

**BUSINESS
First Year Degree in Management**

SCQF 7

Version	Current Version	1.1	September 2018
	Prior Version/s		

PATHWAY/s

Pathway Type	Undergraduate		
Pathway Areas	Management		
Pathways/s	Management	Accounting and Finance	-
University SITS Code/s			-
College MAZE Code/s	UGMA	UGAF	-
Pathway Provision	College: SCQF Level/s		7
	University: SCQF Level/s		8, 9 and 10
Awarding University	Robert Gordon University		
Awards by Pathway	Degree awards		SCQF Award Level
<i>Management Pathway</i>	BA (Hons) Management		10
	BA (Hons) Management with Marketing		10
	BA (Hons) Management with Human Resource Management		10
	BA (Hons) International Business Management		10
	BA(Hons) Events Management		10
	BA(Hons) Fashion Management		10
	BA(Hons) International Hospitality Management		10
	BA(Hons) International Tourism Management		10
	BA(Hons) Media		10
	BA(Hons) Public Relations		10
Subject Benchmark Statements	SQAA: Accounting 167 02/07 para. 4.1; Business Management 165 02/07 para. 3.1 ff.; Computing 170 03/07 para. 3 ff. (indirect); Economics 145 01/07 para. 3.2; MSOR 212 12/07 para 3 ff.		
College Status	Affiliate College		
College Location	Garthdee Campus, Aberdeen (part of University estates provision)		
University Location	Garthdee Road, Aberdeen, AB10 7QE		
University Faculty	Aberdeen Business School (ABS)		
University School/s	Management		
Rationale	<p>The partnership between the College and Robert Gordon University facilitates the acquisition of an undergraduate degree by international students who, because of their previous educational experience, are not normally able to gain direct access to the University's degree courses. The pathway has therefore been developed to satisfy important pedagogical issues:</p> <ol style="list-style-type: none"> 1. To ensure that international students have a dedicated period of time, in a familial and safe setting, to adjust to and acquire the skills to prepare for further studies within a western learning environment. 2. To satisfy the University's quality protocols, which in turn are directed by the SQAA Subject Benchmark requirements, for articulation purposes. 3. Facilitate access to a pathway leading to a University degree award. 4. Protect the entry tariff of the University to its degree courses and ensure that the University does not need to lower its entry tariff in order to increase its international student population. 5. Widen access and participation in higher education in line with the University's internationalisation agenda. 6. Commit to the provision of best practice customer service and student experience for international students and thus add value to the University's award winning student lifestyle. 7. Support the integrity of the University's SQAA commitment by adopting and adapting the University's quality regime to form the basis of a robust, quality driven academic provision and 		

	<p>administrative systems and processes.</p> <ol style="list-style-type: none"> 8. Facilitate effective and efficient, low risk public/private partnership in line with the University's strategic research mission. 9. Enhance the global reach of the University into previously untapped markets and market segments. 10. Add resource, human and financial, to the University's marketing process. 11. Facilitate access to a global recruitment process. 12. Assist in the diversification of the student body. 13. Make available the benefits derived from access to Navitas' global reach and corporate marketing arm. 	
Educational Aims	<p>The programme, First Year Degree in Management, has been devised in accordance with Navitas UK general educational aims along with those formulated for the College, see CPR 5, and the nominated outcomes desired by Robert Gordon University, Aberdeen Business School (ABS), to impart a high quality of education in the disciplines required.</p> <p>The educational aims of the programme are to:</p> <ol style="list-style-type: none"> 1. Prepare students, who would not normally be considered qualified, to an appropriate standard for entry into the Aberdeen Business School at SCQF Level 8 of the prescribed undergraduate degree schemes. 2. To endow each individual with an educational pathway that augments opportunities for professional employment and development in the business sector at both a national and international level. 3. Develop in students a fundamental knowledge and understanding that can demonstrate an understanding of the economic, political, legal and cultural factors in the global economy so as to support their transfer into SCQF Level 8 of the prescribed degree schemes. 4. Develop in students an appreciation and desire to learn based on competent intellectual and practical skills building to a set of transferable skills that will support them in all aspects of their onward academic studies/careers and assist informed decision making. 5. Ensure that students have attained the prescribed level of inter-disciplinary language competence described as Level B2 'Independent User' by the Council of Europe, see Common European Framework of Reference for languages: Learning, teaching assessment 2001, Council of Europe, CUP, Cambridge, p. 24, Table 1. Common Reference Levels: global scale. 6. Ensure that graduates have attained the prescribed level of inter-disciplinary language competence to a minimum pass mark of 65% in the ACL accredited module Interactive Learning Skills and Communication, and therein a minimum 6.5 IELTS equivalent. 	
PROGRAMME		
Title	First Year Degree in Management	
SCQF	7	
Credit Points	130	
Duration of Study	Two (2) semesters	
Weeks of Study	Twenty Six (26) weeks	
Mode of Study	Full-time	
Mode of Delivery	Face to Face	
Notional Hours	1,293	
Contact Hours	453	
Self-directed Study Hours	802	
Delivery Model	Standard Delivery Model (SDM)	
Language of Delivery	Delivery	English
	Assessment	English
	Council of Europe	Common language reference level B2 Independent User
	ACL Accreditation	Interactive Learning Skills and Communication
Intended Learning Outcomes	<p><u>Generic:</u></p> <p>All modules have a set of Generic Learning Outcomes (LOs) attached to them, see relevant Definitive Module Documents (DMDs). These provide a basic set of core transferable skills that can be employed as a basis to further study and life-long learning. They are delivered using an interdisciplinary and progressive approach underpinned by the relevant Interactive Learning Skills and Communication (ILSC) module, to build these core skills within the context of subject-specific learning. Incorporated in these core skills are the key themes of relationship-management, time-management, professional communication, technological and numerical understanding and competency.</p>	

The Generic LOs for the programme are tabled below:			
Key knowledge will be demonstrated by demonstrated understanding of:		Key skills will be demonstrated by the ability to:	
Personal organisation and time-management skills to achieve research goals and maintain solid performance levels.		Meet converging assessment deadlines – based on punctuality and organisation with reference to class, group and individual sessions within a dynamic and flexible learning environment with variable contact hours and forms of delivery.	
Understanding of the importance of attaining in-depth knowledge of terminology as used in a given topic area, as a basis to further study.		Communicate clearly using appropriate nomenclature to enhance meaning in all oral and written assessments with no recourse to collusion or plagiarism.	
Understanding, knowledge and application of appropriate and effective methods of communication to meet formal assessment measures.		Present clearly, coherently and logically in a variety of oral and written formats using a variety of appropriate qualitative and quantitative tools and evidence bases.	
Understanding and knowledge as to the development of the industry and/or scholarship in relation to a given topic under study.		Demonstrate an understanding of the current themes of a given topic, the academic and practical foundation on which they are based – demonstrated by a lack of plagiarism and need for collusion in both individual and group work.	
Understanding of the rules applying to plagiarism and collusion.		Collate, summarise, reason and debate/argue effectively on a given topic with appropriate reference to another's work or ideas/concepts.	
Ability to work as an individual, in a small team and in a larger group to effect data collation, discussion and presentation of evidence.		Meet and succeed in each of the varied assessments presented.	
<p><u>Specific:</u> Module-based LOs are described as Specific LOs and combine to make up the Intended LOs of the programme/stage of study. Specific LOs for a module are fully expressed in the relevant DMD and Module Guide (MG). Specific LOs for the majority of modules are blended from the relevant and current University Module Outlines at SCQF Level 7 to ensure parity, see Appendix 4 in this document. Note that the ILSC module includes aspects of: b21280 Academic and Professional Communication for Accountants.</p> <p><u>Intended:</u> Each programme/stage of study incorporates a set of Intended LOs to define the wider academic-based knowledge and skills acquisition. These key areas are described and tabled below:</p>			
A	Knowledge and Understanding		
	To obtain a knowledge and understanding of:	Teaching/learning methods and strategies:	Assessment methods and strategies are tested via...
1	What a business is and its internal and external operating processes, inclusive of planning and strategy, growth, marketing, products/services, finance and accounting systems, information systems, and the management and development of human resource within organisations.	Acquisition of Intended LOs via a combination of small group lectures (listening, writing and reading); small group-based tutorial labs/coursework (oral, reading, listening and written presentation); and individual coursework (oral, and written presentation) and summative examination (reading and writing).	A.1 to A.13 – a combination of summative (closed-book) examinations and summative coursework along with written assignments, portfolios and in-course assessments/tests, computer-based coursework and tests, project reports, presentations and practicals.
2	The world of business and commerce including the operation of markets and market economies.	Additional support is provided through the provision of small peer-led tutorial group work and of individual tutorial support; College module-specific subject specialists delivering modules; guest speakers (industry/topic specific); monitoring and appraisal by College academic management.	All students are required to maintain an 85% attendance record.
3	The structures, cultures and functions of business and marketing organisations and how they interact as part of core business function and process.		
4	The basic facts and principles of management.		
5	The scope of management.	Ensuring all students acquire grounding in Robert Gordon University and associated end-user IT platforms for academic study.	
6	The significance of central and peripheral areas of management and the opportunities to explore and extend its boundaries.		
7	Marketing and its importance to business thinking.	The opportunity to interface regularly with noted platforms in College, Robert Gordon University library and independent environments to develop an understanding of the implications of the use of different e-learning for research.	
8	The central and peripheral areas of management and the range of methods and types of judgement employed in the business environment.		
9	The application of numerical techniques to:	The Programme Specification, DMDs,	

	<ul style="list-style-type: none"> the business and decision making process with an emphasis on numerical and sampling methods, financial and accounting calculation; and the description of economic theories and models and in solving qualitative queries. 	<p>Module Guide, reading lists, lecturers and notes, and assessment regimes are available via the College e-learning portal for queries to be met.</p> <p><i>Students are encouraged throughout the stage of study to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</i></p>	
10	The purpose and processes of basic recording of financial transactions and maintenance of accounting records in order to carry out performance monitoring within the business context and adherence to regulatory standards.	<p><i>Feedback is given to all students on all work produced and, where appropriate, confirmed in individual appraisal events associated with modules and specifically ILSC. Additional interviews are made with the tutor and/or the College academic services to evaluate and discuss any emerging learning issues and therein students options.</i></p>	
11	The application of ICT as a fundamental tool for extracting, sourcing, describing and presenting data and information in a variety of relevant forms, and distributing data and information via a range of channels and formats.		
12	The techniques and forms of effective and clear communication in a variety of academic and professional settings in accordance with Level B2 'Independent User' as described by the Council of Europe, see benchmarking documentation of this document for reference.		
13	The role and importance of the study of the history of scholarship as a basis to determining a full understanding, correct use of accurate nomenclature and an appreciation of fundamental concepts associated with a subject area.		
B	Cognitive/Intellectual Skills		
	To obtain intellectual/cognitive skills with the ability to:	Teaching/learning methods and strategies	Assessment methods and strategies via...
1	Make full use of library and College/University e-learning search (catalogue and bibliographic) resources.	Acquisition of B.1 and B.2 via topic specific small lab-based group lectures and the additional support and guidance provided via the provision of small peer-led tutorial group work in differing environments.	B.1 to B.5 – a combination of summative (closed-book) examinations and summative coursework along with written assignments, portfolios and in-course assessments/tests, computer-based coursework and tests, project reports, presentations and practicals.
2	Apply basic research techniques to sourcing and selecting appropriate academic data and literature.	Ensuring all students acquire grounding in Robert Gordon University and associated end-user IT platforms for academic study.	All students are required to maintain an 85% attendance record.
3	Integrate oral, written, listening, reading, non-verbal and diagrammatic skills to effect clear communication.	The opportunity to interface regularly with noted platforms in College, Robert Gordon University library and independent environments to develop an understanding of the implications of the use of different e-learning for research.	
4	Ability to analyse data and various modes of information using appropriate techniques.		
5	Ability to begin to evaluate and start to apply, reasoned thinking and supportive evidence collation to conflicting sets of information and academic opinion.	Acquisition of B.2 to B.5 via a combination of small group lectures (listening, writing and reading); small group-based tutorial labs/coursework (oral, reading, listening and written presentation); and individual coursework (oral, and written	

		presentation) and summative examination (reading and writing). Additional support is provided through the provision of small peer-led tutorial group work and of individual tutorial support; College module-specific subject specialists delivering modules; guest speakers (industry/topic specific); monitoring and appraisal by College academic management.		
C	Practical Skills			
	To obtain practical skills with the ability to:	Teaching/learning methods and strategies	Assessment methods and strategies via...	
	1	Employ key communication skills appropriate to undergraduate study, inclusive of written, oral, reading, speaking, numerical, graphical and diagrammatic manipulation and presentation of information.	Communication skills are central to all teaching, class/lab-based learning and self directed study; these are tested out throughout all assessment practices. Students are encouraged to explore and develop variety of communication skills, under pinned by the ILSC module.	Integrated themes used across the continuous assessment framework for the programme to test robust capability skills in a number of environments.
	2	Employ analytical skills and methodologies as a basis to further study.		A combination of summative (closed-book) examinations and summative coursework along with written assignments, portfolios and in-course assessments/tests, computer-based coursework and tests, project reports, presentations and practicals.
3	Ability to begin to engage critically with regard to the underlying challenges facing economies, sectors and businesses.	Application of the central economic, business management and business themes throughout all core modules of the programme via examples and topics for assessment regimes.	Integrated themes used across the continuous assessment framework for the programme to test robust capability skills in a number of environments.	
D	Transferable Skills			
	To obtain transferable skills with the ability to:	Teaching/learning methods and strategies	Assessment methods and strategies via...	
	1	Select, read, digest, summarise and synthesise information material in a variety of forms, both qualitative and quantitative (text, numerical data and diagrammatic) and in an appropriate manner to identify and determine key facts/themes and relevancy.	Embedded in all aspects of delivery and assessment structures is the need to disseminate information presented in a variety of forms and modalities. Using a combination of all delivery and assessment styles (oral and written, group and individual) used within the programme to demonstrate competence in presentation, reports, long and short essays (to enhance summarisation techniques and limit collusion and plagiarism), timed-assignments (indicating knowledge, organisation, time management and clear communication ability), of the following: design a persuasive message from the audience's perspective; demonstrate effective presentation delivery skills in a variety of situations; leave effective voice-mail messages; write persuasive E-mails, memos letters; and write factual essays and reports in plain English. These skills are reflective of in-context reading, writing, oral and speaking skills and enhanced language acquisition.	A combination of summative (closed-book) examinations and summative coursework along with written assignments and in-course assessments, computer-based coursework, project reports, portfolios and presentations. Indicating an ability to effectively manage a complex and flexible timetable, combining a variety of delivery and assessment modes, some of which are conflicting in submission and style (oral/written and individual/small group, to demonstrate effective organisation, self-reliance and time-management skills.
	2	Use and clearly communicate discursive, numerical, statistical and diagrammatic ideas, concepts, results and conclusions using appropriate technical and non-technical language and language style, structure and form.		
	3	Apply basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion.		
	4	Embed the importance of self-study and reliance. This involves cultivating and developing a responsibility within each student to take cognizance for their own learning, initiative, effective time-management and self-discipline within the academic and professional environments.		
5	Begin to develop a very good conceptual understanding and evaluation of the main aspects of the cognate area and the wider commercial and economic			

Assessment Regulations

Summary:

The programme is compliant with both the generic assessment regulations of Navitas UK and those of the College, see CPR QS9.

Each module within the programme/stage of study has an associated Module Outline that may be broadened into a Definitive Module Document (DMD) either of which will be provided to students at the beginning of their studies. These documents offer generic information on the Aims and Specific LOs of the subject/s under study, basic references and the attendance and notional contact requirements. They also include topics/subject areas of study and outlines of the assessment events.

Each module has an associated textbook, as prescribed by the University's Module Outlines, and a specifically developed Module Guide (MG) which includes the types of assessment activities employed, teaching methods, resources, assessment criteria and expectations, contact details of the tutor/s, referencing (if applicable) and submission/completion requirements. Contained is also a detailed lecture-by-lecture schedule of subjects students can be expected to cover over the teaching period. This acts as a useful reference for study and revision purposes. All assessment is designed to reflect and measure both an individual's and a cohort's achievement against the Specific LOs of the module and Intended LOs of the programme.

In-course written, reading, listening and oral assessment is built in to all modules through general interaction between tutors and students, student peer review and small group tutorials or individual tutorials/appraisals. Modes of assessment include essay/report writing, oral presentation (group or individual, and poster), portfolio, and e-based, in-class or take home exercises/tests.

All written assessments must follow certain criteria in style and submission as noted in the relevant Module Guides and Student Guide. This form of assessment is considered fundamental to a student's ability to communicate ideas and evidence with clarity, relevance and logic in a planned and organised manner. Plain writing style, syntax and grammar are core skills that can be enhanced to support the maturing of individual students' composition and thus academic and transferable proficiency.

Oral presentations, whether part of formal or informal assessment practice, are encouraged within all modules as they promote, among others, transferable skills and can identify those students who may be plagiarising material. It is advised, however, that they should not make up more than 60% of the final module mark unless as part of the learning rational. Oral group presentations should ideally contain no more than five (5) students, unless specific reasoning is applied. Each member, irrespective of their role, should be awarded the same mark unless where obvious differentiation arises, for management of this process see CPR QS9. This form of expression should not be allocated more than fifty (50) minutes per group, with less than a 30% weighting. Time limits must be upheld by tutors so as to ensure all students have the same opportunity to perform. Furthermore, tutors ought to notify students as to the materials available to them before preparation takes place.

Final summative examination normally adheres to closed-book, invigilated, timed conditions and takes place during allocated exam periods of a programme. It represents a more abstract measure of a student's achievement as a consequence of the Specific LOs associated with a module. It is utilised as a key measure of quality in teaching standards and provides a basis to aspects of delivery and environment which takes place at the conclusion of a semester by College academic services, see CPR QS9. Marks indicated in the relevant DMDs cannot be referred. Only in extenuating circumstances, sickness, and personal tragedy or in the possibility of a clerical error, will deferral take place, see CPR QS9.

Formal assessment modalities (coursework and examination, respectively), combine to produce the following weightings applied to any give module:

Coursework	Examination
100%	0%
70%	30%
60%	40%
50%	50%
40%	60%
30%	70%
0%	100%

Successful completion of a module is based on attaining the required overall pass grade prescribed. All students must achieve a grade B* in the Interactive Learning Skills and Communication (see DMD ILS001). The assessment mode for a given module is based on the desired Specific LOs, their expressions can be found in the relevant DMD. Students must be briefed at the beginning of each module as to which weightings are in use. They should also be clearly advised as to the marking criteria and, hence, the achievement requirements for each grade cluster.

Where a student has a special need or disability, appropriate steps must be taken by the College, academic staff and/or internal/external invigilators to ensure that the need is recognised and a justified outcome identified, see CPR QS9.

	<p><u>Demonstration of achievement:</u> Students must pass all modules at the prescribed grade in order to progress to the next stage of their educational continuum, see Progression Criteria, below.</p> <p><u>Categories of performance and grading levels:</u> A and A*(High Distinction) – Distinctive level of knowledge, skill and understanding which demonstrates an authoritative grasp of the concepts and principles and ability to communicate them in relation to the assessment event without plagiarism or collusion. Indications of originality in application of ideas, graphical representations, personal insights reflecting depth and confidence of understanding of issues raised in the assessment event. B and B* (Distinction) – Level of competence demonstrating a coherent grasp of knowledge, skill and understanding of the assessment and ability to communicate them effectively without plagiarism or collusion. Displays originality in interpreting concepts and principles. The work uses graphs and tables to illustrate answers where relevant. Ideas and conclusions are expressed clearly. Many aspects of the student’s application and result can be commended. C (Credit) – Level of competence shows an acceptable knowledge, skill and understanding sufficient to indicate that the student is able to make further progress. The outcome shows satisfactorily understanding and performance of the requirements of the assessment tasks without plagiarism or collusion. Demonstrates clear expression of ideas, draws recognisable and relevant conclusions. D (Pass) – Evidence of basic competence to meet requirements of the assessment task and event without plagiarism or collusion. Evidence of basic acquaintance with relevant source material. Limited attempt to organise and communicate the response. Some attempt to draw relevant conclusions. F (Fail) – The student’s application and result shows that the level of competence being sought has not yet been achieved. The assessed work shows a less than acceptable grasp of knowledge, skill and understanding of the requirements and communication of the assessment event and associated tasks.</p> <p><u>Generic marking criteria:</u> Response – the response must address all parts of the question, that is not just a part or parts of the question. A response that is not specifically tailored to the needs of the question will not be accepted. Structure – the student has identified the main issues of the question and attached the appropriate emphasis to them; has stated their agreement accurately and in some detail; and has utilised the supporting data. Context – the student has displayed knowledge of the basic subject matter under assessment; has included only relevant material where required; has provided a written agreement or mathematical/numerical/diagrammatic/modelled statement and, in doing so, has addressed all aspects of it in reaching a conclusion; and has provided a clear understanding of a question in reaching a conclusion. Presentation – due credit, specified as a percentage of the marking criteria, will be given for a succinct and fluent writing style. Illegible material will not be given due credit, specified as a percentage of the marking criteria. Penalty – a student will be penalised if they have not tackled each issue of a question separately, stating their agreement and or rationalised progression, and then applying this to the facts; and will be penalised for not providing evidence of academically based reasoning in an answer. Sources – the student should provide accurate referencing; it is essential that a student does not plagiarise from any source, see CPR QS9.</p>
Moderation	See CPR QS9 – Summary: 30% sample for moderation of main assessment by a subject specialist from ABS, with the exception of ILSC which is subject to 30% sample blind double marking by a subject specialist from Navitas UK.
Progression Criteria	Summary: minimum overall pass mark of 40% to be achieved in each module with a minimum pass mark of 35% in assessments weighted over 30% of a module assessment regime; with the exception of ILSC which requires a minimum pass mark of 60% achieved in ass assessment events and a minimum achieved in all assessment events.
Failure to Progress	Summary: a student may not fail a module on more than one (1) occasion, failure of the module once requires that a student re-take the entire module at full cost; failure of a student to complete a module on the re-take of that module will result in referral to the College Learning and Teaching Board for a student management decision. The University will not be incumbent to progress students who fail.
Associated	With the exception of ILSC, all University prescribed modules form the basis of the curriculum, see

Documentation	Appendix 3 for the conversion of nomenclature – for the purpose of clarity, the University modules will be referred to under College module coding guidelines. See Appendix 4, for University Module Outlines.																																																																																																									
	Definitive Module Documents (DMDs) as follows: DMD/BUS113; DMD/BUS102; DMD/BUS103; DMD/BUS104; DMD/BUS105; DMD/BUS106; DMD/BUS108; DMD/ILS001																																																																																																									
	Module Guides (MGs) as follows: [BUS modules in process]; MG/ILS001																																																																																																									
	Associated teaching aids for a module as required																																																																																																									
	Associated Student Handbook																																																																																																									
	College Policies and Regulations (CPRs)																																																																																																									
Human Resource	Sessional academics (tutors) – with appropriate qualifications, experience and abilities. Guest speakers – relevant industries as requested by the College.																																																																																																									
Built Environment	All lectures/classes/labs and small group tutorials are held in the designated ICRGU class rooms, seminar rooms and dedicated IT laboratories; students are encouraged to use Robert Gordon University's library and e-learning facilities for self-directed study; students are encouraged to use their private IT facilities where possible; field-trips will be taken as required.																																																																																																									
E-learning	College Axis; College Moodle; Library																																																																																																									
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Programme Framework	<table border="1"> <thead> <tr> <th colspan="7">First Year Degree in Management</th> </tr> <tr> <th colspan="7">Core Modules</th> </tr> <tr> <th>Contact Hrs/Week</th> <th>College Module Code</th> <th>Module Name</th> <th>Credit Points</th> <th>Pass Mark %</th> <th>Exam %</th> <th>Coursework %</th> </tr> </thead> <tbody> <tr> <td colspan="7">Semester 1</td> </tr> <tr> <td>3</td> <td>ILS001</td> <td>Interactive Learning Skills and Communication 1</td> <td>5</td> <td>65</td> <td>30</td> <td>70</td> </tr> <tr> <td>4</td> <td>BUS113</td> <td>Business Perspectives</td> <td>30</td> <td>40</td> <td>70</td> <td>30</td> </tr> <tr> <td>4</td> <td>BUS105</td> <td>The Financial Environment</td> <td>15</td> <td>40</td> <td>100</td> <td>-</td> </tr> <tr> <td>4</td> <td>BUS106</td> <td>Marketing</td> <td>15</td> <td>40</td> <td>50</td> <td>50</td> </tr> <tr> <td colspan="7">Semester 2</td> </tr> <tr> <td>3</td> <td>ILS001</td> <td>Interactive Learning Skills and Communication 1</td> <td>5</td> <td>60</td> <td>30</td> <td>70</td> </tr> <tr> <td>4</td> <td>BUS103</td> <td>Introduction to Economics</td> <td>15</td> <td>40</td> <td>50</td> <td>50</td> </tr> <tr> <td>4</td> <td>BUS104</td> <td>People Management</td> <td>15</td> <td>40</td> <td>60</td> <td>40</td> </tr> <tr> <td>4</td> <td>BUS102</td> <td>Introduction to Management Accounting</td> <td>15</td> <td>40</td> <td>100</td> <td>-</td> </tr> <tr> <td>3</td> <td>BUS108</td> <td>International Management</td> <td>15</td> <td>40</td> <td>-</td> <td>100</td> </tr> <tr> <td colspan="3">Undergraduate Stage 2 : Business</td> <td colspan="4">130 credit points</td> </tr> </tbody> </table>	First Year Degree in Management							Core Modules							Contact Hrs/Week	College Module Code	Module Name	Credit Points	Pass Mark %	Exam %	Coursework %	Semester 1							3	ILS001	Interactive Learning Skills and Communication 1	5	65	30	70	4	BUS113	Business Perspectives	30	40	70	30	4	BUS105	The Financial Environment	15	40	100	-	4	BUS106	Marketing	15	40	50	50	Semester 2							3	ILS001	Interactive Learning Skills and Communication 1	5	60	30	70	4	BUS103	Introduction to Economics	15	40	50	50	4	BUS104	People Management	15	40	60	40	4	BUS102	Introduction to Management Accounting	15	40	100	-	3	BUS108	International Management	15	40	-	100	Undergraduate Stage 2 : Business			130 credit points			
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3	BUS108	International Management	15	40	-	100																																																																																																				
Undergraduate Stage 2 : Business			130 credit points																																																																																																							
Management	<p>The First Year Degree in Management programme is delivered by ICRGU on the Garthdee Campus of Robert Gordon University. This scenario seeks to provide the necessary resources to ensure that all students enrolled with ICRGU are afforded an educational experience that not only provides assimilation into campus and student life but is aligned with the standards and protocols of the University experience.</p> <p>The programme operates under and according to the general compliance structures determined by the Quality and Standards Office Navitas UK. This Office has oversight of all Navitas programmes operating in the UK. Any changes to a programme must be submitted via the normal Navitas UK processes through the Quality and Standards Office.</p> <p>The general operational management of the programme lies with ICRGU's academic services which assumes overall responsibility for the administrative and implementation functions.</p> <p>The ICRGU Director of Academic Services or nominee, is responsible for the day-to-day management of the programme inclusive of attendance monitoring.</p> <p>The various sessional academic module leaders/lecturers/tutors are responsible for the delivery and initial assessment of modules whilst appraisal of delivery and programme content is advised by the ICRGU Director of Academic Services or nominee in consultation with the Quality and Standards Office Navitas UK, the Head of the Aberdeen Business School and associated appropriate Programme Directors/Leaders and/or Link Tutor.</p> <p>The Learning and Teaching Board of the College, is identified as responsible for candidate selection to the ICRGU First Year Degree in Management.</p>																																																																																																									
Monitoring and Review	Formal review of the First Year Degree in Management programme, takes place as an annual review in March/April between ICRGU, the Quality and Standards Office Navitas UK and representation from the Aberdeen Business School. Strategic, logistical and operational issues are developed within the remit of the Academic Advisory Committee (AAC) held on a trimester basis and chaired by the																																																																																																									

	<p>appropriate Vice Principal, Robert Gordon University. Progression is determined via the ICRGU Board of Examiners. For a details of this review and quality management of this and all ICRGU programmes, see, CPR QS9.</p> <p>Informal Review takes place on a regular basis via interface between students, academic services and the teaching staff using both student surveys (inclusive of i-graduate) and teaching observation and ARQUE.</p>
Entry Requirements	Standard and approved requirements for academic international benchmark qualifications, see CPR 3. English language entry is at CEFR level B2 in line with UKBA requirements for NQF6/SCQF10.
Appendix 1	Intended Learning Outcomes in the constituent modules – table inserted indicating direct mapping of LOs per module.
Appendix 2	Delivery schedule incorporating notional, contact and self-directed hours of study applied to each module and therein the programme.
Appendix 3	Module conversion codes and descriptors and module mapping by pathway.
Appendix 4	University Module Outlines for cross-check and parity.
Appendix 5	College DMDs.

Appendix 1

Development of Programme Learning Outcomes (LOs) in the Constituent Modules:

The tables below map where the intended LOs of the programme are assessed in the core/constituent modules. It provides an aid to (i) academic staff in understanding how individual modules contribute to the programme aims, (ii) a checklist for quality control purposes, and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses. **Key:** LOs which are assessed as part of a given module ✓✓; LOs which are not explicitly assessed as part of a given module ✓.

(SCQF 7)		Intended LOs												
		Knowledge and Understanding												
Core Modules	Module Code	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	A.12	A.13
Interactive Learning Skills and Communication	IILS001	✓	✓	✓✓	✓	✓		✓	✓			✓	✓✓	✓✓
Business Perspectives	BUS113	✓✓	✓	✓✓	✓	✓✓	✓✓	✓✓	✓✓				✓	✓
Introduction to Management Accounting	BUS102	✓✓	✓✓	✓	✓			✓	✓	✓✓	✓✓	✓✓	✓	✓
Introduction to Economics	BUS103	✓✓	✓✓	✓	✓		✓	✓✓		✓✓	✓✓	✓	✓	✓
People Management	BUS104	✓✓	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓				✓	✓
The Financial Environment	BUS105	✓✓	✓✓	✓	✓					✓✓	✓✓	✓✓	✓	✓
Marketing	BUS106	✓✓	✓	✓	✓		✓	✓✓	✓				✓✓	✓
International Management	BUS108	✓✓	✓✓	✓	✓				✓				✓	✓

Knowledge and understanding:

A.1	What a business is and its internal and external operating processes, inclusive of planning and strategy, growth, marketing, products/services, finance and accounting systems, information systems, and the management and development of human resource within organisations.
A.2	The world of business and commerce including the operation of markets and market economies.
A.3	The structures, cultures and functions of business and marketing organisations and how they interact as part of core business function and process.
A.4	The basic facts and principles of management.
A.5	The scope of management.
A.6	The significance of central and peripheral areas of management and the opportunities to explore and extend its boundaries.
A.7	Marketing and its importance to business thinking.
A.8	The central and peripheral areas of management and the range of methods and types of judgement employed in the business environment.
A.9	The application of numerical techniques to: <ul style="list-style-type: none"> ▪ the business and decision making process with an emphasis on numerical and sampling methods, financial and accounting calculation; ▪ and the description of economic theories and models and in solving qualitative queries.
A.10	The purpose and processes of basic recording of financial transactions and maintenance of accounting records in order to carry out performance monitoring within the business context and adherence to regulatory standards.
A.11	The application of ICT as a fundamental tool for extracting, sourcing, describing and presenting data and information in a variety of relevant forms, and distributing data and information via a range of channels and formats.
A.12	The techniques and forms of effective and clear communication in a variety of academic and professional settings in accordance with Level B2 'Independent User' as described by the Council of Europe, see benchmarking documentation of this document for reference.
A.13	The role and importance of the study of the history of scholarship as a basis to determining a full understanding, correct use of accurate nomenclature and an appreciation of fundamental concepts associated with a subject area.

(SCQF 7)		Intended LOs												
		Intellectual Skills					Practical Skills			Transferable Skills				
ICRGU Core Modules	Module Code	B.1	B.2	B.3	B.4	B.5	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
Interactive Learning Skills and Communication	IILS001	✓✓	✓✓	✓✓	✓	✓✓	✓	✓		✓✓		✓✓	✓✓	
Business Perspectives	BUS113	✓	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓	✓
Introduction to Management Accounting	BUS102	✓	✓	✓✓	✓	✓✓	✓✓	✓	✓✓	✓✓	✓	✓	✓	✓
Introduction to Economics	BUS103	✓	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓	✓
People Management	BUS104	✓	✓	✓✓	✓	✓✓	✓✓	✓	✓✓	✓✓	✓	✓	✓	✓
The Financial Environment	BUS105	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓	✓
Marketing	BUS106	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓	✓
International Management	BUS108	✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓	✓

Intellectual skills:

B.1	Make full use of library and College/University e-learning search (catalogue and bibliographic) resources.
B.2	Apply basic research techniques to sourcing and selecting appropriate academic data and literature.
B.3	Integrate oral, written, listening, reading, non-verbal and diagrammatic skills to effect clear communication.
B.4	Ability to analyse data and various modes of information using appropriate techniques.
B.5	Ability to begin to evaluate and start to apply, reasoned thinking and supportive evidence collation to conflicting sets of information and academic opinion.

Practical skills:

C.1	Employ key communication skills appropriate to undergraduate study, inclusive of written, oral, reading, speaking, numerical, graphical and diagrammatic manipulation and presentation of information.
C.2	Employ analytical skills and methodologies as a basis to further study.
C.3	Ability to begin to engage critically with regard to the underlying challenges facing economies, sectors and businesses.

Transferable skills:

D.1	Select, read, digest, summarise and synthesise information material in a variety of forms, both qualitative and quantitative (text, numerical data and diagrammatic) and in an appropriate manner to identify and determine key facts/themes and relevancy.
D.2	Use and clearly communicate discursive, numerical, statistical and diagrammatic ideas, concepts, results and conclusions using appropriate technical and non-technical language and language style, structure and form.
D.3	Apply basic research and referencing techniques to all aspects of study, information collation, information presentation and formulation of academic opinion.
D.4	Embed the importance of self-study and reliance. This involves cultivating and developing a responsibility within each student to take cognisance for their own learning, initiative, effective time-management and self-discipline within the academic and professional environments.
D.5	Begin to develop a very good conceptual understanding and evaluation of the main aspects of the cognate area and the wider commercial and economic context.

Appendix 2

Teaching Rotations:

Semester 1 – Management

Week	Total Hours									
	ILS001		BUS113		BUS105		BUS103		Contact hours/week	Self-directed study hours/week
	Interactive Learning and Communication	Skills	Business Perspectives		The Financial Environment		Introduction to Economics			
Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study			
1	3	3	4	7	4	7	4	7	15	24
2	3	3	4	7	4	7	4	7	15	24
3	3	3	4	7	4	7	4	7	15	24
4	3	3	4	7	4	7	4	7	15	24
5	3	3	4	8	4	8	4	8	15	27
6	3	3	4	8	4	8	4	8	15	27
7	3	3	4	8	4	9	4	9	15	29
8	3	3	4	8	4	9	4	9	15	29
9	3	3	4	8	4	9	4	9	15	29
10	3	3	4	8	4	9	4	9	15	29
11	3	3	4	8	4	9	4	9	15	29
12	3	3	4	8	4	9	4	9	15	29
13	2	3	2	8	2	2	2	2	9	15
Total hours / module	38	39	50	100	50	100	50	100	189	339
Notional hours / module	116		150		150		150		566	
Credit Points	5		15		15		15		50	

Semester 2 – UGMA – management pathway

Week	ILS001		BUS104		BUS102		BUS106		BUS108		Contact hours/week	Self-directed study hours/week
	Interactive Learning Skills and Communication		People Management		Introduction to Management Accounting		Marketing		International Management			
	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study	Contact hours	Self-dir Study		
1	3	3	4	7	4	7	4	8	3	5	18	30
2	3	3	4	7	4	7	4	8	3	5	18	30
3	3	3	4	7	4	7	4	8	3	5	18	30
4	3	3	4	7	4	7	4	8	3	5	18	30
5	3	3	4	8	4	8	4	8	3	5	18	32
6	3	3	4	8	4	8	4	8	3	5	18	32
7	3	3	4	8	4	8	4	8	3	5	18	32
8	3	3	4	8	4	8	4	8	3	5	18	32
9	3	3	4	8	4	8	4	8	3	5	18	32
10	3	3	4	8	4	8	4	8	3	5	18	32
11	3	3	4	8	4	8	4	8	3	5	18	32
12	3	3	4	8	4	8	4	8	3	5	18	32
13	2	3	2	8	2	8	2	4	2	2	18	22
Total hours / module	38	39	50	100	50	100	50	100	38	62	234	398
Notional hours / module	77		150		150		150		100		627	
Credit Points	5		15		15		15		10		60	

Appendix 3

SCQF Level 7 – Business – Module Conversion				
Core Modules		Credit Points	% Examination	% Coursework
Robert Gordon University (RGU) Module Code / Module Name	College Module Code /Module Name			
<i>Blend of the following RGU module to ensure curriculum parity: BS1280 Academic And Professional Communication For Accountants</i>		10	40	60
BS2323 Business Perspectives	BUS113 Business Perspectives	20	70	30
BS1208 Introduction to Management Accounting	BUS102 Introduction to Management Accounting	15	100	-
BS1109 Introductory Economics	BUS103 Introductory Economics	15	50	50
BS1204 People Management	BUS104 People Management	15	70	30
BS1201 The Financial Environment	BUS105 The Financial Environment	15	100	-
BS1225 Marketing	BUS106 Marketing	15	50	50
BS1281 International Management	BUS108 International Management	10	100	-
Stage 2: Business Pathway		115 Credit Points per pathway		

COLLEGE MODULE MAPPING FOR PATHWAYS		PATHWAY CODE	
Module Code	Module Title	UGMA	UGAF
ILS001	Interactive Learning Skills and Communication (1)	✓	✓
BUS113	Business Perspectives	✓	✓
BUS102	Introduction to Management Accounting	✓	✓
BUS103	Introduction to Economics	✓	✓
BUS104	People Management	✓	✓
BUS105	The Finance Environment	✓	
BUS106	Marketing	✓	
BUS108	International Management	✓	
BUS109	Financial Accounting		✓
BUS110	Business Law		✓
BUS111	Personal and Business Finance		✓

Appendix 4

Robert Gordon University Module Outlines for cross check and parity:

BS1208

Module Title- Introduction To Management Accounting

Keywords

Management accounting; Costing; Budgeting; Decision making

Reference BS1208

SCQF Level SCQF 7 / SCQF Points 15 / ECTS Points 7.5

Created May 2003/ Approved June 2003 /Amended October 2006

Revision No. 2

Prerequisites for Module

None in addition to SCQF 7 entry requirements or equivalent.

Corequisite Modules

None.

Precluded Modules

None.

Aims of Module

To develop an introductory knowledge and understanding of the main concepts and techniques used in management accounting.

Learning Outcomes for Module

On completion of this module, students are expected to be able to:

1. Explain basic management accounting concepts and techniques.
2. Prepare and analyse basic management accounting information.
3. Apply management accounting techniques to different scenarios.

Indicative Module Content

The module provides an introduction to management accounting by identifying the core concepts and definitions used in management accounting. The course introduces students to different costing techniques; budgeting and control; short-term decision making and capital investment appraisal.

Indicative Student Workload

Contact Hours Full Time

Lectures 12

EQL Lab 20

Tutorials 10

Assessment 4

Surgery 12

Directed Study

Tutorial preparation 20

Private Study

Private study 72

Mode of Delivery

Topics are introduced in lectures and in computer labs using EQL Understanding Management Accounting computer package and developed in tutorials.

Assessment Plan

Learning Outcomes Assessed

Component 1 1,2,3

The module is assessed by two exams each with a 50% weighting.

Indicative Bibliography

1. ATRILL, P. and McLANEY, E. *Management Accounting for Decision Makers*. Latest edition. London: Financial times Prentice Hall.
2. EQL computer software and workbook.

Prerequisites for Module

None in addition to SCQF 7 entry requirements or equivalent.

Corequisite Modules

None.

Precluded Modules

None.

Aims of Module

To enable students to understand the underpinning theories and contemporary practices relating to business and management within today's changing business environment.

Learning Outcomes for Module

On completion of this module, students are expected to be able to:

1	Consider the nature and scope of business ethics.
2	Understand the moral and ethical responsibility of organisations in a global economy.
3	Recognise and explain the key interactions between organisations and their external environment.
4	Apply key management concepts, principles, theories and models to practical decision-making situations in appropriate organisational settings and contexts.

Indicative Module Content

An overview of the business and management process with reference to organisations in the public, private and third sectors. The ethical issues that face businesses in the ever more complex global environment. The commercial, political, economic, socio-cultural, technological and ecological factors influencing contemporary organisations.

Indicative Student Workload

Contact Hours Full Time

Mode of Delivery

This is a semester 1 module and consists of lectures with supportive seminars/tutorials and student centred learning which takes the form of directed reading and independent research to support the tutorial work.

Indicative Student Workload

Contact Hours 48
Non-Contact Hours 252

TOTAL 300

Actual Placement hours for professional, statutory or regulatory body

ASSESSMENT PLAN

If a major/minor model is used and box is ticked, % weightings below are indicative only.

Component 1

Type: Coursework Weighting: 30% Outcomes Assessed: 1, 2

Description: Report

Component 2

Type: Examination Weighting: 70% Outcomes Assessed: 3, 4

Description: Closed book examination

INDICATIVE BIBLIOGRAPHY

1	BODDY, D., 2014. <i>Management: an introduction. 6th ed. Harlow: Pearson Education FT Prentice Hall.</i>
2	FERRELL, O., FRAEDRICH, J., FERRELL, L., 2012. <i>Business ethics: ethical decision making and cases. 9th ed. Boston: Houghton Mifflin.</i>
3	SMITH, M., 2011. <i>Fundamentals of management. 2nd ed. Maidenhead: McGraw-Hill.</i>
4	WORTHINGTON, I. and BRITTON, C., 2015. <i>The business environment. 7th ed. Harlow: Financial Times Prentice Hall</i>

Keywords

Microeconomics, macroeconomics, international trade
Reference BS1109
SCQF Level SCQF 7/ SCQF Points 15 /ECTS Points 7.5
Created April 2003 /Approved June 2003 /Amended August 2005
Revision No. 2

Prerequisites for Module

None in addition to SCQF 7 entry requirements or equivalent.

Corequisite Modules

None.

Precluded Modules

None.

Aims of Module

To provide students with a basic understanding of economic principles and concepts, and to introduce them to economic analysis in the private, public, national and international sectors.

Learning Outcomes for Module

On completion of this module, students are expected to be able to:

1. Explain the basic terminology, principles, theories and models in both micro and macroeconomics.
2. Apply these principles, theories and models in order to understand the basic working of markets, national economies and international trade.
3. Evaluate these principles, theories and models in relation to business situations.

Indicative Module Content

The basic economic problems of scarcity and choice; opportunity cost. The market model in equilibrium and disequilibrium. Costs, revenue and profit maximisation. The theory of the firm under different market structures. The role of the government in the economy. Aggregate demand and economic management. Macroeconomic issues. An introduction to international trade theory and practice.

Indicative Student Workload

Contact Hours Full Time

Lectures 24

Tutorials 11

Surgery 11

Assessment 4

Directed Study

Directed Study 50

Private Study

Private Study 50

Mode of Delivery

This module is lecture-based with weekly tutorials. Course materials are delivered via the Virtual Campus.

Assessment Plan

Learning Outcomes Assessed

Component 1 1,2,3

Component 2 1,2,3

Component 1 provides an element of formative assessment, tests held during the tutorials.

Component 2 is a written examination covering all aspects of the module.

Indicative Bibliography

1. GRIFFITHS, A. and S. WALL, K., 2007. *Applied Economics*. 11th ed. Harlow : Addison Wesley Longman.
2. HORNBY, W. and B. GAMMIE, 2001. *Business Economics*. 2nd ed. Harlow: Pearson Education.
3. MANKIW, N.G. and M.P. TAYLOR, 2006. *Economics*. London: Thomson.
4. SLOMAN, J., 2009. *Economics*. 7th ed. Harlow: Financial Times/Prentice Hall.
(Course references are mainly based on this book).

BS1204

Module Title - People Management

Keywords

Contribution of HRM, Managing Human Resources, Employment Relationship, Employment Practices, Resourcing, Development, Reward
Reference BS1204
SCQF Level SCQF 7 / SCQF Points 15 / ECTS Points 7.5
Created April 2003 / Approved June 2003 / Amended July 2008
Revision No. 4

Prerequisites for Module

None in addition to SCQF 7 entry requirements or equivalent.

Corequisite Modules

None

Precluded Modules

None

Aims of Module

The aim of this module is to provide students with an understanding of the influences upon the employment relationship and knowledge of effective people management practices.

Learning Outcomes for Module

On completion of this module, students are expected to be able to:

1. Explain the impact of the psychological contract and the concept of commitment on the employment relationship.
2. Explain the role and contribution of the HR function at national/international levels.
3. Analyse the contribution of specific HR tools to organisational effectiveness.
4. Communicate knowledge and understanding of HRM practices utilised in specific industries and organisations.

Indicative Module Content

The nature of work and the employment relationship; the impact of the psychological contract on the employment relationship; employment practices; the role of the HR function; how HR can contribute to organisational effectiveness; how globalisation has affected HR policies and practices; effective change management techniques; the range of HR interventions and how they can add value.

Indicative Student Workload

Contact Hours Full Time

Lectures 24

Tutorials 11

Surgery 10

Assessment 5

Directed Study

Directed Self-Study 24

Coursework Preparation 40

Private Study

Private Study 36

Mode of Delivery

This module is a lecture based module supported by tutorials, directed self-study and private study.

Assessment Plan

Learning Outcomes Assessed

Component 1 2

Component 2 1,3,4

Component 1 is an essay worth 30% of the overall module grade.

Component 2 is a closed-book exam work 70% of the overall module grade.

Indicative Bibliography

1. ARMSTRONG, M. 2006 *A Handbook of Human Resource Management Practice*. 10th Edition, Kogan Page: London.
2. *FOOT, M. & HOOK, C. 2008 *Introducing Human Resource Management*. 5th Edition, Financial Times Prentice Hall: Harlow.
3. MCKENNA, E. & BEECH, N. 2002. *Human Resource Management: A Concise Analysis*. FT Prentice Hall, Harlow.
4. STREDWICK, J., 2005. *Introduction to Human Resource Management 2nd Edition*. Elsevier, Oxford.

Additional Notes

*All students are required to have access to the prescribed Text

BS1201**Module Title - The Financial Environment****Keywords**

Financial Accounting, Accounting Theory, Ratio Analysis

Reference BS1201

SCQF Level SCQF 7 / SCQF Points 15 / ECTS Points 7.5

Created May 2002 / Approved July 2002 / Amended July 2006

Revision No. 3

Prerequisites for Module

None in addition to SCQF 7 entry requirements or equivalent.

Corequisite Modules

None.

Precluded Modules

None.

Aims of Module

To develop basic knowledge of financial accounting and to introduce the theoretical principles of accounting.

Learning Outcomes for Module

On completion of this module, students are expected to be able to:

1. Explain and apply basic accounting concepts to practical situation.
2. Discuss the contents of a set of basic financial statements for sole traders, partnerships and limited companies.
3. Analyse financial statements.

Indicative Module Content

The module provides a basic understanding of financial statements by identifying the basic principles of accounting theory and practice and by analysing and interpreting financial statements using liquidity, risk and investor ratios.

Indicative Student Workload

Contact Hours Full Time

Lectures 12

EQL applications 20

Tutorials 10

Assessment 4

Surgery 12

Directed Study

Tutorial and case-study preparation

20

Private Study

Private Study 72

Mode of Delivery

Topics are introduced in lectures and computer labs by using EQL Understanding Accounts computer package and developed in tutorials.

Assessment Plan

Learning Outcomes Assessed

Component 1 1,2,3

The module is assessed by two exams each with a 50% Weighting

Indicative Bibliography

1. ATRILL, P. and McLANEY, E. *Financial Accounting for Decision Makers*. Latest ed. London: Financial Times Prentice Hall
2. EQL computer software and workbook.

BS1225

Module Title - Marketing

Keywords

Concepts, consumer and organisational behaviour, marketing mix, market segmentation, marketing planning and control

Reference BS1225

SCQF Level SCQF 7 / SCQF Points 15 / ECTS Points 7.5

Created May 2002 / Approved August 2002 / Amended September 2008

Revision No. 4

Prerequisites for Module

None in addition to course entry requirements or equivalent.

Corequisite Modules

None.

Precluded Modules

None.

Aims of Module

The aim of this module is to enable students to apply the concepts and principles of Marketing to practical situations.

Learning Outcomes for Module

On completion of this module, students are expected to be able to:

1. Explain the basic concepts, principles, theories and models which apply in marketing.
2. Describe consumer and organisational purchasing behaviour.
3. Explain and evaluate the importance of effective integrated marketing communications, their design, implementation and control.
4. Analyse the key concepts of the marketing mix, its component parts, market segmentation, targeting and positioning.
5. Analyse the key concepts of strategy, planning, implementation and control.

Indicative Module Content

The module covers the following topic areas – marketing in context with other business functions and the business environment. Development of the marketing concept, including an in-depth study of the components of the marketing mix. Buying behaviour of both individuals and organisations. Market research. Market segmentation, targeting and positioning. Sales forecasting. Product planning and branding. Distribution. Pricing. Integrated marketing communications. Marketing of services. Planning, implementation and control of marketing programmes. Ethical and social issues.

Indicative Student Workload

Contact Hours Full Time

Lectures 24

Tutorials 12

Assessment 4

Directed Study

Directed Study 30

Private Study

Private Study 80

Mode of Delivery

The module will be delivered through a combination of formal lectures and tutorials, where the key concepts will be reinforced through directed reading of the set texts, case studies etc.

Assessment Plan

Learning Outcomes Assessed

Component 1 1

Component 2 2,3,4,5

Component 1 is coursework which will take the form of a written group report.

Component 2 is an examination consisting of essay type answers from a choice of questions.

Indicative Bibliography

1. BRASSINGTON, F. and PETTIT, S., 2006. *Principles of Marketing*. 4th ed. Harlow: FT Prentice Hall.
2. DIBB, S., SIMPKIN, L., PRIDE, W.M. and FERRELL, O.C., 2006. *Marketing: Concepts and Strategies*. 5th European ed. London: Houghton Mifflin.
3. JOBBER, D. and FAHY, F., 2009. *Foundations of Marketing*. 3rd ed. Maidenhead: McGraw Hill Education.
4. KOTLER, P., 2009. *Marketing Management: Analysis, Planning, Implementation and Control*. 12th ed. London: Prentice Hall International.

BS1281**Module Title- International Management****Keywords**

Management, Communication, Diversity, Values

Reference BS1281

SCQF Level SCQF 7 / SCQF Points 15 / ECTS Points 7.5

Created March 2009 / Approved July 2013 / Amended August 2013

Revision No. 2

Prerequisites for Module

None.

Corequisite Modules

None.

Precluded Modules

None.

Aims of Module

To provide students with an awareness of diversity in the contemporary workplace and equip them with the skills needed to tackle management communication in a global setting.

Learning Outcomes for Module

On completion of this module, students are expected to be able to:

1. Explain and analyze cultural differences between people in the trans-national workplace
2. Assess the key competences required to work as part of a diverse team in the trans-national workplace
3. Analyze the processes of communication in the trans-national workplace and develop strategies to overcome challenges and barriers
4. Explain the relationship between management and organizational values and behaviour in the trans-national workplace

Indicative Module Content

Defining the trans-national workplace; exploring and explaining differences; seeing ourselves and others; management and organizational paradigms; values and stereotypes; the building blocks of trans-national organizations; groups and individuals; being and doing; language and communication in the trans-national workplace; non-verbal communication; negotiations; managerial values and management behaviour; organizational values; working in diverse groups and teams; becoming a trans-national manager; managing diversity; working locally and globally.

Indicative Student Workload

Contact Hours	Full Time
Assessment	1
Lectures	24
Tutorials, Seminars	12
Directed Study	
Directed Study	31
Private Study	
Private Study	78

Mode of Delivery

Lectures, seminars, tutorials

Assessment Plan

Learning Outcomes Assessed

Component 1 1,2

Component 2 3,4

component 1- Coursework (integrative report)

Indicative Bibliography

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