistani Intermediate as specified in the prospectus.
- International qualifications will be checked with Higher Education Commission, Islamabad.

Mature students

Students who are 21 years old or over in the year they start their degree studies, they will be classed as a mature student. Traditional entry requirements may be relaxed if they did not gain formal qualifications at school but are able to show that you have gained relevant work experience in the said field.

English Language Requirement

- IELTS 6.5 including 6.0 in reading and writing / TOEFL paper-based 560 / TOEFL iBT 83 or equivalent qualification

OR

- Successfully completion of ZU-English and Academic Skills Preessional Course (EAS)

Applicants who are unsure about the acceptability of their qualifications should contact ZU for advice.

* International qualifications will be checked with Higher Education Commission Islamabad.

2. STRUCTURE OF THE PROGRAMME

2.1 General Information

The programme is offered on a full-time basis and duration of the course is for four years.

The BBA programme comprises 8, sixteen week terms. In every two terms (one academic year) students will study eight modules, each of which is equivalent to 15 credit points. In the final year students write dissertation.

2.2 Core Modules

YEAR ONE

3.1 Business Accounting

- 3.2 Business and Managerial Economics
- 3.3 Statistical Quantitative Methods
- 3.4 Introduction to Business
- 3.5 Business Communication Skills
- 3.6 Marketing Management
- 3.7 Information Systems and Management
- 3.8 Management Theories and Practice

YEAR TWO

- 3.1 Financial Management and Analysis
- 3.2 Operations and Logistic Management
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YEAR THREE

- 3.1 Principles of Sociology
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YEAR FOUR

- 3.1 Project Management
- 3.2 Human Resource and Leadership Management
- 3.3 Marketing and Global Marketing Strategies
- 3.4 Management Information and Communication Systems
- 3.5 Accounting and Finance for Managers
- 3.6 Management and Change in Organisations
- 3.7 Corporate Business Strategy
- 3.8 Research Methodologies for Business Students

2.3 Assessment

In general the modules will be assessed by an appropriate combination of unseen examinations and coursework, comprising written assignments, laboratory work and oral presentations. The balance of examinations to coursework will typically be 50% to 50%, but this may vary for some modules. Students enrolled on face to face courses and blended learning courses will do written exams and submit assignments Examination department will host the written exams and assignments will be submitted on Turnitin. Students will have access to the EBSCO on-line research databases.

The overall module pass mark is 50%, but to gain a pass, students must achieve a minimum mark of 50% in each component of assessment.

To be awarded a BBA degree, students must pass all the modules, each of which is equivalent to 15 credit points. Students also have to pass a dissertation.

2.4 Teaching and Learning Approaches

The delivery will consist of three components:

- Lecture session
- Tutorial session
- Practical session

Lecture Session

Lectures will be of a maximum duration of 3 hours (with a 10-15 minutes break during the period) the purpose of a lecture is to provide key information to the students for the subject being taught.

On occasions, lecture exercises are used which require course participants to become actively involved in "learning by doing", let students take active part in discussing related current topics.

Tutorial Session

Tutorials will be provided through case studies for the students to further discuss and/or undertake the topics previously covered in the lecture sessions.

Students will be given video/written case studies after each lecture topic and work in groups.

Practical Session

Practical sessions are mainly undertaken in the computer laboratories, or workshop activities are set up to enable the learner to reflect on the processes he or she has experienced. Workshops enhance skills development and the acquisition of knowledge. Short presentations alternate with group work. Students spend time working together in small groups, brainstorming, analysing case-studies, carrying out group discussions or group exercises, learner presentations, role play, plenary feedback session.

2.5 Quality Assurance and Maintenance of Academic Standards

The Academic Council

(1) The Academic Council shall consist of:-

- i) the Vice Chancellor, Who shall be its Chairman;
- ii) the Pro-Vice Chancellor, if appointed;
- iii) the Deans;
- iv) the Directors of the Institutes;
- v) the University Professors including Emeritus Professors;
- vi) the Chairman of the Teaching Departments;

- vii) Law Secretary or his nominee not below the rank of an Additional Secretary;
- viii) two Associate Professors, other than Chairmen of the Teaching Departments to be elected by and from amongst themselves;
- ix) four Assistant Professors and Lecturers to be elected by and from amongst themselves;
- x) three persons eminent in the arts, the sciences and the professions, of whom one shall be the from each category, to be nominated by the Chancellor from among the persons recommended by Government;
- xi) the Registrar;
- xii) the Librarian; and
- xiii) the Controller of Examination

(2) The members appointed by nomination or election shall, hold office for three years.

(3) The quorum for a meeting of the Academic Council shall be one-third of the total number of members.

Powers and duties of the Academic Council

The Academic Council shall be the academic body of the University and shall, subject to the provisions of University's Act and the statutes and the regulations have the powers to lay down proper standards of instructions, research and examinations and to regulate and promote the academic life of the University and the colleges.

Without prejudice to the generality of the foregoing powers, and subject to the provisions of University Act, and the statutes and the regulations, the Academic Council shall have the powers-

- a. to advise the Syndicate on academic matters;
- b. to regulate the conduct of teaching, research and examinations;
- c. to regulate the admission of students to the courses of studies and examinations in the University;
- d. to regulate the award of studentship, scholarships, medals and prizes;
- e. to regulate the conduct and discipline of the students of the university;
- f. to propose to the syndicate; schemes for the constitution and organization of Faculties, Teaching Departments and Board of Studies;
- g. to initiate regulations for consideration and approval of the syndicate;
- h. to propose regulations, on the recommendations of the Boards of Faculties and the Boards of Studies, the syllabi and the outlines of tests for all University Examinations; provided that if the recommendations of

the Board of Faculty or a Board of Studies are not received by the prescribed date, the Academic Council may subject to the approval of the Syndicated, permit such regulations to continue for the next following year;

- i. to recognize the examinations of other Universities or examining bodies as equivalent to the corresponding examinations of the University;
- j. to appoint members to the various Authorities in accordance with the provision of University Act;
- k. to consider or formulate proposals for the planning and development of teaching and research in the University;
- l. to arrange short and long term training and courses within the country and abroad as prescribed under the rules; and
- m. to perform such other functions as may be prescribed by Statutes.

Specific Objectives

- To lay down proper standards of instructions, research and examination
- To regulate and promote the academic life of the University and the colleges

Board of Faculty of Business and Management

There shall be Board of each Faculty which shall consist of the following:-

- i. the Dean;
- ii. the Professors and the Chairmen of Teaching Departments;
- iii. one member of each Board of Studies comprised in the Faculty to be nominated by the Board of Studies Concerned; and
- iv. three teachers to be nominated by the Academic Council by reason of their specialized knowledge of subjects which, though not assigned to the Faculty, have in the opinion of the Academic Council, important bearing on the subjects assigned to the Faculty.

The members mentioned in (iii) and (iv) above shall hold the office for three years.

The quorum for a meeting of the Board of a Faculty shall be one-half of the total numbers of members, a faction being counted as one.

Specific Objectives

The Board of each Faculty shall, subject to the general control of the

Academic Council and the Syndicate, have the powers:-

- a) to coordinate the teaching and research work in the subjects assigned to the Faculty;
- b) to scrutinize the recommendation of the Board of Studies comprised in the Faculty in regard to the appointment of paper setters and examiners, except for research examinations and to forward the panels of suitable paper-setters and examiners for each examination to the Vice Chancellor;
- c) to consider any other academic matter relating to the Faculty and to report thereon to the Academic Council; and
- d) to perform such other functions as may be prescribed by Statutes.

Board of Studies

There shall be a separate Board of Studies for each subject or group of subjects, as may be prescribed by regulations.

Each Board of Studies shall consist of-

- i) Chairman of the Teaching Department;
- ii) all Professors and Associate Professors in the teaching department;
- iii) the Assistant Professor and one Lecturer by rotation order of seniority from the Department concerned; and
- iv) three experts to be nominated by the Vice Chancellor.

The term of office of members of the Board of Studies other than ex-officio members shall be three years.

The quorum for a meeting of the Board of Studies shall be one-half of the total numbers of members, a faction being counted as one.

Specific Objectives

The functions of the Board of Studies shall be-

- a) to advise the Authorities on all academic matters connected with instructions, research and examination in the subject (module) or subjects (modules) concerned;
- b) to propose, curricula and syllabi for all degree, diploma and certificate courses in the subject (module) or subjects (modules) concerned;
- c) to suggest a panel of names of paper-setters and examiners in the subject (module) or subjects (modules) concerned;
- d) to perform such other functions as may be prescribed by regulations.

2.6 Quality Assurance Policies

Aim

The primary purpose of the Quality Assurance at the University is enhancement of the quality of the student learning experience and the maintenance of academic standards in the context of an increasingly diverse student population and emerging technological developments.

Quality Assurance Team (QA Team)

The main objective of the QA Team is to ensure the provision of high quality education and training, and to offer advice on teaching methods at the School.

The QA Team carries out reviews of individual subjects. It also carries out departmental reviews of all the departments of the School. The judgements made by the subject reviewers can contribute substantially to departmental review.

Teaching Strategy

The University conducts regular theory and practical classes for each batch of students, which is roughly 15 to 18 hours in a week. Out of these 18 contact hours, 6 hours are for practical sessions and the rest are for theories.

Learning and Assessment Strategies

The University continuously assesses the development and learning experience of the students by various tools like, surprise quizzes, class assignments, midterm examination, case laws, project reports, closed book examinations etc. Sometimes class attendance of a student is also considered for assessing the overall interest in learning.

Subject Review

Subject review is a peer review process. It starts when the departments evaluate their provision in a subject in a self-evaluation document. This document is submitted to the QA-team for use by a team of reviewers who gather evidence to enable them to report their judgements on the academic standards and the quality of learning opportunities. Review activities include meeting staff and students, scrutinising students' assessed work, reading relevant documents, and examining learning resources.

Judgements

The range of judgements that reviewers may utilise when they have completed a subject review are summarised below:

Academic Standards

Reviewers make one of the following judgements on standards:

- Confidence, which may be expressed as limited confidence; or No confidence.

To reach this judgement, reviewers look at:

- Learning outcomes;
- The curriculum;
- Student assessment and
- Student achievement

Quality of Learning Opportunities

Reviewers make one of the following judgements for each of three aspects of learning opportunities:

- Commendable (which may include exemplary features) or
- Approved or
- Failing

The three aspects of quality of learning opportunities are:

- Teaching and learning;
- Student progression; and
- Learning resources.

Reviewers also report the degree of confidence they have in the College's ability to maintain and enhance quality and standards in the subject under review.

Internal Quality Structure

The following members are in the QA-team:

- | | | |
|----|----------------------------------------------------|-----------|
| 1. | Prof. Dr. Justice (R) Qazi Khalid Ali, VC | -Chairman |
| 2. | Prof. Dr. Rukhsar, Dean & Director-QEC | -Member |
| 3. | Prof. Dr. Shamim Hashmi, Chairperson | -Member |
| 4. | Syed Sharaf Ali Shah, Registrar | -Member |
| 5. | Ms. Nazia Yaseen, Dy. Registrar / Dy. Director QEC | -Member |

Assessment Regulations

To obtain an award a student needs to pass all the modules in the programme.

The overall pass mark for each module is 50%. The mark for each module is the aggregate of the various elements of assessment. A mark of at least 50% must be obtained for each element of assessment in each module.

If a student fails to achieve the pass mark in any module they may be offered the opportunity to retake the assessment in that module.

A student will be allowed to retake the assessment in two modules in any diet of assessment.

A student who fails more than two modules will not be allowed to progress and will be required to retake the assessment in the failed modules before progressing.

A student who fails the retake of an assessment shall be deemed to have failed the module.

Normally a student who fails a module will be deemed to have failed the programme. At the discretion of the Academic Board a student may be allowed to re-enrol with attendance for no more than two modules.

A student who fails three modules will normally be excluded from the programme although a student, at the discretion of the Academic Board, may also have the option to repeat the entire trimester or year. A student may attempt no more than 2 module assessments, which may include two re-sits, during any one semester.

No more than two attempts at a module are allowed.

A student who fails a module but who submits mitigating circumstances which, in the opinion of the Academic Board, have seriously affected their performance, may be allowed to repeat the assessment.

The Academic Board may allow a student's overall performance to compensate for failure in one module in making the overall assessment for an award. Normally compensation will only be considered where a mark of 35-39 has been achieved in the failed module, and that the Board is satisfied that there are strengths shown in other modules.

The Academic Board has the right to examine any student viva voce in addition to the assessments specified in the regulations. The panel to conduct the viva voce assessment shall comprise at least three members of the Academic Board including the Chair and at least one external examiner.

Plagiarism

What is Plagiarism?

Plagiarism is a very serious academic offence. Plagiarism is using other people's work as your own. This is particularly important in all assessed written assignments, such as Coursework, Dissertations and Exams. This includes using, words, ideas, theories, images, or results without acknowledgement. This includes both published and unpublished work, so using another student's work or ideas is still plagiarism. It is also plagiarism if you knowingly let someone else use your work without crediting you. Finally, submitting your own work that has already been submitted for another course is also plagiarism.

The consequences of students caught plagiarising others are severe. Students face dismissal from the School in very serious cases.

How to avoid Plagiarising

Written assignments are designed to test students' knowledge. It is perfectly acceptable to make reference to other people, as long as you credit them. Always acknowledge your sources. When using a direct quotation always put it in quotation marks ("") Short reference details can go in the body of the text or footnotes. Long reference details need to go in the bibliography.

Summing up someone's ideas does not need a direct quotation. Instead they need to be named as the author of the idea.

If in doubt reference the work or idea with a short reference.

Protecting students from Plagiarism

Every written assignment student hands in goes through a plagiarism detection programme. This runs student work against published and unpublished works. It is very thorough and will immediately inform us if students' work is plagiarised. A guide to this is below.

The Penalties of Plagiarism

Any student suspected of plagiarism will be dealt with in accordance with the unfair Practice guidelines.

All of the tutor's at the School are vigilant in finding plagiarism in student's work and will be required to take action where plagiarism is suspected.

In assignments where the work is found to be plagiarised the student will receive a 0 mark for that paper.

Turn-it-in Guide

Assignments submitted to **Turnitin** are compared against billions of internet documents and Turnitin's local databases of submitted student assignments. Any matching text Turnitin finds is detailed in an **originality report**. To submit a report you must it to the concerned department to check.

3. MODULE DESCRIPTORS

The module descriptors follow a pattern similar to that, which has been adopted by several UK universities, and comprise the following elements:

- a. Module Title
- b. Module Description – a brief outline of the principal aims and content.
- c. Learning Outcomes – indicates what students will be able to do on successfully completing the Module.
- d. Indicative Content – this, together with the Lecture Sequence (h), gives an indication of the main topics to be covered and a guide as to the order in which they should be delivered. The amount of detail provided varies somewhat depending on the nature of the Module and it is not necessarily expected that lecturers will cover every topic listed.
- e. Delivery, this includes the notional student workload, which is equivalent to 10 hours per credit point, and an indication of the main approaches to student learning and teaching, which may vary between lecturers.
- f. Assessment - as far as possible a standard approach to the nature and amount of assessment has been adopted. The assessment of all Modules will include an unseen examination, normally of three hours' duration and coursework; some modules may also include assessment via laboratory work or oral presentations as indicated in the Module descriptor. The weighting of the examination and coursework will normally be 50% to 50%. To pass a Module, students must achieve an overall mark of 50% and a mark of at least 50% in each of the components of assessment.
The assessments are designed to test the learning outcomes and, in particular, the objectives of the written assignments include a test of students' abilities to work on their own and seek information from a variety of sources and to analyse and use this information in an appropriate way.
- g. Indicative Reading Lists – these include core texts and recommended additional reading. Multiple copies of the core texts are provided in

the Library, with at least one copy of the additional reading also being available.

- h. Lecture Sequence – this provides a suggestion of the order in which topics in paragraph 5 might be presented.

Bachelors in Business and Administration

YEAR ONE

- 1 Business Accounting
- 2 Business and Managerial Economics
- 3 Statistical Quantitative Methods
- 4 Introduction to Business
- 5 Business Communication Skills
- 6 Marketing Management
- 7 Information Systems and Management
- 8 Management Theories and Practice

YEAR TWO

- 1 Financial Management and Analysis
- 2 Operations and Logistic Management
- 3 Human Resource Management
- 4 International Business
- 5 Internet Business and E-Commerce
- 6 Business Research Methodologies

- 7 Business Law and Ethics
- 8 Strategic Information Systems

YEAR THREE

- 1 Principles of Sociology
- 2 Web Designing
- 3 Corporate Governance
- 4 Data Mining
- 5 Public Relations
- 6 Data Analytics
- 7 International Trade
- 8 International Logistics

FOURTH YEAR

- 1 Project Management
- 2 Human Resource and Leadership Management
- 3 Marketing and Global Marketing Strategies
- 4 Management Information and Communication Systems
- 5 Accounting and Finance for Managers
- 6 Management and Change in Organisations
- 7 Corporate Business Strategy
- 8 Research Methodologies for Business Students

Term Three

- 1. Dissertation

YEAR ONE

1.1 Business Accounting

a. Module Title: Business Accounting

b. Module Description:

This module has designed to develop the students understanding of financial and business accounting in an international and strategic context. It covers the interpretation, uses, and analysis of accounting information both for external (financial) and internal (managerial) purposes.

The focus of this module is to provide the relevant strategic accounting factors which affect international organisations in possible ethical scenarios. It will concentrate upon the practical application of financial and managerial accounting techniques whilst determining how these contribute to forming international financial decisions in practical strategic problem solving situations.

In addition, the module focuses on the provision of accounting information for managerial decision-making and control, for planning and budgeting, variance analysis and performance evaluation. Students will learn accounting control techniques relevant to the effective and efficient management of an organisation. The module also covers the role of accounting in evaluating divisional performance, in planning and controlling marketing campaigns and in the management of advanced production technology, together with the increased application of information technology to financial systems.

c. Learning Outcomes:

At the end of the module, students should have the ability to:

- the principles, methods and uses of financial and managerial accounting;
- the dynamic aspects of accountancy within a changing international and global environment;
- the international regulatory and conceptual framework of financial reporting provision;
- the international accounting environment and its impact upon the requirements international financial statements;

- appreciate the role of accounting in management decision making and control;
- understand the use of accounting techniques in decision making and control;
- understand the behavioural dimensions of accounting approaches and techniques;
- demonstrate a broad appreciation of current developments in accounting

d. Indicative Content:

- Accounting as an information system
- Users of accounting information and decision making
- Social accounting and economic directives
- External and internal functions of accounting
- Framework for financial reporting
- Concepts of disclosure
- Sources of disclosure requirements
- Companies Act
- Accounting standards
- Fundamental accounting concepts
- Emerging issues in financial reporting
- Accounting statements, double entry cycle, bank reconciliation, profit and loss accounts, conventions underlying measurement
- Balance sheet and cash flow statements, financial statements for sole traders and limited companies, managing working capital, stock valuation
- Interpretation of financial statements, ratio analysis, liquidity, profitability, activity, stock market ratios
- Corporate planning, preparation of business plan, budgeting
- The role of accounting information, differences between management accounting and financial accounting, costs relevant to management decisions;
- Cost characteristics and behaviour, variable and fixed costs, direct and indirect costs, product costs and period costs, controllable and non-controllable costs, break-even analysis, contribution and limiting factors, CVP analysis, ABC, Process costing

- Costs for decision making, absorption and marginal costing, opportunity costs, sunk costs, closing down decisions, make or buy decisions
- Budgeting and standard costing; zero-base budgeting, flexible budgets, variances, investigation of variances, organisational and behavioural implications of budgeting and controlling.
- Investment decisions, present value, NPV, DCF rate of return, IRR, risk and uncertainty, risk analysis, post-audit of capital expenditure projects.

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork, and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through an assignment and a closed book examination.

- Assignment 50%
- Closed book examination 50%

g. Concise Indicative Reading List:

Core Texts

Wood, F. and Sangster, A. (2008) Business Accounting 1, (11th edn) Prentice Hall

Wood, F. and Sangster, A. (2008) Business Accounting 2, (10th edn) Prentice Hall

Recommended Readings

Choi, Frost and Meek, 4th Edition, International Accounting, Pearson, 2003

Drury, 5th Edition, Cost and Business Accounting, Thomson, 2003

Needles, 8th Edition, Financial Accounting, Houghton, and Mifflin, 2003

Nobes and Parker, 7th Edition, Comparative International Accounting, Pearson, 2002

Roberts, Weetman and Gordon, 2nd Edition, International Financial Accounting, Pearson, 2001

Weetman, 3rd Edition, Financial and Managerial Accounting, Pearson Education, 2002

h. Lecture Sequence:

COURSE:	BBA
TERM:	TBA
SUBJECT:	Business Accounting
ASSESSMENT:	Assignment 50% Closed Book Exam 50%
LECTURER:	
CORE TEXT:	Wood, F. and Sangster, A. (2008) <u>Business Accounting 1</u> , (11 th edn) Prentice Hall Wood, F. and Sangster, A. (2008) <u>Business Accounting 2</u> , (10 th edn) Prentice Hall

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
1.		The accounting equation and the balance sheet	Chapter 1
2.		The General Journal and General Ledger Recording of Business Transactions	Chapter 2

3.		Balancing off accounts/ The trial balance	Chapter 2
4.		Seminar 1	
5.		Balancing off accounts/ The trial balance	Chapters 7,8 , 11
6.		Income statement/ Statement of Financial Position	Chapters 7, 8, 9
7.		Income statement/ Statement of Financial Position- further consideration	Chapter 2, 3
8.		Seminar 2	
9.		Accounting Concepts	Chapter 2, 3
10.		Cash Flow Statement/ Adjustments for Financial Statements	Chapter 1
11.		Budgetary Planning and Variance Analysis/ Capital Investments and Expenditure Decisions	Chapters 15,16
12.		Cost-Volume-Profit Analysis - Single Product and Multiple Products. Variable Costing.	Chapter 17/18

1.2 Business and Managerial Economics

a. Module Title: Business and Managerial Economics

b. Module Description:

The basic goal of this module is to ensure that students understand the working of the market system, the case for free markets, and the causes of market failure and learn how to apply the tools of microeconomics to analyse social and economic issues. The module will explore the historical basis of economic thought and the methodology and techniques of microeconomics.

Through case analysis and examples, students will be encouraged to apply appropriate theoretical models to understand problems and to make predictions of effects of particular actions. However, the module also aims to enhance students' critical awareness of the limitations of microeconomics for analysing the behaviour of consumers, firms, and markets. This module also

serves as a foundation for understanding the relationship between microeconomic analysis and the economic policies of governments. This module focuses on the application of microeconomic concepts to the analysis of the firm using the Structure-Conduct-Performance Paradigm. The module examines how areas of market structure, market conduct and market performance affects the firm in the competitive marketplace. The focus is on applying economic thinking to private firms, yet many of the analytical methods are applicable to the non-profit sector.

Finally, the module introduces students to broad macroeconomic issues as they relate to the collective roles of households, businesses and governments. It analyses the broad sectors of the economy and demonstrates how these interact to create the movements in output, employment, inflation and interest rates.

This course will enable students to learn about integrating management with economics. It will provide the basic economic theory that applies to issues of demand, supply, production, costs, market structure, pricing and regulation. While the material may at times seem abstract, understanding the dynamics of these situations will enable students to make better management decisions.

c. Learning Outcomes:

On successful completion of this module, students will be able to:

- explore the economic issues and challenges facing individuals and firms;
- understand how resources are allocated in a mixed economy and a command economy;
- apply the concepts of elasticity and price to analyse economic issues and problems;
- understand and apply concepts of consumer behaviour;
- understand market structures and firms' decisions to supply goods in the context of profit maximisation;
- explore market inefficiencies, social costs and benefits;
- discuss basic concepts of macroeconomics;
- become familiar with the basic macroeconomic model and apply this model to understand current macroeconomic issues;
- analyse the reasons for long-run economic growth and the impact of

macroeconomic stabilisation policy;

- discuss macroeconomic concepts related to international trade;
- develop an understanding of economic language and intuition;
- learn to use a unique way of 'economic thinking' and hence learn shed new light on the solutions to numerous business problems;
- develop tools for industry structure, conduct and performance in making industry decision making;
- understand managerial economics - its tools and techniques;
- analyse managerial decision-making, profitability of operations, and resource allocation;
- describe employment decision, investment decision and risk analysis;
- demonstrate forecasting, cost analysis and pricing practices;
- gain a strong foundation for a practical problem-solving approach by using the technique of economic analysis

c. Indicative Content:

- Economic concepts: scarcity and choice, preferences, resources economic efficiency, opportunity cost, production possibilities
- Economic systems: command, mixed, free economies
- Demand: theory of consumer choice, individual and market demand, theory of consumer behaviour
- Supply: productivity, costs, supply in the short-run and long run
- Markets: supply and demand, operations of markets, market equilibrium, government intervention, shortage and surplus
- Output and Costs, economics of producers, short-run and long-run cost curves, resource allocation and profit maximisation
- Law of Diminishing Returns: short-run production function, marginal productivity, average productivity and optimal labour employment

- Market structures: perfect competition, pricing and output decisions, break even and shut-down decisions
- Monopoly: legal and natural barriers to entry, pricing and output decisions, short-run and long-run profit, loss and break-even outcomes
- Macroeconomics overview: Potential and actual output, GDP and policy aims, Output in the long run, Measuring output, Output and employment, Output and inflation
- Inflation: demand-pull, cost-push and structural inflation, costs of anticipated and unanticipated inflation, measuring inflation rate
- Unemployment: Cyclical, frictional and structural unemployment, costs and measurements
- Inflation and unemployment: Relationship, theories explaining causes and effects, Policy goals and implications, Economic development; measuring development, economic performance of less developed countries, classical growth theory, income distribution, population, education, health, gender and development

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork, and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through an assignment and a closed book examination.

- Assignment 50%
- Closed book examination 50%

g. Concise Indicative Reading List:

Core Text

Sloman, J., Garratt, D. (2009), Essentials of Economics, (5th edn), Prentice Hall

Recommended Reading:

Parkin, M (2008) Economics, (8th edn) Addison-Wesley Publishing Company

Mankiw, NG (2004) Principles of Economics, (3d edn), South-Western Educational Publishing

McGuigan, JR, Moyer, RC and Harris, FHD (2005) Managerial Economics: Applications, Strategy and Tactics, (9th edn) South-Western College Publication

McConnell, CR and Brue, SL (2005) Economics, (16th edn) McGraw Hill

Sowell, T (2006), Applied Economics: Thinking beyond stage one, Blackstone's Audiobooks

h. Lecture Sequence:

COURSE:	BBA
TERM:	TBA
SUBJECT:	Business and Managerial Economics
ASSESSMENT:	Assignment 50% Closed Book Exam 50%
LECTURER:	
CORE TEXT:	Core Text: Sloman, J., Garratt, D. (2009), <u>Essentials of Economics</u> , (5th edn), Prentice Hall

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
1.		Introduction to Business Economics Economic Concepts	Chapter 1
2.		The Production Possibility Frontier/ Economic Growth	Chapter 2
3.		Seminar 1 Economic Systems Demand and Supply Analysis	Chapter 2

4.		Markets in Action Government Intervention	
5.		Price Elasticity of Demand and Business application	Chapters 7,8 , 11
6.		Seminar 2 Supply Decision Short-run, Long-run Costs & Economies of Scale	Chapters 7, 8, 9
7.		Market Structures Perfect competition and Business Decisions	Chapter 2, 3
8.		Monopoly Barriers to Entry and the Goal of Profit Maximisation	
9.		Goals of Macroeconomic: Full employment, Price stability, Economic Growth and External Balance	Chapter 2, 3
10.		Macroeconomic overview, GDP & Business Cycle Assessment	Chapter 1
11.		Inflation Theories of Inflation Costs of Anticipated and Unanticipated Inflation	Chapters 15,16
12.		Unemployment – Types/Social and Economic costs	Chapter 17/18

1.3 Statistical Quantitative Methods

a. Module Title: Statistical Quantitative Methods

b. Module Description:

The purpose of this module is to develop the student's ability to use mathematics and statistics to solve business problems. The module is designed to provide a firm foundation in statistics and commonly used quantitative methods, which will prove useful in helping students to understand and appreciate other modules in our Bachelors in Business and Management.

Students will be encouraged to use appropriate computer software to present and analyse statistical data in the context of quality production and business related problems.

c. Learning Outcomes:

Upon successful completion of this module students will be able to:

- Understand statistical data analysis and some of the models used in business decision-making;
- Appreciate different types of decision-making environments;
- Identify the appropriate mathematical and statistical formulations for handling a range of business based problems;
- Assess the information needs presented by a number of business problems and critically evaluate the possible outcomes from the proposed quantitative approaches.
- Use computers to summarise, analyse, and present data meaningfully.

d. Indicative Content:

- Introduction to statistics: collection of data, survey, coverage, pilot, analysis, interpretation and presentation, questionnaire design, sampling methods (random, non-random).
- Presentation of data: class limits, histograms, polygon, frequency curve and distribution, Bar and Pie charts, graphs (scatter, line, time, Break-even Z charts, Lorenz curves)
- Index numbers: weighted average, Laspeyre and Paasche, chain base and chain linked
- Theory of probability: permutations and combinations; Decision Trees; binominal, Poisson and normal distributions; estimation; hypothesis testing;
- Regression and correlation: method of least squares; regression line; Correlation; Time series, moving averages
- Queuing theory: methods of measuring queues; methods of reducing queues; application of queuing theory
- Linear programming: formulation of problems; solution of problems; dual values; sensitivity analysis.
- Critical path analysis: collection of data; interpretation; controlling projects; benefits and limitations.

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork, and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through an assignment and a closed book examination.

- Assignment 50%
- Closed book examination 50%

g. Concise Indicative Reading List:

Core Text

Curwin J. and Slater R. (2007) Quantitative Methods for Business Decisions, (5th edn) Chapman & Hall

Recommended Reading:

Oakshott L (2006) Essential Quantitative Methods for Business, Management and Finance, (3rd edn) Palgrave Macmillan

Lucey T (2002) Quantitative Techniques, Thomson Learning

Swift, L (2005) Quantitative Methods for Business, Management and Finance, (2nd edn) Palgrave

Wisniewski, M (2002) Quantitative Methods for Decision Makers, (3rd edn) FT Prentice Hall

Fleming and Nellis (1996) Essence of Statistics for Business (2nd) Prentice Hall

h. Lecture Sequence

COURSE:	BBA
TERM:	TBA
SUBJECT:	Statistical Quantitative Methods
ASSESSMENT:	Assignment 50% Closed Book Exam 50%
LECTURER:	
CORE TEXT:	Curwin J. and Slater R. (2007) <u>Quantitative Methods for Business Decisions</u> , (5 th

	edn) Chapman & Hall
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Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
1.		Descriptive statistics	Chapter 1
2.		Data presentation	Chapter 2
3.		Index numbers	Chapter 2
4.		Seminar 1	Excel, equation editor
5.		Probability Discrete Probability Distribution	Chapters 7, 8, 11
6.		Regression	Chapters 7, 8, 9
7.		Queuing	Chapter 2, 3
8.		Linear Programming	Chapter 10
9.		Seminar 2	Calculating return on shares using regression
10.		Time Series	Chapter 11
11.		The time value of money	Chapters 15,16
12.		Revision	

1.4 Introduction to Business

a. Module Title: Introduction to Business

b. Module Description:

This module examines fundamental business theories and modern and traditional managerial responsibilities in formal and informal organisational

structures. Planning, organising, directing, controlling, and staffing are explored.

The module presents a thorough and systematic coverage of business understanding and practice. It focuses on the basic roles, skills, and functions of business, with special attention to managerial responsibility for the effective and efficient achievement of goals. Special attention is given to social responsibility, managerial ethics, and the importance of multi-national organisations.

This module also aims to introduce students to the history of reflections on ethics in the Western business world. It also focuses on providing students with a workable model of ethical decision-making, helping them to practice as a professional or businessperson in an ethically responsible manner.

c. Learning Outcomes:

Upon successful completion of this module students will be able to:

- understand fundamental concepts and principles of business, including the basic roles, skills, and functions of management;
- discuss the historical development, theoretical aspects and practice application of business management;
- describe the interactions between the environment, technology, human resources, and organisations in order to achieve high performance;
- explain the ethical dilemmas faced by managers and the social responsibilities of businesses.
- explain the components and complexities of an organisation's culture and its impact on the business.
- list the elements and steps in the rational decision making process and discuss decision making, including group decision making, as it currently is practiced, identifying the constraints that exist.
- understand the strategic business management process.
- understand the nature of change in the modern business.
- discuss the various theories of business and develop useful guidelines in running successful business.
- comment independently on the writings of the Western tradition on moral philosophy
- address a selection of common ethical dilemmas arising in business and professional life

- describe the links between ethics and political economy and influence on business management
- understand and improve the ethical climate in their present or future place of business

d. Indicative Content:

- Meeting the Challenge of Today's Dynamic Business Environment
- Economics: The Creation and Distribution of Wealth
- Competing Global Markets
- Demonstrating Ethical Behaviour and Social Responsibility
- Forms of Business Ownership
- Entrepreneurship and Starting a small business
- Management, Leadership, and Employee Empowerment
- Managing the Move toward customer-driven business organizations
- Operations Management
- Motivating employees and Self-managed teams
- Human Resource Management: Finding and keeping best employees
- Dealing with employees-Management issues and relationships
- Marketing: Customer and Stakeholder relationship marketing
- Developing and Pricing Products and Services
- Using Technology to manage information
- Social responsibility and social justice
- Environmental issues

e. Delivery:

A variety of teaching approaches is used, including lectures, seminars, case analysis, teamwork, and extensive student self-managed research.

f. Assessment:

The formal assessment of this module will be conducted through an assignment and a closed book examination.

- Assignment 50%
- Closed book examination 50%

g. Concise Indicative Reading List:

Core text:

- Nickles, W.G, McHugh, J.M and McHugh, S.M (2002) Understanding Business (6th ed) McGraw-Hill

Recommended Additional Reading:

- Bowie N.E. (ed) (2001) *The Blackwell Guide to Business Ethics (Philosophy Guides)* Blackwell Publishers
- Fitzsimmons, J. A & Fitzsimmons, M. J. (2007) *Service Management: Operations Strategy, Information Technology* (6thEd) Singapore: McGraw Hill International Edition
- Kennedy, C. (2007) *Guide To The Management Gurus. (5th edn)* Randon House Business Books
- Kotler, Philip. (2006) *Marketing Management* (12th edn), Prentice-Hall, Saddle River, NJ.
- Robbinsd, Stiphen and Decenzo, D. (2008) *Fundamentals of Management: Essential Concepts and Applications, 6th edn*, Prentice Hall

h. Lecture Sequence

COURSE:	BBA
TERM:	TBA
SUBJECT:	Introduction to Business
ASSESSMENT:	Assignment 50% Closed Book Exam 50%
LECTURER:	
CORE TEXT:	Nickles, W.G, McHugh, J.M and McHugh, S.M (2002) Understanding Business (6 th ed) McGraw-Hill

1.		Business Trends: Cultivating a Business in Diverse, Global Environments	Chapter 1
2.		Economics: The Creation and Distribution of Wealth	Chapter 9,10
3.		Seminar 1 Competing Global Markets	Chapter 2
4.		Demonstrating Ethical Behaviour and Social Responsibility	
5.		Business Ownership	Chapters 7,8 , 11
6.		Business Management: Empowering Employees to Satisfy Customers	Chapters 7, 8, 9
7.		Management, Leadership, and Employee Empowerment	Chapter 2, 3
8.		Seminar 2 Managing the Move toward Customer-Driven Business Organisation	
9.		Management of Human Resources: Motivating Employees to Produce Quality Goods and Services	Chapter 2, 3
10.		Dealing with Employees	Chapter 1
11.		Marketing: Developing and Implementing Customer-Oriented Marketing Plans	Chapters 15,16
12.		Analysis of the Business Environment. PEST Information Management	Chapter 17/18

1.5 Business Communication Skills

a. Module Title: Business Communication Skills

b. Module Description:

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
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This module provides an opportunity for the students to learn about effective communication exchanges in business and academic settings with an emphasis on constructing proposals and reports and on researching and writing academic material.

Students will be introduced to successful writing strategies and techniques through in-class lectures, exercises, individual writing assignments and team-based exercises. Participants should become more competent and confident as effective communicators in business and academic settings.

Reference will often be made to problems of cross-cultural communication during the module.

c. Learning Outcomes:

Upon successful completion of this module students will be able to:

- understand the process of human communication in general, and how that process operates in the business world, including common problems faced in organisations, and possible solutions to these problems;
- develop analytic reading and writing skills;
- develop proficiency in business writing techniques;
- develop library and research skills including literature review, note taking, on-line and computer searches required to complete essays, papers, assignments and presentations.
- appreciate problems of cross-cultural communication and to develop sensitivity skills for communication with a diverse, global audience.

d. Indicative Content:

- Foundations of business communications, functions of communication, the communication process, communication model, sources of distortion, intercultural communication, communicating through technology.
- The process of management, communication in planning, organising, directing and controlling. Handling conflict and negotiations, group behaviour and communication, communication and decision-making.
- The business writing process: planning, composing and revising business messages, reports, menus, newsletters.

- The academic writing process: library skills, computer searches, taking notes, writing project, proposals, citations, referencing and plagiarism.
- Cross-cultural communication: meaning of culture, relationship and rules, concepts of time and national culture, and corporate culture.
- Psycholinguistics: intra and inter-personal considerations.

e. Delivery:

A variety of teaching approaches is used, including lectures, seminars, case analysis, teamwork and extensive student self-managed research.

f. Assessment:

The formal assessment of this module will be conducted through one assignment and a closed book examination.

- Assignment 50%
- Closed book examination 50%

The closed book examination will be of two hours' duration.

g. Indicative Reading List:

Core Text

Guffey, M (2010) Business Communication, (7th edn) South Western College

Recommended Reading:

Bovee, CL and Thill, JV (2010) Excellence in Business Communication, (9th edn) Prentice Hall

Business Communication Today, Courtland & Bovee, Pearson Education

People & Communications, C.S. Deverell, Gee & Co

Business Communication, S. Smithson & J. Whitehead, Financial Training Publication

Personal Effectiveness, A. Murdock & C. Scutt, Butterworth Heinemann

All Businesses Communicate, R. H. Sheldon, Peter Andrew

Successful Presentations, F. J. Bergin, Director Books

The Essence of Effective Communication, R. Ludlow and F.Paterson Prentice Hall

h. Lecture Sequence:

COURSE:	BBA
TERM:	TBA
SUBJECT:	Business Communication
ASSESSMENT:	Assignment 50% Closed Book Exam 50%
LECTURER:	TBA
CORE TEXT:	Guffey, M (2010) <u>Business Communication</u> , (7th edn) South Western College

12.		Revision	

1.6 Marketing Management

a. Module Title: Marketing Management

b. Module Description:

This module aims to introduce students to marketing concepts, the environmental and organisational factors that shape marketing decisions. It examines the role of marketing decisions in a variety of settings including manufacturing and service firms, consumer and business markets, profit and non profit organisations, domestic and global companies and small and large businesses.

Students will develop a solid understanding of the relationship between business strategy and the decisions areas under marketing responsibility. They will apply tools and conceptual models for understanding customers, competition and relevant environmental issues. They will also develop insights into the creative selection of target markets and making marketing mix decisions to meet the needs of selected target markets.

c. Learning Outcomes:

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

- understand marketing terminology and marketing concepts;
- appreciate the basic practices and problems in marketing and marketing management;
- demonstrate skills in evaluating marketing strategy opportunities through selected readings and case analyses;
- understand consumer buyer behaviour models;
- appreciate the relationship between elements of the marketing mix in different business and environment settings;
- explain the ethical and social responsibility dimensions of marketing;
- appreciate current issues in marketing management.

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
1.		Perspectives of Communication	Chapter 1
2.		Importance of strong communication skills	Chapter 2
3.		Interpersonal Considerations	Chapter 2
4.		Seminar 1	
5.		Communicating within the organisation Communicating outside the organisation	Chapters 7,8 , 11
6.		Ethics in communication	Chapters 7, 8, 9
7.		Corporate Culture	Chapter 2, 3
8.		Communicating change	
9.		Seminar 2 Communication when managing people	Chapter 2, 3
10.		Persuasive Communication	Chapter 1
11.		Giving instructions and providing feedback	Chapters 15,16

d. Indicative Content:

- Marketing concepts; alternative business philosophies, marketing challenges in the twenty-first century.
- Strategic marketing management; analysis, choice and implementation.
- Market Research and Information; market research process, consumer markets and consumer buyer behaviour; market segmentation, targeting and positioning.
- The marketing-mix; product design, classification, life-cycle model, pricing models and strategies, distribution channels and logistics, communication-mix, advertising, sales, public relations.
- Relationship marketing; satisfaction, value and quality.
- International marketing; analysis, choice and implementation.

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through one assignment and a closed book examination.

- Assignment 50%
- Closed book examination 50%

The closed book examination will be of two hours' duration.

g. Indicative Reading List:

Core Text

Kotler, Ph., Keller, K. (2008) Marketing Management, (13th edn), Prentice-Hall

Recommended Reading:

Lancaster, G. & Reynolds, P. (2004) Marketing, Macmillan

Aaker, D.A. (2007) Strategic Marketing Management, (8th Ed.) John Wiley and Sons

Kotler, Armstrong, Saunders & Wong (2002), Principles of Marketing, Third European Edition, Harlow, Pearson Education Limited

Dibb, S., Simkin, L., Pride, W.M. and Ferrell O.C. (1997) Marketing, Boston, Houghton Mifflin

Jobber, D. (1998) Principles and Practice of Marketing, Maidenhead, McGraw-Hill

h. Lecture Sequence:

COURSE:	BBA
TERM:	TBA
SUBJECT:	Marketing Management
ASSESSMENT:	Assignment 50% Closed Book Exam 50%
LECTURER:	
CORE TEXT:	Kotler, Ph., Keller, K. (2008) <u>Marketing Management</u> , (13th edn), Prentice-Hall

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
1.		Defining Marketing for the 21st Century Developing Marketing Strategies and Plans	Chapter 1
2.		Gathering Information and Scanning the Environment Conducting Marketing Research and Forecasting Demand	Chapter 2
3.		Conducting Marketing Research Seminar 1/Assignment Focus	Chapter 2
4.		Forecasting Demand Analysing Consumer Markets Analysing Business Markets	
5.		Identifying Market Segments and Targets	Chapters 7,8 , 11
6.		Creating Brand Equity Group Seminar-2	Chapters 7, 8, 9

7.		Crafting the Brand Positioning	Chapter 2, 3
8.		Dealing with Competition Setting Product Strategy	
9.		Designing and Managing Services Developing Pricing Strategies and Programmes	Chapter 2, 3
10.		Managing Value Networks and Channels	Chapter 18
11.		Designing and Managing Integrated Marketing Communications	Chapter 19
12.		Managing Mass Communications	Chapter 20

1.7 Information Systems and Management

a. Module Title: Information Systems and Management

b. Module Description:

This module involves a comprehensive study of the use of information systems for management. The module focuses on the development and effective use of management information systems in today's companies' decision-making and examination of traditional information systems development from the end-user's perspective. Emphasis will be on the understanding and practical application of information systems to enhance the organization's effectiveness in achieving its goals.

The objective of this module is to enable students understand the use of applications software to develop individual applications that solve business problems. Investigate the opportunities and problems associated with computer-based management information system that will provide the background for determining the usefulness of computers to assist management in the planning and control of business operations.

c. Learning Outcomes:

Upon completion of the module the student will be able to:

- Understanding the effects of information systems on business and their relationship to globalization.

- Define and describe business processes and their relationship to information systems.
- Identify and describe important features of organizations that managers need to know about in order to build and use information systems successfully.
- Describe how the problems of managing data resources in a traditional file environment are solved by a database management system
- Identify the principal components of telecommunications networks and key networking technologies.
- Analyse why information systems need special protection from destruction, error, and abuse.
- Identify the unique features of e-commerce, digital markets, and digital goods.

d. Indicative Content:

- Computers: Tools for an Information Age
- Numeric Systems
- Information Systems in Global Business Today
- Information Systems, Organisations, and Strategy
- Foundations of Business Intelligence: Databases and Information Management
- Telecommunications, the Internet, and Wireless Technology
- Securing Information Systems
- E-Commerce: Digital Markets, Digital Goods

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through one assignment and a closed book examination.

- Assignment 50%
- Closed book examination 50%

The closed book examination will be of two hours' duration.

g. Indicative Reading List:

Core Text

Laudon, K and Laudon, J (2010) *Management Information Systems: Managing the Digital Firm*, (11th edn) Prentice Hall.

Recommended Reading:

Applegate, Lynda M.. (2003) *Corporate Information Systems Management: Text and Cases*, (6th edn), Irwin

O'Brien, J, Marakas, G (2008) *Management Information Systems*, (9th Edn) Mc GrawHill, New York

McLeod, R. (2007) *Management Information Systems*, (10th edn), Prentice Hall Publishing

h. Lecture Sequence:

COURSE:	BBA
TERM:	TBA
SUBJECT:	Information Systems and Management
ASSESSMENT:	Assignment 50% Closed Book Exam 50%
LECTURER:	
CORE TEXT:	Laudon, K and Laudon, J (2010) <i>Management Information Systems: Managing the Digital Firm</i> , (11th edn) Prentice Hall

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
1.		Computers: Tools for an Information Age	Chapter 1
2.		Numeric Systems	Chapter 2

3.		The role of Information Systems in Business Today	Chapter 3
4.		Seminar 1	Topic Revision 1-3
5.		Contemporary Approaches to Information Systems Businesses Processes and Information Systems	Chapter 4
6.		Enterprise Applications Information Systems, Organisations, and Strategy	Chapter 5
7.		Seminar 2	Revision
8.		Foundations of Business Intelligence: Databases and Information Management	Chapter 6,7
9.		Telecommunications and Networking in Today's Business World	Chapter 9
10.		The Internet/ The Wireless Revolution	Chapter 8
11.		Systems Vulnerability and Abuse Business Value of Security and Control	Chapter 10,11
12.		E-Commerce and the Internet M-commerce and the Electronic Commerce Payment Systems	Chapter 11,12

1.8 Management Theories and Practice

a. Module Title: Management Theories and Practice

b. Module Description:

This module examines fundamental management theories and traditional managerial responsibilities in formal and informal organisational structures. Planning, organising, directing, controlling and staffing are explored.

The module presents a thorough and systematic coverage of management theory and practice. It focuses on the basic roles, skills and functions of management, with special attention to managerial responsibility for the effective and efficient achievement of goals. Special attention is given to social responsibility, managerial ethics, and the importance of multi-national organisations.

This module also aims to introduce students to the history of reflections on ethics in the Western business world. It also focuses on providing students with a workable model of ethical decision making, helping them to practice as a professional or businessperson in an ethically responsible manner.

c. Learning Outcomes:

- Upon successful completion of this module students will be able to:
- understand fundamental concepts and principles of management, including the basic roles, skills, and functions of management;
- discuss the historical development, theoretical aspects and practice application of managerial process;
- describe the interactions between the environment, technology, human resources, and organisations in order to achieve high performance;
- explain the ethical dilemmas faced by managers and the social responsibilities of businesses.
- explain the components and complexities of an organisation's culture and its impact on the manager.
- list the elements and steps in the rational decision making process and discuss decision making, including group decision making, as it currently is practiced, identifying the constraints that exist.
- understand the nature of change in the organisation.
- discuss the various theories of motivation and develop useful guidelines in motivating employees.
- evaluate the alternative leadership styles and make a decision regarding their appropriate use.
- address a selection of common ethical dilemmas arising in business and professional life
- identify and respond to discrimination in the workplace
- describe the links between ethics and political economy
- understand and improve the ethical climate in their present or future place of work.

d. Indicative Content:

- Managers and managing
- The evolution of management theory
- The environment of management.

- The global environment.
- Social responsibility and diversity.
- Management Organisational Structure
- Organisational Control and Culture
- Motivation and Leadership.
- Groups and teams
- Organisational conflict, negotiation, politics, and change
- Globalisation

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through one assignment and a closed book examination.

- Assignment 50%
- Closed book examination 50%

The closed book examination will be of two hours' duration.

g. Indicative Reading List:

Core Text

Robbins S.P. & Decenzo, D. A. (2008) Fundamentals of Management: Essential Concepts and Applications, (6th edition), Pearson Education (or an earlier edition)

Recommended Reading:

Hitt M.A., Black S.J. and Porter L.W. (2008), *Management (2nd Edition)* Pearson Education, Harlow-UK.

Robbins S.P. and Judge T.A (2010), *Organisational Behaviour (14th Edition)* Pearson Education/Prentice Hall, Harlow-UK.

Mullins, L.J. (2007) *Management and Organisational Behaviour (7th Edition)* Pearson Education Ltd, Harlow-UK.

Cole G.A. (2011), *Management Theory and Practice* (7th Edition) South-Western Cengage Learning, London.

Bowie N.E. (2001) *The Blackwell Guide to Business Ethics*, (Philosophy Guides) Blackwell Publishers

Fitzsimmons, J. A & Fitzsimmons, M. J. (2010) *Service Management: Operations Strategy, Information Technology*, (7thEd) Singapore, McGraw Hill International Edition

Kennedy, C. (2007) *Guide to the Management Gurus*, (5th edition) Randon House Business Books.

h. Lecture Sequence:

COURSE:	BBA
TERM:	TBA
SUBJECT:	Management Theories and Practice
ASSESSMENT:	Assignment 50% Closed Book Exam 50%
LECTURER:	
CORE TEXT:	Robbins S.P. & Decenzo, D. A. (2008) <i>Fundamentals of Management: Essential Concepts and Applications</i> , (6 th edition), Pearson Education (or an earlier edition)

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
1.		Evolution of Management	Chapter 1
2.		Management Theory	Chapter 3
3.		Leadership and Management	Chapter 9
4.		Seminar 1: Assignment Focus	
5.		Managing Teams Effectively	Chapters 7,8 , 11

6.		Organisational Structure and Design Organisational Culture	Chapters 7, 8, 9
7.		Organisational Change Seminar 2	Chapter 2, 3
8.		Motivating Employees Performance	Chapter 10
9.		Leadership	Chapter 2, 3
10.		Business Environment	Chapter 1
11.		PEST Analysis	Chapter 11
12.		Business Ethics and CSR Revision	Chapter 12

SECOND YEAR

2.1 Financial Management and Analysis

a. Module Title: Financial Management and Analysis

b. Module Description:

This module provides a comprehensive coverage of financial management from a corporate perspective, together with a comprehensive coverage of elementary financial mathematics. It includes the core objectives of corporate financial management, and the application of a range of analytical techniques and technologies, including financial mathematics, computer spreadsheet models and electronic calculator routines, to investment, financing and dividend decisions. The module also covers the impact of different income tax systems on investment evaluation from both a corporate and shareholder perspective.

c. Indicative Content:

This subject is divided into the following topics:

- Introduction to financial management and the UK taxation system
- Financial markets

- Financial mathematics
- Valuation of bonds and shares
- Introduction to risk and rates of return
- Capital budgeting concepts and methods
- Issues in capital budgeting
- Other approaches to evaluating risk in project evaluation
- Cost of capital
- Sources of short-term finance
- Long-term debt finance
- Equity financing
- Capital structure
- Dividend policy

d. Learning Outcomes:

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

- Understand the basic techniques for financial recording and reporting
- Understand the bases of financial markets.
- Use financial mathematics as appropriate.
- Appreciate the risks involved in financial management.
- Identify, analyse and solve financial problems confronting business enterprises, particularly problems relating to working capital, corporate investment, asset management and financing decisions.
- Use analytical techniques and appropriate electronic aids to assist in contemporary financial decision making.
- Analyse the impact of economic, legal and tax changes on the strategic and financial position of companies.
- Understand how to appraise the pros and cons of business projects
- Appreciate the ethical issues of financial management within business organisations.

e. Delivery

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through one assignment and a closed book examination.

- Assignment 50%
- Closed book examination 50%

The closed book examination will be of two hours' duration.

g. Indicative Reading List:

Core Text

Block, S.B. and Hirt, G.A. (2008) Foundations of Financial Management. (International ed) McGraw Hill

Recommended Reading:

Higgins, R. (2009) *Analysis for Financial Management*, (9th Ed.) McGraw Hill Education.

Brigham, E.F and Houston J, (2008) *Fundamentals of Financial Management*, (6th ed.) South-Western Publishing

Brett, M (2003) *How to read the Financial Pages*, Random House Business Books

Brealey, R.A., & Myers, S.C. (2008) *Principles of Corporate Finance*, (9th ed.) McGraw-Hill: New York

h. Lecture Sequence:

COURSE:	BBA
TERM:	TBA
SUBJECT:	Financial Management and Analysis

ASSESSMENT:	Assignment 50% Closed Book Exam 50%
LECTURER:	
CORE TEXT:	Block, S.B. and Hirt, G.A. (2008) <u>Foundations of Financial Management</u> , (International ed) McGraw Hill

a. Module Title: Operations and Logistic Management

b. Module Description:

This module focuses on both the manufacturing and service businesses and the internal and external operations involved at all levels of the supply chain in a global environment. Students will learn how the coordination of all the functions within these operations impacts on the movement and delivery of goods and/or services to the right place at the right time.

Emphasis is placed on the importance of adopting a "total systems" approach by the firm and its networks, which enhance the value adding activities of the supply chain and its logistical application to achieve customer satisfaction. The module also demonstrates the strategic importance of developing and implementing comprehensive operations for both these types of business.

c. Learning Outcomes:

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

- understand the importance of an operation strategy for all firms;
- appreciate the roles of design and management within that strategy;
- demonstrate accurately the need for organised interaction between those two roles;
- recognise the global nature of the supply chain and its constituent elements;
- be aware of the importance of quality at all levels within the supply chain;
- grasp the role of logistics within the supply chain, and
- demonstrate how these facilities operate in a well-run company.

d. Indicative Content:

- The relationship between Corporate and Operations strategy within the company, be it either manufacturing or service;
- The features of design – process types; layout design; facility design and location; process technology; process design.

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
1.		Introduction to Financial System and UK Taxation System	Chapter 1-2
2.		Financial Markets	Chapter 14
3.		Financial Mathematics Part 1, 2	
4.		Seminar 1	Topic Revision 1-3
5.		Valuation of bonds and shares Rates of Return	Chapter 10
6.		Introduction to Risk Management	Chapter 9
7.		Seminar 2 Capital Budgeting Concepts and Methods	Chapter 13
8.		Other approaches to evaluating risk in project evaluation Sources of short-term finance	Topic Revision 5-7
9.		Long-term Debt Finance, Equity Financing	Chapter 12
10.		Cost of Capital, Capital Structure and Dividend Policy	Chapter 13
11.		Introduction to International Finance ,Capital Markets Investment Banking: Public and Private Placement	Chapter 8
12.		Common and Preferred Stock Financing Revision	Topic Revision 9-11

2.2 Operations and Logistic Management

- The features of management – planning and control; capacity management; inventory management; lean operations and JIT.
- Supply chain management – the above aspects of manufacturing or service activities within the supply chain; supplier evaluation
- Logistics operations – activities within the supply chain; the complexity of those activities and the need for precision at all levels in order to achieve the customer's satisfaction and promote repeat orders.
- The role of quality at all levels within the supply chain
- The use of case studies to illustrate all the above content.

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through one assignment and a closed book examination.

- Assignment 50%
- Closed book examination 50%

The closed book examination will be of two hours' duration.

g. Indicative Reading List:

Core Texts

Greasley A.. (2009) *Operations Management* (2nd edn) Chichester, John Wiley & Sons Ltd

Branch A. E.(2009) *Global Supply Chain Management and International Logistics* New York and London, Routledge

Recommended Reading:

Bozarth, C.C. and Handfield R. B. (2008) *Introduction to Operations and Supply Chain Management* (2nd edn) Harlow and New Jersey, Pearson Education Ltd

Heizer J. H. and Render B. (2008) *Operations Management* (9th edn) Harlow and New Jersey, Pearson Education Ltd

Christopher M. (2008) *Logistics and Supply Chain Management: Strategies for Reducing Cost and Improving Service* (3rdedn) Harlow and New Jersey, Pearson Education Ltd.

Mangan L. J. and Butcher T. (2008) *Global Logistics and Supply Chain Management* Chichester, John Wiley & Sons Ltd.

Boyer K.K.and Verma R. (2010) *Operations and Supply Chain Management: World Class Theory and Practice*, South-Western cengage learning, the UK

h. Lecture Sequence

COURSE:	BBA
TERM:	TBA
SUBJECT:	Operations and Logistic Management
ASSESSMENT:	Assignment 50% Closed Book Exam 50%
LECTURER:	
CORE TEXT:	Greasley A.. (2009) <i>Operations Management</i> (2 nd edn) Chichester, John Wiley & Sons Ltd Branch A. E.(2009) <i>Global Supply Chain Management and International Logistics</i> New York and London, Routledge

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
1.		Introduction Corporate and Operations strategy	Chapter 1
2.		Process types – manufacturers and service providers	Chapter 2
3.		Layout design Design and location	Chapter 2
4.		Seminar 1	
5.		Process Technology Process Design	Chapters 7,8 ,

			11
6.		Management – Planning and Control	Chapters 7, 8, 9
7.		Capacity management Inventory management	Chapter 2, 3
8.		Seminar-2	
9.		Lean operations and JIT	Chapter 2, 3
10.		Supply chain Management; supplier evaluation	Chapter 1
11.		Logistics; complexity and precision	
12.		Quality at all levels of the supply chain	

2.3 Human Resource Management

a. Module Title: Human Resource Management

b. Module Description:

This module is designed to provide students with an in-depth knowledge and understanding of the conceptual frameworks of, and challenges to, human resource management.

Whilst the module does not have a specialist vocational orientation, it starts with the basic premise that every manager should be a human resource manager. From this perspective students will develop their understanding of academic and practical concepts through a review and of appropriate academic and practitioner journals.

After an introduction to models of HRM and personnel management students will develop an appreciation of the strategic, personnel, cultural and structural issues relation to human resource management. Students will draw on their knowledge from cognate modules to develop their understanding of the practical aspects of human resources issues confronting managers.

c. Learning Outcomes:

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

- appreciate the claimed distinction between Human Resource Management and Personnel Management, by analysing personnel and HRM models;
- explore the relationship between corporate strategy and human resource strategies;
- understand how motivate and best utilise human resources
- recognise the different methods for developing human resources
- understand approaches to managing different individuals that impact on their work performance
- understand the impact of personnel, structural and cultural strategies on organisational performance;
- utilise Internet technology to conduct research on human resource topics;
- critically review processes and procedures for managing people
- critically review scholarly articles and material.

d. Indicative Content:

- Models of human resource management and personnel management: Legge, Purcell, Scissions, Armstrong, Harvard models.
- Changing nature of employment relationships in selected economies (Europe, America, Far East, and South East Asia).
- Strategic use of human resource management, the origins of SHRM.
- Personnel strategies, recruitment, selection, training, development, career management, reward management.
- Structural strategies, retrenchment models of organisational flexibility, job design and productivity.
- Cultural strategies, models of culture change and management.
- Impact of Information Technology on personnel and development activities.
- Basic employment legislation, including EC directives, health and safety at work.

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through one assignment and a closed book examination.

- Assignment 50%
- Closed book examination 50%

The closed book examination will be of two hours' duration.

g. Indicative Reading List:

Core Text

Dessler, G. (2010) *Human Resource Management. International Edition.* Pearson Higher Education
 Beardwell I. & Holden L. (2007) *Human Resource Management: A Contemporary Approach* (5th ed) Financial Times Press

Recommended Additional Reading:

Armstrong, M. (2003) *A Handbook of Human Resource Management Practice* (9th ed.) Kogan Page

Nieto, M. L. (2006) *An Introduction to HRM. An Integrated Approach.* Basingstoke: Mcmillan Palgrave

Noe, R and Hollenbeck, J (2003) 4th edn. *Human Resource Management: Gaining a competitive advantage.* McGraw Hill

Leopold, J and Harris L (2009) *The Strategic Managing of Human Resources.* FT Prentice Hall

Online Sources:

<http://www.workinfo.com/free/links/hrm.html> Links to Human Resource Management-Related Sites

http://www.mapnp.org/library/hr_mgmt/hr_mgmt.htm HRM Articles and Support materials

http://www.palgrave.com/business/brattonandgold/links/links_gen.htm#hr General HRM links

<http://www.lisa.sbu.ac.uk/resources/subjects/bm/hrresources.html> Human Resources Management Web Resources

h. Lecture Sequence

COURSE:	BBA
TERM:	TBA
SUBJECT:	Human Resource Management
ASSESSMENT:	Assignment 50% Closed Book Exam 50%
LECTURER:	
CORE TEXT:	Dessler, G. (2010) <i>Human Resource Management. International Edition.</i> Pearson Higher Education Beardwell I. & Holden L. (2007) <i>Human Resource Management: A Contemporary Approach</i> (5 th ed) Financial Times Press

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
1.		Managing Human Resources Today	Chapter 1
2.		Managing Equal Opportunity and Diversity	Chapter 2
3.		Personnel Planning Recruiting	Chapter 3
4.		Seminar 1	
5.		Testing Employees Selecting Employees	Chapter 14
6.		Training and Developing Employees Performance Management and Appraisal	Chapter 6
7.		Compensating Employees	Chapter 4

8.		Seminar 2 Ethics and Fair Treatment in Human Resource Management	Chapter 8
9.		Managing Labour Relations Collective Bargaining	Chapter 5
10.		International perspective on HRM	Chapter 9
11.		Protecting Safety and Health	Chapter 18
12.		Strategic HRM /Emerging issues in HRM	Chapter 19

2.4 International Business

a. Module Title: International Business

b. Module Description:

This module aims to define the academic framework within which international business has developed, and distinguish between this type of business and globalization. To provide analytical tools for systematically dissecting the various motivations behind international business development. To emphasise the various ways in which companies seek to gain competitive advantage at the international level. To apply current research innovations to interpretations of international business strategies.

c. Learning Objectives:

Upon successful completion of this module students will be able to:

- describe international business practices and discuss how they are being shaped by economic theories, financial, socio-cultural and political forces; with particular emphasis on the business practices of UK's major trading partners;
- identify general, and special problems, issues facing managers of international business operations;
- discuss the appropriate criteria for the form and location of international operations;
- discuss the strategies, tactics and manoeuvres of international marketing as they relate to managing an international business enterprise;
- demonstrate an understanding of UK's international performance, position, and problems, as well as opportunities and alternatives;

- recognise trends and reactions in worldwide companies based in industrial or less developed countries.

d. Indicative Content:

- Introduction to international business and forces for globalisation
- Theories of international trade
- Foreign exchange and financial accounting
- The regulatory environment: Political, legal and human resources management
- The cultural environment
- International co-operation and the role of ethical and social responsibility in international business
- International entry strategy: Strategic planning and managing risk
- Global marketing and control
- Competitive strategy and international production and supply
- International alliances and organisational design for international business
- Trends and new directions in international business

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through one assignment and a closed book examination.

- Assignment 50%
- Closed book examination 50%

The closed book examination will be of two hours' duration.

g. Indicative Reading List:

Core texts

Hill, C. (2008) *International Business* McGraw-Hill Higher Education, 7th Edition

Recommended Additional Reading:

Bartlett C and Ghoshal S (2003) *Transnational Business: Text and Cases* McGraw-Hill Education

Burnes, B. (2004) *Managing Change*. (4th Ed) London: Prentice Hall

Hofstede, G. (1984) *Culture's Consequences. International Differences in Work Related Values*. London: Sage.

Hofstede, G. (1994) *Cultures and Organisations. Software of the Mind*. London: Harper Collins.

McKenna E (2000) *Business Psychology and Organisational Behaviour* (2nd edition) London: LEA

Mullins L (2007) *Management and Organisational Behaviour* (8th edition) London: FT Pitman

Trompenaars, F & Trompenaars, A & Hampden-Turner, C. (1998) *Riding The Waves of Culture: Understanding Cultural Diversity in Global Business*. McGraw-Hill

Porter M.E. (1998) *Competitive Advantage of Nations* Basingstoke: Palgrave Macmillan

h. Lecture Sequence:

COURSE:	BBA
TERM:	TBA
SUBJECT:	International Business
ASSESSMENT:	Assignment 50% Closed Book Exam 50%
LECTURER:	
CORE TEXT:	Hill, C. (2008) <i>International Business</i> McGraw-Hill Higher Education, 7th Edition

		International Business and Globalisation	
2.		International Business Approaches Classical Theories of International Trade	Chapter 2
3.		Contemporary Approaches to International Trade	Chapter 4
4.		Seminar 1 International Market Analysis	Chapter 6
5.		International Market Entry Methods Global marketing and control	Chapters 7,8 , 11
6.		Culture International Cultural Differences	Chapters 7, 8, 9
7.		Cultural Issues in International Business	Chapter 2, 3
8.		Seminar 2	
9.		Strategic International Human Resource Management	Chapter 2, 3
10.		International Operations Management: Strategic Planning and Managing Risks.	Chapter 15
11.		Competitive strategy and International Production and Supply	Chapter 16
12.		International Monetary System --- International Alliances and Organisational Design for International Business. Group	Chapter 17,18

2.5 Internet Business and E-Commerce

a. Module Title: Internet Business and E-Commerce

b. Module Description:

In this module students are introduced to the fundamental concepts of the Internet. The Information Superhighway has permeated most aspects of life and almost everyone is or will be affected by it. This module will enable the student to appreciate the how, why and what of this phenomenon. The module examines a number of issues of cause and effect, which have arisen with the vast increase in the use of the Internet.

With the Internet now interpreting on so many parts of life, providing for example, the ability to communicate by e-mail at a fraction of the cost of a telephone call or to access a vast store of information, it has become

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
1.		Introduction	Chapter 1

necessary to have a good fundamental knowledge of the Net to take full advantage of all the benefits it can provide.

This module will enable students to take full advantage of the Internet from browsing to creating their own Web pages. It includes fundamentals of XML, JavaScript and ASP.

c. Learning Outcomes:

Upon successful completion of this module students will be able to:

- understand the importance of conducting business on the Net;
- develop skills in using Web's multimedia features;
- develop skills in designing Web pages using Java Script, ASP and HTML;
- use different forms of communication such as emails, newsgroups;
- enable participants to choose from various Internet connection alternatives;
- To appreciate ethical, security and legal issues related to E-Commerce.

d. Indicative Content:

- Introduction to the World Wide Web; Introduction to the Internet, Internet tools, Internet Service Providers
- Web file formats; SMTP, MIME, file formats and viewers, Installing new file formats
- Fundamentals of Hypertext Mark-up Language (HTML); basic HTML format, character formatting, writing HTML documents, using forms
- XML, ASP and Java Scripts;
- Business on the Web; designing and uploading commercial web pages, information presentation, designing links, choosing a web master, marketing on Net
- Legal and security issues. Application weaknesses, protection methods, various attack methods and protection. Communication Decency Act, Copyright and Plagiarism, Invasion of privacy.

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through one assignment and a closed book examination.

- Assignment 50%
- Closed book examination 50%

The closed book examination will be of two hours' duration.

g. Recommended Reading List:

Core Text

Chaffey D. (2010) *E-Business and E-Commerce*, (3d edn) FT Prentice

Recommended Reading:

Hanson, W. & Kalyanam, K. (2006) *Internet Marketing and E-Commerce*, South-Western, International edn, Thomson Learning;

Laudon, K. & Travers, C. (2008) *E-Commerce: Business, Technology, Society* (5th edn) Prentice Hall

Schneider, G.P. (2007) *Electronic Commerce Course Technology Inc;* (7th rev edn)

h. Lecture Sequence:

COURSE:	BBA
TERM:	TBA
SUBJECT:	Internet Business and E-Commerce
ASSESSMENT:	Assignment 50% Closed Book Exam 50%
LECTURER:	

CORE TEXT:	Chaffey D. (2010) <i>E-Business and E-Commerce</i> , (3d edn) FT Prentice

The general goal of this basic research module is to introduce and develop the skills needed to conceptualise a problem, make use of available literature, design a research strategy, evaluate, organise, and integrate relevant data (both existing and new), derive useful solutions based on knowledge, and communicate those solutions to clients and colleagues. It is expected that the attainment of this goal will serve to prepare students to continue their own professional education, contribute to the development of the profession as a whole, and maintain their service to clients at a standard commensurate with the current level of knowledge.

The module surveys the basic processes of research methodology as practiced in business. Underlying principles of science and logic are emphasised and special attention is directed toward the recognition of common sources of error and bias in the implementation and interpretation of research studies as they affect the outcomes of research utilisation.

c. Learning Outcomes:

On successful completion of the module the students will be able to:

- Understand how to specify a research topic
- Understand the scientific process, its application in economics and business, and its utilisation in the problem-solving approach.
- Demonstrate the skills necessary to assess and interpret existing research as a prelude to carrying out further investigation.
- Demonstrate knowledge and understanding of a range of research designs and their appropriate utilisation.
- Conceptualise a problem; formulate hypotheses and objectives; design a research strategy, collecting, analysing, and interpreting both quantitative and qualitative data, including commonly encountered statistical procedures.
- Understand the theoretical principles underlying inferential and descriptive statistics.
- Analyse datasets appropriately using SPSS.
- Write a formal research proposal.
- Engage in critical thinking when reading and comprehending research articles.

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
1.		E-Commerce Management	Chapter 1
2.		E-Behaviour	Chapter 7
3.		E-Market Map-1 E-Market Map 2	Chapters 4
4.		Group Seminar 1	Assignment Focus
5.		E-Positioning Advantage E-Competence	Chapters 5
6.		E-Strategies E-Promotion E- Plans	Chapter 6, 7
7.		E-Innovation Price & Distribution	Chapter 8
8.		Group Seminar 2	
9.		E-management Systems 1 & 2	Chapter 9
10.		EB2B	Chapters 10
11.		E-Services	Chapters 12
12.		Group Seminar 3 /Revision	

2.6 Business Research Methodologies

a. Module Title: Business Research Methodologies

b. Module Description:

- Choose the most appropriate statistical analyses, interpret the results, and write up the results accurately and completely.

d. Indicative Content:

- The nature and types of research (e.g. descriptive, experimental, ex post-facto, correlation, qualitative, etc.).
- Problem identification and research question/hypothesis generation.
- The use of library resources and the review of the related literature.
- Research design and planning research in an ethical manner (protection of human subjects).
- Strategies to enhance the validity of qualitative and quantitative designs.
- Descriptive statistics and graphical presentations.
- Measurement issues including reliability and validity.
- Procedures for planning qualitative and quantitative research studies.
- Procedures for collecting and analysing data for qualitative and quantitative research studies.
- Introduction to statistical inference and hypothesis testing.
- Introduction to the computer as a research tool.

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through one assignment and a closed book examination.

- Assignment 50%
- Closed book examination 50%

The closed book examination will be of two hours' duration.

g. Indicative Reading List:

Core Text

Saunders, M, Thornhill, Lewis (2009) Research Methods for Business Students, (5th ed.) Pearson Education.

Recommended Reading:

- Cameron, S (2008) *The MBA Handbook. Essential Study Skills* (5th ed.) Pitman.
- Easterby-Smith, M, Thorpe, R, Lowe, A (2008) Management Research: An Introduction, (3rd ed.) Sage.
- Gill, J and Johnson, P. (2010) *Research Methods for Managers*, (4th ed.) Paul Chapman.
- Jankowicz, A. (2004) *Business Research Projects*, (4th ed.) Pearson Education.
- Monette, D.R., Sullivan, T.J. & Dejong, C.R. (2010) *Applied Social Research: Tool for the Human Services*, (8th Ed.) Orlando, FL: Harcourt Brace College Publishers.

h. Lecture Sequence:

COURSE:	BBA
TERM:	TBA
SUBJECT:	Business Research Methodologies
ASSESSMENT:	Assignment 50% Closed Book Exam 50%
LECTURER:	
CORE TEXT:	Saunders, M, Thornhill, Lewis (2009) <u>Research Methods for Business Students</u> , (5 th ed.) Pearson Education.

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
1.		The role of social and business research in the decision-making process	Chapter 1
2.		Scientific inquiry	Chapter 2

3.		Secondary data collection methods in inquiry	Chapter 2
4.		Seminar-1 Problem and proposal development and management	
5.		Fundamentals of research design	Chapters 7, 8, 11
6.		Foundations of measurement Scaling and instrument design, Sampling design	Chapters 7, 8, 9
7.		Primary data collection and Advanced multivariate analysis	Chapter 2, 3
8.		PDC using observations, in-depth interviews and other qualitative techniques	
9.		Planning for data analysis; Basic analytical methods	Chapter 2, 3
10.		Model building: Selection and use and Analysis of variance and regression techniques Ethics and Access	Chapter 1
11.		Quantitative Data Analysis	
12.		Qualitative Data Analysis	

2.7 Business Law and Ethics

a. Module Title: Business Law and Ethics

b. Module Description:

The purpose of this module is to introduce students to the general principles of business law and to the legal complexities, issues and problems of conducting business on the Internet.

Technology has challenged many legal doctrines and fundamental principles upon which the law depends including such concepts as the reasonable person, protection and jurisdiction. Thus this module attempts to explore the effect of technologies on several areas of the law with particular emphasis on legal principles and doctrines affecting commerce on the Internet.

Though English Law and EC directives will dominate the discussion participants will be encouraged to use the Internet to analyse other legal frameworks, in particular those of the USA, which is at the leading edge of litigation involving information technology.

c. Learning Outcomes:

Upon successful completion of the subject, students will be able to:

- demonstrate an understanding of the legal system and legal reasoning;
- comprehend the major areas of substantive law relevant to business;
- identify, discuss and resolve legal issues relevant to business law arising out of commonly encountered situations;
- understand agency, credit agreements and business contracts
- identify areas of the legal system in need of change;
- undertake legal research;
- anticipate and plan to avoid legal problems.
- understand the principles of the law of contract and to appreciate how relevant doctrines relating to the law of contract have been challenged by Internet Technology;
- develop a broad appreciation of the law of tort in relation to electronic commerce.
- independently comment on the writings of the Western tradition on moral philosophy
- understand intellectual property and digital law
- address a selection of common ethical dilemmas arising in business and professional life
- understand business and society and consumer law
- describe the links between ethics and political economy
- understand and improve the ethical climate in their present or future place of work.

d. Indicative Content:

- The English legal framework, system of courts and the administration of justice, case law and legislation European Community Legislation, precedent and statutory interpretation.
- Principles of law of contract, formation, terms, exclusion clauses, discharge, remedies, sale of goods, implied terms, transfer of property, performance remedies nature, scope and enforceability of electronic contracts, digital signatures, and encryption.
- Copyright, exclusive rights, subject matter of copyright, infringement, direct infringement, contributory infringement, various liability, trademark.
- Principles of the law of tort, negligence, negligent misstatement, equipment, malfunctions, economic loss, contractual limitations of

liability, defamation criminal liability, computer fraud, Electronic Communications Privacy Act, Obscene and Indecent Transmission.

- Employment contracts: contracts of service and for services, unfair and wrongful dismissal, and redundancy remedies of employee.
- Basic Principles of Company Law, formation and formalities, registration of shares, charges, directors and directors' shareholdings, contractual capacity of a company, statutory books, records and returns. Computers, Ethics and Society.

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through one assignment and a closed book examination.

- Assignment 50%
- Closed book examination 50%

The closed book examination will be of two hours' duration.

g. Indicative Reading List:

Core Text

Kraakman R et al (2009) *The Anatomy of Corporate Law: A Comparative and Functional Approach*, (2nd edn) Oxford University Press

Recommended Reading:

Wadsworth: Belmont, Ca. Bowie N.E. (2003) *The Blackwell Guide to Business Ethics*, (Philosophy Guides) Blackwell Publishers

Bainbridge, David (2008) *Introduction to Information Technology Law*, 6thedn, London, Pearson Education

Shaw, W. and Barry, V. (2009) *Moral Issues in Business*, (Available digitally only) (11th edn)

Harris P (2007) *An Introduction to Law*, (Law in Context Series) (6th edn) Butterworths Law

Lessig L (2000) *Code: And Other Laws of Cyberspace*, Basic Bks

Chrystides G and Kaler J (1996) *Essentials of Business Ethics*, McGraw-Hill Education Europe

Gini A (2005) *Case Studies in Business Ethics*, Prentice Hall

Online Sources:

Web Journal of Current Legal Issues – <http://www.ncl.ac.uk/nlawwww>

The Journal of Online Law – <http://www.law.cornell.edu/jol/jol.table.html>

Harvard Journal of Law & Technology (JOLT) – <http://jolt.law.harvard.edu>

Berkley Technology Law Journal – <http://www.law.berkeley.edu:80/journals/btlj/>

Monitors: A journal of Human Rights and Technology – <http://www.cwrl.utexas.edu/monitors>.

h. Lecture Sequence:

COURSE:	BBA
TERM:	TBA
SUBJECT:	Business Law and Ethics
ASSESSMENT:	Assignment 50% Closed Book Exam 50%
LECTURER:	
CORE TEXT:	Kraakman R et al (2009) <i>The Anatomy of Corporate Law: A Comparative and Functional Approach</i> , (2 nd edn) Oxford University Press

information systems and look at the field in a broader way. It attempts to give students a business awareness so they can determine how best to align technology with business needs.

c. Learning Outcomes:

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

- Understand the need for, and methods of, strategic planning.
- Select appropriate tools and techniques for the strategic planning of a corporation's information system.
- Discuss the nature, integration and use of the various forms of information systems within the corporate setting.
- Understand and deliver effective interpersonal communication
- Discuss the alignment of a corporation's information system with their business strategies.
- Make informed comment on the societal issues raised by information management

d. Indicative Content:

- Strategic Corporate Planning. Porter's 5 forces of industry attractiveness. Critical success factors. Boston Box approach to portfolio management.
- Integrating Information Systems and Business Strategy. Using value chain analysis to improve the effectiveness of Information Systems.
- Obtaining competitive advantage with Information Technology
- Societal effect of Information Technology.
- Problems with strategic planning and alternate approaches.

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through one assignment and a closed book examination.

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
1.		The Legal System; Contract law Traditional contract law, Modern contract law	Chapter 1
2.		Supply of goods and services: Statutory modifications of contract law.	Chapter 2
3.		Agency problem Business contracts - employing	Chapter 3,4
4.		Group Seminar-1/Assignment Focus	
5.		Property law Real property and personal property	Chapter 5,6
6.		Torts, Crime, Dispute Resolution	Chapter 7
7.		The nature of morality and normative ethics: The standard approaches	Chapter 8
8.		Group Seminar-2	
9.		The workplace: Basic issues and today's challenges Moral choices for employees Job discrimination	Chapter 9, 10
10.		Intellectual Property, Digital Law	Chapter 11
11.		Business and society: Consumers Ethics in international business	Chapter 12
12.		Justice and economic distribution in a capitalist system	Chapter 14

2.8 Strategic Information Management

a. Module Title: Strategic Information Management

b. Module Description:

This subject requires students to stand back from the technicalities of

- Assignment 50%
- Closed book examination 50%

The closed book examination will be of two hours' duration.

g. Indicative Reading List:

Core Text

Ward J and Peppard J (2006) Strategic Planning for Information Systems, John Wiley and Sons Ltd

Recommended Reading:

Burgelman R and Maidique (2008) M.A. Strategic Management of Technology and Innovation, (3d Ed.) McGraw-Hill Education.

Bocij, P and Chaffey, D (2005) Business information systems: Technology, Development and Management for one E-Business, (3rd ed.) FT Prentice Hall

h. Lecture Sequence:

COURSE:	BBA
TERM:	TBA
SUBJECT:	Strategic Information Management
ASSESSMENT:	Assignment 50% Closed Book Exam 50%
LECTURER:	
CORE TEXT:	Ward J and Peppard J (2006) <u>Strategic Planning for Information Systems</u> , John Wiley and Sons Ltd

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
1.		Introduction to strategic information management Strategic Planning – 1	Chapter 1
2.		The strategies and tactics of IT and IS I	Chapter 2

3.		The strategies and tactics of IT and IS II	Chapter 3
4.		Seminar 1	Topic Revision 1-3
5.		Creating an environment for success	Chapter 4
6.		Organisation for managing IS / IT	Chapter 5
7.		Technology developments affecting strategic planning	Chapter 7
8.		Seminar 2	Topic Revision 5-7
9.		Information - A societal approach I Information - A societal approach II	Chapter 8
10.		Identifying business advantage from Information Systems 2	Chapter 9, Chapter 10
11.		Building a Learning Organisation The Power of Strategic Integration	Chapter 11
12.		The New Product Development Map	Chapter 12

YEAR THREE

3.1 Principles of Sociology

3.2 Web Designing

3.3 Corporate Governance

3.4 Data Mining

3.5 Public Relations

3.6 Data Analytics

3.7 International Trade

3.8 International Logistics

3.1 Principles of Sociology

a. Sociology.

b. Module Description:

Sociology is the study of social behaviour or society, including its origins, development, organisation, networks, and institutions. It is a social science that uses various methods of empirical investigation and critical analysis to develop a body of knowledge about social order, disorder, and change. Many sociologists aim to conduct research that may be applied directly to social policy and welfare, while others focus primarily on refining the theoretical understanding of social processes. Subject matter ranges from the micro-sociology level of individual agency and interaction to the macro level of systems and the social structure.

The traditional focuses of sociology include social stratification, social class, social mobility, religion, secularisation, law, sexuality and deviance. As all spheres of human activity are affected by the interplay between social structure and individual agency, sociology has gradually expanded its focus to further subjects, such as health, medical, military and penal institutions, the Internet, education, social capital and the role of social activity in the development of scientific knowledge.

c. Learning Outcomes:

Upon successful completion of this course of study a student should be able to:

- Understand Sociological Thinking
- Understand Sociological Theories & Sociological Research
- Understand Social Stratification and Class
- Understand the role of Gender
- Explain the roles of 'Race', Ethnicity and Nationalism
- Be able to discuss Age and Disability issues
- Explain Global Divisions
- Understand the Environment
- Be able to discuss Families, Relationships and Work
- Understand the role of Health, Illness and the Body
- Understand the role of Crime and Punishment
- Be able to discuss Education, Religion and The Mass Media

d. Indicative Content:

- Sociological Thinking

- Sociological Theories & Sociological Research
- Social Stratification and Class
- Gender
- 'Race', Ethnicity and Nationalism
- Age
- Disability
- Global Divisions
- Environment
- Families and Relationships
- Work
- Health, Illness and the Body
- Crime and Punishment
- Education
- Religion
- The Mass Media

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through an assignment.

- Assignment 100%

COURSE:	Degree 3rd. Year
TERM:	XX 2017
SUBJECT:	Principles of Sociology
ASSESSMENT:	Assignment 100%
LECTURER:	TBA
CORE TEXT:	Punch, Harden, Marsh & Keating, 2013 Pearson 2013 Making sense of Society.

g. Concise reading List

Punch, Harden, Marsh & Keating, 2013 • Pearson 2013

Making sense of Society.

Additional reading

TBA

h. Lecture Sequence

Lecture	Lecture Topics	Reading
1	Sociological Thinking	Ch 1
2	Sociological Theories & Sociological Research	Ch 2, 3
3	Social Stratification and Class	Ch 4
4	Gender	Ch 5
5	'Race', Ethnicity and Nationalism	Ch 6
6	Age	Ch 7
7	Disability	Ch 8
8	Global Divisions	Ch 9
9	Environment	Ch 10
10	Families and Relationships	Ch 11
11	Work	Ch 12
12	Health, Illness and the Body	Ch 13
13	Crime and Punishment	Ch 14
14	Education	Ch 15

15	Religion	Ch 16
16	The Mass Media	Ch 17

3.2 Web Design

a. Foundations of Web Design

b. Module Description:

Web design encompasses many different skills and disciplines in the production and maintenance of websites. The different areas of web design include web graphic design; interface design; authoring, including standardised code and proprietary software; user experience design; and search engine optimisation.

Often many individuals will work in teams covering different aspects of the design process, although some designers will cover them all. The term web design is normally used to describe the design process relating to the front-end, client side, design of a website including writing mark up. Web design partially overlaps web engineering in the broader scope of web development. Web designers are expected to have an awareness of usability and if their role involves creating mark up then they are also expected to be up to date with web accessibility guidelines.

c. Learning Outcomes:

Upon successful completion of this course of study a student should be able to:

- Understand Text Elements
- Understand Links and Objects
- Be able to describe Tables
- Understand HTML & CSS Attributes
- Be able to describe Box Model
- Understand Float, Position, and Display
- Be able to describe Page Layout
- Be able to describe Navigation Styles
- Understand HTML Forms
- Understand Sketching to Coding
- Understand File Transfer Protocol (FTP)

d. Indicative Content:

- Websites
- Text Elements
- Links and Objects
- Tables
- CSS Introduction
- HTML & CSS Attributes
- Box Model
- Float, Position, and Display
- Page Layout
- Navigation Styles
- HTML Forms
- Sketching to Coding
- HTML and CSS Validation
- File Transfer Protocol (FTP)

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through an assignment.

- Assignment 100%

COURSE:	Degree 3 rd . Year
TERM:	XX 2017
SUBJECT:	Web Design
ASSESSMENT:	Assignment 100%
LECTURER:	TBA
CORE TEXT:	Michaud, T. <i>New Riders. (Pearson) 2014</i> Foundations of Web Design

g. Concise reading List

Michaud, T. *New Riders. (Pearson) 2014*

Foundations of Web Design

Additional reading

TBA

h. Lecture Sequence

Lecture	Lecture Topics	Reading
1	Websites: the beginning	Ch 1
2	Text Elements	Ch 2
3	Links and Objects	Ch 3
4	Tables	Ch 4
5	CSS Introduction	Ch 5
6	HTML & CSS Attributes	Ch 6
7	CSS: Text and Colours	Ch 7
8	Box Model	Ch 8
9	Float, Position, and Display	Ch 9
10	Page Layout	Ch 10
11	Navigation Styles	Ch 11

12	HTML Forms	Ch 12
13	Sketching to Coding (the Design Process)	Ch 13
14	Looking Ahead: Interactive Design	Ch 14
15	HTML and CSS Validation	Ch 15
16	File Transfer Protocol (FTP)	Ch 16

3.3 Corporate Governance

a. Corporate Governance Matters

b. Module Description:

Corporate governance broadly refers to the mechanisms, processes and relations by which corporations are controlled and directed. Governance structures and principles identify the distribution of rights and responsibilities among different participants in the corporation (such as the board of directors, managers, shareholders, creditors, auditors, regulators, and other stakeholders) and includes the rules and procedures for making decisions in corporate affairs.

Corporate governance includes the processes through which corporations' objectives are set and pursued in the context of the social, regulatory and market environment. Governance mechanisms include monitoring the actions, policies, practices, and decisions of corporations, their agents, and affected stakeholders. Corporate governance practices are affected by attempts to align the interests of stakeholders.

Interest in the corporate governance practices of modern corporations, particularly in relation to accountability, increased following the high-profile collapses of a number of large corporations during 2001–2002, most of which involved accounting fraud; and then again after the recent financial crisis in 2008.

c. Learning Outcomes:

Upon successful completion of this course of study a student should be able to:

- Understand Corporate Governance and International Corporate Governance
- Understand the duties of the Board of Directors
- Be able to explain Strategy, Performance Measurement, and Risk Management
- Understand the Labour Market for Executives and CEO Succession Planning
- Be able to explain Executive Compensation and Incentives
- Be able to explain Executive Equity Ownership
- Understand Financial Reporting and External Audit
- Understand The Market for Corporate Control
- Understand Institutional Shareholders and Activist Investors
- Be able to explain Corporate Governance Ratings
- Understand Alternative Models of Governance

d. Indicative Content:

- Introduction to Corporate Governance
- International Corporate Governance
- Board of Directors: Duties and Liability
- Board of Directors: Selection, Compensation, and Removal
- Board of Directors: Structure and Consequences
- Strategy, Performance Measurement, and Risk Management
- Labour Market for Executives and CEO Succession Planning
- Executive Compensation and Incentives
- Executive Equity Ownership
- Financial Reporting and External Audit
- The Market for Corporate Control
- Institutional Shareholders and Activist Investors
- Corporate Governance Ratings

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through an assignment.

Assignment 100%

COURSE:	Degree 3 rd . Year
TERM:	XX 2017
SUBJECT:	Corporate Governance.
ASSESSMENT:	Assignment 100%
LECTURER:	TBA
CORE TEXT:	Larcker, D & Tayan, B.. Pearson 2016. Corporate Governance Matters

g. Indicative Reading List

Core Text

Larcker, D & Tayan, B.. Pearson 2016.

Corporate Governance Matters.

Additional reading

TBA

h. Lecture Sequence

Lecture	Lecture Topics	Reading
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1	Introduction to Corporate Governance	Ch 1
2	International Corporate Governance	Ch 2
3	Board of Directors: Duties and Liability	Ch 3
4	Board of Directors: Selection, Compensation, and Removal	Ch 4
5	Board of Directors: Structure and Consequences	Ch 5
6	Strategy, Performance Measurement, and Risk Management	Ch 6
7	Labour Market for Executives and CEO Succession Planning	Ch 7
8	Executive Compensation and Incentives	Ch 8
9	Executive Equity Ownership	Ch 9
10	Financial Reporting and External Audit	Ch 10
11	The Market for Corporate Control	Ch 11
12	Institutional Shareholders and Activist Investors	Ch 12
13	Corporate Governance Ratings	Ch 13
14	Alternative Models of Governance	Ch 14
15	Summary and Conclusions	
16	Revision	

3.4 Data Mining.

a. An introduction to Data Mining

b. Module Description:

Data mining is the computational process of discovering patterns in large data sets involving methods at the intersection of artificial

intelligence, machine learning, statistics, and database systems. It is an interdisciplinary subfield of computer science.

The overall goal of the data mining process is to extract information from a data set and transform it into an understandable structure for further use. Aside from the raw analysis step, it involves database and data management aspects, data pre-processing, model and inference considerations, interestingness metrics, complexity considerations, post-processing of discovered structures, visualisation, and online updating. Data mining is the analysis step of the "knowledge discovery in databases" process, or KDD.

c. Learning Outcomes:

Upon successful completion of this course of study a student should be able to:

- Explain What Data Mining is
- Understand The Origins of Data Mining
- Explain Measures of Similarity and Dissimilarity
- OLAP and Multidimensional Data Analysis
- Understand Classification: Basic Concepts, Decision Trees, and Model Evaluation
- Understand Classification: Alternative Techniques
- Be able to explain Artificial Neural Network (ANN)
- Understand Association Analysis: Basic Concepts and Algorithms
- Evaluation of Association Patterns
- Be able to explain Cluster Analysis: Basic Concepts and Algorithms
- Be able to explain Cluster Analysis: Additional Issues and Algorithms
- Understand Scalable Clustering Algorithms
- Be able to discuss Anomaly Detection
- Understand Clustering-Based Techniques

d. Indicative Content:

- What is Data Mining?

- The Origins of Data Mining
- Measures of Similarity and Dissimilarity
- Exploring Data
- OLAP and Multidimensional Data Analysis
- Classification: Basic Concepts, Decision Trees, and Model Evaluation
- Classification: Alternative Techniques
- Artificial Neural Network (ANN)
- Association Analysis: Basic Concepts and Algorithms
- Evaluation of Association Patterns
- Cluster Analysis: Basic Concepts and Algorithms
- Cluster Analysis: Additional Issues and Algorithms
- Scalable Clustering Algorithms
- Anomaly Detection
- Clustering-Based Techniques

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through an assignment.

Assignment 100%

COURSE:	Degree 3rd. Year
TERM:	XX 2017
SUBJECT:	An introduction to Data Mining.
ASSESSMENT:	Assignment 100%
LECTURER:	TBA
CORE TEXT:	Pang-Ning Tan, Michael Steinbach and Vipin Kumar. Pearson 2013 An introduction to data mining.

g. Indicative Reading List

Core Text

Pang-Ning Tan, Michael Steinbach and Vipin Kumar. Pearson 2013

An introduction to data mining.

Additional reading

TBA

h. Lecture Sequence

Lecture	Lecture Topics	Reading
1	What is Data Mining? The Origins of Data Mining	Ch 1,2
2	Data	Ch 3
3	Measures of Similarity and Dissimilarity	Ch 4
4	Exploring Data	Ch 5
5	OLAP and Multidimensional Data Analysis	Ch 6
6	Classification: Basic Concepts, Decision Trees, and Model Evaluation	Ch 7
7	Classification: Alternative Techniques	Ch 8
8	Artificial Neural Network (ANN)	Ch 9
9	Association Analysis: Basic Concepts and Algorithms	Ch 10
10	Evaluation of Association Patterns	Ch 11
11	Cluster Analysis: Basic Concepts and	Ch 12

	Algorithms	
12	Cluster Analysis: Additional Issues and Algorithms	Ch 13
13	Scalable Clustering Algorithms	Ch 14
14	Anomaly Detection	Ch 15
15	Clustering-Based Techniques	Ch 16
16	Summary and Revision	

3.5 Public Relations

a. Exploring Public Relations

b. Module Description:

Public relations, (PR), is the practice of managing the spread of information between an individual or an organisation, such as a business, government agency, or a non profit organisation, and the public. Public relations may include an organisation or individual gaining exposure to their audiences using topics of public interest and news items that do not require direct payment. This differentiates it from advertising as a form of marketing communications.

Public relations is the idea of creating coverage for clients for free, rather than marketing or advertising. An example of good public relations would be generating an article featuring a client, rather than paying for the client to be advertised next to the article. The aim of public relations is to inform the public, prospective customers, investors, partners, employees, and other stakeholders and ultimately persuade them to maintain a certain view about the organisation, its leadership, products, or political decisions.

Public relations professionals typically work for PR and marketing firms, businesses and companies, government, government agencies and public officials as PIOs and nongovernmental organisations, and non profit organisations. Jobs central to public relations include account

coordinator, account executive, account supervisor, and media relations manager.

c. Learning Outcomes:

Upon successful completion of this course of study a student should be able to:

- Understand Public relations programme research and evaluation
- Be able to explain Audiences, stakeholders, publics
- Understand Corporate image, reputation and identity
- Understand Public relations, propaganda and the psychology of persuasion
- Understand Public relations' professionalism and ethics
- Understand Media relations and Internal communication
- Be able to Manage community involvement programmes
- Understand Issue Management
- Understand Crisis public relations management
- Public relations and the consumer
- Be able to discuss Business-to-business public relations and Public Affairs
- Understand Public relations in the world of finance
- Integrated marketing communications
- Understand Sponsorship & Corporate communication
- Understand Non-government organisations and pressure groups
- Understand Strategic communication and social marketing in healthcare organisations
- Understand Arts, leisure and entertainment marketing and communications
- Understand Celebrity culture and public relations
- Be able to discuss Future issues for public relations

d. Indicative Content:

- Public relations programme research and evaluation
- Audiences, stakeholders, publics
- Corporate image, reputation and identity
- Public relations, propaganda and the psychology of persuasion

- Public relations' professionalism and ethics
- Media relations
- Internal communication
- Managing community involvement programmes
- Issue Management
- Crisis public relations management
- Public relations and the consumer
- Business-to-business public relations
- Public Affairs
- Public relations in the world of finance
- Integrated marketing communications
- Sponsorship
- Corporate communication
- Non-government organisations and pressure groups
- Strategic communication and social marketing in healthcare organisations
- Arts, leisure and entertainment marketing and communications
- Celebrity culture and public relations
- What next? Future issues for public relations

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through an assignment.

Assignment 100%

COURSE:	Degree 3rd. Year
TERM:	XX 2017

SUBJECT:	Public Relations
ASSESSMENT:	Assignment 100%
LECTURER:	TBA
CORE TEXT:	Tench, R & Yeomans, L. Pearson 2014 Exploring Public Relations

g. Indicative Reading List

Core Text

Tench, R & Yeomans, L. Exploring Public Relations. Pearson 2014

Exploring Public Relations

Additional reading

TBA

h. Lecture Sequence

Lecture	Lecture Topics	Reading
1	Public relations origins: definitions and history Media context of contemporary public relations and journalism in the UK	Ch 1, 2
2	Public relations and democracy Community and society: corporate social	Ch 3, 4

	responsibility (CSR)	
3	Intercultural and multicultural context of public relations Role of the public relations practitioner	Ch 5, 6
4	Public relations theories: an overview Strategic Public Relations Planning and Management	Ch 7, 8
5	Public relations programme research and evaluation Audiences, stakeholders, publics	Ch 9, 10
6	Corporate image, reputation and identity Public relations, propaganda and the psychology of persuasion	Ch 11, 12
7	Public relations' professionalism and ethics Media relations	Ch 13, 14
8	Internal communication Managing community involvement programmes	Ch 15, 16
9	Issue Management Crisis public relations management	Ch 17, 18
10	Public relations and the consumer Business-to-business public relations	Ch 19, 20
11	Public Affairs Public relations in the world of finance	Ch 21, 22
12	Integrated marketing communications Sponsorship	Ch 23, 24
13	Corporate communication Non-government organisations and pressure groups	Ch 25, 26
14	Strategic communication and social marketing in healthcare organisations Arts, leisure and entertainment marketing and communications	Ch 27, 28

15	Celebrity culture and public relations	Ch 29
16	What next? Future issues for public relations	Ch 30

3.6 Data Analytics

a. Data Analytics

b. Module Description:

Data analytics, is a process of inspecting, cleansing, transforming, and modelling data with the goal of discovering useful information, suggesting conclusions, and supporting decision-making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, in different business, science, and social science domains.

c. Learning Outcomes:

Upon successful completion of this course of study a student should be able to:

- Explain the Four Rules for Data Success
- Understand Hosting and Sharing Terabytes of Raw Data
- Be able to Build a NoSQL-Based Web App to Collect Crowd-Sourced Data
- Understand Strategies for Dealing with Data Silos
- Use Hadoop, Hive, and Shark to Ask Questions about Large Datasets
- Be able to Build a Data Dashboard with Google BigQuery
- Be able to Visualise Strategies for Exploring Large Datasets
- Understand MapReduce Data Pipelines
- Build Data Transformation Workflows with Pig and Cascading
- Build a Data Classification System with Mahout
- Understand Using R with Large Datasets
- Build Analytics Workflows Using Python and Pandas

- Explain When to Build, When to Buy, When to Outsource

d. Indicative Content:

- Four Rules for Data Success
- Hosting and Sharing Terabytes of Raw Data
- Building a NoSQL-Based Web App to Collect Crowd-Sourced Data
- Strategies for Dealing with Data Silos
- Using Hadoop, Hive, and Shark to Ask Questions about Large Datasets
- Building a Data Dashboard with Google BigQuery
- Visualisation Strategies for Exploring Large Datasets
- Putting It Together: MapReduce Data Pipelines
- Building Data Transformation Workflows with Pig and Cascading
- Building a Data Classification System with Mahout
- Using R with Large Datasets
- Building Analytics Workflows Using Python and Pandas
- When to Build, When to Buy, When to Outsource
- The Future: Trends in Data Technology

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through an assignment

Assignment 100%

COURSE:	Degree 3rd. Year
TERM:	XX 2017
SUBJECT:	Data Analytics

ASSESSMENT:	Assignment 100%
LECTURER:	TBA
CORE TEXT:	Manoochehri, M. <i>Data Just Right: Introduction to Large-Scale Data & Analytics</i> Addison-Wesley, 2014

g. Indicative Reading List

Core Text

Manoochehri, M. *Data Just Right: Introduction to Large-Scale Data & Analytics* Addison-Wesley, 2014

Additional reading

TBA

h. Lecture Sequence

Lecture	Lecture Topics	Reading
1	Four Rules for Data Success	Ch 1
2	Hosting and Sharing Terabytes of Raw Data	Ch 2
3	Building a NoSQL-Based Web App to Collect Crowd-Sourced Data	Ch 3
4	Strategies for Dealing with Data Silos	Ch 4
5	Using Hadoop, Hive, and Shark to Ask Questions about Large Datasets	Ch 5
6	Building a Data Dashboard with Google BigQuery	Ch 6
7	Visualisation Strategies for Exploring Large Datasets	Ch 7
8	Putting It Together: MapReduce Data Pipelines	Ch 8

9	Building Data Transformation Workflows with Pig and Cascading	Ch 9
10	Building a Data Classification System with Mahout	Ch 10
11	Using R with Large Datasets	Ch 11
12	Building Analytics Workflows Using Python and Pandas	Ch 12
13	When to Build, When to Buy, When to Outsource	Ch 13
14	The Future: Trends in Data Technology Hadoop	Ch 14
15	Summary	
16	Revision	

3.7 International Trade

a. International Trade. Theory and Policy

b. Module Description:

International trade is the exchange of capital, goods, and services across international borders or territories. It is the exchange of goods and services among nations of the world. In most countries, such trade represents a significant share of gross domestic product (GDP). While international trade has existed throughout history its economic, social, and political importance has been on the rise in recent centuries.

Trading globally gives consumers and countries the opportunity to be exposed to new markets and products. Almost every kind of product can be found on the international market: food, clothes, spare parts, oil, jewellery, wine, stocks, currencies and water. Services are also traded: tourism, banking, consulting and transportation.

A product that is sold to the global market is an export, and a product that is bought from the global market is an import. Imports and exports are accounted for in a country's current account in the balance of payments

c. Learning Outcomes:

Upon successful completion of this course of study a student should be able to:

- Understand World Trade
- Be able to describe Labour Productivity and Comparative Advantage
- Be able to explain Specific Factors and Income Distribution
- Understand Resources and Trade
- Explain The Standard Trade Model
- Understand External Economies of Scale and the International Location of Production
- Explain Firms in the Global Economy and Export Decisions,
- Understand Outsourcing
- Understand Multinational Enterprises
- Explain The Instruments of Trade Policy
- Explain The Political Economy of Trade Policy
- Understand Trade Policy in Developing Countries
- Explain Controversies in Trade Policy

d. Indicative Content:

- World Trade: An Overview
- Labour Productivity and Comparative Advantage: The Ricardian Model
- Specific Factors and Income Distribution
- Resources and Trade: The Heckscher-Ohlin Model
- The Standard Trade Model
- External Economies of Scale and the International Location of Production
- Firms in the Global Economy: Export Decisions,
- Outsourcing
- Multinational Enterprises
- The Instruments of Trade Policy
- The Political Economy of Trade Policy
- Trade Policy in Developing Countries
- Controversies in Trade Policy

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through an assignment.

Assignment 100%

COURSE:	Degree 3 rd . Year
TERM:	XX 2017
SUBJECT:	International Trade.
ASSESSMENT:	Assignment 100%
LECTURER:	TBA
CORE TEXT:	Krugman, P, Obstfeld, M & Melitz, M. Pearson 2015 International Trade. Theory and Policy.

g. Indicative Reading List

Krugman, P, Obstfeld, M & Melitz, M. Pearson 2015
International Trade. Theory and Policy.

Additional reading

TBA

h. Lecture Sequence

Lecture	Lecture Topics	Reading
1	Introduction	Ch 1
2	World Trade: An Overview	Ch 2
3	Labour Productivity and Comparative Advantage: The Ricardian Model	Ch 3
4	Specific Factors and Income Distribution	Ch 4
5	Resources and Trade: The Heckscher-Ohlin Model	Ch 5
6	The Standard Trade Model	Ch 6
7	External Economies of Scale and the International Location of Production	Ch 7
8	Firms in the Global Economy: Export Decisions	Ch 8
9	Outsourcing	Ch 8
10	Multinational Enterprises	Ch 8
11	The Instruments of Trade Policy	Ch 9
12	The Political Economy of Trade Policy	Ch 10
13	Trade Policy in Developing Countries	Ch 11
14	Controversies in Trade Policy	Ch 12
15	Summary	
16	Revision	

3.8 International logistics.

a. International Logistics

b. Module Description:

Logistics is generally the detailed organisation and implementation of a complex operation. In a general business sense, logistics is the management of the flow of things between the point of origin and the point of consumption in order to meet requirements of customers or corporations.

The resources managed in logistics can include physical items such as food, materials, animals, equipment, and liquids; as well as abstract items, such as time and information.

The logistics of physical items usually involves the integration of information flow, material handling, production, packaging, inventory, transportation, warehousing, and often security.

c. Learning Outcomes:

Upon successful completion of this course of study a student should be able to:

- Understand International Trade
- Understand International Supply Chain Management
- Understand International Infrastructure
- Understand International methods of entry
- Understand International Contracts
- Be able to describe Terms of Trade
- Understand Terms of Payment
- Manage Transaction Risks
- Understand International Commercial Documents
- Understand International Insurance
- Understand International Ocean Transportation
- Understand International Air Transportation
- Understand International Land and Multimodal Transportation
- Be able to describe Packaging for Export
- Understand International Logistics Security
- Understand Customs Clearance
- Understand Developing Competitive Advantage.

d. Indicative Content:

- International Trade
- International Supply Chain Management
- International Infrastructure
- International methods of entry
- International Contracts
- Terms of Trade
- Terms of Payment
- Managing Transaction Risks
- International Commercial Documents
- International Insurance

- International Ocean Transportation
- International Air Transportation
- International Land and Multimodal Transportation
- Packaging for Export
- International Logistics Security
- Customs Clearance
- Developing Competitive Advantage.

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through an assignment.

Assignment 100%

COURSE:	Degree 3 rd . Year
TERM:	XX 2017
SUBJECT:	International Logistics
ASSESSMENT:	Assignment 100%
LECTURER:	TBA
CORE TEXT:	David, P. <i>International Logistics. The management of international trade Operations.</i> Cicero Books. 2013

g. Indicative Reading List

David, P. *International Logistics. The management of international trade operations.* Cicero Books. 2013

Additional reading

TBA

h. Lecture Sequence

Lecture	Lecture Topics	Reading
1	International Trade	Ch 1
2	International Supply Chain Management	Ch 2
3	International Infrastructure	Ch 3
4	International methods of entry	Ch 4
5	International Contracts	Ch 5
6	Terms of Trade	Ch 6
7	Terms of Payment	Ch 7
8	Managing Transaction Risks	Ch 8
9	International Commercial Documents	Ch 9
10	International Insurance	Ch 10
11	International Ocean Transportation	Ch 11
12	International Air Transportation	Ch 12
13	International Land and Multimodal Transportation	Ch 13
14	Packaging for Export	Ch 14
15	International Logistics Security	Ch 15
16	Customs Clearance and Developing Competitive Advantage.	Ch 16, 17

FOURTH YEAR

4.1 Project Management

a. Project Management, an introduction.

This course is designed to clarify and explain the basic aspects of a project and project management in order for participants to gain confidence in their project environment. It will help individuals to recognise the key aspects of a project and the importance of their role within it. The course is also intended for those working in supporting functional departments whose work can impact on project success

b. Module Description:

c. Learning Outcomes:

Upon successful completion of this course of study a student should be able to:

- understand the difference between projects and 'business as usual'
- analyse business objectives to identify projects that are feasible
- understand how to define project success and failure
- understand project risk analysis
- understand how to start, manage and control projects
- be able to plan and organise a project, resources and deliverables
- understand how to monitor and report on project progress
- be able to manage change and project costs
- understand managing multiple projects
- be able to close a project successfully

d. Indicative Content:

- Project success and failure
- Estimating Costs
- Planning resources
- Organising structures
- Work Breakdown structures
- Critical Path Networks
- Scheduling
- Computer Applications
- Managing Progress and Change.
- Managing Multiple Projects.

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through an assignment and a closed book examination.

- Assignment 50%
- Closed book examination 50%

COURSE:	BBA ZU
TERM:	TBA
SUBJECT:	Project Management
ASSESSMENT:	Assignment 50% Closed Book Exam 50%
LECTURER:	TBA
CORE TEXT:	Core text 1 Samuel J. Mantel, Jr., Jack R. Meredith, Scott M. Shafer, Margaret M. Sutton (2012) Project Management in Practice, 4th Edition International Student Version. Core text 2 Jack R. Meredith, Samuel J. Mantel, Jr., Scott M. Shafer: (2015) Project Management: A Managerial Approach, Ninth Edition International Student Version.

g. Lecture Sequence

Core Text	
	Pinto, J. K. (2016) Project management: achieving competitive advantage 4edition. Pearson.
	Vaidyanathan, G. (2013) Project Management: Process, Technology and Practice, Prentice Hall.
Additional reading	

	Project Management Journal
	International Journal of Project Management

Lecture Date	Lecture Topics and cases	Reading Core text 1
1	Chapter 1 Introduction: Why Project Management? Development Projects in Lagos, Nigeria "Throwing Good Money after Bad": The BBC's Digital Media Initiative	C 1
2	Chapter 2 The Organizational Context: Strategy, Structure, and Culture Tesla's \$5 Billion Gamble Electronic Arts and the Power of Strong Culture in Design Teams	C 2
3	Chapter 3 Project Selection and Portfolio Management Project Selection Procedures: A Cross-Industry Sampler	C 3
4	Chapter 4 Leadership and the Project Manager Leading by Example for the London Olympics – Sir John Armit Dr. E. Sreedharan, India's Project Management Guru	C 4
5	Chapter 5 Scope Management "We look like fools." – Oregon's Failed Rollout of their Obamacare Website Boeing's Virtual Fence California's High-Speed Rail Project – What's the Latest News? The Expeditionary Fighting Vehicle	C 5
6	Chapter 6 Project Team Building, Conflict, and Negotiation Engineers Without Borders: Project Teams Impacting Lives	C 6

7	Chapter 7 Risk Management The Building that Melted Cars Bank of America Completely Misjudges its Customers Collapse of Shanghai Apartment Building The Spanish Navy pays nearly \$3 billion for a Submarine that will sink like a Stone	C 7
8	Chapter 8 Cost Estimation and Budgeting Sochi Olympics – What's the Cost of National Prestige? The Hidden Costs of Infrastructure Projects – The Case of Building	C8

	Dams	
9	Chapter 9 Project Scheduling: Networks, Duration Estimation, and Critical Path After 20 Years and More than \$50 billion, Oil is no closer to the Surface: The Caspian Kashagan Project	C 9
10	Chapter 10 Project Scheduling: Lagging, Crashing, and Activity Networks Enlarging the Panama Canal	C 10
11	Chapter 11 Critical Chain Project Scheduling Developing Projects through Kickstarter – Do Delivery Dates Mean Anything? Eli Lilly Pharmaceutical's Commitment to Critical Chain Project Scheduling	C 11
12	Chapter 12 Resource Management Hong Kong Connects to the World's Longest Natural Gas Pipeline	C 12
13	Chapter 13 Project Evaluation and Control New York City's City Time Project Boeing's 787 Dreamliner: Failure to Launch (with update) Earned Value Management at Northrop Grumman	C13
14	Chapter 14 Project Closeout and Termination Duke Energy and its Cancelled Levy County Nuclear Power Plant Aftermath of a "Feeding Frenzy" - Dubai and Cancelled Construction Projects New Jersey Kills Hudson River Tunnel Project - See more at: http://www.pearsonhighered.com/educator/product/Project-Management-Achieving-Competitive-Advantage/9780133798074.page#downlaoddiv	All chapters

4.2 Human Resource and Leadership Management

a. Module Title: Human Resource and Leadership Management

b. Module Description:

This module is designed to provide students with an in-depth knowledge and understanding of the conceptual frameworks of, and challenges to, human resource management. This course also provides an opportunity for students to focus on leadership management, an integral part of HRM, from both theoretical and practical perspectives. It employs theoretical concepts and models, coupled with case studies based on the experiences of leaders to understand how to develop leadership potential in oneself and others.

This module explains what Human Resource Management is, how it relates to the management process, and how it is changing in response to trends in the workplace; history of equal opportunity legislation, outlines defences against discrimination allegations, gives examples of discriminatory practices, describes the EEOC enforcement process and suggests proactive programmes.

Students will learn an insight into current thinking on leadership from the perspective of the organisation. Although the module takes the perspective of the organisation, it provides insights that can contribute to students' development of their own leadership skills and to develop their analytical and long-term planning skills.

c. Learning Outcomes:

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

- appreciate the claimed distinction between Human Resource Management and Personnel Management, by analysing personnel and HRM models;
- understand equal opportunity legislation, outlines defences against discrimination allegations;
- design and develop an HR system that supports the company's strategic goals;
- forecast personnel requirements, discusses the pros and cons of methods used for recruiting job candidates, describes how to develop an application form, and explains how to use application forms to predict job performance.
- build communications with employees through guaranteed fair treatment programmes and employee discipline;

- identify HR problems and issues involved with international businesses, including inter-country differences, using selection to improve international assignments, and training and maintaining international employees;
- address the small business challenge; using Internet and government tools to support the HR effort; leveraging small size with familiarity, flexibility, fairness, and informality;
- able to apply the concepts of leadership traits and styles both to themselves and to specific contexts and situations;
- appreciate the complexities and challenges in leadership management and understand the role of leaders in setting strategic focus and direction;
- examine a range of current theories and models of leadership and their applicability to different cultures, sub-divisions, organisations, industries and sectors
- investigate the current and future requirements of leadership within a sub-division, organisation, industry or sector
- make proposals for the development of leadership competences to meet current and predicted future requirements within a sub-division, organisation, industry or sector.
- critically review scholarly articles and material

d. Indicative Content:

- Models of human resource management and personnel management: Legge, Purcell, Scissions, Armstrong, Harvard models
- History of equal opportunity legislation, outlines defences against discrimination allegations, gives examples of discriminatory practices, describes the EEOC enforcement process and suggests proactive programmes

- Strategic management process, how to develop a strategic plan, and the HR manager's role in the process of strategy execution and formulation
- Forecasting personnel requirements, discusses the pros and cons of methods used for recruiting job candidates, describes how to develop an application form, and explains how to use application forms to predict job performance
- Issues of ongoing training and development of employees
- Basic considerations in determining pay rates, establishing pay rates, current trends in compensation, pricing managerial and professional jobs, and current issues in compensation management
- Critical issues, policies, and problems related to ethics, fair treatment, discipline and termination of employees
- Issues, policies, and problems related to ethics, fair treatment, discipline and termination of employees.
- Inter-country differences, using selection to improve international assignments, and training and maintaining international employees
- Styles of successful leaders, the importance of the context in which leadership exists and how organisations can plan to meet their current and future requirements for leadership
- Context and challenges in leadership and knowing yourself as a leader
- Leading People and direction and strategy
- Developing Leaders and influential leadership.

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through one assignment and a closed book examination.

- Assignment 50%
- Closed book examination 50%

The closed book examination will be of two hours' duration.

g. Indicative Reading List:

Core Text

Dessler, G. (2011) *Human Resource Management* (12th ed) Pearson Higher Education, Florida

Nahavandi, A (2009) *Art and Science of Leadership* (5th ed.), Prentice Hall. ISBN-10: 0136044085

Recommended Additional Reading:

Fred K. Foulkes (1989), *Human Resources Management: Cases and Text*, (2nd Ed.), Prentice Hall.

Yukl, G (2010) *Leadership in Organization* (7th ed.), Prentice Hall.

Peter, G. Northouse. (2009). *Leadership: Theory and Practices* (5th Edition). London: SAGE.

Beardwell I. & Holden L. (2007) *Human Resource Management: A Contemporary Approach* (5th ed) Financial Times Press

Armstrong, M. (2003) *A Handbook of Human Resource Management Practice* (9th ed.) Kogan Page

Noe, R and Hollenbeck, J (2003) 4th edn. *Human Resource Management: Gaining a Competitive Advantage*, McGraw Hill

Leopold, J and Harris L (2009) *The Strategic Managing of Human Resources*, FT Prentice Hall

Online Sources:

<http://www.workinfo.com/free/links/hrm.html> Links to Human Resource Management-Related Sites

http://www.mapnp.org/library/hr_mamnt/hr_mamnt.htm HRM Articles and Support materials

http://www.palgrave.com/business/brattonandgold/links/links_gen.htm#hr General HRM links

<http://www.lisa.sbu.ac.uk/resources/subjects/bm/hrresources.html> Human Resources Management Web Resources

h. Lecture Sequence

COURSE:	BBA, ZU
TERM:	TBA
SUBJECT:	Human Resource and Leadership Management
ASSESSMENT:	Assignment 50% Closed Book Exam 50%
LECTURER:	TBA
CORE TEXT:	Dessler, G. (2011) <i>Human Resource Management</i> (12 th ed) Pearson Higher Education, Florida Nahavandi, A (2009) <i>Art and Science of Leadership</i> (5 th ed.), Prentice Hall. ISBN-10: 0136044085

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
13.		Managing Human Resources Today	Chapter 1 Core Text Book - 1
14.		Equal Opportunity and the Law	Chapter 2 Core Text Book - 1
15.		The Manager's Role in Strategic Human Resource Management Case Study: Sun Microsystems, Inc. First National Bank of California.	Chapter 3 Core Text Book – 1 Recommended Reading Book- 1
16.		Recruitment and Placement: Job Analysis Personnel Planning and Recruiting	Chapter 14 Core Text Book - 1
17.		Employee Testing and Selection Interviewing Candidates	Chapter 6 Core Text Book – 1

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
18.		Training and Development: Training and Developing Employees Performance Management and Appraisal Coaching, Careers, and Talent Management Case Study: Tracing a Transformation in Industrial Relations: The Case of Xerox Corporation and the ACTWU. Work Innovations in the United States	Chapter 4 Core Text Book – 1 Recommended Reading Book- 1
19.		Compensation: Establishing Strategic Pay Plans Pay for Performance and Financial Incentives Benefits and Services Case Study : The Lincoln Electric Company. Au Bon Pain. Eli Lilly Company (A) and (B). Public Sector Data Processing Professionals	Chapter 8 Core Text Book – 1 Recommended Reading Book- 1
20.		Guest Speaker : Ethics, Justice, and Fair Treatment in HR Management Labour Relations and Collective Bargaining Employee Safety and Health	Chapter 9 Core Text Book - 1
21.		Leadership: Context and challenges in leadership and knowing yourself as a leader	Chapter 1 & 2 Core Text Book - 2
22.		Leading People and direction and strategy Developing Leaders and influential leadership	Chapter 3 & 4 Core Text Book - 2
23.		Strategic HRM /Emerging issues in HRM	Chapter 5 & 6 Core Text Book - 2
24.		Managing Global Human Resources Managing Human Resources in Entrepreneurial Firms	Chapter 19 Core Text Book - 1

4.3 Marketing and Global Marketing Strategies

a. Module Title: Marketing and Global Marketing Strategies

b. Module Description:

This module aims to introduce students to marketing concepts, the environmental and organisational factors that shape marketing decisions. It examines the role of marketing is an organisational function and a set of processes for creating, communicating, and delivering value to customers and for managing customer relationships in ways that benefit the organisation and its stakeholders.

Students will develop a solid understanding of the relationship between business strategy and the decisions areas under marketing responsibility. Students will gain the knowledge of market-oriented strategic planning is the

managerial process of developing and maintaining a viable fit between the organisation's objectives, skills, and resources and its changing market opportunities.

They will apply tools and conceptual models for understanding customers, competition and relevant environmental issues into company's businesses and products so they yield target profits and growth.

They will also develop insights into the creative selection of target markets and making marketing mix decisions to meet the needs of selected target markets. The module will help them to identify strategic options and critically evaluate the implications of strategic marketing decisions in relation to shareholders value. It will also aid them to develop innovative and creative solutions to enhance an organisation's global competitive position.

c. Learning Outcomes:

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

- understand the concept of marketing and marketing theories;
- demonstrate an understanding of the concept of market segmentation, targeting and positioning and establish different bases for effective market segmentation;
- understand the role of strategic planning carried out at different levels of the organisation;
- be able to undertake marketing planning activities: define the corporate mission, establish strategic business units, assign resources to each strategic business unit and assess growth opportunities;
- cultivate customer relationships, build customer value, satisfaction, and loyalty;
- comprehend the importance of marketing research and recognise the different methods used to conduct marketing research
- identify and discuss the individual elements and tools in marketing mix and appreciate the relationship between elements of the marketing mix in different businesses;

- identify strategic options and critically evaluate the implications of strategic marketing decisions in relation to shareholders value;
- assess how product, market, brand and customer life cycles might be managed strategically across a variety of markets;
- evaluate the role of brands, innovation, integrate marketing communications, alliances, the value chain, customer relationships and service in contributing added value to the customer;
- identify important trends in marketing practices and keys to effective internal marketing;
- monitor and analyse marketing activities and be able to make decisions strategically.

d. Indicative Content:

- Defining Marketing for the 21st Century
- Developing Marketing Strategies and Plans ;
- Gathering Information and Scanning the Environment;
- Conducting Marketing Research and Forecasting Demand;
- Marketing Planning : combining the marketing mix;
- Identifying Market Segments and Targets;
- Creating Brand Equity and Crafting the Brand Positioning;
- Dealing with Competition;
- Setting Product Strategy;
- Developing Pricing Strategies and Programmes;
- Managing Value Networks and Channels;
- Designing and Managing Integrated Marketing Communications;
- Managing Mass Communications
- Global Marketing Strategy Decision

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through one assignment and a closed book examination.

- Assignment 50%
- Closed book examination 50%

The closed book examination will be of two hours' duration.

g. Indicative Reading List:

Core Texts

Kotler, Ph., Keller, K. (2011) *Marketing Management*, (14th edn), Prentice-Hall

Isobel Doole & Robin Lowe (2005), *Strategic Marketing Decision in Global Market*, London: Thomson Learning.

Recommended Reading:

Hooley, Graham et, al (2008), *Marketing Strategy and Competitive Positioning*, (4th Edition), Prentice-Hall.

Lancaster, G and Massingham (2010), L., *Essentials of Marketing Management*, Routledge.

Aaker, D.A. (2007) *Strategic Marketing Management*, (8th Ed.) John Wiley and Sons

Kotler, Armstrong, Saunders & Wong (2002), *Principles of Marketing*, Third European Edition, Harlow, Pearson Education Limited

Dibb, S., Simkin, L., Pride, W.M. and Ferrell O.C. (1997) *Marketing*, Boston, Houghton Mifflin

Jobber, D. (1998) *Principles and Practice of Marketing*, Maidenhead, McGraw-Hill UK

Frances Brassington, Stephen Pettitt (2007) *Essentials of Marketing*. (4th ed), Essex, England: Pearson Education Limited.

Philip Kotler, Gray Armstrong (2007). *Principles of Marketing*. (13th ed), London: Pearson Education Limited.

Brassington, F. and Pettitt, S., (2006) *Principles of Marketing*, (fourth edition) FT Prentice Hall

Keegan, W.J. & Green, M.C. (2007) *Global Marketing* (5th edn) Prentice Hall

Cateora, P.R. & Graham, J.L. (2008) *International Marketing* (14th Edn) McGraw Hill,

Jeannet, J.P. & Hennessey, H.D. (2005) *Global Marketing Strategies* (7th Edn) Houghton Mifflin,

h. Lecture Sequence

COURSE:	BBA, ZU
TERM:	TBA
SUBJECT:	Marketing and Global Marketing Strategies
ASSESSMENT:	Assignment 50% Closed Book Exam 50%
LECTURER:	TBA
CORE TEXT:	Kotler, Ph., Keller, K. (2011) <i>Marketing Management</i> , (14th edn), Prentice-Hall Isobel Doole & Robin Lowe (2005), <i>Strategic Marketing Decision in Global Market</i> , London: Thomson Learning

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
13.		Defining Marketing for the 21st Century Developing Marketing Strategies and Plans	Chapter 1 Core Text Book-1
14.		Gathering Information and Scanning the Environment Conducting Marketing Research and Forecasting Demand Case Study: Psion	Chapter 2 Core Text Book-1 Recommended Reading - 1

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
15.		Conducting Marketing Research Seminar 1/Assignment Focus	Chapter 2 Core Text Book-1
16.		Marketing Planning : combining the marketing mix	Chapter 12 Core Text Book-1
17.		Identifying Market Segments and Targets Case Study: iPhone	Chapters 7,8 , 11 Core Text Book-1 Recommended Reading - 1
18.		Creating Brand Equity Vedio Case Study: The modern definition of brand, How brands create barriers to competition and Why charismatic brands are more valuable (Marty Neumeier's INNOVATION WORKSHOP: Brand Strategy + Design Thinking = Transformation)	Chapters 7, 8, 9 Core Text Book-2
19.		Crafting the Brand Positioning Group Seminar-2	Chapter 2, 3 Core Text Book-2
20.		Dealing with Competition Setting Product Strategy Case Study: Emap	Chapters 9, 10, 11 Core Text Book-1 Recommended Reading - 1
21.		Designing and Managing Services Developing Pricing Strategies and Programmes	Chapter 2, 3 Core Text Book-1
22.		Managing Value Networks and Channels	Chapter 5 Core Text Book-2
23.		Managing Mass Communications	Chapter 9

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
		Designing and Managing Integrated Marketing Communications Guest Speaker: Integrated Marketing Communications Strategy and Management	Core Text Book-1
24.		Global Marketing Strategy Decision	Chapters 6 Core Text Book-2

4.4 Management Information and Communication Systems

a. Module Title: Management Information and Communication Systems

b. Module Description:

This module introduces students to the fundamental concepts of information systems and how they support management and operations in the modern business environment. It provides a comprehensive and integrated coverage of essential new technologies, information system applications, and their impact on business models and managerial decision making in an exciting and interactive manner.

Students will gain hands on experience with key information technologies including Microsoft Access, Microsoft EXCEL and Word Processing. Through a series of case analyses and presentations, students will develop relevant knowledge and understanding of IS issues, concepts, and explores various opportunities and challenges involved in managing with information systems in different industries and contexts.

c. Learning Outcomes:

Upon completion of the module the student will be able to:

- Describe the main concepts and principles of Information Systems and recognise their importance to the success of any organisation.
- Explore the different aspects of managing business information
- Describe the potential capabilities, use and applications of different types of information systems within organisation.
- Assume the role of the decision maker in various managerial situations related to information systems in a variety of industries.
- Identify examples of social and ethical issues relating to the use of information systems.
- Demonstrate proficiency in the use of a relational desktop database management system (MS Access), decision making using spreadsheets (MS EXCEL).
- Understand the effects of information systems on business and their relationship to globalization.

- Identify and describe important features of organizations that managers need to know about in order to build and use information systems successfully.
- Analyse why information systems need special protection from destruction, error, and abuse.
- Identify the principal components of telecommunications networks and key networking technologies.
- Identify the unique features of e-commerce, digital markets, and digital goods.

d. Indicative Content:

- Information Systems in Global Business Today and the importance of MIS
- Business Processes, Information, and Information Systems
- Organisational Strategy, Information Systems, and Competitive Advantage
- Information Technology: Hardware and Software, Databases processing Management, Processing and Data Communication
- IT Infrastructure and Ethical and Social Issues in Information Systems
- Telecommunications, the Internet and Wireless Technology Today and Securing Information Systems
- Enterprise System and E-Commerce: Digital Markets and Digital Goods
- Building Information Systems and Managing Global Systems
- Word Processing, Spreadsheet Processing and MS Power points and MS Access
- Managing Knowledge and Enhancing Decision Making

e. Delivery

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through one assignment and a closed book examination.

- Assignment 50%
- Closed book examination 50%

The closed book examination will be of two hours' duration.

g. Indicative Reading List:

Core Text

Laudon K and Laudon J (2011). *Management Information Systems*, 12th ed. Prentice Hall.

Kroenke D (2011). *MIS Essentials*, 2nd ed. Prentice Hall.

Recommended Reading:

Miller L (2009), *MIS Cases Decision Making with Application Software*, 4th ed. Prentice Hall.

Kroenke D (2010). *Using MIS*, 4th ed. Prentice Hall.

Steve Schwartz (2007). *Microsoft Office 2007 for Windows*, Berkeley: Peachpit Press

McNurlin B, Sprague R, Bui T (2009), *Information Systems Management*, (8th Ed) Prentice Hall

Valacich J and Schneider C (2012) *Information Systems Today*, (5th Ed) Prentice Hall.

Applegate, Lynda M.. (2003) *Corporate Information Systems Management: Text and Cases*, (6th edn), Irwin

O'Brien, J, Marakas, G (2008) *Management Information Systems*, (9th Edn) Mc GrawHill, New York

McLeod, R. (2007) *Management Information Systems*, (10th edn), Prentice Hall Publishing

James O'Brien, James A. O'Brien, George Marakas (2010). *Management Information Systems*. 10th ed. McGraw-Hill Companies Incorporation

Graham Curtis and David (2008). *Business Information System: Analysis, Design and Practice*, 6th edition, Essex: Pearson Education.

Laudon, K and Laudon, J (2010) *Management Information Systems: Managing the Digital Firm*, (11th edn) Prentice Hall.

Journals:

The Journal of Information System Management (Volume 1, Issue .1 to Volume 27, Issue 4)

Information Technology and People (Volume 1, Issue 1 to Volume 24. Issue. 1)

Information Technology and Management (2000, Volume 1, Issue 1-2 – Volume 12, Issue 1)

Information & Management, Amsterdam (1981, Vol 4, Issue 1 to 2011, Vol 48, Issue 1)

h. Lecture Sequence:

COURSE:	BBA, ZU
TERM:	TBA
SUBJECT:	Management Information and Communication Systems
ASSESSMENT:	Assignment 50% Closed Book Exam 50%
LECTURER:	TBA
CORE TEXT:	Laudon K and Laudon J (2011). <i>Management Information Systems</i> , 12 th ed. Prentice Hall. Kroenke D (2011). <i>MIS Essentials</i> , 2 nd ed. Prentice Hall.

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
13.		Information Systems in Global Business Today The importance of MIS	Chapter 1 Core text Book – 1 and 2
14.		Business Processes, Information, and Information Systems Organisational Strategy, Information Systems, and Competitive Advantage	Chapter 2 & 3 Core text Book – 1 and 2
15.		Information Technology: Hardware and Software, Databases processing Management, Processing and Data Communication	Chapter 4, 5, 6 Core Text Book-2
16.		IT Infrastructure and Emerging Technologies Ethical and Social Issues in Information Systems	Chapter 4 & 5 Core text Book – 1
17.		Telecommunications, the Internet and Wireless Technology Today Securing Information Systems	Chapter 7 & 8 Core text Book – 1
18.		Guest Speaker : IT management issues and IT Infrastructure Management and Execution	-
19.		Word Processing, Spreadsheet Processing and MS Power points and MS Access	Chapter – 1- 3 Recommended Reading - 3
20.		Spreadsheet processing Case 1: Spreadsheet Case : Milligan's Backyard Storage Kits	Case Study 1 Recommended Reading - 1
21.		Database : Case 2: Franklin University Student Scholarship Management	Case Study 27 Recommended Reading - 1
22.		Enhancing Business Processes Using Enterprise Information Systems E-Commerce: Digital Markets and Digital Goods	Chapter 9 & 10 Core text Book – 1

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
23.		Managing Knowledge Enhancing Decision Making	Chapter 11 & 12 Core Text Book-1
24.		Building Information Systems Managing Global Systems	Chapter 13 & 15 Core Text Book-1

4.5 Accounting and Finance for Managers

a. Module Title: Accounting and Finance for Managers

b. Module Description:

This module is designed to enable the students to acquire the skills necessary to use, interpret and analyse accounting information both for external (financial) and internal (managerial) purposes. It aims to provide a working understanding of how profit and loss accounts, balance sheets and cash flow statements are prepared, and to indicate how these statements may be read and interpreted, including points of weakness and their shortcomings. Consideration will be given to the formulation of financial reports and their rationale and the implications for users of the financial accounting information.

The main focus of this module is to highlight the relevant strategic accounting and financial factors which influences business organisations in possible ethical scenarios. It will comprehend complex organisational issue and provide creative solutions, employing advanced research and analysis skills and communicating relevant accounting and finance information in practical strategic problem solving situations.

In addition, the module is intended to familiarise the students with the provision of accounting information for managerial decision-making and control, for planning and budgeting, variance analysis and performance evaluation. Students will learn major cost classification and stages in the theory and practical costing, marginal costing, contribution analysis and activity based costing. The module also covers the role of accounting in evaluating divisional performance, principles of effective budgetary control and progress, together with the increased application of information technology to financial systems.

c. Learning Objectives:

At the end of the module, students should have the ability to:

- demonstrate an understanding of the nature and purpose of accounting and the environment within which accounting information is prepared;
- acquire relevant knowledge and understanding of the key accounting concepts and practice of specific financial and management accounting areas;
- understand the way in which accounting events are recognised, measured, recorded and reported;
- acquire an understanding of the principles used to prepare financial statements and conceptual framework of financial reporting provision
- able to identify financial strengths and weaknesses of a business through appropriate analysis and identify how various financial policies affect the financial performance of organisations;
- understand the use of accounting techniques in decision making and control;
- apply specific management accounting and financial skills to increase the productivity and efficiency of their business operations
- demonstrate critical thinking and problem solving skills

d. Indicative Content:

- Accounting and its Functions, Accounting Concepts and Standards, Accounting Information and its Application
- Understanding Financial Statement : The General Journal and General Ledger Recording of Business Transactions,
- Construction and Analysis of Balance Sheet
- Current Liabilities and Payroll, Long-Term Liabilities, Bonds Payable, and Classification of Liabilities on the Balance Sheet

- Construction and analysis of Profit and loss Statement, Income statement/ Statement of Financial Position
- Construction and analysis of Income statement/ Statement of Financial Position- further consideration
- Construction and analysis of Income statement/ Statement of Financial Position- further consideration
- Objectives of Finance – Profit Maximization Vs Wealth Maximization
- Major Financial Decision Making Areas – Sources of Funds – Short-Term and Long-Term Funds
- Financial Statements and Ratio Analysis
- Investment decisions, present value, NPV, DCF rate of return, IRR, risk and uncertainty, risk analysis, post-audit of capital expenditure projects.
- Costs for decision making, absorption and marginal costing, opportunity costs, sunk costs, closing down decisions, make or buy decisions
- Budgeting and standard costing; zero-base budgeting, flexible budgets, variances, investigation of variances, organisational and behavioural implications of budgeting and controlling.

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through one assignment and a closed book examination.

- Assignment 50%
- Closed book examination 50%

The closed book examination will be of two hours' duration.

g. Indicative Reading List:

Core texts

Horngren C. T., Harrison W. T., Oliver M. Suzanne (2011), *Financial & Managerial Accounting (3rd Ed)*, Prentice Hall.

Wood, F. and Sangster, A. (2008), *Business Accounting*, (11th edn) Prentice Hall

Needles (2003), *Financial Accounting*, (8th Edition), Houghton and Mifflin.

Recommended Additional Reading:

Robert N. Anthony, Leslie K. Breitner (2010). *Core Concepts of Accounting*. 10th ed. London: Prentice Hall.

Anthony A. Atkinson et, al. (2012). *Management Accounting: Information for Decision-Making and Strategy Execution*. 6th ed. London: Prentice Hall.

Cheryl McWatters, Jerold L Zimmerman, Dale Morse (2008). *Management Accounting: Analysis and Interpretation*. London: Prentice Hall.

Horngren, Charles T, et, al. (2011). *Introduction to Management Accounting*. 15th ed. London: Prentice Hall

Horngren, Charles T, et, al. (2011). *Introduction to Financial Accounting and MyAccountingLab with Pearson eText Package*. London: Prentice Hall.

Choi, Frost and Meek (2003), *International Accounting (4th Edition)* Pearson.

Drury (2003), *Cost and Business Accounting (5th Edition)* Thomson.

Nobes and Parker (2002), *Comparative International Accounting*, 7th Edition Pearson.

Roberts, Weetman and Gordon (2001), *International Financial Accounting*, 2nd Edition, Pearson,

Weetman (2002), *Financial and Managerial Accounting*, 3rd Edition Pearson Education.

h. Lecture Sequence:

COURSE:	BBA, ZU
TERM:	TBA
SUBJECT:	Accounting and Finance for Manager
ASSESSMENT:	Assignment 50% Closed Book Exam 50%

LECTURER:	TBA
CORE TEXT:	Horngren C. T., Harrison W. T., Oliver M. Suzanne (2011), <i>Financial & Managerial Accounting (3rd Ed)</i> Prentice Hall. Needles (2003), <i>Financial Accounting</i> , 8th Edition, Houghton and Mifflin. Wood, F. and Sangster, A. (2008) <i>Business Accounting</i> , (11th edn) Prentice Hall

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
13.		Accounting Framework : Accounting and its Functions, Accounting Concepts and Standards, Accounting Information and its Application The accounting equation and the balance sheet	Chapter 1 Core Text book- 1
14.		Understanding Financial Statement : The General Journal and General Ledger Recording of Business Transactions Construction and Analysis of Balance Sheet	Chapter 2 Core Text book- 1
15.		Understanding Financial Statement Balancing off accounts/ The trial balance Current Liabilities and Payroll, Long-Term Liabilities, Bonds Payable, and Classification of Liabilities on the Balance Sheet	Chapter 2 Core Text book- 1 Chapter 7 & 8 Recommended Reading book- 1
16.		Understanding Financial Statement Construction and analysis of Profit and loss Statement, Income statement/ Statement of Financial Position	Chapters 7, 8, 9 Core Text book- 1
17.		Understanding Financial Statement Construction and analysis of Income statement/ Statement of Financial Position- further consideration	Chapter 2, 3 Core Text book- 1
18.		Case Study Analysis (group exercise): Cash Flow/ Income Statement/Financial Statement Cash Flow Statement/ Adjustments for Financial Statements	Chapter 4, 5 Core Text book- 1
19.		Nature and Scope of Finance – Finance Functions – Changing Role of Finance Manager – Objectives of Finance – Profit Maximization Vs Wealth Maximization – Major Financial Decision Making Areas – Sources of Funds – Short-Term and Long-Term Funds	Chapter 1, 2, 3 Core Text book- 2

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
20.		Financial Statements – Meaning – Types of financial Analysis – Techniques of Financial Analysis – Comparative Statements, Common Size Statements - Ratio Analysis – Profitability Ratios – Coverage Ratios, Turnover Ratios	Chapter 4, 5, 6 Core Text book- 2
21.		Case Study Analysis (group exercise): Financial Statement Financial Statements- Financial Ratios - uses and limitations of Ratio Analysis – Funds Flow Analysis – uses and limitations - Cash Flow Analysis – uses and limitations – Difference between funds flow and cash flow analysis.	Chapter 4, 5, 6 Core Text book- 2
22.		Time Value of Money – Cost of Capital – Calculation of Cost of Capital – Capital Structure – Theories of Capital Structure – Capital Budgeting – Working Capital Management.	Chapter- 6, 7 Core Text book- 2
23.		Budgetary Planning and Variance Analysis/ Capital Investments and Expenditure Decisions	Chapters 15,16 Core Text book- 1
24.		Cost-Volume-Profit Analysis - Single Product and Multiple Products. Variable Costing.	Chapter 17/18 Core Text book- 1

4.6 Management and Change in Organisations

a. Module Title: Management and Change in Organisations

b. Module Description:

This module provides a comprehensive coverage of explanation and exploration of management concepts and practices across all management functions. It includes management at a time of change, reflecting the challenges faced by managers with increasingly rapid developments in technology, the culture and environment in which they work and the globalisation of ideas and business activity.

A practical, integrative model of the management and strategic-management process is introduced and the benefits of strategic management are presented.

The module seeks to equip students with frameworks useful in diagnosing the need for change and with an awareness of some of the techniques which can be employed.

c. Indicative Content:

This subject is divided into the following topics:

- Management and Organisations Management
- Managing change: The management challenge
- Leadership in the Organisation
- Managing the Public Sector
- Managing Strategy: Managing a creative strategy
- Developing innovative business plan
- Managing people: organisational theory and design
- Communicating in the organisation
- Managing the organisation
- Decision making process in organisations
- Information technology and control
- Managing Social Responsibility and Ethics
- Ethical values and corporate social responsibility
- Environmental issues and corporate environmental management
- Globalisation and Multinational Management

d. Learning Outcomes:

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

- describe the strategic-management process;
- explain the need for integrating analysis and intuition in management to create a culture of continuous improvement;
- describe the nature and role of vision and mission statements in strategic management;

- discuss 10 major external forces that affect organisations: economic, social, cultural, demographic, environmental, political, governmental, legal, technological, and competitive;
- discuss key interrelationships among the functional areas of business;
- identify important behavioural, political, ethical, and social responsibility considerations in strategy analysis and choice;
- discuss the role of organisational culture in strategic management analysis and choice;
- discuss the nature of the management decisions in the implementation;
- have a knowledge and understanding of a number of concepts, models and techniques applicable to planning and leading the management of change;
- be able to analyse and critically evaluate situations relating to the process of organisational change and its impact upon the change manager's role of identifying improvement opportunities;
- have developed the ability to apply various concepts introduced in this module to real life and/or simulated change situations;
- explain why good ethics is good business in strategic management;
- discuss the nature and role of corporate sustainability reports;
- describe how management style varies across Europe;
- discuss communication differences across countries.

e. Delivery

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through one assignment and a closed book examination.

- Assignment 50%
- Closed book examination 50%

The closed book examination will be of two hours' duration.

g. Indicative Reading List:

Core Text

Stephen P. Robbins and Mary Coulter (2011) *Management*, (11th ed), Prentice Hall, San Diego

Michael A Hitt, Michael Hitt, Stewart Black and Lyman W Porter (2012) *Management* (3rd ed), Prentice Hall, USA

Recommended Reading:

Kotler, J.P (2007), *Leading Change*, Harvard Business School Press, Boston

Pyper, IF, (2007) *Management of Change*_(customised text), Pearson, Sidney

Robbins, S F, and Coulter M *Management* (2005) *Management* (5th ed), Pearson Education, New Jersey

Mullins, L J (2010), *Management and Organizational Behaviour* (4th ed), Prentice Hall, Boston

Burnes, B (2004), *Managing Change: a Strategic Approach to Organisational Dynamics*, (4th ed), Financial Times/Prentice Hall

Kossek, E E and Lobel S A (2004) *Managing Diversity: Human Resource Strategies for Transforming the Workplace* (3rd ed), Blackwell Business, USA

h. Lecture Sequence:

COURSE:	BBA, ZU
TERM:	TBA
SUBJECT:	Management and Change in Organisations
ASSESSMENT:	Assignment 50% Closed Book Exam 50%
LECTURER:	TBA

CORE TEXT:	Stephen P. Robbins and Mary Coulter (2011) <i>Management</i> , (11 th ed), Prentice Hall, San Diego Michael A Hitt, Michael Hitt, Stewart Black and Lyman W Porter (2012) <i>Management</i> (3 rd ed), Prentice Hall, USA
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Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
13.		Management and Organizations <i>Management History Module</i>	Chapter 1
14.		Understanding Management's Context: Constraints and Challenge	Chapter 2
15.		Managing in a Global Environment Managing Diversity	Chapter 3 and 4
16.		Managing Social Responsibility and Ethics	Chapter 5
17.		Managing Change and Innovation	Chapter 6
18.		Managers as Decision Makers	Chapter 7
19.		Foundations of Planning <i>Planning Tools and Techniques Module</i>	Chapter 8
20.		Strategic Management	Chapter 9
21.		Basic Organisational Design Adaptive Organizational Design	Chapter 10 and 11
22.		Managing Human Resources <i>Managing Your Career Module</i> Managing Teams	Chapter 12 and 13
23.		Understanding Individual Behaviour Managers and Communication	Chapter 14 and 15
24.		Managers as Leaders Managing Global Organisations	Chapter 16

4.7 Corporate Business Strategy

a. Module Title: Corporate Business Strategy

b. Module Description:

This module provides students with a forum in which to apply and integrate business theories, practices, skills and strategies used by organisations in the corporate world.

Students will introduced classic business strategy theories from Henry Mintzberg, is combined with cases from Quinn, Lampel, and Ghoshal. Combining the case study approach with theory provides the accumulated benefits to students to present an up-to-date look at how actual companies act strategically and organise themselves. The module examines a range of multifaceted issues that business people must handle in order to be effective, and explores how various business disciplines interact with each other in today's global environment.

c. Learning Outcomes:

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

- think strategically about a company, its business position, and how it can gain sustainable competitive advantage;
- develop skills in conducting strategic analysis in a variety of industries and competitive situations;
- be able to analyse how a firm may achieve sustained competitive advantage;
- use their hands-on experience in crafting business strategy; reason carefully about strategic options; use what-if analysis to evaluate action alternatives, and initiate the changes necessary to keep the strategy responsive to newly emerging market conditions;
- improve their ability to manage the organization process by which strategies get formed and executed;
- develop their powers of managerial judgment, that is how to assess business risk, and gain a stronger understanding of the competitive challenges of a global market environment;
- understand the importance of Corporate Social Responsibility
- demonstrate the ability to design and continuously revise strategies in turbulent and hyper-competitive situations.

d. Indicative Content:

- The Strategy Concept; Corporate Strategy
- The role of the general manager in the strategy process

- Models of how organisations formulate strategy
- Formal strategy analysis
- Strategy formulation
- Forms of organisational structure; organisational analysis
- The role of culture and power in strategy
- Managerial styles and their impact on strategy and operations
- Process by which strategy is formulated and formed in particular situations
- The impact of the internal and external environments
- Strategic changes; leadership requirements for strategic change
- Working in collaboration with others to implement strategic change
- Learning from others; appreciating and leveraging differences
- Appropriate case studies.

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through one assignment and a closed book examination.

- Assignment 50%
- Closed book examination 50%

The closed book examination will be of two hours' duration.

g. Indicative Reading List:

Core Texts

Mintzberg H, Quinn J. and Ghosal S (2004) *The Strategy Process* (European 4th Edition), Prentice Hall, UK

Johnson G. and Scholes K. (2010) *Exploring Corporate Strategy*, (9th Edn) Financial Times/Prentice Hall, UK

Recommended Reading:

Mason A. Carpenter and Wm. Gerard Sanders (2009). *Strategic Management: A Dynamic Perspective Concepts and Cases*, (2nd Edition) Prentice Hall.

Mintzberg. H., Ahlstrand. B. and Lampel. J B (2008) *Strategy Safari: the Complete Guide through the Wilds of Strategic Management* (2nd ed), Financial Times/ Prentice Hall

Lynch R. (2006) *Corporate Strategy*, Pitman Publishing, London, 4th Edn
 Stacey R. (2007) *Strategic Management and Organisational Dynamics*, Pitman, UK, 5th Edn

Ellis J. and Williams D. (1995) *International Business Strategy*, Pitman, UK

Rosen R (2006) *Strategic Management: An Introduction*, Pitman, UK

Rugman A and Hodgetts R (2006) *International Business: A Strategic Management Approach*, (7th edn) McGraw-Hill, UK

h. Lecture Sequence

COURSE:	BBA, ZU
TERM:	TBA
SUBJECT:	Corporate Business Strategy
ASSESSMENT:	Assignment 50% Closed Book Exam 50%
LECTURER:	TBA

CORE TEXT:	<p>Mintzberg H, Quinn J. and Ghosla S (2004) <i>The Strategy Process</i> (European 4th Edition), Prentice Hall, UK</p> <p>Johnson G. and Scholes K. (2010) <i>Exploring Corporate Strategy</i>, (9th Edn) Financial Times/Prentice Hall, UK</p>
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Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
		Industries Guest Lecturer : Entrepreneurship	and 14
12		Managing Diversity : The Diversified Organisation. From Competitive Advantage to Corporate Strategy.	Chapter 15

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
1		Strategies : Strategies for Change; Reflecting on the Strategy Process.	Chapter 1
2		Strategies : The Manager's Job: Good Managers Don't Make Policy Decisions.	Chapter 2
3		Formulating Strategies : Formulating Strategy. Evaluating Business Strategy. Case Study 1 : Li & Fung – The Global Value	Chapter 3
4		Analysing Strategies : Strategy as Strategic Decision Making. Learning from Honda.	Chapter 4
5		Strategic Change : Transforming Organisations. Convergence and Upheaval. Case Study 2 : Coca-Cola Re-Entry and growth strategies in China	Chapters 5 and 6
6		Cognition : Strategy as Cognition.	Chapters 7
7		Organisation : The Structuring of Organisations. Strategy and Organisation Planning. The Design of New Organisational Forms. Case Study 3 : British Airways- USAir: Structuring a Global Strategic Alliance	Chapter 8 and 9
8		Technology : Customising Customisation. Case Study 4 : Apple's iPod System: iPod, iTunes, and Fairplay	Chapter 10
9		Globalisation : Managing Across Borders. Seven Myths Regarding Global Strategies. Case Study 5 : Wal-Mart in the 21 st Century: A Global Perspective	Chapter 11
10		Values : New Values, Morality, and Strategic Ethics.	Chapter 12
11		Managing Start-Ups : The Entrepreneurial Organisation. Competitive Strategy in Emerging	Chapters 13

4.8 Research Methodologies for Business Students

a. Module Title: Business Research Methodologies

b. Module Description:

This module is designed to help students to undertake a research project of business and management. General goal of this basic research module is to introduce and develop the skills needed to conceptualise a problem, make use of available literature, design a research strategy, evaluate, organise, and integrate relevant data (both existing and new), derive useful solutions based on knowledge, and communicate those solutions to clients and colleagues. It is expected that the attainment of this goal will serve to prepare students to continue their own professional education, contribute to the development of the profession as a whole, and maintain their service to clients at a standard commensurate with the current level of knowledge.

The module surveys the basic processes of research methodology as practiced in the social sciences and business. Underlying principles of science and logic are emphasised and special attention is directed toward the recognition of common sources of error and bias in the implementation and interpretation of research studies as they affect the outcomes of research utilisation. Students will be better able to recognise the impact of race, gender, age, and sexual orientation on the research process.

c. Learning Outcomes:

On successful completion of the module the students will be able to:

- outline the purpose and distinct focus of management research;
- be able to place their research project on a basic-applied research continuum, according to its purpose and context;
- turn research ideas into research problems, which have clear research question(s) and objectives and draft a research proposal;

- undertake a comprehensive literature review
- explain the relevance for business research of philosophical perspectives such as positivism, realism, pragmatism, interpretivism;
- understand some of the main ethical issues implied by the choice of research strategy
- understand the need for sampling in business and management research;
- aware of research situations favouring the use of semi-structured and in-depth interviews, and their limitations;
- aware of the issues and advantages of conducting interviews by telephone and via the Internet or intranet;
- be able to design, pilot and administer a questionnaire to answer research questions and to meet objectives;
- identify the main issues that they need to consider when preparing quantitative data for analysis and when analysing these data by computer;
- select the most appropriate statistics to describe individual variables and examine relationships between variables and trends in their data and interpret correctly the tables, diagrams and statistics that they use;
- identify the main issues that need to be considered; when preparing qualitative data for analysis, including when analysing these data, using computer aided qualitative data analysis software (CAQDAS);
- write a final project report that presents an authoritative account of their research;
- adopt an appropriate format, structure and style for the final project report;
- ensure that their project report meets the necessary assessment criteria and plan and design an oral presentation of their report.

d. Indicative Content:

- The nature and types of research (e.g. descriptive, experimental, ex post-facto, correlation, qualitative, etc.).
- Formulating and clarifying the research topic

- Critically reviewing the literature
- Understanding research philosophies and approach
- Formulating the research design
- Negotiating access and research ethics
- Selecting samples
- Using secondary data
- Collecting primary data through observation
- Collecting primary data using semi-structured, in-depth and group interviews
- Collecting primary data using questionnaires
- Analysing quantitative data
- Analysing qualitative data
- Writing and presenting your project report

e. Delivery:

A variety of teaching approaches are used, including lectures, seminars, case analysis, teamwork and extensive use of the Internet for guided research.

f. Assessment:

The formal assessment of this module will be conducted through one assignment.

- Assignment 100%

Students asked to prepare a Research Proposal.

g. Indicative Reading List:

Core Text

Saunders, M, Thornhill, A., Lewis. P., (2009) *Research Methods for Business Students*, (5th ed.) University of Surrey, Pearson Education

Recommended Reading:

Ghauri, P., and Gronhaug, K., (2010), *Research Methods in Business Studies*, (4th ed), Pearson Education, Canada

Easterby-Smith, M. Thorpe, R. Lowe, A (2008) *Management Research: An Introduction*, (3rd ed.) Sage.

Cameron S., (2001), *The BBA Handbook : " Study Skills For Postgraduate Management Study "* (4th ed), Financial Times/ Prentice Hall

Gill, J and Johnson, P. (2010) *Research Methods for Managers*, (4th ed.) Paul Chapman.

Jankowicz, A. (2004) *Business Research Projects*, (4th ed.) Pearson Education.

Monette, D.R., Sullivan, T.J. & Dejong, C.R. (2010) *Applied Social Research: Tool for the Human Services*, (8th Ed.) Orlando, FL: Harcourt Brace College Publishers.

h. Lecture Sequence:

COURSE:	BBA, ZU
TERM:	TBA
SUBJECT:	Research Methodologies for Business Students
ASSESSMENT:	Assignment 100%
LECTURER:	TBA
CORE TEXT:	Saunders, M, Thornhill, A., Lewis. P., (2009) <i>Research Methods for Business Students</i> , (5 th ed.) University of Surrey, Pearson Education

Week No.	Lecture Date	Lecture Topics	Core text Chapter reading
13.		The role of social and business research in the decision-making process Problem identification and research question/hypothesis generation.	Chapter 1
14.		Problem identification and research question/hypothesis generation.	Chapter 2
15.		The use of library resources and the review of the related literature.	Chapter 3
16.		Research design and planning research in an ethical manner (protection of human subjects)	Chapter 4
17.		Strategies to enhance the validity of qualitative and quantitative designs Seminar 1 : Critical Thinking and Evaluation of Journal Articles/ Planning for Assignment	Chapters 5, 6
18.		Descriptive statistics and graphical presentations	Chapters 7, 8, and 9
19.		Measurement issues including reliability and validity	Chapter 10
20.		Procedures for planning qualitative and quantitative research studies Seminar 2: Data Collection and Analysis using SPSS/EXCEL	Chapters 11 and 12
21.		Procedures for collecting and analysing data for qualitative and quantitative research studies.	Chapter 13
22.		Collecting primary data using questionnaires Ethics and Access Seminar 3: Proposal Writing	Chapters 14 and 15
23.		Analysing Quantitative Qualitative Data Analysis	Chapter 16
24.		Writing and presenting your project report	Chapter 18

TITLE: Dissertation**LEVEL: 7****CREDITS: 60****AIM(S)**

The module aims to:-

1. Provide students with the opportunity to independently review and reflect upon the general principles of research methods, research objectives, and research contexts; and to demonstrate:-

(a) Their full comprehension of these, and:-

(b) Their ability to put these into practice, through the independent planning, development, and execution to completion, of a significant body of independent research undertaken under supervision and presented in the form of a Dissertation on an approved subject area.

2. Create a platform and framework for the student in which they may demonstrate their ability to analyse and synthesise the theories, knowledge and skills which they have developed throughout the programme, and, through the use of appropriate research and interpretive methodologies, use these to independently examine a defined and approved subject area.

3. Enable the student to demonstrate their intellectual and practical capacities to potential employers and/or as a contribution to the development of a future post graduate academic career or to private professional practice.

4. Provide students with a research framework which allows them to demonstrate their intellectual capacities in analysis, synthesis, evaluation, interpretation, the formation of informed judgments, and the presentation of conclusions.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Conceive, identify, and undertake, from initiation to completion, an agreed advanced body of independently conceived, autonomous, and significant research on an approved subject and demonstrate expertise, breadth, depth, and detailed knowledge of the subject through the use of analysis, synthesis, evaluation, critique and the formation of critical judgments and conclusions and present these within an approved Dissertation format.
- Demonstrate a comprehensive understanding of research techniques; skills of critique, interpretation, and intellectual judgment, appropriate to advanced scholarship and to their chosen discipline, subject area, and topic of research including discussion of how original contributions to knowledge are progressed;
- Demonstrate and articulate a critical awareness and understanding of existing and emerging developments, theories, applications and insights in the subject and field chosen for research and critically analyse theories, concepts and problems, evidence and data, from a variety of sources and contexts using appropriate methodologies, and conceptual and interpretive frameworks.

INDICATIVE CONTENT

The indicative content of the module includes the student undertaking the following:-

- Application of a research design framework from the research design module
- Design, critically reflect upon, and application of a research methodology to achieve discussion, synthesis, conclusion and outcomes from the completed enquiry into a specific research question which will involve desk research, field research, appropriate tests for validity together with archival research, all of which to meet with university protocols for writing the BBA final stage dissertation for which guidance notes will be available.

1. Students are required to identify a field and topic for study and research. The topic must be related to their ability to demonstrate a detailed

knowledge of a field and topic area relevant to their study and to business /organisational objectives as appropriate

The Fields and topics may be chosen from the following thematic categories/typology:-

□ (a) *Theoretical*

A Dissertation which critically develops and sustains an in depth consideration of an aspect of one of the taught elements of the Programme, and/or a field-topic relating to the taught elements of the Programme

□ b) *Theoretical – Enterprise*

A Dissertation based on a prognostic case study(s) methodology, which is grounded in theory, and which sets out to analyse and evaluate a real world problem and which forms appropriate conclusions.

□ c) *Theoretical – Retrospective*

A Dissertation which analyses appropriate retrospective case study(s), using a methodology which is grounded in theory, and following analysis and evaluation articulates appropriate conclusions

1. *Criteria for selection and approval of the topic*

The full outline criteria for the approval of the Field and Topic area for the Dissertation: The Field and topic proposals must:-

2. Be of relevance to the Programme and module aims and objectives, in terms of subject matter and theoretical stance.
3. Be sufficiently challenging, so as to challenge the learner and enable him or her to reveal their capacity for research and their critical powers of analysis, synthesis, evaluation and reasoning.
4. Be feasible, in that the information required for the Dissertation may be obtained without incurring too high a cost either from published sources or from personal research commitment or from other sources.

5. Contain some original and/or emerging scholarship and/or material, either by way of analysis, information, argument, evaluation, judgments, insight, creativity, or by way of presentation of the arguments or the researched topic/field.

LEARNING AND TEACHING STRATEGY

Part Two students are provided with an individual Supervisor who has responsibility for the oversight of the completion of the Major Project. Supervisors provide academic guidance and oversight of the Major Project within an agreed and scheduled series of supervisory meetings – discussion sessions. These may be conducted on a face to face, or through video link, or skype, or internet links, or telephone conference basis.

Supervisors are specifically appointed who have knowledge of the Major Project subject area which has been identified and agreed with the student by the Programme Director and the programme academic team. Students are provided with a Major Project Handbook and are required to attend a specified and scheduled number of tutorial support/discussion sessions with their supervisor. Student participation in teaching and support sessions may be extended beyond the formal teaching contact period for the module dependent on the full or part time nature of the student studies.

Each student is responsible for the preparation of a Major Project Proposal for consideration by the Programme Director. The Programme Director will be responsible for, and will, in consultation with the Campus Head, senior campus academic team, and the university link tutor/moderator (as appropriate and defined by university regulations), agree the proposal, and will agree identification of an appropriate Major Project supervisor for each Part Two student. Students may not commence their Major Project until the mode and field of research, topic and proposal have been agreed by the Programme Director.

The responsibilities for the Learning and Teaching strategy for the supervision and completion of the Major Project are subject to the regulations and requirements of the University which are indicated below.

Responsibilities of the Programme Director

The Programme Director for the BBA programme will be responsible for ensuring that all Part Two students are provided with written guidelines with regard to:-

university regulations related to the conduct, undertaking, submission, assessment completion, and presentation of their Major Project

required attendance at supervisory tutorials and/or group discussion-tutorial sessions related to the development of their Major Project and the carrying out of the research associated with the development and completion of the Major Project;

study commitment requirements from the student;

tutorial and supervisory arrangements including the schedule of calendar tutorial sessions and other teaching and supervisory support sessions;

frameworks for meetings and general expectations;

ensuring that the implementation of the guidelines is monitored on a regular basis;

attending all examination boards relating to the programme;

Responsibilities of the Supervisor

All full time and part time Part Two students are allocated an appointed supervisor who has responsibility for the individual supervision of the student throughout the period of study for their Major Project module.

Supervisors provide an allocated number of hours of individual supervision, and group supervision, which is defined within the university specifications for Bachelors s level supervisory responsibilities. Supervisors for Part Two of the programme are based in the campus at which the student is registered for their programme.

Supervisors are allocated a maximum number of supervisees according to the university specifications for supervision. Supervisors may vary in their background and academic and/or professional focus dependent on the nature and choice of Major Project identified by, and agreed with, the student. Students may also be supported by teaching staff that have a particular area of experience in for example Business Development areas or sector specific areas and the programme team.

The Major Project supervisors will be responsible for:-

encouraging the candidate to explore a range of possible research topics within the area chosen for study and indicated in the proposed title;

ensuring that Major Project proposals are feasible in terms of the timescale and resources available;

providing appropriate advice and guidance in relation to the candidate's initial Major Project proposal;

ensuring that the student is provided with advice and guidance with the aim of facilitating the production of a Major Project of the requisite standard for a taught Bachelors "s Degree by:-

ensuring that the student's initial choice of mode of presentation and Major Project proposal and field of enquiry is refined as necessary in consultation with the student;

agreeing a timetable with the student for the submission of work and the scheduling of regular meetings

keeping a careful record of all such formal meetings, including dates, action agreed and deadlines set;

recording a summary of the outcomes of each meeting on the Postgraduate Taught Supervision Record Form;

□ ensuring that the record of the meetings and the record form is signed by both the supervisor and the student and that a full record is kept of all tutorial and support advice and of any other matters arising with reference to the carrying out of the Major Project by each student;

□ ensuring that work is returned according to specified deadlines and accompanied by constructive comment and feedback;

□ Ensuring that Major Projects are not accepted for assessment unless they have undergone a process of tutorial supervision.

Responsibilities of the Student

The student who is submitting a Major Project will be responsible for:

□ ensuring that the Major Project produced is first and foremost his/her own work, albeit achieved with benefit of advice and guidance from the supervisor;

□ agreeing a timetable with the supervisor for the submission of work and the scheduling of regular meetings;

□ keeping a careful record of all such formal meetings, including dates, action agreed and deadlines set;

□ ensuring that a summary of the outcomes of each meeting is recorded on the university Postgraduate Taught Supervision Record Form and signed by both the supervisor and the student;

□ making a considered case to the supervisor if requesting additional meetings;

□ ensuring that their work is appropriately edited, particularly with reference to accuracy of referenced sources, grammar, spelling and critique, argument and the formation of required conclusions as appropriate to the Major Project;

□ ensuring that any relevant material resulting from his/her research, such as transcripts, are included in the dissertation or are presented as appendices;

□ Completing the work within the agreed framework, with any problems relating to late or unsatisfactory submission being brought to the supervisor's attention in writing as soon as possible.

Major Project Teaching and Supervisory and Tutorial Support Entitlement

Major Projects are benchmarked against the university regulations for the undertaking and completion of a Bachelors s level dissertation/major project. The requirements include the following:-

□ Major Projects shall not normally be accepted for assessment unless they have undergone a process of tutorial supervision. The nature and demands of such tutorial supervision shall be made explicit in the Programme of Study Handbook or other formal information provided for students.

□ A Major Project study and completion contract should be prepared for each student prior to and confirmed at the start of Part Two in order to formally agree the choice of mode of presentation for the Major Project, the terms of the Major Project supervision arrangements and the time scales for completion and scope of the Major Project .

□ The student and the supervisor are expected to form an agreement based on partnership, with both parties providing inputs and having responsibilities. This section is intended to offer guidance to students and to supervisors regarding the amount of support that a supervisor can be expected to provide during the course of a student's Major Project.

□ Students must be provided with clear guidelines regarding the assessment criteria for the Major Project.

□ The total amount of supervision should not normally exceed 25 hours, including any preliminary work in identifying a Major Project topic, field of enquiry, focus for the Major Project. Tutors are required to keep a record of the supervision time spent with each student, using the university model Postgraduate Taught Supervision Record Form This will include time spent on providing support by different means including phone, e-mail, letter, skype or other form of communications and supervisory support.

□ A proportion of the total amount of Major Project supervision as specified in university regulations, may take the form of group tutorials. Such supervision should not exceed 15 hours in total.

□ The maximum amount of individual Major Project supervision should not exceed 10 hours per student.

- Within the Major Project contract, it should be agreed that students are required to report to their supervisor at regular intervals, and are also required to produce draft versions of the Major Project, or reports on progress and activity.
- Supervisors are required to monitor student progress on a Postgraduate Taught Major Project Supervision Record Form, reporting absences from tutorials and taking any appropriate subsequent action.

The allocation of teaching to deliver the module is: Activity type	Hours	Percentage
Scheduled learning; workshop/seminars	25	4.2
Independent learning	575	95.8
Placement learning	0	0
TOTAL	600	100%

ASSESSMENT

Assessment Component 1 – 20%

Coursework: - Research Reflective Report - 2000 words maximum (In Formal Template Presentation Format)

Assessment Component 2 – 80%

Coursework: - Dissertation
12000-13000 words maximum

Assessment Summary Activity type	Percentage
Written exam	0
Coursework	100
Practical	0
TOTAL	100%

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Terms of Reference for Academic Bodies

The Academic Council

(1) The Academic Council shall consist of:-

- i) the Vice Chancellor, Who shall be its Chairman;
- ii) the Pro-Vice Chancellor, if appointed;
- iii) the Deans;
- iv) the Directors of the Institutes;
- v) the University Professors including Emeritus Professors;
- vi) the Chairman of the Teaching Departments;
- vii) Law Secretary or his nominee not below the rank of an Additional Secretary;
- viii) two Associate Professors, other than Chairmen of the Teaching Departments to be elected by and from amongst themselves;
- ix) four Assistant Professors and Lecturers to be elected by and from amongst themselves;
- x) three persons eminent in the arts, the sciences and the professions, of whom one shall be the from each category, to be nominated by the Chancellor from among the persons recommended by Government;
- xi) the Registrar;
- xii) the Librarian; and
- xiii) the Controller of Examination

(2) The members appointed by nomination or election shall, hold office for three years.

(3) The quorum for a meeting of the Academic Council shall be one-third of the total number of members.

Powers and duties of the Academic Council

The Academic Council shall be the academic body of the University and shall, subject to the provisions of University's Act and the statues and the regulations have the powers to lay down proper standards of instructions, research and examinations and to regulate and promote the academic life of the University and the colleges.

Without prejudice to the generality of the foregoing powers, and subject to the provisions of University Act, and the statutes and the regulations, the Academic Council shall have the powers-

- a. to advise the Syndicate on academic matters;
- b. to regulate the conduct of teaching, research and examinations;
- c. to regulate the admission of students to the courses of studies and examinations in the University;
- d. to regulate the award of studentship, scholarships, medals and prizes;
- e. to regulate the conduct and discipline of the students of the university;
- f. to propose to the syndicate; schemes for the constitution and organization of Faculties, Teaching Departments and Board of Studies;
- g. to initiate regulations for consideration and approval of the syndicate;
- h. to propose regulations, on the recommendations of the Boards of Faculties and the Boards of Studies, the syllabi and the outlines of tests for all University Examinations; provided that if the recommendations of the Board of Faculty or a Board of Studies are not received by the prescribed date, the Academic Council may subject to the approval of the Syndicated, permit such regulations to continue for the next following year;
- i. to recognize the examinations of other Universities or examining bodies as equivalent to the corresponding examinations of the University;
- j. to appoint members to the various Authorities in accordance with the provision of University Act;
- k. to consider or formulate proposals for the planning and development of teaching and research in the University;
- l. to arrange short and long term training and courses within the country and abroad as prescribed under the rules; and
- m. to perform such other functions as may be prescribed by Statutes.

Specific Objectives

- To lay down proper standards of instructions, research and examination
- To regulate and promote the academic life of the University and the colleges

Board of Faculty of Law

There shall be Board of each Faculty which shall consist of the following:-

- i. the Dean;
- ii. the Professors and the Chairmen of Teaching Departments;
- iii. one member of each Board of Studies comprised in the Faculty to be nominated by the Board of Studies Concerned; and
- iv. three teachers to be nominated by the Academic Council by reason of their specialized knowledge of subjects which, though not assigned to the Faculty, have in the opinion of the Academic Council, important bearing on the subjects assigned to the Faculty.

The members mentioned in (iii) and (iv) above shall hold the office for three years.

The quorum for a meeting of the Board of a Faculty shall be one-half of the total numbers of members, a faction being counted as one.

Specific Objectives

The Board of each Faculty shall, subject to the general control of the Academic Council and the Syndicate, have the powers:-

- e) to coordinate the teaching and research work in the subjects assigned to the Faculty;
- f) to scrutinize the recommendation of the Board of Studies comprised in the Faculty in regard to the appointment of paper setters and examiners, except for research examinations and to forward the panels of suitable paper-setters and examiners for each examination to the Vice Chancellor;
- g) to consider any other academic matter relating to the Faculty and to report thereon to the Academic Council; and
- h) to perform such other functions as may be prescribed by Statutes.

Board of Studies

There shall be a separate Board of Studies for each subject or group of subjects, as may be prescribed by regulations.

Each Board of Studies shall consist of-

- i) Chairman of the Teaching Department;
- ii) all Professors and Associate Professors in the teaching department;
- iii) the Assistant Professor and one Lecturer by rotation order of seniority from the Department concerned; and
- iv) three experts to be nominated by the Vice Chancellor.

The term of office of members of the Board of Studies other than ex-officio members shall be three years.

The quorum for a meeting of the Board of Studies shall be one-half of the total numbers of members, a faction being counted as one.

Specific Objectives

The functions of the Board of Studies shall be-

- a) to advise the Authorities on all academic matters connected with instructions, research and examination in the subject (module) or subjects (modules) concerned;
- b) to propose, curricula and syllabi for all degree, diploma and certificate courses in the subject (module) or subjects (modules) concerned;
- c) to suggest a panel of names of paper-setters and examiners in the subject (module) or subjects (modules) concerned;
- d) to perform such other functions as may be prescribed by regulations.

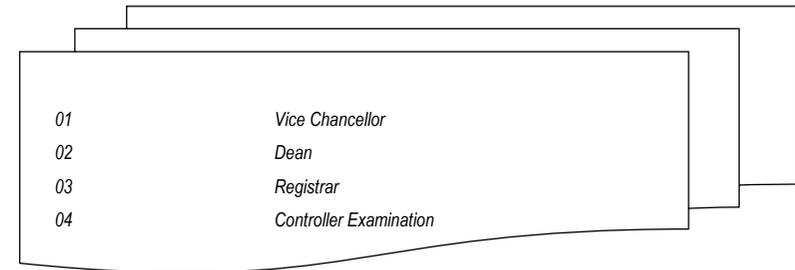
APPENDIX-B

Ziauddin University, Karachi

Examination Rules and Regulations

Section 1

Circulation

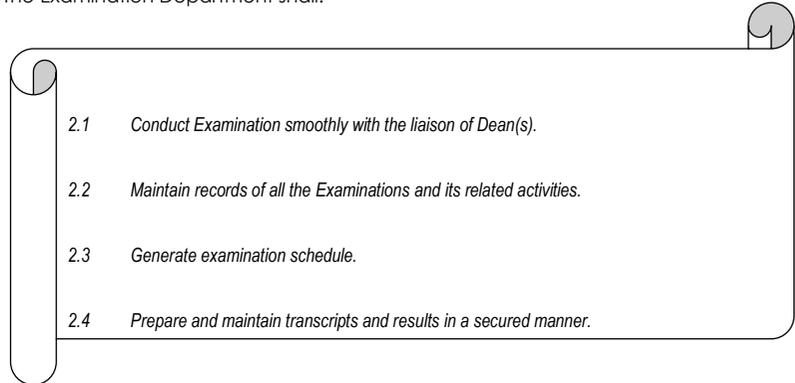


01	Vice Chancellor
02	Dean
03	Registrar
04	Controller Examination

Section 2

Objective

The Examination Department shall:

- 
- 2.1 *Conduct Examination smoothly with the liaison of Dean(s).*
 - 2.2 *Maintain records of all the Examinations and its related activities.*
 - 2.3 *Generate examination schedule.*
 - 2.4 *Prepare and maintain transcripts and results in a secured manner.*

The Examination Department will coordinate with the Academics, Admission, Registration, Finance and other Departments for to & from flow of necessary information in support of smooth and updated working of the university.

Section 3

Scope of the Manual

3.1 Scope

This manual applies to the Examination Department of the ZU.

3.2 Purpose

To guide the Examination Department Personnel concerning the examination rules and regulations prescribed by the regulatory/advisory authorities and bodies of the university.

3.1 Responsibility

The Controller of Examination is responsible for:

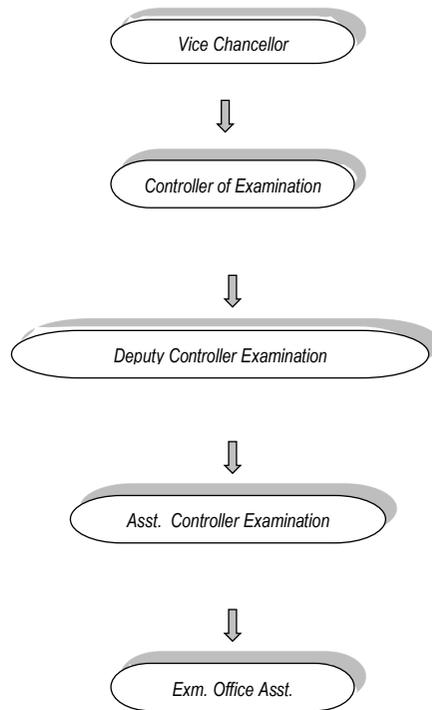
- 3.1.1 Supervising the working of his/her department.
- 3.1.2 Preparing & updating training manual/(s).
- 3.1.3 Ensuring complete adherence to Examination Rules/Regulations & Other related directions.
- 3.1.4 Projecting future opportunities/threats/visions.
- 3.1.5 Developing department plans on yearly & 3 yearly basis.
- 3.1.6 Directing activities relating to this manual.

- 3.1.7 Giving demonstration to his/her personnel by a presentation of the objectives & procedures, should be followed by the Department.
- 3.1.8 Providing complete training & guidance to his/her staff to carry out the activities of the department.
- 3.1.9 Implementing approved plans & visions.
- 3.1.10 Ensuring implementation of proper dress code as devised by Establishment.
- 3.1.11 Preparing the annual budget for Examination Department & submit to the authority concerned.
- 3.1.12 Guiding, motivating, counseling & encouraging his/her staff to remove role ambiguity & conflict & minimize staff turnover ratio.

3.4 The Department

- 3.4.1 The Controller of Examination controls the activities of Examination Department that form an integral part of the Quality Management System.
- 3.4.2 The Examination Department comprises of the Controller of Examination, Deputy Controller of Examination, Asst. Controller of Examination, Office Superintendents, Upper Division Clerk, Lower Division Clerk and NaibQasid.

3.5 Organization Chart:



Section 4 **Pre Examination Question Paper Procedure Flow**

4.1 Scope

To supervise the process of paper setting & flow of Examination Papers.

4.2 Procedure

4.2.1 The Faculty members are responsible to prepare the examination paper for their respective subject.

4.2.2 The Examination Deptt. in consultation with Dean(s) faculties fixes a date for submission of examination papers by all faculty members.

4.2.3 All the faculty members are to submit their respective papers to the Controller of Examinations in a sealed envelope & the Deputy Controller Examination maintains the record of same. The envelop should be signed with date by the faculty member.

4.2.4 Deputy Controller Examination keeps all the question papers in separate envelopes and mention's the details such as Course title, Program, Examination session and name of the Faculty member on each envelope cross signed by the Concerned Teacher and H.O.D.

4.2.5 Deputy Controller Examination keeps all above mentioned envelopes appropriately marked under lock in custody.

4.2.6 Deputy Controller Examination passes on these Question Papers to Asst. Controller Examination to make photocopies according to the list of students which is system generated Examination Attendance Sheet marked for taking their examination.

4.2.7 Asst. Controller Examination keeps all Photo Copies and original Question Papers in respective envelopes. All papers shall be kept under the custody of Deputy Controller Examination.

4.2.8 On the day of examination, the Deputy Controller Examination opens the seal from the envelopes of Examination Papers and hands over to the concerned Invigilator.

Section 5 **Appointment of Invigilator**

5.1 Scope

This process covers the selection and appointments of invigilators for term examination.

4.2 Procedure

4.2.1 The Dean(s) of the faculty forms an Examination Committee.

4.2.2 The Dean appoints all the Heads of Faculty as members of the Committee and Chairman is nominated amongst them or any senior professor may be appointed.

4.2.3 The said Chairman shall supervise and control all the activities related to conduct of examination i.e. appointment of invigilator, sitting arrangements, control of unfair means, anomaly found in sec 9, logistic support etc.

4.2.4 The Examination Dept. prepares the list of invigilators, their duties with room numbers & forwards it to the Examination Committee for review & approval.

4.2.5 The list includes the name of local faculty members, external invigilators may be appointed if required or incase of any deficiency. The name of any office staff member with the consent of concerned HOD may be recommended for the invigilation.

4.2.6 Examination Committee reviews the list & sends it to the Dean for final approval.

4.2.7 If Dean requires any change in the list he advises to the Examination Committee.

4.2.8 Examination Committee contacts to the Examination. Dept. to make changes and rectification thereto.

4.2.9 Examination Committee gets the list approved by the Dean.

4.2.10 Examination Dept. removes the clashes (if any) in the papers of students & prepares the final schedule of examination, mentioning Date, Time, Room No. & hands over to the Examination Committee.

4.2.11 Examination Committee informs & gives the examination schedule to the each appointed invigilator.

Section 6 **Pre Examination Answer Sheet Procedure Flow**

6.1 Scope

To devise process for flow to answer sheets.

6.2 Procedure

6.2.1 Asst. Controller Examination fills the requisition form mentioning the number of copies of the Answer sheet; get it signed by the Deputy Controller Examination and pass on to the Administration Dept. for printing.

6.2.2 Deputy Controller Examinations receives the Answer Sheet sets from the Administration Department.

6.2.3 All Answer Sheets are kept under the custody of Deputy Controller Examinations.

6.2.4 On the day of the scheduled examination, the Deputy Controller Examination issues the Answer Sheets to the concerned teacher.

Section 7 **Examination Conduct Procedure**

7.1 Scope

To elaborate the process followed by the Invigilators and Examination Paper Setter during examination processing.

7.2 Procedure

- 7.2.1 Deputy Controller Examination / Asst. Controller Examination provides the examination paper and answering sheet to the Invigilator and proceeds to examination hall 15 minutes before the scheduled time of commencement.
- 7.2.2 Invigilator distributes the answering Sheets among the students present in the examination hall against scrutiny of admit card REG/3/02 and initials on it with date.
- 7.2.3 The invigilator explains the rules of examination and method of filling the answering sheets.
- 7.2.4 The Invigilator distributes the question papers and at scheduled time, students are asked to read the question paper and attempt their answers.
- 7.2.5 The invigilator circulates the attendance sheet to each student for recording of attendance. The student signs the said sheet corresponding to their name and ID. Finally the said sheet is signed by the invigilator/(s) so appointed.
- 7.2.6 In case of any student found using the unfair means, invigilator has right to possess the material from student & ask the student to continue the paper. When student completes his paper the invigilator attaches the material with the copy of student & makes remarks on copy. Then the issue is sent to the Disciplinary Committee for further action as per the Disciplinary Rules.
- 7.2.7 At the end of session the invigilator receives / collects the answering sheet from the students and initial on admit card to acknowledge the same.

7.2.8 Invigilator submits the used answer sheets along with unused answers sheets and un-issued question papers to the Deputy Controller Examinations.

7.2.9 Asst. Controller Examination keeps all attempted answer sheets subject-wise in separate envelopes along with the award sheet and copy of attendance sheet and get signed by the Cord. Examination on envelop.

7.2.10 The Deputy Controller Examination keeps all the envelopes containing attempted answering sheets under safe custody until removed for marking.

Section 8 **Examination Marking Procedure**

8.1 Scope

To devise and control an efficient Examination Marking Procedure for term examination.

8.2 Procedure

- 8.2.1 Every faculty member collects the sealed envelope of his subject/(s).
- 8.2.2 Having collected the sealed copies the said faculty member opens the envelope before the concerned member of Examination. Dept., counts copies therein and compare it with the attendance sheet of the students appeared in the examination.
- 8.2.3 If the attendance of students mentioned on attendance sheet and number of copies are found mismatch then the said faculty member informs to the Examination. Dept. and the Examination Dept. sends the issue to the Examination Committee.
- 8.2.4 The time period allocated for assessment of papers is one day for 15 copies from the date of issue.
- 8.2.5 All faculty members shall follow the Bachelors solution for marking and grading of answer sheets.
- 8.2.6 Every faculty member submits marked answering sheets in a sealed envelope after assessment along with the result sheet to the Examination office duly signed by the faculty member concerned, H.O.D/ Dean within the stipulated time period.

- 8.2.7 Information like Course title, Program, Examination session and name of the Faculty member should be mentioned on each envelope.
- 8.2.8 Each envelope should be opened separately by the Examination Dept.
- 8.2.9 The Examination Dept. counts the numbers of copies issued & received from the faculty member. In case of any anomaly found the issue shall be send to the Examination Committee.
- 8.2.10 All the above envelopes containing evaluated papers and the result sheet shall be kept under the safe custody of the Examination Department.

Section 9 Post Marking Control & Authentication Procedure

9.1 Scope

To develop a system that will ensure the authenticity and smart control on the marking procedure of all examinations.

9.2 Procedure

- 9.2.1 All the envelopes containing evaluated papers and the result sheet are being opened and cross-examined by the Deputy Controller Examination to verify the authenticity of marking.
- 9.2.2 The Deputy Controller Examination recounts the marks given by the teacher and if any error is observed, the Deputy Controller Examination informs the Dean.

Section 10 Data Input & Validation Procedure

10.1 Scope

To develop a system that ensures the proper and efficient data input procedure and its validation.

10.2 Procedure

- 10.2.1 After completion of cross-examine and verifying the authenticity of the evaluated papers, Deputy Controller Examination inputs the data in data bank using the Award Sheet as source document.
- 10.2.2 After completion of input data reports are obtained from system.
- 10.2.3 Reports are cross-validated by the Deputy Controller Examination with Award Sheet.
- 10.2.4 Discrepancies through data amendment form may be removed/ amended after due approval by the Controller of Examination.
- 10.2.5 A combined sheet of award list is being prepared which displayed at the notice board duly signed by the Controller of Examination.
- 10.2.6 Deputy Controller Examination receives the above from the Controller Examination.
- 10.2.7 Schedule & reports are filed in related files and kept in secure custody of Deputy Controller Examination.
- 10.2.8 This result shall be the tentative result for 2 weeks time, if any student has any objection he/she may contact the Examination office for recalculation and reassessment of answer sheet.

Section 11 Recalculation & Reassessment of Answer Sheets

11.1 Scope

Recalculation or reassessment of results of a particular subject at the request of student. Request for rechecking of copies may be declined by the university without giving any reason. Teacher's decision will be final in respect of marks awarded.

11.2 Procedure

- 11.2.1 Student collects the Recalculation / Reassessment Form-REG/3/05 from Examination Department.
- 11.2.2 Students pay prescribed fee for recalculation / reassessment.
- 11.2.3 Students Submit duly filled Recalculation / Reassessment form and copy of paid receipt to Deputy Controller Examination.
- 11.2.4 Deputy Controller Examination entertains the request if it is submitted within 2 weeks from the issue of results.
- 11.2.5 Deputy Controller Examination forwards the request to the Dean for consideration.
- 11.2.6 The Dean approves by signing on the prescribed form REG/3/05.
- 11.2.7 Dean nominates a member of the faculty instead of checker of said paper to recalculate / reassess the subject answer paper, and advise Deputy Controller Examination to deliver the relative subject answer paper to the nominated member of faculty.
- 11.2.8 The nominated member for recalculating/ reassessing the paper submits the report to the Dean.
- 11.2.9 The Dean forwards the report along with related request to Deputy Controller Examination.
- 11.2.10 If the report requires any change in the data bank, the Deputy Controller Examination raises the data amendment form to be authorized by President.

11.2.11 Deputy Controller Examination notifies the results of the recalculation / reassessment to the student and issue amended result sheet / award sheet if requested.

11.2.12 All related papers and correspondence would be filed in student's file.

11.2.13 Recalculated /reassessed answer sheets will be returned to its batch.

Section 12 Issuance of Certificate / Letter / Duplicate Transcripts

12.1 Scope

To establish procedure for issuance of Certificates/Letters/ Duplicate Transcripts at students request.

12.2 Procedure

12.2.1 Student obtains Students Clearance Form for Certificates/ Letters / Duplicate Transcript from the Examination Department.

12.2.2 All duplicate Certificates, Letters & Transcripts are issued against payment of charges as per Institute policy.

12.2.3 Deputy Controller Examination/ Asst. Controller Examination prepares cash receipt if applicable and gives the original copy of receipt to the student.

12.2.4 Student submits the cash receipt along with Students Clearance form to the Examination Department.

12.2.5 Deputy Controller Examination forwards the request to Registrar for approval.

12.2.6 Deputy Controller Examination issues the requested documents after getting approval from Registrar & files the Students Clearance Form in students file.

Section 13 Issuance of Award Sheet / Transcript

13.1 Scope

To establish procedure for the issuance of Award Sheets/Transcripts to the students by the Examination Department.

13.2 Procedure

13.2.1 Upon completion of Data input of Examination Result, the Deputy Controller Examination prints the Award Sheets / Transcripts in duplicate using the relative data module.

13.2.2 Upon completion of print job the Deputy Controller Examination verify each transcript by signing it.

13.2.3 Student collects the Award Sheet / Transcript from the Examination Dept.

13.2.4 Duplicate copy of the Award Sheet / Transcript Sheet is to be kept in the students file.

Section 14 Printing of Degree and Final Mark Sheet

14.1 Scope

To establish procedure for Printing of Degree and Final Mark Sheet by the Examination Department.

14.2 Procedure

14.2.1 Examination department undertakes the verification activity for printing of degree which includes minimum requirement for GPA, CGPA, grades per subject and Credit hours.

14.2.2 After verification and checking the results are forwarded to B.O.F for approval.

14.2.3 Examination department takes steps to print degrees and transcripts

14.2.4 Examination department sends Degree for signing from the Vice Chancellor.

14.2.5 Controller of Examination signs the Final Mark Sheet.

14.2.6 Degrees and Final Mark Sheets are sent to the Registration Department for issuance to students after receiving on Log Register.

Section 15 Grade Improvement after Completion of Under Graduate program

15.1 Scope

Where a student has completed his / her under graduate program successfully, subsequently he/she wants to improve his/her grade for Academic / personal or other reasons, then the said student may be allowed to reregister for Grade improvement subject to the following conditions:

15.2 Procedure

15.2.1 Grade improvement is only applicable to under Graduate program.

15.2.2 Applicant's CGPA shall not be more than 2.75

15.2.3 Student may submit the application to examination department within 12 months from the date of the completion of his/her program.

15.2.4 Application for improvement is not entertained for grade "C" or above

15.2.5 Applicant shall pay fee as prescribed by the university.

15.2.6 Applicant shall submit an undertaking that he/she has not enrolled himself/ her nor he/she has submitted any application/ request for the enrolment in any post graduate program in any university.

15.2.7 Original transcript and degree shall be submitted to examination department by applicant if the Institute has already issued.

15.2.8 University shall issue new transcript as per the new result and the old one shall be cancelled.

15.2.9 University reserves the right to refuse application for improvement without giving any reason.

APPENDIX-C



RULES AND REGULATIONS

- ✓ Students (ZU) must fill in a library membership application, in order to become a member.
- ✓ Mark your attendance at entrance and Submit your library card at counter when enter in library.
- ✓ The membership card is not transferable and must be surrendered to the librarian at the end of the program and get a clearance.
- ✓ After using leave the book(s) at their appropriate place.
- ✓ Any kind of food, drink and smoking are not allowed in library.
- ✓ Keep your bags and other personal belongings at designated place. (At their own responsibility).
- ✓ Talking loudly and making noise is prohibited maintain complete silence during your stay in library.
- ✓ Use of mobile phone is strictly not allowed in library.
- ✓ Library telephone facility is only for library staff.
- ✓ Library Timings:

Mon - Sat	09 : 00 am - 05 : 00 pm
Lunch Break	01 : 00 pm - 01 : 30 pm

BOOKS CIRCULATION RULES

- Reference Books & Periodicals shall not be issued to the students but will be available to them in the library.
- Borrowers and readers must inspect the books at the time of issuance; in case of any defect /damage, they should call the attention of the librarian to it.
- Books will be loaned for a maximum period of one week for the student and they are bound to return it to library same day.
- Faculty can be issued maximum five books at a time for a period of one month.
- If a borrower loses / damages / mutilates a borrowed book then he/she will have to pay full cost or replace the book.
- Appropriate action shall be taken against the borrowers and readers who misuse this facility.

Rules & Regulation for Computer Laboratory

The computer lab facilities are available only to students and staff intended solely for university related purposes. They are not to be used for personal or for recreational purposes.

1. Smoking, eating, and drinking are NOT allowed in the lab.
2. All students in the computer lab are expected to have their ID CARDS with them while in the computer lab. without this, student is requested to leave the computer lab immediately.
3. Mobile phones must be switched off at all times.
4. Users are expected to conduct themselves in a responsible and courteous manner while in Computer Lab.
5. Games are strictly prohibited on all Computer Lab resources. Students running games will be asked to close the game and leave the lab or the Student ID will be taken and reported to the Disciplinary Committee.
6. Users should not prevent or disrupt another user from using computer and other facility in the computer lab.
7. Students can not avail printout facility from computer lab.
8. Copying of copyrighted software is illegal and is prohibited in the academic computing facilities or elsewhere on campus.
9. Student is strictly advised to take care of their personal belonging all the time. The University is not responsible and liable for any loss of personal belonging in the computer lab.
10. It is the responsibility of the student to logout after using the computer. Any student who either intentionally or negligently fails to logout will be

held responsible for whatever purpose the computer is used for whilst being left active.

11. Users must treat all computer laboratory and equipment with due care and consideration. Users must report any misuse of computer laboratory or equipment to the Lab attendant.
12. No equipment may be removed from computer laboratories or tampered with in any way.
13. Users shall not make use of University laboratory computers to access or copy any computer games, pornography, viruses, movies and music for personal use.
14. Users shall not interfere or tamper with software configurations or any system data files.
15. Users may not attempt to bypass or undermine the system security. The system security must be observed at all times.
16. No software may be loaded, developed or executed on University laboratory computers that attempt to alter the network file servers or other equipment.
17. Only material relating to users courses and duties at the University may be downloaded from the Internet.
18. Users shall obey all reasonable instructions of Lab.