

## Programme specification

*(Notes on how to complete this template are provide in Annexe 3)*

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	BA(Hons) Business Studies with Management BA(Hons) Business Studies with Marketing BA(Hons) Business Studies with Accounting BA(Hons) Business Studies with Economics BA(Hons) Business Studies with Systems BA(Hons) Business Studies with Finance/Micro-Finance BA(Hons) Business Studies with Human Resource BA(Hons) Business Studies with Management Information System
<b>Teaching Institution</b>	Arab Open University
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	
<b>Date of latest OU (re)validation</b>	2017
<b>Next revalidation</b>	2027
<b>Credit points for the award</b>	360 validated UK OU credit points (96 AOU credit hours) and an additional 4 credit hours as Faculty requirement plus 8 AOU credit hours of electives
<b>UCAS Code</b>	NA
<b>HECoS Code</b>	NA
<b>LDCS Code (FE Colleges)</b>	NA
<b>Programme start date and cycle of starts if appropriate.</b>	September 2022
<b>Underpinning QAA subject benchmark(s)</b>	Business and Management, Accounting
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b>	NA
<b>Professional/statutory recognition</b>	NA
<b>For apprenticeships fully or partially integrated Assessment.</b>	NA
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	Blended learning

<b>Duration of the programme for each mode of study</b>	4 years
<b>Dual accreditation (if applicable)</b>	
<b>Date of production/revision of this specification</b>	2022

**Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.**

**More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student handbook.**

**The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

## 2.1 Educational aims and objectives

**The Objectives of AOU's Faculty of Business Studies are to:**

- Offer an honours level 6 experience.
- Provide knowledge, skills, business awareness, and confidence that will enable candidates to succeed in the wider business world.
- Facilitate a study that specializes in one of the eight areas of business: management, marketing, accounting, economics, systems practice, finance/micro finance, human resource management, and management information systems.
- Offer a well-resourced, high-quality education in a dynamic setting.
- Provide an overview of the business world, including a knowledge of markets and market economies.
- Gain knowledge and understanding of corporate structures, cultures, and operations, as well as the complexity of major business tasks and procedures.
- Acquire an understanding of the processes and effects of organizational decision-making, the evolution and diversification of organizational strategies, and the nature and role of policies that affect business

**Bachelor's degrees with honours are awarded to students who have demonstrated:**

- Ability to carry out professional activities, formulate and analyse information, issues, and identify answers using a scientific approach in one's profession;

- Knowledge and abilities required to work effectively in a group setting.
- Ability to providing a framework for using relevant business models in decision-making.
- Possession, recognition, and strengthening of individual skills and capacities in both theoretical and practical aspects at the same time.
- Ability to conduct ethically and accept responsibility for one's professional impact on society and the environment;
- Application of critical and integrative thinking talents;
- Application of ethical thinking to commercial problems.
- Capacity to take on responsibility, operate as part of a team, delegate and coordinate obligations, and plan and organize one's time.
- Industrial and technical skills that contribute to the country's and region's economic development.

## 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

Candidates can study for the first three semesters of the programme without any specialisation. In general, students will undertake BUS101- Introduction to Math for Business, BUS102- Introduction to Statistics, BUC111- Business communication 1, ACT111- Financial Accounting, ACT112- Managerial Accounting, ECO101- Principles of Microeconomics, MGT111- Principles of Management I, MGT112- Principles of Management II, MKT111- Principles of Marketing I, MKT112- Principles of Marketing II or ECO102- Principles of Macroeconomics, BUC112- Business communication 2, and TM105- Introduction to Programing, MT131- Discrete Mathematics (for MIS track) before making their specialisation selection. This is a clear benefit as there are opportunities for students to learn more about the options and their strengths and weaknesses before embarking on specialised modules.

With its eight tracks, FBS believes that this program would be especially accessible to candidates in their starting point in business carriers, junior and middle management positions or who intend to pursue such career paths.

AOU-FBS also provides exit awards for candidates who are unable to continue through the full programme of study required for the BA (Hons) degree. Students may exit with either a Certificate of Higher Education (HE) in Business Studies or a Diploma of Higher Education in Business Studies.

For a Certificate of Higher Education in Business Studies a student will be required to have successfully obtained 120 points/ 32 credits at Level 4. For a Diploma of Higher Education in Business Studies a student will be required to have successfully obtained 120 points/ 32 credits at Level 4 and 120 points/ 32 credits at Level 5.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

NA

#### 2.4 List of all exit awards

AOU students can obtain:

A **Certificate** of Higher Education in Business Studies = 120 points/ 32 credits at Level 4.

A **Diploma** of Higher Education in Business Studies/ (Specialization) = 120 points/ 32 credits at Level 4 **and** 120 points/ 32 credits at Level 5.

A **Bachelor** Degree of Higher Education in Business Studies/ (Specialization) = 120 points/ 32 credits at Level 4 **and** 120 points/ 32 credits at Level 5 **and** 120 points/ 32 credits at Level 6.

### 3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

#### The New BA Business Studies Program Structure

Modules		Summary of any proposed modifications- <b>Faculty requirements</b>							Pts	
		Accounting	Management	Economics	Marketing	Systems	Finance	HRM		MIS
Common Module		<b>BUC111 (15 pts):</b> Business communication 1 <b>BUC112 (15 pts):</b> Business communication 2 <b>ECO101 (15 pts):</b> Principles of Microeconomics							45	
Level	Modules	Track							Pts	
		Accounting	Management	Economics	Marketing	Systems	Finance	HRM		MIS
4	Track Modules	<b>BUS101</b> (15 pts): Introduction to Math for Business <b>BUS102</b> (15 pts): Introduction to Statistics <b>MGT111</b> (15 pts): Principles of Management I <b>MGT112</b> (15 pts): Principles of Management II <b>ACT111</b> (15 pts): Financial Accounting <b>ACT112</b> (15 pts): Managerial Accounting <b>MKT111</b> (15 pts): Principles of Marketing I <b>MKT112</b> (15 pts): Principles of Marketing II	<b>BUS101</b> (15 pts): Introduction to Math for Business <b>BUS102</b> (15 pts): Introduction to Statistics <b>MGT111</b> (15 pts): Principles of Management I <b>MGT112</b> (15 pts): Principles of Management II <b>ACT111</b> (15 pts): Financial Accounting <b>ACT112</b> (15 pts): Managerial Accounting <b>MKT111</b> (15 pts): Principles of Marketing I <b>MKT112</b> (15 pts): Principles of Marketing II	<b>BUS101</b> (15 pts): Introduction to Math for Business <b>BUS102</b> (15 pts): Introduction to Statistics <b>MGT111</b> (15 pts): Principles of Management I <b>MGT112</b> (15 pts): Principles of Management II <b>ACT111</b> (15 pts): Financial Accounting <b>ACT112</b> (15 pts): Managerial Accounting <b>MKT111</b> (15 pts): Principles of Marketing I <b>ECO102</b> (15 pts):Principles of Macroeconomics	<b>BUS101</b> (15 pts): Introduction to Math for Business <b>BUS102</b> (15 pts): Introduction to Statistics <b>MGT111</b> (15 pts): Principles of Management I <b>MGT112</b> (15 pts):Principles of Management II <b>ACT111</b> (15 pts): Financial Accounting <b>ACT112</b> (15 pts): Managerial Accounting <b>MKT111</b> (15 pts): Principles of Marketing I <b>MKT112</b> (15 pts): Principles of Marketing II	<b>BUS101</b> (15 pts): Introduction to Math for Business <b>BUS102</b> (15 pts): Introduction to Statistics <b>MGT111</b> (15 pts):Principles of Management I <b>MGT112</b> (15 pts): Principles of Management II <b>ACT111</b> (15 pts): Financial Accounting <b>ACT112</b> (15 pts): Managerial Accounting <b>MKT111</b> (15 pts): Principles of Marketing I <b>MKT112</b> (15 pts): Principles of Marketing II	<b>BUS101</b> (15 pts): Introduction to Math for Business <b>BUS102</b> (15 pts): Introduction to Statistics <b>MGT111</b> (15 pts): Principles of Management I <b>MGT112</b> (15 pts): Principles of Management II <b>ACT111</b> (15 pts): Financial Accounting <b>ACT112</b> (15 pts): Managerial Accounting <b>MKT111</b> (15 pts): Principles of Marketing I <b>MKT112</b> (15 pts): Principles of Marketing II	<b>BUS101</b> (15 pts): Introduction to Math for Business <b>BUS102</b> (15 pts): Introduction to Statistics <b>MGT111</b> (15 pts): Principles of Management I <b>MGT112</b> (15 pts): Principles of Management II <b>ACT111</b> (15 pts): Financial Accounting <b>ACT112</b> (15 pts): Managerial Accounting <b>MKT111</b> (15 pts): Principles of Marketing I <b>MKT112</b> (15 pts): Principles of Marketing II	<b>BUS101</b> (15 pts): Introduction to Math for Business <b>TM105</b> (15 pts): Introduction to Programming <b>MGT111</b> (15 pts): Principles of Management I <b>MGT112</b> (15 pts): Principles of Management II <b>ACT111</b> (15 pts): Financial Accounting <b>ACT112</b> (15 pts): Managerial Accounting <b>MKT111</b> (15 pts): Principles of Marketing I <b>MT131</b> (15pts): Discrete Mathematics	120
Students may exit with a Certificate of Higher Education (HE) in Business Studies at the end of this stage. Thus, for a Certificate of Higher Education in Business Studies, student will be required to have successfully obtained 120 credits at Level 4.									120	

Level	Modules	Track								Pts
		Accounting	Management	Economics	Marketing	Systems	Finance	HRM	MIS	
5	<b>Common Modules</b>	<b>B207A (30 pts):</b> Shaping business opportunities I <b>B207B (30 pts):</b> Shaping business opportunities II								<b>60</b>
	<b>Track Modules</b>	<b>BB293 (30 pts):</b> Financial accounting in context  <b>B294 (30 pts)</b> Financial Analysis And Decision Making	<b>B205A (30Pts):</b> Exploring innovation and entrepreneurship  <b>B205B (30Pts):</b> Exploring innovation and entrepreneurship	<b>DD209A (30Pts):</b> Running the Economy <b>DD209B (30 Pts):</b> Running the Economy	<b>B206 (30 Pts):</b> Understanding Customers  <b>BUS208 (30 Pts):</b> Contemporary issues in Marketing	<b>SYS210 (30 Pts):</b> Managing technology and innovation  <b>SYS280 (30 Pts):</b> Principles and Practice of Systems' Thinking	<b>FIN241 (15 Pts):</b> Microfinance  <b>B294 (30 Pts):</b> Financial Analysis And Decision Making  <b>FIN242 (15 Pts):</b> Financial Technology	<b>HRM205 (15 Pts):</b> Employment Law <b>HRM206 (15 Pts):</b> Staffing Organizations <b>HRM210 (15 Pts):</b> Training and development <b>HRM215 (15 Pts):</b> Employment Compensation & Benefits	<b>MT248 (15 Pts):</b> Analyzing data  <b>M218 (15 Pts):</b> Relational databases  <b>M251 (30 Pts):</b> Object Oriented Programming using Java	<b>60</b>
Students may exit with a Diploma of Higher Education in Business Studies at the end of this stage. Thus, for a Diploma of Higher Education in Business Studies, student will be required to have successfully obtained 120 credits at Level 4 and 120 credits at Level 5.										<b>120</b>
Level	Modules	Track								Pts
		Accounting	Management	Economics	Marketing	Systems	Finance	HRM	MIS	
6	<b>Common Modules</b>	<b>BUS310 (30 Pts):</b> Strategic Management								<b>30</b>
	<b>Track Modules</b>	<b>B326 (30 Pts):</b> Advanced Financial Accounting <b>B391 (30 Pts):</b> Management accounting and finance <b>ACC300 (15 Pts):</b> Accounting Information System <b>ACC302 (15 Pts):</b> Auditing theory and Practice	<b>BUS628 (30 Pts):</b> Global Human Resource Management  <b>BUS629 (30 Pts):</b> International Management  <b>B329 (30 Pts):</b> Leadership in a changing world	<b>DD309A (30 Pts):</b> Doing Economics I <b>DD309B (30 Pts):</b> Doing Economics II <b>ECO342 (30 Pts):</b> Economic development & contemporary issues	<b>B328 (30 Pts):</b> Marketing in Action  <b>B327 (30 Pts):</b> Sustainable enterprise and innovation  <b>MKT331 (15 Pts):</b> Digital Marketing <b>MKT332 (15 Pts):</b> Services Marketing	<b>B329 (30 Pts):</b> Leadership in a changing world  <b>B327 (30 Pts):</b> Sustainable enterprise and innovation  <b>SYS380 (30 Pts):</b> Managing Systems Complexity	<b>B391 (30 Pts):</b> Management accounting and finance  <b>FIN301 (15 Pts):</b> Financial and Securities Markets <b>FIN302 (15 Pts):</b> Portfolio theory <b>FIN340 (15 Pts):</b> Corporate Finance <b>FIN341 (15 Pts):</b> Islamic Finance	<b>BUS628 (30 Pts):</b> Global HRM  <b>B329 (30 Pts):</b> Leadership in a changing world  <b>HRM320 (15 Pts):</b> Work Place Health & Safety  <b>HRM330 (15 Pts):</b> Strategic HRM	<b>MIS300 (30 Pts):</b> Project Management  <b>TM351 (30 Pts):</b> Data management and Analysis  <b>TM354 (30 Pts):</b> Software Engineering	<b>90</b>
Total Pts for Level 6										<b>120</b>
General Total Pts										<b>360</b>

Modules	Track								Pts
	Accounting	Management	Economics	Marketing	Systems	Finance	HRM	MIS	
<b>Elective Modules</b>	<b>BUS110 (30 Pts):</b> Introduction to Business	<b>BUS110 (30 Pts):</b> Introduction to Business	<b>BUS110 (30 Pts):</b> Introduction to Business	<b>BUS110 (30 Pts):</b> Introduction to Business	<b>BUS110 (30 Pts):</b> Introduction to Business	<b>BUS110 (30 Pts):</b> Introduction to Business	<b>BUS110 (30 Pts):</b> Introduction to Business	<b>BUS110 (30 Pts):</b> Introduction to Business	<b>15</b>

	<b>ACC204</b> (15 pts): Intermediate financial accounting	<b>ECO102</b> (15 pts): Principles of Macroeconomics <b>BUS115</b> (15 pts): Small Business Management	<b>MKT112</b> (15 pts): Principles of Marketing II	<b>ECO102</b> (15 pts): Principles of Macroeconomics <b>BUS115</b> (15 pts): Small Business Management	<b>SYS111</b> (15Pts): Principals of Technology Ventures	<b>ECO102</b> (15 pts): Principles of Macroeconomics <b>BUS115</b> (15 pts): Small Business Management	<b>HRM101</b> (15 pts): Principles of Human Resource Management	<b>SYS111</b> (15Pts): Principals of Technology Ventures	
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Students are required to complete 15 points from the available elective courses.



### BA in Business studies- PILOs:

3. Intended learning outcomes for the Programme	
<p><b>A. Knowledge and understanding</b> At the end of the programme, learners will be expected to:</p> <p><b>A1:</b> Gain knowledge for effective business communication methods and basic concepts and theories of business functions;</p> <p><b>A2:</b> Develop understanding of accounting and finance theories, concepts and techniques to provide financial analysis for decision making;</p> <p><b>A3:</b> Ability to understand the development of economic theories and models.</p> <p><b>A4:</b> Understand how key business functions of management and human resource management processes operates and being applied in organizational context;</p> <p><b>A5:</b> Gain knowledge of fundamental concepts, ethical and legal implications of marketing and its decisions;</p> <p><b>A6:</b> Gain knowledge and understanding of systems, data analysis techniques, relational databases, object-oriented ideologies statistical and probability models and their uses.</p>	<p><b>Learning and teaching strategy</b></p> <p>Knowledge and understanding are acquired at all levels through UK OU published distance-learning materials, including specially written module materials, study guides, assignments and project guides; through a range of multimedia material; through work on original texts; and through feedback on assignments.</p> <p>The key teaching vehicles are supported open learning materials which comprise a range of compulsory reader texts and specially prepared study guides directing student reading and illustrating key teaching points. These are especially adapted for use in Arab countries by removing certain references that would not be appropriate in the Islamic world. Student learning is supported by a tutor, who is the student's first and main point of contact, answering their queries, grading and commenting on their work and facilitating group learning. Students receive face to face tuition for each module (receiving 2 hours per week for a 30 point module).</p> <p>Assessment of the knowledge and understanding components of the programme is achieved through a combination of continuous assessment and exams. These assessments are central to the teaching of each module, enabling tutors to identify and comment on student knowledge and understanding. Every major module comprises assignments, a mid-term examination and final examination.</p>

### **B. Cognitive skills**

At the end of the programme, learners will be expected to:

- B1:** Apply knowledge in a reflective way to communicate and use different techniques to assess and analyse business situations and encounters;
- B2:** Analyse accounting and financial data for better interpretations and decisions;
- B3:** Interpret and apply economic arguments and economic data to analyse its impact and prepare appropriate solution models;
- B4:** Identify and analyse data from management perspective in issues related to managing processes and employees;
- B5:** Analyse and evaluate sources of market data, challenges and consequences of business decisions related to marketing;
- B6:** Evaluate, develop strategies and analyse scenarios for the validation and verification of software systems and critically evaluate the quality of a software product.

### **Learning and teaching strategy**

Cognitive skills and processes are introduced at a very simple level at Level 4, primarily via material specifically designed to develop business related social science, technological and mathematical skills in a progressive way. Although modules at Levels 5 and 6 continue this work, there is significant variation between modules in the degree to which skills are taught explicitly in the module materials. Significant teaching is, however, maintained through the assessment strategy and tutor feedback.

In the core modules, students are encouraged to develop specified skills. In each module the specific components of the skills are identified, mapping out where each skill will be developed and practised. As the module progresses, these skills are sign-posted and students are offered an opportunity to practise them in association with their work on the module materials. Initially, the module study guides offer students advice and guidance with these activities, but as they progress through each module, the extent of this guidance decreases so as to encourage independent learning

In the Level 5 modules, students are asked to analyse their progress with skills associated with their current work, submitting this assessment as part of their assignments. This allows students to develop a systematic and self-conscious approach to their skill development, assisted and supported by their tutor. These activities culminate in an assessment solely concerned with skills development where students are asked to reflect on their skills progression and achievement.

The Level 6 core business modules expects students to show application of skills developed earlier. In requiring students to work with fellow students in a small research group, it also aims to develop their ability to conduct

independent research using a variety of databases and websites, and to develop group-working skills.

Other more discipline-specific skills will be developed and assessed in related modules through use of module materials, tutorial delivery and module assessments and tutor feedback.

Assessment of the cognitive skills of the programme is achieved through a combination of continuous assessment and exams. In some modules the examinations include case studies to encourage synthesis of material. These assignments are central to the teaching of each module, enabling tutors to identify and comment on student knowledge and understanding. Every major module comprises one assignment, a midterm assessment examination and final examination.

### **C. Practical and professional skills**

At the end of the programme, learners will be expected to:

- C1:** Apply professional knowledge and skills for managing and interpreting data and information for effective and efficient decision making in organizational context;
- C2:** Ability to communicate and relate managerial and financial accounting techniques and concepts to organizational and professional practices;
- C3:** Demonstrate awareness of skills and abilities to choose between various methods to apply in different situations that faces organizations in the market;
- C4:** The ability to engage critically transfer and use relevant key skills to manage in work place;
- C5:** Develop practical and professional skills relating marketing theories, tools and methods toward marketing problems, events and processes;
- C6:** Analyse a wide range of database design issues and provide solutions while managing and applying statistical techniques and software packages to analyse data and systems.

### **Learning and teaching strategy**

To support the development of their group-working and ICT skills, students are required to use the Learning Management System (LMS – the AOU equivalent of the UKOU Electronic TMA system) and also for some modules to participate in computer conferencing. This provides students with an additional environment in which to share learning and resolve module-related problems with other students and their tutor. . The AOU has developed its e-library through the addition of relevant databases which include academic refereed journals, publications, conference proceedings to name just a few on topics relevant for the for the different faculties.

Students discuss case studies and current business issues in tutorials and use these to practise their application of module concepts in tutorials. This also follows through with case study based assignments in some modules.

### **D Key transferable skills**

*At the end of the programme, learners will be expected to:*

- D1:** Acquire needed skills and abilities as well as applying communication, statistical and managerial concepts to aid in formulating business solutions;
- D2:** Develop financial and accounting interpersonal skills from different approaches including self-awareness of financial issues to manage and solve problems within organizational context;
- D3:** Gain skills related to economic analysis from a variety of sources for specific economic application to real life situations;
- D4:** Ability to conduct research for business and management issues, evaluate different options and self-reflection including the development of personal and team attributes and capabilities toward managing people and business issues;
- D5:** Develop creative solutions and ability to work with quantitative and qualitative working data and drawing appropriate conclusions;
- D6:** Solving problems and demonstrate critical thinking concerning systems and software to be used and applied in variety of organizational issues, while communicating results clearly and coherently.

### **Learning and teaching strategy**

Interpersonal skills of effective listening, negotiating, persuasion and presentation are taught through the undertaking of small group activities in face to face tutorials. This starts with level 4 and these skills are developed through to level 6 modules.

The Level 6 module expects students to show application of skills developed earlier. In requiring students to work with fellow students in a small research group, it also aims to develop their ability to conduct independent research using a variety of databases and websites, and to develop group-working skills.

In order to develop the skills of self reflection and criticality the cognitive skills assessments focus on this area at level 5. Diversity is introduced to students through a truly internationalised selection of cases provided by UK OU materials, additional cases used in tutorials and this is also assessed through the use of such case studies in assignments in some modules.

### Programme Structure - LEVEL 4

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
ACT111 (Financial Accounting) ACT112 (Managerial Accounting) BUC111 (Business Communication 1) BUC112 (Business Communication 2) BUS101 (Introduction to Math for Business ) BUS102 (Introduction to Statistics) ECO101 (Introduction to Microeconomics) MGT111 (Principles of Management I) MGT112 (Principles of Management II) MKT111 (Principles of Marketing I) MKT112 (Principles of Marketing II) ECO102- (Introduction to Macroeconomics)- Economics MT131- (Discrete Mathematics)-MIS TM105- (Introduction to Programming )-MIS	135	BUS110- (Introduction to Business) HRM111- (Introduction to HRM) SYS111- (Principles of Technology Ventures)	15	NA	

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1:</b> Gain knowledge associated with effective business communication methods with business stakeholders.</p> <p><b>A2:</b> Understand basic concepts and theories in mathematics and statistical tools and logical sequencing techniques to serve business issues.</p>	<p>Knowledge and understanding are acquired at all levels through UK OU published distance-learning materials, including specially written module materials, study guides, assignments and project guides; through a range of multimedia material; through work on original texts; and through feedback on assignments.</p>

### Learning Outcomes – LEVEL 4

#### **3A. Knowledge and understanding**

<p><b>A3:</b> Recognise basic theories and concepts in micro and macroeconomics, accounting, management and marketing.</p> <p><b>A4:</b> Understand technology entrepreneurship and innovative theories and practices.</p>	<p>Assessment of the knowledge and understanding components of the programme is achieved through a combination of continuous assessment and exams. These assessments are central to the teaching of each module, enabling tutors to identify and comment on student knowledge and understanding. Every major module comprises assignments, a mid-term examination and final examination.</p>
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#### **3B. Cognitive skills**

<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1:</b> Apply knowledge gained from communication methods and concepts in an effective ways within organizational contexts.</p> <p><b>B2:</b> The ability to develop mathematical, statistical and logical interpretations of data for business usage.</p> <p><b>B3:</b> Recognize, compare and contrast different ways of analysing business situations from an economic, accounting, marketing and managerial perspectives.</p> <p><b>B4:</b> The ability to apply needed and important skills for technological ventures and innovations.</p>	<p>Cognitive skills and processes are introduced at a very simple level at Level 4, primarily via material specifically designed to develop business related social science, technological and mathematical skills in a progressive way.</p> <p>In the core modules, students are encouraged to develop specified skills. In each module the specific components of the skills are identified, mapping out where each skill will be developed and practised. As the module progresses, these skills are sign-posted and students are offered an opportunity to practise them in association with their work on the module materials. Initially, the module study guides offer students advice and guidance with these activities, but as they progress through each module, the extent of this guidance decreases so as to encourage independent learning</p>

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1:</b> Apply appropriate linguistic and business language proficiency as well as capitalization of strategies for communications.</p> <p><b>C2:</b> Using professional knowledge and tools of mathematical, statistical and logic in dealing with numerical quantitative data for business analysis.</p> <p><b>C3:</b> Ability to apply practical skills for analysis of business situations related to the economic environment, financial issues and managerial decisions.</p> <p><b>C4:</b> Develop entrepreneurial idea generation and decision making skills by analysing situations and formulating appropriate strategies for complex entrepreneurial and organizational context.</p>	<p>To support the development of their group-working and ICT skills, students are required to use the Learning Management System (LMS – the AOU equivalent of the UKOU Electronic TMA system) and also for some modules to participate in computer conferencing. This provides students with an additional environment in which to share learning and resolve module-related problems with other students and their tutor. . The AOU has developed its e-library through the addition of relevant databases which include academic refereed journals, publications, conference proceedings to name just a few on topics relevant for the for the different faculties.</p>
<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> Apply professional communication including e-communication practices and well composed quality business messages for all stakeholders.</p> <p><b>D2:</b> Show solid and sound skills on mathematical and statistical concepts and business calculations that have practical relevance in the business environment.</p> <p><b>D3:</b> Acquire needed skills for business decisions from different perspectives such as the economic point of view, managerial and financial accounting as well as managerial and leading perceptions.</p>	<p>Interpersonal skills of effective listening, negotiating, persuasion and presentation are taught through the undertaking of small group activities in face to face tutorials. This starts with level 4 and these skills are developed through to level 6 modules.</p>



3D. Key/transferable skills	
<p><b>D4:</b> Acquire skills for entrepreneurial and innovative initiation of ideas, applying, analysing situations and managing different business forms and situations.</p>	

**Certificate in Business Administration**

## **Accounting Track – Lvl 5 and 6:**

### **Rationale for the Accounting track**

This degree is designed to equip our students with a unique set of accounting and managerial skills to analyse and evaluate company and industry trends. Students will learn how to receive, interpret and communicate financial and other information in a globalised profession. Gaining a deeper understanding of how finances affect company performance, our graduates will be better placed to help firms make effective business decisions.

In this fast-changing business world, there is a shortage of graduate talent with both accounting and business management education and skills. Our courses cover financial and managerial accounting, business and management education, and strategy. Our graduates will generate value for the organisations they'll work in, by analysing the performance of business, advising or creating strategies to solve problems, adapt to changing circumstances and market conditions.

The accounting track provides a strong foundation and knowledge to students that can be applied to any business, which is one of the reasons to choose accounting as a career. Accounting empowers students to develop the knowledge and skills to manage the financial issues of businesses and communities. Accounting enhances financial literacy which helps individuals and organizations to be accountable to stakeholders for their actions. Accounting graduates enjoy excellent careers and have an opportunity to become a successful entrepreneur.

Taught by academics with professional experience as accountants and managers, there is an emphasis on learning through practice, in order for the students to graduate with the breadth of knowledge and capabilities to respond proactively and creatively to contemporary business issues and challenges. Throughout the courses, students will also develop a range of transferrable skills highly prized by employers, such as critical evaluation, self-direction and problem-solving, as well as a sound grasp of analysis, presentations and negotiation techniques.

### **Aims of the Accounting track**

Financial analysis and general business awareness are at the heart of this degree. The courses are designed to allow students to develop an awareness of modern business practice through practical activities which aim to equip students with a general understanding of how an organisation functions, with specific emphasis on accounting and financial record keeping.

The main aim of accounting track is to develop students' skills in financial accounting, management accounting, auditing, accounting information system and advanced accounting areas. The accounting track will provide students an understanding of the business organizations and accounting regulations. Students will be able to identify and propose logical solutions to complex problems. Students will learn the concepts and prepare different accounting statements to fulfil internal and external regulatory requirements.

A practical and practice-based programme, this track will equip students with the agile, reflexive and critical thinking skills which are vital for success in modern organisations. Emphasis will be given to the rapidly evolving financial landscape through both teaching material and real-world examples.

Through the use of a wide range of concepts, approaches, critical reflection and e-learning forums this track is designed to equip students with a range of personal and intellectual skills in preparation for a career in accounting and general management fields.

### **Programme Structure - LEVEL 5 - Accounting track**

<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
B207A (Shaping Business Opportunities I) B207B (Shaping Business Opportunities II) BB293 (Financial accounting in context) B294 (Financial Analysis And Decision Making)	120	ACC204 (Intermediate financial accounting) BUS110 (Introduction to Business)	15		

Intended learning outcomes at Level 5 are listed below:

<b><u>Learning Outcomes – LEVEL 5- Accounting track</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1:</b> Develop understanding and knowledge of theories, concepts, models and the interactions between various business functions for long-term success of organizations.</p> <p><b>A2:</b> Demonstrate ability to analyse business transactions and determine their impact on external reported financial statements;</p> <p><b>A3:</b> Demonstrate knowledge and understanding of financial techniques, risk estimation and management within an organisation and to apply appropriate decision making techniques in financial analysis</p>	<p>Knowledge and understanding are acquired at all levels through UK OU published distance-learning materials, including specially written module materials, study guides, assignments and project guides; through a range of multimedia material; through work on original texts; and through feedback on assignments.</p> <p>Assessment of the knowledge and understanding components of the programme is achieved through a combination of continuous assessment and exams. These assessments are central to the teaching of each module, enabling tutors to identify and comment on student knowledge and understanding. Every major module comprises assignments, a mid-term examination and final examination.</p>
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1:</b> Critically analyse information relevant to business and management problems and issues using theoretical and practical models and concepts in an organizational context.</p> <p><b>B2:</b> Developing an accounting reflective learning skill.</p> <p><b>B3:</b> Interpreting and analysing the financial information.</p>	<p>Cognitive skills and processes are introduced at a very simple level at Level 4, primarily via material specifically designed to develop business related social science, technological and mathematical skills in a progressive way. Although modules at Levels 5 and 6 continue this work, there is significant variation between modules in</p>

<b>3B. Cognitive skills</b>	
	<p>the degree to which skills are taught explicitly in the module materials. Significant teaching is, however, maintained through the assessment strategy and tutor feedback.</p> <p>In the Level 5 modules, students are asked to analyse their progress with skills associated with their current work, submitting this assessment as part of their assignments. This allows students to develop a systematic and self-conscious approach to their skill development, assisted and supported by their tutor. These activities culminate in an assessment solely concerned with skills development where students are asked to reflect on their skills progression and achievement.</p>
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1:</b> Ability to communicate in a professional manar, plan monitor and review business progress and awareness of ethical issues and professional standards.</p> <p><b>C2:</b> Relate management accounting and international financial management techniques and concepts to organisational and professional practice</p> <p><b>C3:</b> Demonstrate competence in the core management accounting and financial management, analysis techniques and the core organisational, financial and economic concepts.</p>	<p>To support the development of their group-working and ICT skills, students are required to use the Learning Management System (LMS – the AOU equivalent of the UKOU Electronic TMA system) and also for some modules to participate in computer conferencing. This provides students with an additional environment in which to share learning and resolve module-related problems with other students and their tutor. The AOU has developed its e-library through the addition of relevant databases which include academic refereed journals, publications, conference proceedings to name just a few on topics relevant for the for the different faculties.</p>

<b>3C. Practical and professional skills</b>	
	Students discuss case studies and current business issues in tutorials and use these to practise their application of module concepts in tutorials. This also follows through with case study based assignments in some modules.
<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> Critically analyse and compare between different approaches to managing and solving problems within organizational context.</p> <p><b>D2:</b> Acquire interpersonal skills of effective listening, negotiating, persuasion and presentation to develop written communication skills in essay writing</p> <p><b>D3:</b> Self reflection and criticality including self awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues; Skills of learning to learn and developing a continuing appetite for learning; reflective, adaptive and collaborative learning.</p>	Interpersonal skills of effective listening, negotiating, persuasion and presentation are taught through the undertaking of small group activities in face to face tutorials. This starts with level 4 and these skills are developed through to level 6 modules.

## Diploma in Accounting

**Programme Structure - LEVEL 6 – Accounting track**

<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
<b>BUS310</b> (Strategic Management) <b>B326</b> (Advanced Financial Accounting) <b>B391</b> (Management accounting and finance) <b>ACC300</b> (Accounting Information System) <b>ACC302</b> (Auditing Theory and Practice)	120	<b>ACC204</b> (Intermediate financial accounting) <b>BUS110</b> (Introduction to Business)	15		

**Intended learning outcomes at Level 6 are listed below:**

**Learning Outcomes – LEVEL 6 – Accounting track**

<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1:</b> Understand how businesses develop strategies; the different forms and theories of strategy and how organizations make decisions and organize decision-making processes and its implications.</p> <p><b>A2:</b> Understand and assess how financial concepts interact with related disciplines, such as statistical analyses and economics</p> <p><b>A3:</b> Evaluate and interpret how accounting concepts and applications figure in organizations, particularly those of a strategy implementation nature</p> <p><b>A4:</b> Raising awareness of the corporate governance, attributes and mechanisms.</p>	<p>Knowledge and understanding are acquired at all levels through UK OU published distance-learning materials, including specially written module materials, study guides, assignments and project guides; through a range of multimedia material; through work on original texts; and through feedback on assignments.</p> <p>Assessment of the knowledge and understanding components of the programme is achieved through a combination of continuous assessment and exams. These assessments are central to the teaching of each module, enabling tutors to identify and comment on student knowledge and understanding. Every major module comprises assignments, a mid-term examination and final examination. .</p>

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1:</b> Apply critical thinking and analysis of different strategies for management related to business situations and assess the dynamics of competition and finding solutions.</p> <p><b>B2:</b> Applying theories, models, and concepts to business accounting cases and supporting the decision</p> <p><b>B3:</b> Discuss and apply concepts and applications of strategy implementation nature to such a level that you may draw on the expertise of accounting academic research and scholarship.</p>	<p>The Level 6 core business modules expects students to show application of skills developed earlier. In requiring students to work with fellow students in a small research group, it also aims to develop their ability to conduct independent research using a variety of databases and websites, and to develop group-working skills.</p> <p>Other more discipline-specific skills will be developed and assessed in related modules through use of module materials, tutorial delivery and module assessments and tutor feedback.</p>
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1:</b> Ability to demonstrate professional application of strategic management perspectives, analysis and interpretation in an organizational context.</p> <p><b>C2:</b> Be able to prepare periodic accounting statements for planning and control;</p> <p><b>C3:</b> Be able to support the decision making process for strategic plans and objectives.</p>	<p>To support the development of their group-working and ICT skills, students are required to use the Learning Management System (LMS – the AOU equivalent of the UKOU Electronic TMA system) and also for some modules to participate in computer conferencing. This provides students with an additional environment in which to share learning and resolve module-related problems with other students and their tutor. The AOU has developed its e-library through the addition of relevant databases which include academic</p>



<b>3C. Practical and professional skills</b>	
	<p>refereed journals, publications, conference proceedings to name just a few on topics relevant for the for the different faculties.</p> <p>Students discuss case studies and current business issues in tutorials and use these to practise their application of module concepts in tutorials. This also follows through with case study based assignments in some modules.</p>
<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> Acquire interpersonal skills of effective listening, negotiating, persuasion and presentation to develop written communication skills, as well as Self reflection and criticality including self awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues.</p> <p><b>D2:</b> Demonstrate competency financial, cost and management accounting.</p> <p><b>D3:</b> Demonstrate competency in computerised accounting, including accounting systems and spreadsheets.</p>	<p>Interpersonal skills of effective listening, negotiating, persuasion and presentation are taught through the undertaking of small group activities in face to face tutorials. This starts with level 4 and these skills are developed through to level 6 modules.</p>

## **Bachelor of Business Studies in Accounting**

## **Economics Track– Lvl 5 and 6:**

### **1. Rationale for the Economic track**

Economics is the study of how individuals, household, markets, firms, businesses, government, and individuals allocate their scarce resources and how they interact with each other in producing and maintaining livelihoods. Therefore, studying economics became more important than before. The reason for this is that economics develop conceptual models of behavior to predict responses to changes in policy and market condition. Moreover, it contributes to the development of many other public policies across a wide dimension of subjects. Example of such subjects are health care, environment and climate change, social welfare, school reforms, labour market dynamics, economic development, poverty, unemployment, regional disparity, etc.

At present, the 2008 global financial crisis and post Covid-19 led to the emergence of new economic theories like heterodox economics to offer better insights into the real world. The new heterodox economics helps us identifying the policy measures for attaining sustainable growth path with which countries like China, South Korea and Singapore have made economic progress. All countries where the AOU branches are located have witnessed a growing demand for trained economists from diverse fields such as government, finance, and banking, social sector, management, business, policy making and teaching. Understanding domestic and international perspectives – past and present– can provide a useful insight into how different cultures and societies interact. For international corporations, understanding the world economy is key to driving success.

Therefore, economics plays a crucial role in our everyday life. Most of the Middle East countries, Arabian Gulf in particular, tend to diversify, hence, economics is a highly relevant field as it helps us understand how to reallocate the available resources and improve the different tasks of production, distribution, and consumption of goods and services. These factors, combined together, make pursuing an economics degree very worthwhile.

## **2. Aims of the Economics track**

The aim of the track is to help students in understanding human behaviour and in cultivating analytical and argumentative skills that are essential in recruitment in the present-day job market. It will teach students how to make choices under scarcity, how the aggregate economy works, how to interact in society, how to interpret events. Studying economics equips individuals to take better decisions leading to increasing the economic security and wellbeing of the people and society.

Our tutors have the important aims of teaching economics in their mind to make their students able to understand the application of economics in their daily lives and the whole economic structure of the country. The following aims enable the students to:

1. know the impact and consequences of economic decisions made by the officials,
2. acquire knowledge of various economic terms for developed and developing economies,
3. understand the various causes of population explosion, consequences, and its various remedial measure,
4. Understand the various causes of poverty, unemployment, inflation, and their remedial measures.
5. Understand the mutual relationship of agriculture and industry and a balanced industrial structure, the importance of small and large-scale industries and its various regional disparities and future aspects of industrial developments.
6. Acquire economic value for their daily life as well as for profession.

### **Programme Structure - LEVEL 5 – Economics track**

<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
B207A (Shaping Business Opportunities I) B207B (Shaping Business Opportunities II) DD209A (Running the Economy) DD209B (Running the Economy)	120	BUS110 (Introduction to Business) MKT112 Principles of Marketing II	15		

Intended learning outcomes at Level 5 are listed below:

<b><u>Learning Outcomes – LEVEL 5– Economics track</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1:</b> Develop understanding and knowledge of theories, concepts, models and the interactions between various business functions for long-term success of organizations.</p> <p><b>A2:</b> The use of abstraction in developing economic theories and models.</p>	<p>Knowledge and understanding are acquired at all levels through UK OU published distance-learning materials, including specially written module materials, study guides, assignments and project guides; through a range of multimedia material; through work on original texts; and through feedback on assignments.</p> <p>Assessment of the knowledge and understanding components of the programme is achieved through a combination of continuous assessment and exams. These assessments are central to the teaching of each module, enabling tutors to identify and comment on student knowledge and understanding. Every major module comprises assignments, a mid-term examination and final examination.</p>
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1:</b> Critically analyse information relevant to business and management problems and issues using theoretical and practical models and concepts in an organizational context.</p>	<p>Cognitive skills and processes are introduced at a very simple level at Level 4, primarily via material specifically designed to develop business related social science, technological and mathematical skills in a progressive way. Although modules at Levels 5 and 6 continue this work, there is significant variation between modules in</p>

<b>3B. Cognitive skills</b>	
<p><b>B2:</b> Construct and combine economic arguments and recognise the differences between economic and other forms of argument;</p> <p><b>B3:</b> Manipulate economic models to analyse the impact of changes in variables; Interpret, manipulate and criticise different types of data.</p>	<p>the degree to which skills are taught explicitly in the module materials. Significant teaching is, however, maintained through the assessment strategy and tutor feedback.</p> <p>In the Level 5 modules, students are asked to analyse their progress with skills associated with their current work, submitting this assessment as part of their assignments. This allows students to develop a systematic and self-conscious approach to their skill development, assisted and supported by their tutor. These activities culminate in an assessment solely concerned with skills development where students are asked to reflect on their skills progression and achievement.</p>
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1:</b> Ability to communicate in a professional manner, plan monitor and review business progress and awareness of ethical issues and professional standards.</p> <p><b>C2:</b> Demonstrate an awareness of skills and abilities in relation to the requirements of own work role;</p> <p><b>C3:</b> Identify and evaluate the range of resources related to working effectively.</p>	<p>To support the development of their group-working and ICT skills, students are required to use the Learning Management System (LMS – the AOU equivalent of the UKOU Electronic TMA system) and also for some modules to participate in computer conferencing. This provides students with an additional environment in which to share learning and resolve module-related problems with other students and their tutor. The AOU has developed its e-library through the addition of relevant databases which include academic refereed journals, publications, conference proceedings to name just a few on topics relevant for the for the different faculties.</p>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> Critically analyse and compare between different approaches to managing and solving problems within organizational context.</p> <p><b>D2:</b> Read and synthesise information from a variety of sources for a specified purpose and apply economic theory to real-life situations.</p> <p><b>D3:</b> Read and construct scale drawings, graphs, charts and diagrams from numerical data; read and interpret large and complex numerical data sets.</p>	<p>Interpersonal skills of effective listening, negotiating, persuasion and presentation are taught through the undertaking of small group activities in face to face tutorials. This starts with level 4 and these skills are developed through to level 6 modules.</p>

## Diploma in Economics

**Programme Structure - LEVEL 6 – Economics track**

<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
<b>BUS310</b> (Strategic Management) <b>DD309A</b> (Doing Economics I) <b>DD309B</b> (Doing Economics II) <b>ECO342</b> (Economic development & contemporary issues)	120	<b>BUS110</b> (Introduction to Business) <b>MKT112</b> - Principles of Marketing II	15		

Intended learning outcomes at Level 6 are listed below:

**Learning Outcomes – LEVEL 6 – Economics track**

**3A. Knowledge and understanding**

<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1:</b> Understand how businesses develop strategies; the different forms and theories of strategy and how organizations make decisions and organize decision-making processes and its implications.</p> <p><b>A2:</b> How specific economic models are constructed;</p> <p><b>A3:</b> How to apply appropriate theories, models and concepts to economic problems, events and processes.</p>	<p>Knowledge and understanding are acquired at all levels through UK OU published distance-learning materials, including specially written module materials, study guides, assignments and project guides; through a range of multimedia material; through work on original texts; and through feedback on assignments. Assessment of the knowledge and understanding components of the programme is achieved through a combination of continuous assessment and exams. These assessments are central to the teaching of each module, enabling tutors to identify and comment on student knowledge and understanding. Every major module comprises assignments, a mid-term examination and final examination.</p>

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1:</b> Apply critical thinking and analysis of different strategies for management related to business situations and assess the dynamics of competition and finding solutions.</p> <p><b>B2:</b> Interpret economic data presented in a variety of forms including basic regression results and undertake data analysis using economic data and appropriate analytical tools;</p> <p><b>B3:</b> Search library catalogues and bibliographic databases and select a range of academic literature focusing on a particular theoretical proposition or economic issue and conduct fieldwork research.</p>	<p>The Level 6 core business modules expects students to show application of skills developed earlier. In requiring students to work with fellow students in a small research group, it also aims to develop their ability to conduct independent research using a variety of databases and websites, and to develop group-working skills.</p> <p>Other more discipline-specific skills will be developed and assessed in related modules through use of module materials, tutorial delivery and module assessments and tutor feedback.</p>
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1:</b> Ability to demonstrate professional application of strategic management perspectives, analysis and interpretation in an organizational context.</p> <p><b>C2:</b> Choosing appropriate methods and apply a model of a national economy as constructed and used to analyse the roles of consumer spending, investment, government taxes and spending and imports and exports;</p> <p><b>C3:</b> Analyse the macroeconomic problems rather than a matter for national governments; gain familiarity with a computer based statistical package and search and manipulate and present different sources of data.</p>	<p>To support the development of their group-working and ICT skills, students are required to use the Learning Management System (LMS – the AOU equivalent of the UKOU Electronic TMA system) and also for some modules to participate in computer conferencing. This provides students with an additional environment in which to share learning and resolve module-related problems with other students and their tutor.</p>



<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> Acquire interpersonal skills of effective listening, negotiating, persuasion and presentation to develop written communication skills, as well as Self reflection and criticality including self awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues.</p> <p><b>D2:</b> Carry out multistage calculations with numbers of any size incorporating the use of powers and roots;</p> <p><b>D3.</b> Calculate measures of average distribution; apply standard formulae, equations and expressions in calculating economic measures and indicators.</p>	<p>Interpersonal skills of effective listening, negotiating, persuasion and presentation are taught through the undertaking of small group activities in face to face tutorials. This starts with level 4 and these skills are developed through to level 6 modules.</p>

### **Bachelor of Business Studies in Economics**

## **Finance-Micro Finance track– Lvl 5 and 6:**

### **1. Rationale for the Finance-Micro Finance track**

More than ever the world needs flexible and prepared thinkers, ready to build financially robust businesses that are able to deal with the unexpected and cope in a crisis. This degree will build on strong analytical skills, exploring the economics of markets such as money, capital, derivatives and foreign exchange, and the theory of modern finance in business (Fintech).

Students will learn to analyse vulnerabilities and deal with simulated business interruptions. Explore the top-level decision making in managing the direction and impact of organisations with modules on Management and Strategy.

Students studying finance will take classes in financial management as well as investments and institutions. Throughout the courses we will expand the students understanding of business concepts, ideas, models and methods, with strong focus on Finance. This valuable expertise will enable our graduates to stand out in roles in corporations, finance, and the civil service, in the competitive business world.

In addition, Finance students find a variety of career options available when they graduate, many of which pay a very lucrative salary and are in high demand.

### **2. Aims of the Finance-Micro Finance track**

Students who major in finance take a variety of classes designed to produce well-rounded graduates. Graduates armed with a bachelor of Business Studies in finance can choose from several careers including financial analysts, financial managers and personal financial advisors. Other possible occupations include budget analysts and cost estimators, in addition to logisticians and loan officers. Finance majors may also work in real estate finance or for Treasury Department.

Students will:

- Gain a practical insight into markets and trading.
- Learn how to be disciplined and to manage and invest their time in order to meet the deadline and targets.
- Understand the importance of diversification.
- Understand and apply the various financial techniques

## 2. Aims of the Finance-Micro Finance track

- Acquire agile, reflexive and critical thinking skills which are vital for success in modern organisations.

### Programme Structure - LEVEL 5 – Finance-Micro Finance track

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
B207A (Shaping Business Opportunities I) B207B (Shaping Business Opportunities II) B294 (Financial Analysis and Decision Making) FIN241 (Microfinance) FIN242 (Financial Technology)	120	ACC204 (Intermediate financial accounting) BUS110 (Introduction to Business)	15		

Intended learning outcomes at Level 5 are listed below:

### Learning Outcomes – LEVEL 5– Finance-Micro Finance track

#### 3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>A1:</b> Develop understanding and knowledge of theories, concepts, models and the interactions between various business functions for long-term success of organizations.</p> <p><b>A2:</b> Understand the structure and dynamics of the financial sector of the economy, and the operational aspects of banking institutions</p> <p><b>A3:</b> Understand the roles, functions, and services of financial and Microfinance institutions and financial markets</p>	<p>Knowledge and understanding are acquired at all levels through UK OU published distance-learning materials, including specially written module materials, study guides, assignments and project guides; through a range of multimedia material; through work on original texts; and through feedback on assignments.</p>

### Learning Outcomes – LEVEL 5– Finance-Micro Finance track

#### 3A. Knowledge and understanding

Assessment of the knowledge and understanding components of the programme is achieved through a combination of continuous assessment and exams. These assessments are central to the teaching of each module, enabling tutors to identify and comment on student knowledge and understanding. Every major module comprises assignments, a mid-term examination and final examination.

#### 3B. Cognitive skills

##### Learning outcomes:

- B1:** Critically analyse information relevant to business and management problems and issues using theoretical and practical models and concepts in an organizational context.
- B2:** Think strategically in the context of a case study and/or real life organizations and to get the aptitude to analyse and evaluate real life company situations and develop creative solutions, using a strategic management perspective.
- B3:** Create, evaluate and access a range of options, together with the capacity to apply ideas and knowledge to a range of business and other situations.

##### Learning and teaching strategy/ assessment methods

Cognitive skills and processes are introduced at a very simple level at Level 4, primarily via material specifically designed to develop business related social science, technological and mathematical skills in a progressive way. Although modules at Levels 5 and 6 continue this work, there is significant variation between modules in the degree to which skills are taught explicitly in the module materials. Significant teaching is, however, maintained through the assessment strategy and tutor feedback.

In the Level 5 modules, students are asked to analyse their progress with skills associated with their current work, submitting this assessment as part of their assignments. This allows students to develop a systematic and self-conscious approach to their skill development, assisted and supported by their tutor. These activities culminate in an assessment solely concerned with skills

<b>3B. Cognitive skills</b>	
	development where students are asked to reflect on their skills progression and achievement.
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1:</b> Ability to communicate in a professional manner, plan, monitor and review business progress and awareness of ethical issues and professional standards.</p> <p><b>C2:</b> Learn how to efficiently communicate complex information, arguments and ideas in ways appropriate to a business context and audience.</p> <p><b>C3:</b> Demonstrate proficiency in study and research skills such as: communicating their knowledge and understanding to others, Analyze and appraise alternatives and make decisions based on evidence, verbally and in writing.</p>	<p>To support the development of their group-working and ICT skills, students are required to use the Learning Management System (LMS – the AOU equivalent of the UKOU Electronic TMA system) and also for some modules to participate in computer conferencing. This provides students with an additional environment in which to share learning and resolve module-related problems with other students and their tutor. The AOU has developed its e-library through the addition of relevant databases which include academic refereed journals, publications, conference proceedings to name just a few on topics relevant for the for the different faculties.</p> <p>Students discuss case studies and current business issues in tutorials and use these to practise their application of module concepts in tutorials. This also follows through with case study based assignments in some modules.</p>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> Critically analyse and compare between different approaches to managing and solving problems within organizational context.</p> <p><b>D2:</b> Search for and use relevant digital and non-digital information from sources other than the module materials.</p> <p><b>D3:</b> Compare critically and use different approaches to issues and problems within business management. Engage in critical reflection.</p>	<p>Interpersonal skills of effective listening, negotiating, persuasion and presentation are taught through the undertaking of small group activities in face to face tutorials. This starts with level 4 and these skills are developed through to level 6 modules.</p>

### Diploma in Finance-Micro Finance

<b><u>Programme Structure - LEVEL 6 – Finance-Micro Finance track</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
<p><b>BUS310</b> (Strategic Management)</p> <p><b>B391</b> (Management accounting and finance)</p> <p><b>FIN301</b> (Financial and Securities Markets)</p> <p><b>FIN302</b> (Portfolio Theory)</p> <p><b>FIN340</b> (Corporate Finance)</p> <p><b>FIN341</b> (Islamic Finance)</p>	120	<p>ACC204 (Intermediate financial accounting)</p> <p>BUS110 (Introduction to Business)</p>	15		

Intended learning outcomes at Level 6 are listed below:

<b><u>Learning Outcomes – LEVEL 6 – Finance-Micro Finance track</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1:</b> Understand how businesses develop strategies; the different forms and theories of strategy and how organizations make decisions and organize decision-making processes and its implications.</p> <p><b>A2:</b> Acquire appropriate problem-solving and decision-making quantitative and qualitative skills including data analysis, interpretation and extrapolation.</p> <p><b>A3:</b> Understand and use modern finance concepts and techniques as Fintech.</p>	<p>Knowledge and understanding are acquired at all levels through UK OU published distance-learning materials, including specially written module materials, study guides, assignments and project guides; through a range of multimedia material; through work on original texts; and through feedback on assignments.</p> <p>Assessment of the knowledge and understanding components of the programme is achieved through a combination of continuous assessment and exams. These assessments are central to the teaching of each module, enabling tutors to identify and comment on student knowledge and understanding. Every major module comprises assignments, a mid-term examination and final examination.</p>
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1:</b> Apply critical thinking and analysis of different strategies for management related to business situations and assess the dynamics of competition and finding solutions.</p> <p><b>B2:</b> Develop Generic intellectual skills such as literacy and information-processing skills, interpersonal and presentational skills;</p>	<p>The Level 6 core business modules expects students to show application of skills developed earlier. In requiring students to work with fellow students in a small research group, it also aims to develop their ability to conduct independent research using a variety of databases and websites, and to develop group-working skills.</p>

<b>3B. Cognitive skills</b>	
<b>B3:</b> Develop Effective self-management in terms of time, planning and behavior, motivation, self-starting, individual initiative and enterprise.	Other more discipline-specific skills will be developed and assessed in related modules through use of module materials, tutorial delivery and module assessments and tutor feedback.

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1:</b> Ability to demonstrate professional application of strategic management perspectives, analysis and interpretation in an organizational context.</p> <p><b>C2:</b> Demonstrate effective debating and presentation skills, in addition to effective skills in independent private study.</p> <p><b>C3:</b> Demonstrate competence in the core management accounting and financial management and analysis techniques and the core organisational, financial and economic concepts.</p>	<p>To support the development of their group-working and ICT skills, students are required to use the Learning Management System (LMS – the AOU equivalent of the UKOU Electronic TMA system) and also for some modules to participate in computer conferencing. This provides students with an additional environment in which to share learning and resolve module-related problems with other students and their tutor. The AOU has developed its e-library through the addition of relevant databases which include academic refereed journals, publications, conference proceedings to name just a few on topics relevant for the for the different faculties.</p> <p>Students discuss case studies and current business issues in tutorials and use these to practise their application of module concepts in tutorials. This also follows through with case study based assignments in some modules.</p>



<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> Acquire interpersonal skills of effective listening, negotiating, persuasion and presentation to develop written communication skills, as well as Self reflection and criticality including self awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues.</p> <p><b>D2:</b> Acquire interpersonal skills of effective listening, negotiating, persuasion and presentation to develop written communication skills in essay writing.</p> <p><b>D3:</b> Work with qualitative and quantitative data, drawing appropriate conclusions based on findings, including how possible sources of error may affect the results.</p>	<p>Interpersonal skills of effective listening, negotiating, persuasion and presentation are taught through the undertaking of small group activities in face to face tutorials. This starts with level 4 and these skills are developed through to level 6 modules.</p>

### **Bachelor of Business Studies in Finance- Micro Finance**

## **Human Resource Management track– Lvl 5 and 6:**

### **1. Rationale for the track**

The main rationale behind the Human Resource Management track is to provide students with needed baggage with regard to HR theories, principles, historical trends, current issues and practices relevant to human resource management strategy in organizations and to enable students to recognize the opportunities and challenges of HR trends in the current world. HRM track aims to shift the mentality of students from a traditional HR management to a more pro-active, strategic HRM management where the HR manager is not solely an implementer but rather a decision maker aiming towards a better positioning and competitive advantage of the firm.

### **2. Aims of the track**

The main aims of the Human Resource Management track are mainly, but not restricted to, allowing students to gain knowledge and understanding about:

- The fundamentals of human resource management, including the major HR concepts and recent trends in HR, and the role of the HRM function as an important asset in organizations today.
- The design and management of successful staffing practices used to build and retain quality workforce in order to achieve both organizational effectiveness and individual job satisfaction.
- The key topics in staffing and strategic planning: job analysis and job design, recruitment, selection and retention, orientation, induction, all within a decision-making and legal framework.
- The role of compensation and benefits specialists who are in charge of ensuring fair and equitable pay rates to employees, based on job evaluation, wage surveys, incentives, pay equity and compensation strategy.
- The essential constituents of human resources metrics and analytics and key topics including analysing and interpreting metrics, benchmarking, the balanced scorecard, measuring absenteeism and turnover, and return on investment (ROI).
- The association with workplace/occupational health and safety and human resources management (HRM), and the major elements of occupational safety and health in the contemporary global workplace.
- The Inter-organizational behavior, and international management theories and concepts relevant to managing across organizational and cultural boundaries.

## 2. Aims of the track

- The relationship between human resource management strategy and organisational performance.

### Programme Structure - LEVEL 5 – Human Resource Management track

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
B207A (Shaping Business Opportunities I) B207B (Shaping Business Opportunities II) HRM205 (Employment Law) HRM206 (Staffing Organizations) HRM210 (Training and development) HRM215 (Employment Compensation & Benefits)	120	BUS110 (Introduction to Business) HRM111	15		

Intended learning outcomes at Level 5 are listed below:

### Learning Outcomes – LEVEL 5– Human Resource Management track

3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>A1:</b> Develop understanding and knowledge of theories, concepts, models and the interactions between various business functions for long-term success of organizations.</p> <p><b>A2:</b> Acquire knowledge about recruitment, selection, job analysis, job design, talent management, performance management, and employee training and development</p> <p><b>A3:</b> Understand the different compensation philosophies for all type of employees in the workplace and build market</p>	<p>Knowledge and understanding are acquired at all levels through UK OU published distance-learning materials, including specially written module materials, study guides, assignments and project guides; through a range of multimedia material; through work on original texts; and through feedback on assignments.</p>

### Learning Outcomes – LEVEL 5– Human Resource Management track

#### 3A. Knowledge and understanding

competitive compensation systems and Market-based strategies to establish pay level policies

Assessment of the knowledge and understanding components of the programme is achieved through a combination of continuous assessment and exams. These assessments are central to the teaching of each module, enabling tutors to identify and comment on student knowledge and understanding. Every major module comprises assignments, a mid-term examination and final examination.

#### 3B. Cognitive skills

##### Learning outcomes:

- B1:** Critically analyse information relevant to business and management problems and issues using theoretical and practical models and concepts in an organizational context.
- B2:** Develop the skills essential for HR manager work such as: leading and working in teams, making decisions, managing financial and legal information, communicating effectively and helping others to learn. Learn about the role of the HR professional, the nature of professionalism, and the main tasks he has to achieve to maintain a balanced organizational culture from selection, training and development, compensation, to performance evaluation versus rewards, licensing, etc.
- B3:** Develop the skills to assess the relevance of previous theories (recent research and approaches) in different HR management contexts to address ethical dilemmas related to HRM and apply it to practice where appropriate; using a

##### Learning and teaching strategy/ assessment methods

Cognitive skills and processes are introduced at a very simple level at Level 4, primarily via material specifically designed to develop business related social science, technological and mathematical skills in a progressive way. Although modules at Levels 5 and 6 continue this work, there is significant variation between modules in the degree to which skills are taught explicitly in the module materials. Significant teaching is, however, maintained through the assessment strategy and tutor feedback.

In the Level 5 modules, students are asked to analyse their progress with skills associated with their current work, submitting this assessment as part of their assignments. This allows students to develop a systematic and self-conscious approach to their skill development, assisted and supported by their tutor. These activities culminate in an assessment solely concerned with skills

<b>3B. Cognitive skills</b>	
strategic management perspective, learn how to be effective as a leader and as a team member in turbulent/uncertain environments.	development where students are asked to reflect on their skills progression and achievement.
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1:</b> Ability to communicate in a professional manner, plan monitor and review business progress and awareness of ethical issues and professional standards.</p> <p><b>C2:</b> Ability to describe the key elements of HRM management being it but not restricted to employee development, compensation, training; talent management, health measures, etc.</p> <p><b>C3:</b> Ability to assess issues related to traditional HRM and contemporary HRM theories while understanding the needed skills needed to improve the company's position and competitive advantage.</p>	<p>To support the development of their group-working and ICT skills, students are required to use the Learning Management System (LMS – the AOU equivalent of the UKOU Electronic TMA system) and also for some modules to participate in computer conferencing. This provides students with an additional environment in which to share learning and resolve module-related problems with other students and their tutor. The AOU has developed its e-library through the addition of relevant databases which include academic refereed journals, publications, conference proceedings to name just a few on topics relevant for the for the different faculties.</p> <p>Students discuss case studies and current business issues in tutorials and use these to practise their application of module concepts in tutorials. This also follows through with case study based assignments in some modules.</p>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> Critically analyse and compare between different approaches to managing and solving problems within organizational context.</p> <p><b>D2:</b> Ability to apply HR theories to any context.</p> <p><b>D3:</b> Self reflect and have an awareness and be open to diversity in terms of people, cultures, business and management issues and how they impact HRM in general and SHRM and IHRM in particular.</p>	<p>Interpersonal skills of effective listening, negotiating, persuasion and presentation are taught through the undertaking of small group activities in face to face tutorials. This starts with level 4 and these skills are developed through to level 6 modules.</p>

### **Diploma in Human Resource Management**

**Programme Structure - LEVEL 6 – Human Resource Management track**

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
<b>BUS310</b> (Strategic Management) <b>B329</b> (Leadership in a changing world) <b>BUS628</b> (Global Human Resource Management) <b>HRM320</b> (Work Place Health & Safety) <b>HRM330</b> (Strategic HRM)	120	<b>BUS110</b> (Introduction to Business) <b>HRM111</b>	15		

Intended learning outcomes at Level 6 are listed below:

**Learning Outcomes – LEVEL 6 – Human Resource Management track**

**3A. Knowledge and understanding**

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>A1:</b> Understand how businesses develop strategies; the different forms and theories of strategy and how organizations make decisions and organize decision-making processes and its implications..</p> <p><b>A2:</b> Recognize global human resource management strategies and how organizations should respond to the challenges of environmental change and markets to maintain competitive advantage</p> <p><b>A3:</b> Describe the legal principals of employment as well as workplace health and safety rules and regulations.</p>	<p>Knowledge and understanding are acquired at all levels through UK OU published distance-learning materials, including specially written module materials, study guides, assignments and project guides; through a range of multimedia material; through work on original texts; and through feedback on assignments.</p> <p>Assessment of the knowledge and understanding components of the programme is achieved through a combination of continuous assessment and exams. These assessments are central to the teaching of each module, enabling tutors to identify and comment on student knowledge and understanding. Every major module comprises assignments, a mid-term examination and final examination.</p>

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1:</b> Apply critical thinking and analysis of different strategies for management related to business situations and assess the dynamics of competition and finding solutions.</p> <p><b>B2:</b> Develop the skills and understanding to critically assess the range of issues that are associated with managing performance in the workplace, and the interrelationships between these factors. Learn how to identify ethical issues pertaining to recruitment, selection and staffing decisions and their impact on firm performance.</p> <p><b>B3:</b> Develop the skills and understanding needed to address change management issues and to work at a strategic level in the organisation; develop the skills to assess the external environment of the organization and its relevant influence on staffing and on the internal organizational culture. Learn how to examine and evaluate the strategic role of human resource management in adding value and achieving competitive positioning for the organisation</p>	<p>The Level 6 core business modules expects students to show application of skills developed earlier. In requiring students to work with fellow students in a small research group, it also aims to develop their ability to conduct independent research using a variety of databases and websites, and to develop group-working skills.</p> <p>Other more discipline-specific skills will be developed and assessed in related modules through use of module materials, tutorial delivery and module assessments and tutor feedback.</p>
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1:</b> Ability to demonstrate professional application of strategic management perspectives, analysis and interpretation in an organizational context.</p> <p><b>C2:</b> Identify and evaluate HR practices from a globalization perspective and how this would impact the business.</p>	<p>To support the development of their group-working and ICT skills, students are required to use the Learning Management System (LMS – the AOU equivalent of the UKOU Electronic TMA system) and also for some modules to participate in computer conferencing. This provides students with an additional environment in which to share learning and resolve module-related problems with other</p>



<b>3C. Practical and professional skills</b>	
<b>C3:</b> Use the more specific knowledge, analytic skills and methods, rooted in the different disciplines as a strong basis for work in many professions.	<p>students and their tutor. The AOU has developed its e-library through the addition of relevant databases which include academic refereed journals, publications, conference proceedings to name just a few on topics relevant for the for the different faculties.</p> <p>Students discuss case studies and current business issues in tutorials and use these to practise their application of module concepts in tutorials. This also follows through with case study based assignments in some modules.</p>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> Acquire interpersonal skills of effective listening, negotiating, persuasion and presentation to develop written communication skills, as well as Self reflection and criticality including self awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues.</p> <p><b>D2:</b> Skills development as HR practitioners particularly at the level of HRM strategies and their applicability and ability to improve a company's positions and competitive advantage.</p> <p><b>D3:</b> Ability to conduct research either individually or as part of a team to assess changes needed for a better HRM strategy.</p>	<p>Interpersonal skills of effective listening, negotiating, persuasion and presentation are taught through the undertaking of small group activities in face to face tutorials. This starts with level 4 and these skills are developed through to level 6 modules.</p>

## **Bachelor of Business Studies in Human Resource Management**

## **Management track – Lvl 5 and 6:**

### **1. Rationale for the track**

1. FBS strongly believe that this track would be particularly approachable for those AOU students who are in junior based employment or middle management positions or who intend to pursue such career paths. It is also beneficial for managers in higher positions as it contains the basic management principles along with processes of their implementation in the whole of the organization.
2. AOU students' sure will end up working in and through organizations or maybe they aim to be their own bosses – self-employed. In any job their effectiveness will depend on how they adept at understanding the organization they work in, and getting things done through it. Thus they need good models of how people behave in organizations, of the sources of power and influence, of the nature of leadership and these models are included in our managerial courses such as are our courses and strategy.
3. A thorough education in business management track empowers a graduate to adapt to the specific needs of each business.
4. A degree in business management track can forewarn students of aspects of the career they might never have imagined by themselves. It also gives them credibility in front of employers and investors (and boosts their potential salary). And it will also help them develop a valuable network of peers and professionals, including classmates, professors, mentors, and guest speakers.
5. Students who choose to study business management in AOU at university graduate with highly desirable transferable skills and strong business knowledge, two things that are sought after by potential employers. Graduates of business management are presented with a variety of job opportunities in management, consultancy, marketing and advertising, human resources and retail and sales.

### **2. Aims of the track**

This track aims to provide students with:

1. An Honours level 6 experience;
2. The knowledge, skills, business awareness and confidence that will enable them to succeed in the wider business world;
3. A high quality education in a stimulating environment, appropriately resourced;
4. An introduction to the world of business, including an understanding of markets and market economies;
5. An understanding of the structures, cultures and functioning of business organizations and the complex nature of key business functions and processes;

## 2. Aims of the track

6. A recognition of the processes and outcomes of organizational decision-making, how organizational strategies both develop and diversify and the nature and role of policies which impact on business;
7. A range of important business graduate skills which students can bring to their employment in businesses or organizations;
8. Support and guidance to develop as independent learners and acquisition of basic skills.

Once students complete this degree, they will have a general understanding of business organizations, their key elements and wider considerations. They will be able to analyze how businesses develop strategies, handle risk and take decisions, and they will have an insight into essential business functions such as marketing, accounting and finance. They will have relevant and practical skills, numerical studies, thinking and accountancy skills. This degree contributes to the career development of business studies graduates in two main ways. **First**, it develops not only cognitive skills critical thinking, analysis, paraphrasing and evaluation – but also ICT skills, presentation skills and basic numeracy. **Second**, students will explore how business organizations work and develop their understanding of the function and contribution of such specialisms as accounting, marketing, management, finance, and HRM. These skills and knowledge are recognized by employers as being of great value for work in management and business or in specialist areas concerned with offering guidance to managers – for example management consultancy, marketing management, trainee in an accountancy firm, or financial analyst. The degree in each track is an innovative and accessible introduction to the world of business that equips students to follow a number of career paths.

### **Bachelor's degrees with honours are awarded to students who have demonstrated:**

1. A systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
2. An ability to deploy accurately established techniques of analysis and enquiry within a discipline
3. Conceptual understanding that enables the student; **First**, to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline; **Second** to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
4. An appreciation of the uncertainty, ambiguity and limits of knowledge
5. The ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).
6. The capacity for the critical evaluation of arguments and evidence
7. The ability to analyze and draw reasoned conclusions concerning structured and, to a more limited extent, unstructured problems from a given set of data and from data which must be acquired by the student

## 2. Aims of the track

8. The ability to locate, extract and analyze data from multiple sources, including the acknowledgement and referencing of sources capacities for independent and self-managed learning
9. Numeracy skills, including the ability to manipulate financial and other numerical data and to appreciate statistical concepts at an appropriate level
10. Skills in the use of communications and information technology in acquiring, analyzing and communicating information (currently these skills include the use of spreadsheets, word processing software, online databases)
11. Communication skills including the ability to present quantitative and qualitative information, together with analysis, argument and commentary, in a form appropriate to the intended audience
12. An ability to work in groups, and other interpersonal skills, including oral as well as written presentation skills.

**Typically, holders of the qualification will be able to:**

1. Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
2. Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
3. Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

**In addition, holders of the qualification will have:** the qualities and transferable skills necessary for employment requiring:

1. The exercise of initiative and personal responsibility
2. Decision-making in complex and unpredictable contexts
3. The learning ability needed to undertake appropriate further training of a professional or equivalent nature.
4. Demonstration of a basic knowledge, understanding and an ability to use the current technical language to describe practices of accounting and an ability to apply them in simple structured situations from given data generated for the purpose
5. Demonstration of a basic knowledge and understanding of some alternative technical language and practices and, where relevant within the context of a particular degree program, an ability to apply them in simple structured situations from given data generated for the purpose.

### Programme Structure - LEVEL 5 – Management track

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
B207A(Shaping Business Opportunities I) B207B(Shaping Business Opportunities II) B205A (Exploring innovation and entrepreneurship (A)) B205B (Exploring innovation and entrepreneurship (B))	120	BUS110 (Introduction to Business) ECO102 Principles of Macroeconomics	15		

Intended learning outcomes at Level 5 are listed below:

### Learning Outcomes – LEVEL 5– Management track

#### 3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>A1:</b> Develop understanding and knowledge of theories, concepts, models and the interactions between various business functions for long-term success of organizations.</p> <p><b>A2:</b> The structure and dynamics of business environments; how businesses seek to track and analyze their environments;</p> <p><b>A3:</b> Business processes and how they operate; the nature, structure and functioning of organizations; how and why organizations are changing;</p> <p><b>A4:</b> Key business functions such as Marketing, Human Resources, Information Management, Accounting &amp; Finance, Operations – their nature and contribution to organizational success, their historic origins and their interactions;</p>	<p>Knowledge and understanding are acquired at all levels through UK OU published distance-learning materials, including specially written module materials, study guides, assignments and project guides; through a range of multimedia material; through work on original texts; and through feedback on assignments.</p> <p>Assessment of the knowledge and understanding components of the programme is achieved through a combination of continuous assessment and exams. These assessments are central to the teaching of each module, enabling tutors to identify and comment on student knowledge and understanding. Every major module comprises assignments, a mid-term examination and final examination.</p>

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1:</b> Critically analyse information relevant to business and management problems and issues using theoretical and practical models and concepts in an organizational context.</p> <p><b>B2:</b> Read material questioningly, identifying and recording key ideas and concepts in business studies;</p> <p><b>B3:</b> Synthesize material from a variety of sources, analyzing and evaluating different perspectives, identifying biases and hidden assumptions;</p>	<p>Cognitive skills and processes are introduced at a very simple level at Level 4, primarily via material specifically designed to develop business related social science, technological and mathematical skills in a progressive way. Although modules at Levels 5 and 6 continue this work, there is significant variation between modules in the degree to which skills are taught explicitly in the module materials. Significant teaching is, however, maintained through the assessment strategy and tutor feedback.</p> <p>In the Level 5 modules, students are asked to analyse their progress with skills associated with their current work, submitting this assessment as part of their assignments. This allows students to develop a systematic and self-conscious approach to their skill development, assisted and supported by their tutor. These activities culminate in an assessment solely concerned with skills development where students are asked to reflect on their skills progression and achievement.</p>
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1:</b> Ability to communicate in a professional manner, plan monitor and review business progress and awareness of ethical issues and professional standards.</p> <p><b>C2:</b> Transfer and use relevant key skills in the workplace context.</p>	<p>To support the development of their group-working and ICT skills, students are required to use the Learning Management System (LMS – the AOU equivalent of the UKOU Electronic TMA system) and also for some modules to participate in computer conferencing. This provides students with an additional environment in which to</p>

<b>3C. Practical and professional skills</b>	
<p><b>C3:</b> Use the more specific knowledge, analytic skills and methods, rooted in the different disciplines as a strong basis for work in many professions; Students will have become better informed, more active and questioning members of an organization.</p>	<p>share learning and resolve module-related problems with other students and their tutor. The AOU has developed its e-library through the addition of relevant databases which include academic refereed journals, publications, conference proceedings to name just a few on topics relevant for the for the different faculties.</p> <p>Students discuss case studies and current business issues in tutorials and use these to practise their application of module concepts in tutorials. This also follows through with case study based assignments in some modules.</p>
<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> Critically analyse and compare between different approaches to managing and solving problems within organizational context.</p> <p><b>D2:</b> Interpersonal skills of effective listening, negotiating, persuasion and presentation;</p> <p><b>D3:</b> Ability to conduct research into business and management issues, either individually or as part of a team for projects/dissertations/presentations.</p>	<p>Interpersonal skills of effective listening, negotiating, persuasion and presentation are taught through the undertaking of small group activities in face to face tutorials. This starts with level 4 and these skills are developed through to level 6 modules.</p>

## Diploma in Management

**Programme Structure - LEVEL 6 – Management track**

<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
<b>BUS310</b> (Strategic Management) <b>B329</b> (Leadership in a changing world) <b>BUS628</b> (Global Human Resource Management) <b>BUS629</b> (International Management)	120	<b>BUS110</b> (Introduction to Business) <b>ECO102</b> Principles of Macroeconomics	15		

Intended learning outcomes at Level 6 are listed below:

**Learning Outcomes – LEVEL 6 – Management track**

**3A. Knowledge and understanding**

<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1:</b> Understand how businesses develop strategies; the different forms and theories of strategy and how organizations make decisions and organize decision-making processes and its implications.</p> <p><b>A2:</b> Business processes and how they operate; the nature, structure and functioning of organizations; how and why organizations are changing;</p> <p><b>A3:</b> Key business functions such as Marketing, Human Resources, Information Management, Accounting &amp; Finance, Operations – their nature and contribution to organizational success, their historic origins and their interactions;</p>	<p>Knowledge and understanding are acquired at all levels through UK OU published distance-learning materials, including specially written module materials, study guides, assignments and project guides; through a range of multimedia material; through work on original texts; and through feedback on assignments.</p>



### Learning Outcomes – LEVEL 6 – Management track

#### 3A. Knowledge and understanding

<p><b>A4:</b> How businesses develop strategies; the different forms and theories of strategy and how organizations make decisions and organize decision-making processes; the various sources of decision-making irrationality; the nature, role and implications of governmental, regional and supranational business policy on businesses.</p>	<p>Assessment of the knowledge and understanding components of the programme is achieved through a combination of continuous assessment and exams. These assessments are central to the teaching of each module, enabling tutors to identify and comment on student knowledge and understanding. Every major module comprises assignments, a mid-term examination and final examination.</p>
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#### 3B. Cognitive skills

<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1:</b> Apply critical thinking and analysis of different strategies for management related to business situations and assess the dynamics of competition and finding solutions.</p> <p><b>B2:</b> Classify, recognize and organize material in distinct and relevant categories;</p> <p><b>B3:</b> Construct, defend and evaluate an argument, using relevant evidence, giving reasons for conclusions.</p>	<p>The Level 6 core business modules expects students to show application of skills developed earlier. In requiring students to work with fellow students in a small research group, it also aims to develop their ability to conduct independent research using a variety of databases and websites, and to develop group-working skills.</p> <p>Other more discipline-specific skills will be developed and assessed in related modules through use of module materials, tutorial delivery and module assessments and tutor feedback.</p>

### 3C. Practical and professional skills

<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1:</b> Ability to demonstrate professional application of strategic management perspectives, analysis and interpretation in an organizational context.</p> <p><b>C2:</b> The ability to engage critically with the underlying etc... challenges and problems facing a business;</p> <p><b>C3:</b> The ability to identify and evaluate conflicting arguments, including recognising the significance of different value positions in these arguments.</p>	<p>To support the development of their group-working and ICT skills, students are required to use the Learning Management System (LMS – the AOU equivalent of the UKOU Electronic TMA system) and also for some modules to participate in computer conferencing. This provides students with an additional environment in which to share learning and resolve module-related problems with other students and their tutor. The AOU has developed its e-library through the addition of relevant databases which include academic refereed journals, publications, conference proceedings to name just a few on topics relevant for the for the different faculties.</p> <p>Students discuss case studies and current business issues in tutorials and use these to practise their application of module concepts in tutorials. This also follows through with case study based assignments in some modules.</p>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> Acquire interpersonal skills of effective listening, negotiating, persuasion and presentation to develop written communication skills, as well as Self reflection and criticality including self awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues.</p> <p><b>D2:</b> Self reflection and criticality including self awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues;</p> <p><b>D3:</b> Skills of learning to learn and developing a continuing appetite for learning; reflective, adaptive and collaborative learning.</p>	<p>Interpersonal skills of effective listening, negotiating, persuasion and presentation are taught through the undertaking of small group activities in face to face tutorials. This starts with level 4 and these skills are developed through to level 6 modules.</p>

### **Bachelor of Business Studies in Management**

## **Marketing track – Lvl 5 and 6:**

### **1. Rationale for the track**

What do marketers actually do? How can you use marketing in non-profit settings for social good? What new challenges and opportunities arise on the online and global stage? In the Business Administration (BA) Marketing Track, you'll develop an interdisciplinary perspective on marketing in contemporary organizations and build specialized knowledge and skills in marketing practice. Upon completion of this track, you'll be equipped with the necessary skills to apply marketing techniques and concepts in the workplace, along with having acquired a wide range of marketing skills.

The Marketing Track will help you develop a broad set of skills that are of high value to employers, including the ability to:

- Understand the key business function, that is marketing, in its wider organizational and social context,
- Put together reasoned arguments and question assumptions,
- Understand, analyse and critically evaluate information,
- Understand the nature of leadership skills and behaviors within organizations,
- Communicate effectively, clearly and accurately with others,
- Use ICT to research, identify and present information,
- Manage time and take responsibility for your own personal development.

As a BA graduate in the field of marketing, you'll basically have a broad range of challenging and rewarding job opportunities in private and non-profit organizations as marketing executive, marketing researcher, media planner, etc. The Marketing Track will give you a solid grounding in the theory and practice of modern/contemporary marketing.

Key features of the Marketing Track include:

- Develop your ability to apply and evaluate marketing theories and techniques,
- Explore and analyse the role of marketing management in organisations and society,
- Help you relate your studies to your own personal and experience,
- Equips you for a wide range of employment opportunities across all sectors.

## 2. Aims of the track

The primary objective is to give the student an understanding of important and up-to-date marketing principles. Track specialty modules including digital marketing, sustainable enterprise and innovation, service marketing, understanding consumers, and actions in marketing will be discussed in levels 2 and 3.

Another purpose of this course is to build a foundation of knowledge on the different theoretical approaches to Marketing, and to develop various skills to identify the relationships between the functional areas in marketing, organizations, management practices and the business environment.

Learning Objectives include: Upon completion of the track students will have a firm understanding of the following business topics:

- Understanding the concept of marketing,
- The relationship between business and Consumers,
- Digitalization and digital marketing,
- Marketing ethics and social responsibility,
- Sustainable and innovative Enterprises.

### Programme Structure - LEVEL 5 – Marketing track

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
B207A (Shaping Business Opportunities I) B207B (Shaping Business Opportunities II) B206 (Understanding Customers) BUS208 (Contemporary issues in Marketing)	120	BUS110 (Introduction to Business) ECO102 Principles of Macroeconomics	15		

**Intended learning outcomes at Level 5 are listed below:**

### Learning Outcomes – LEVEL 5– Marketing track

#### 3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>A1:</b> Develop understanding and knowledge of theories, concepts, models and the interactions between various business functions for long-term success of organizations.</p> <p><b>A2:</b> The fundamental concepts of marketing. The scope of marketing covering different functions of a marketing manager. Markets and how they function; how consumers, firms and governments interact;</p> <p><b>A3:</b> The ethical and legal implications of marketing decisions. The global business opportunities and their implications on a firm's marketing strategy;</p>	<p>Knowledge and understanding are acquired at all levels through UK OU published distance-learning materials, including specially written module materials, study guides, assignments and project guides; through a range of multimedia material; through work on original texts; and through feedback on assignments.</p> <p>Assessment of the knowledge and understanding components of the programme is achieved through a combination of continuous assessment and exams. These assessments are central to the teaching of each module, enabling tutors to identify and comment on student knowledge and understanding. Every major module comprises assignments, a mid-term examination and final examination. .</p>

#### 3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>B1:</b> Critically analyse information relevant to business and management problems and issues using theoretical and practical models and concepts in an organizational context.</p> <p><b>B2:</b> Investigate and understand sources of market data. Compare and contrast the methods used to collect data and weigh their advantages and disadvantages.</p>	<p>Cognitive skills and processes are introduced at a very simple level at Level 4, primarily via material specifically designed to develop business related social science, technological and mathematical skills in a progressive way. Although modules at Levels 5 and 6 continue this work, there is significant variation between modules in the degree to which skills are taught explicitly in the module</p>

<b>3B. Cognitive skills</b>	
<b>B3:</b> Understand challenges in the international marketing environment, evaluate and implement international marketing-related strategies.	<p>materials. Significant teaching is, however, maintained through the assessment strategy and tutor feedback.</p> <p>In the Level 5 modules, students are asked to analyse their progress with skills associated with their current work, submitting this assessment as part of their assignments. This allows students to develop a systematic and self-conscious approach to their skill development, assisted and supported by their tutor. These activities culminate in an assessment solely concerned with skills development where students are asked to reflect on their skills progression and achievement.</p>
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1:</b> Ability to communicate in a professional manar, plan monitor and review business progress and awareness of ethical issues and professional standards.</p> <p><b>C2:</b> Develop a market-oriented, global, entrepreneurial, and sustainable mind-set;</p> <p><b>C3:</b> Perform market research and analysis for marketing purposes.</p>	<p>To support the development of their group-working and ICT skills, students are required to use the Learning Management System (LMS – the AOU equivalent of the UKOU Electronic TMA system) and also for some modules to participate in computer conferencing. This provides students with an additional environment in which to share learning and resolve module-related problems with other students and their tutor. The AOU has developed its e-library through the addition of relevant databases which include academic refereed journals, publications, conference proceedings to name just a few on topics relevant for the for the different faculties.</p> <p>Students discuss case studies and current business issues in tutorials and use these to practise their application of module concepts in tutorials. This also follows through with case study based assignments in some modules.</p>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> Critically analyse and compare between different approaches to managing and solving problems within organizational context.</p> <p><b>D2:</b> Collaborating and communicating with others and being an effective team member capable of solving problems;</p> <p><b>D3:</b> Developing creative solutions to marketing problems.</p>	<p>Interpersonal skills of effective listening, negotiating, persuasion and presentation are taught through the undertaking of small group activities in face to face tutorials. This starts with level 4 and these skills are developed through to level 6 modules.</p>

### **Diploma in Marketing**



**Programme Structure - LEVEL 6 – Marketing track**

<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
<b>BUS310</b> (Strategic Management) <b>B327</b> (Sustainable enterprise and innovation) <b>B328</b> (Marketing in Action) <b>MKT331</b> (Digital Marketing) <b>MKT332</b> (Services Marketing)	120	<b>BUS110</b> (Introduction to Business) <b>ECO102</b> Principles of Macroeconomics	15		

**Intended learning outcomes at Level 6 are listed below:**

**Learning Outcomes – LEVEL 6 – Marketing track**

<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1:</b> Understand how businesses develop strategies; the different forms and theories of strategy and how organizations make decisions and organize decision-making processes and its implications.</p> <p><b>A2:</b> The influence of well-known marketing strategies and practices on the promotion of social welfare;</p> <p><b>A3:</b> the major social criticisms of marketing, and the importance and role of marketing in a global environment and the business-related responsibility issues.</p>	<p>Knowledge and understanding are acquired at all levels through UK OU published distance-learning materials, including specially written module materials, study guides, assignments and project guides; through a range of multimedia material; through work on original texts; and through feedback on assignments.</p> <p>Assessment of the knowledge and understanding components of the programme is achieved through a combination of continuous assessment and exams. These assessments are central to the teaching of each module, enabling tutors to identify and comment on student knowledge and understanding. Every major module comprises assignments, a mid-term examination and final examination. .</p>

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1:</b> Apply critical thinking and analysis of different strategies for management related to business situations and assess the dynamics of competition and finding solutions.</p> <p><b>B2:</b> Evaluate the consequences of business decisions critically from a responsibility perspective;</p> <p><b>B3:</b> Analyze marketing research problems systematically and produce academic research according to the principles of good scientific conduct, draw justified conclusions and discuss the implications of research results analytically;</p> <p><b>B4:</b> Combine conceptual marketing knowledge and analytical tools to solve marketing problems.</p>	<p>The Level 6 core business modules expects students to show application of skills developed earlier. In requiring students to work with fellow students in a small research group, it also aims to develop their ability to conduct independent research using a variety of databases and websites, and to develop group-working skills.</p> <p>Other more discipline-specific skills will be developed and assessed in related modules through use of module materials, tutorial delivery and module assessments and tutor feedback.</p>

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1:</b> Ability to demonstrate professional application of strategic management perspectives, analysis and interpretation in an organizational context.</p> <p><b>C2:</b> Apply appropriate theories models and concepts to marketing problems, events, and processes;</p> <p><b>C3:</b> Apply key marketing theories, frameworks and tools to solve Marketing problems;</p>	<p>To support the development of their group-working and ICT skills, students are required to use the Learning Management System (LMS – the AOU equivalent of the UKOU Electronic TMA system) and also for some modules to participate in computer conferencing. This provides students with an additional environment in which to share learning and resolve module-related problems with other students and their tutor. The AOU has developed its e-library through the addition of relevant databases which include academic</p>

<b>3C. Practical and professional skills</b>	
<b>C4:</b> Exercise critical judgement through engagement and reflection with existing marketing literature and new developments in the marketing environment;	<p>refereed journals, publications, conference proceedings to name just a few on topics relevant for the for the different faculties.</p> <p>Students discuss case studies and current business issues in tutorials and use these to practise their application of module concepts in tutorials. This also follows through with case study based assignments in some modules.</p>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> Acquire interpersonal skills of effective listening, negotiating, persuasion and presentation to develop written communication skills, as well as Self reflection and criticality including self awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues.</p> <p><b>D2:</b> Calculating measures of average distribution; applying standard formulae; equations and expressions in calculating marketing measures and indicators;</p> <p><b>D3:</b> Working with qualitative and quantitative data, drawing appropriate conclusions based on findings, including how possible sources of error may affect the results.</p>	<p>Interpersonal skills of effective listening, negotiating, persuasion and presentation are taught through the undertaking of small group activities in face to face tutorials. This starts with level 4 and these skills are developed through to level 6 modules.</p>

## **Bachelor of Business Studies in Marketing**

## **Systems track – Lvl 5 and 6:**

### **1. Rationale for the track**

System track is a 40-credits (120 points), Level 5(SYS210&SYS280), Level 6 (SYS380) UK-OU based course offered through the Business Program at the Arab Open University as a compulsory course for students enrolled in system track in the program. Entry into this course is contingent upon the successful completion of B123.

The systems track provides

- An understanding of the structures, cultures and functioning of business organisations and the complex nature of key business functions and processes;
- a recognition of the processes and outcomes of organisational decision-making, how organisational strategies both develop and diversify and the nature and role of policies which impact on business;
- A range of important business graduate skills which students can bring to their employment in businesses or organisations;
- Support and guidance to develop as independent learners.

### **2. Aims of the track**

The system track is one of eight tracks in the Arab Open University's Bachelor of Arts (BA) degree program in Business Studies. This track is designed to provide intermediate conceptual and practical learning to students in innovation and technological development, system thinking and problem solving, organization change management. The modules comprise 16 study weeks (including final assessment).

Provides a set of ideas, tools and methods for engaging with and improving complex situations, created by human activity, where everything seems to be connected to everything else. Examples might include implementing organizational change, dealing with difficult relationships, and making decisions about environmental issues.

Identify central issues in a complex situation, explore their components, analyze the interrelationships involved and develop an understanding of the system as a whole and the possibilities for intervention. Systems' thinking acknowledges the different perceptions, priorities and needs of the different groups and individuals involved in a situation.

Addresses complexity by enabling the student to view the situation as a whole.

Focuses on the different aspects of the situation, within a framework which develops an awareness of the interconnections between things and the effects these generate. Students will develop skills in finding and organizing information, and preparing presentations.

**Programme Structure - LEVEL 5 – Systems track**

<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
B207A (Shaping Business Opportunities I) B207B (Shaping Business Opportunities II) SYS210 SYS280	120	BUS110 (Introduction to Business) SYS111 (Principles of Technology Ventures)	15		

**Intended learning outcomes at Level 5 are listed below:**

**Learning Outcomes – LEVEL 5– Systems track**

<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1:</b> Develop understanding and knowledge of theories, concepts, models and the interactions between various business functions for long-term success of organizations.</p> <p><b>A2:</b> Understand the mission and purpose of the workplace and the environment in which it operates.</p> <p><b>A3:</b> The development of systemic understandings of situations, using diagramming, modelling and other conceptual tools.</p>	<p>Knowledge and understanding are acquired at all levels through UK OU published distance-learning materials, including specially written module materials, study guides, assignments and project guides; through a range of multimedia material; through work on original texts; and through feedback on assignments.</p> <p>Assessment of the knowledge and understanding components of the programme is achieved through a combination of continuous assessment and exams. These assessments are central to the teaching of each module, enabling tutors to identify and comment on student knowledge and understanding. Every major module comprises assignments, a mid-term examination and final examination.</p>

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1:</b> Critically analyse information relevant to business and management problems and issues using theoretical and practical models and concepts in an organizational context.</p> <p><b>B2:</b> Appreciate the nature of problems where a systemic intervention can help and apply conceptual skills to analyse situations and formulate systems of interest.</p> <p><b>B3:</b> Appreciate the technical, economic, commercial, social, political, ethical and other factors that influence decisions and decision making.</p>	<p>Cognitive skills and processes are introduced at a very simple level at Level 4, primarily via material specifically designed to develop business related social science, technological and mathematical skills in a progressive way. Although modules at Levels 5 and 6 continue this work, there is significant variation between modules in the degree to which skills are taught explicitly in the module materials. Significant teaching is, however, maintained through the assessment strategy and tutor feedback. In the Level 5 modules, students are asked to analyse their progress with skills associated with their current work, submitting this assessment as part of their assignments. This allows students to develop a systematic and self-conscious approach to their skill development, assisted and supported by their tutor. These activities culminate in an assessment solely concerned with skills development where students are asked to reflect on their skills progression and achievement.</p>

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1:</b> Ability to communicate in a professional manner, plan, monitor and review business progress and awareness of ethical issues and professional standards.</p> <p><b>C2:</b> Apply the principles, concepts and techniques of systems thinking for understanding and managing in professional and personal situations of perceived complexity.</p>	<p>To support the development of their group-working and ICT skills, students are required to use the Learning Management System (LMS – the AOU equivalent of the UKOU Electronic TMA system) and also for some modules to participate in computer conferencing. This provides students with an additional environment in which to share learning and resolve module-related problems with other students and their tutor. The AOU has developed its e-library through the addition of relevant databases which include academic refereed journals, publications, conference proceedings to name just a few on topics relevant for the for the different faculties.</p>
<b>3D. Key/transferrable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> Critically analyse and compare between different approaches to managing and solving problems within organizational context.</p> <p><b>D2:</b> Ability to communicate effectively, as a student presenting evidence of learning, and as a systems practitioner engaging with stakeholders in situations perceived as complex learn more effectively, by engaging in reflection on their own practice;</p>	<p>Interpersonal skills of effective listening, negotiating, persuasion and presentation are taught through the undertaking of small group activities in face to face tutorials. This starts with level 4 and these skills are developed through to level 6 modules.</p>

<b>3D. Key/transferable skills</b>	
<b>D3:</b> Ability to use information systems more effectively based on experience of using different problem-framing techniques appropriately.	

**Diploma in Systems**



### Programme Structure - LEVEL 6 – Systems track

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
<b>BUS310</b> (Strategic Management) <b>B327</b> (Sustainable enterprise and innovation) <b>B329</b> (Leadership in a changing world) <b>SYS380</b>	120	<b>BUS110</b> (Introduction to Business) <b>SYS111</b> (Principles of Technology Ventures)	15		

Intended learning outcomes at Level 6 are listed below:

### Learning Outcomes – LEVEL 6 – Systems track

<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1:</b> Understand how businesses develop strategies; the different forms and theories of strategy and how organizations make decisions and organize decision-making processes and its implications.</p> <p><b>A2:</b> Actions to bring about situation improvement for stakeholders using processes designed with systems concepts, techniques and methods; and the use of critical reflection on student's own activities as a systems practitioner;</p>	<p>Knowledge and understanding are acquired at all levels through UK OU published distance-learning materials, including specially written module materials, study guides, assignments and project guides; through a range of multimedia material; through work on original texts; and through feedback on assignments.</p> <p>Assessment of the knowledge and understanding components of the programme is achieved through a combination of continuous assessment and exams. These assessments are central to the teaching of each module, enabling tutors to identify and comment on student knowledge and understanding. Every major module comprises assignments, a mid-term examination and final examination.</p>

### Learning Outcomes – LEVEL 6 – Systems track

#### 3A. Knowledge and understanding

**A3:** The range, scope, and complexity of the issues and problems related to the management of technology and innovation;

#### 3B. Cognitive skills

##### Learning outcomes:

- B1:** Apply critical thinking and analysis of different strategies for management related to business situations and assess the dynamics of competition and finding solutions.
- B2:** Compare, contrast and critically assess different approaches and techniques; interpret and critically analyse literature from a systems perspective and extract relevant information.
- B3:** Analyze and refine managing and practice skills according to different models; and design and evaluate situation-improving strategies in contexts of uncertainty and multiple stake holdings.

##### Learning and teaching strategy/ assessment methods

The Level 6 core business modules expects students to show application of skills developed earlier. In requiring students to work with fellow students in a small research group, it also aims to develop their ability to conduct independent research using a variety of databases and websites, and to develop group-working skills.

Other more discipline-specific skills will be developed and assessed in related modules through use of module materials, tutorial delivery and module assessments and tutor feedback.

#### 3C. Practical and professional skills

##### Learning outcomes:

**C1:** Ability to demonstrate professional application of strategic management perspectives, analysis and interpretation in an organizational context.

##### Learning and teaching strategy/ assessment methods

To support the development of their group-working and ICT skills, students are required to use the Learning Management System (LMS – the AOU equivalent of the UKOU Electronic TMA system)

<b>3C. Practical and professional skills</b>	
<p><b>C2.</b> Develop practical skills in the use of systems methodologies, methods, techniques and tools to understand and improve a range of problem/opportunity situations.</p> <p><b>C3.</b> Identify and handle the ethical, social and legal issues that may arise during the design and use of information systems.</p>	<p>and also for some modules to participate in computer conferencing. This provides students with an additional environment in which to share learning and resolve module-related problems with other students and their tutor. The AOU has developed its e-library through the addition of relevant databases which include academic refereed journals, publications, conference proceedings to name just a few on topics relevant for the for the different faculties.</p> <p>Students discuss case studies and current business issues in tutorials and use these to practise their application of module concepts in tutorials. This also follows through with case study based assignments in some modules.</p>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> Acquire interpersonal skills of effective listening, negotiating, persuasion and presentation to develop written communication skills, as well as Self reflection and criticality including self awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues.</p> <p><b>D2:</b> Ability to use appropriate numerical and business mathematical skills;</p> <p><b>D3:</b> Ability to work cooperatively with others.</p>	<p>Interpersonal skills of effective listening, negotiating, persuasion and presentation are taught through the undertaking of small group activities in face to face tutorials. This starts with level 4 and these skills are developed through to level 6 modules.</p>

## **Bachelor of Business Studies in Systems**

## **Management Information System track – lvl 5 and 6:**

### **1. Rationale for the track**

MIS degree is designed to equip our students with the knowledge, understanding and skills needed to manage any information and the ability to apply different approaches to manage business processes. MIS is concerned with how to collect, process, store, analyse data and communicate information related to different and various actions for different levels of management, this will lead to a better handling of information, effectively and efficiently manage and make better decisions of activities.

### **2. Aims of the track**

The objective of MIS is to:

- The goal of a management information system (MIS) is to improve decision-making by delivering up-to-date, reliable data on a wide range of organizational assets.
- The purpose of a management information system (MIS) is to be able to connect different data sources in order to devise ways to improve operations.
- Provide information for decision-making on the firm's subsystems' operations, including planning, initiating, organizing, and managing them, as well as providing a cohesive organization in the process. It makes the decision-making process easier by providing information in a timely manner.
- A fundamental contribution of a MIS is the creation of reports that combine different data pieces necessary for each stage and level.
- Makes the decision-making process easier by providing information in a timely manner. This aids the decision-maker in choosing the most appropriate course of action.

### Programme Structure - LEVEL 5 – Management Information System track

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
B207A (Shaping Business Opportunities I) B207B (Shaping Business Opportunities II) MT248 (Analyzing data) M218 (Relational databases) M251 (Object Oriented Programming using Java)	120	BUS110 (Introduction to Business) SYS111 (Principles of Technology Ventures)	15		

Intended learning outcomes at Level 5 are listed below:

### Learning Outcomes – LEVEL 5– Management Information System track

<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1:</b> Develop understanding and knowledge of theories, concepts, models and the interactions between various business functions for long-term success of organizations.</p> <p><b>A2:</b> Gain knowledge and understanding of data analysis techniques, statistical and probability models and their uses.</p> <p><b>A3:</b> Demonstrate knowledge and understanding of principles, concepts and techniques associated with relational databases and object-oriented ideologies.</p>	<p>Knowledge and understanding are acquired at all levels through UK OU published distance-learning materials, including specially written module materials, study guides, assignments and project guides; through a range of multimedia material; through work on original texts; and through feedback on assignments.</p> <p>Assessment of the knowledge and understanding components of the programme is achieved through a combination of continuous assessment and exams. These assessments are central to the teaching of each module, enabling tutors to identify and comment on student knowledge and understanding. Every major module comprises assignments, a mid-term examination and final examination.</p>

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1:</b> Critically analyse information relevant to business and management problems and issues using theoretical and practical models and concepts in an organizational context.</p> <p><b>B2:</b> Ability to solve problems through statistical designs and techniques, as well as interpreting the results.</p> <p><b>B3:</b> Apply SQL statements to manage data, develop and interpret Entity-Relationship data module.</p>	<p>Cognitive skills and processes are introduced at a very simple level at Level 4, primarily via material specifically designed to develop business related social science, technological and mathematical skills in a progressive way. Although modules at Levels 5 and 6 continue this work, there is significant variation between modules in the degree to which skills are taught explicitly in the module materials. Significant teaching is, however, maintained through the assessment strategy and tutor feedback.</p> <p>In the Level 5 modules, students are asked to analyse their progress with skills associated with their current work, submitting this assessment as part of their assignments. This allows students to develop a systematic and self-conscious approach to their skill development, assisted and supported by their tutor. These activities culminate in an assessment solely concerned with skills development where students are asked to reflect on their skills progression and achievement.</p>
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1:</b> Ability to communicate in a professional manner, plan monitor and review business progress and awareness of ethical issues and professional standards.</p> <p><b>C2:</b> Apply statistical techniques, Java and software packages to analyse data.</p> <p><b>C3:</b> Analyse a wide range of database design issues and provide solutions while managing in an SQL environment.</p>	<p>To support the development of their group-working and ICT skills, students are required to use the Learning Management System (LMS – the AOU equivalent of the UKOU Electronic TMA system) and also for some modules to participate in computer conferencing. This provides students with an additional environment in which to share learning and resolve module-related problems with other</p>

<b>3C. Practical and professional skills</b>	
	<p>students and their tutor. The AOU has developed its e-library through the addition of relevant databases which include academic refereed journals, publications, conference proceedings to name just a few on topics relevant for the for the different faculties.</p> <p>Students discuss case studies and current business issues in tutorials and use these to practise their application of module concepts in tutorials. This also follows through with case study based assignments in some modules.</p>
<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> Critically analyse and compare between different approaches to managing and solving problems within organizational context.</p> <p><b>D2:</b> Solving problems and demonstrate critical thinking while communicating results clearly and coherently.</p> <p><b>D3:</b> Use of Java techniques and appropriate numerical, mathematical and database tools and skills.</p>	<p>Interpersonal skills of effective listening, negotiating, persuasion and presentation are taught through the undertaking of small group activities in face to face tutorials. This starts with level 4 and these skills are developed through to level 6 modules.</p>

### **Diploma in MIS**

**Programme Structure - LEVEL 6 – Management Information System track**

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
<b>BUS310</b> (Strategic Management) <b>MIS300</b> <b>TM351</b> <b>TM354</b>	120	BUS110 (Introduction to Business) SYS111 (Principles of Technology Ventures)	15		

Intended learning outcomes at Level 6 are listed below:

**Learning Outcomes – LEVEL 6 – Management Information System track**

**3A. Knowledge and understanding**

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>A1:</b> Understand how businesses develop strategies; the different forms and theories of strategy and how organizations make decisions and organize decision-making processes and its implications.</p> <p><b>A2::</b> Demonstrate the ability to understand and differentiate between the different types of projects and how to manage scope, schedule, cost, and quality for successful project outcomes.</p> <p><b>A3:</b> Understand the similarities and differences between a variety of database models, its uses and related legal issues, as well as the different approaches to software development, and the stages of the software development life cycle.</p>	<p>Knowledge and understanding are acquired at all levels through UK OU published distance-learning materials, including specially written module materials, study guides, assignments and project guides; through a range of multimedia material; through work on original texts; and through feedback on assignments.</p> <p>Assessment of the knowledge and understanding components of the programme is achieved through a combination of continuous assessment and exams. These assessments are central to the teaching of each module, enabling tutors to identify and comment on student knowledge and understanding. Every major module comprises assignments, a mid-term examination and final examination.</p>



<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1:</b> Apply critical thinking and analysis of different strategies for management related to business situations and assess the dynamics of competition and finding solutions.</p> <p><b>B2:</b> Ability to produce and manage reliable information from a variety of sources, analysing and evaluating different perspectives, identifying biases and hidden assumptions.</p> <p><b>B3:</b> Evaluate, develop strategies and analyse scenarios for the validation and verification of software systems and critically evaluate the quality of a software product.</p>	<p>The Level 6 core business modules expects students to show application of skills developed earlier. In requiring students to work with fellow students in a small research group, it also aims to develop their ability to conduct independent research using a variety of databases and websites, and to develop group-working skills.</p> <p>Other more discipline-specific skills will be developed and assessed in related modules through use of module materials, tutorial delivery and module assessments and tutor feedback.</p>
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1:</b> Ability to demonstrate professional application of strategic management perspectives, analysis and interpretation in an organizational context.</p> <p><b>C2:</b> Transfer and use relevant key professional project managers skills and the ability to engage critically with the underlying challenges and problems facing a business.</p> <p><b>C3:</b> Use a query language, apply a statistical package, present an analyse of a dataset and the design of software systems.</p>	<p>To support the development of their group-working and ICT skills, students are required to use the Learning Management System (LMS – the AOU equivalent of the UKOU Electronic TMA system) and also for some modules to participate in computer conferencing. This provides students with an additional environment in which to share learning and resolve module-related problems with other students and their tutor. The AOU has developed its e-library through the addition of relevant databases which include academic refereed journals, publications, conference proceedings to name just a few on topics relevant for the for the different faculties.</p>

<b>3C. Practical and professional skills</b>	
	Students discuss case studies and current business issues in tutorials and use these to practise their application of module concepts in tutorials. This also follows through with case study based assignments in some modules.
<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> Acquire interpersonal skills of effective listening, negotiating, persuasion and presentation to develop written communication skills, as well as Self reflection and criticality including self awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues.</p> <p><b>D2:</b> Gain interpersonal skills of conducting research, effective listening, negotiating, persuasion and presentation of data and information acquired.</p> <p><b>D3:</b> acquiring skills of writing a report using a systematic approach to analysing a dataset, and communicate the knowledge and understanding of database and software engineering.</p>	Interpersonal skills of effective listening, negotiating, persuasion and presentation are taught through the undertaking of small group activities in face to face tutorials. This starts with level 4 and these skills are developed through to level 6 modules.

## **Bachelor of Business Studies in Management Information System**

#### 4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
  - where in the structure above a professional/placement year fits in and how it may affect progression
  - any restrictions regarding the availability of elective modules
  - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
  - how the delivery of the academic award fits in with the wider apprenticeship
  - the integration of the 'on the job' and 'off the job' training
  - how the academic award fits within the assessment of the apprenticeship

AOU procedures/rules and local educational authorities in branches don't include professional/placement year within the scope of equivalency, only accredited modules with specific rules for equivalency such as matching credit hours and content to the requested equivalency AOU modules against accredited institutions and modules.

Candidates can study for the first three semesters of the programme without any specialisation. In general, students will undertake BUS101- Introduction to Math for Business, BUS102- Introduction to Statistics, BUC111- Business communication 1, ACT111- Financial Accounting, ACT112- Managerial Accounting, ECO101- Principles of Microeconomics, MGT111- Principles of Management I, MGT112- Principles of Management II, MKT111- Principles of Marketing I, MKT112- Principles of Marketing II or ECO102- Principles of Macroeconomics, BUC112- Business communication 2, and TM105- Introduction to Programming, MT131- Discrete Mathematics (for MIS track) before making their specialisation selection. This is a clear benefit as there are opportunities for students to learn more about the options and their strengths and weaknesses before embarking on specialised modules.

With its eight tracks, FBS believes that this program would be especially accessible to candidates in their starting point in business carriers, junior and middle management positions or who intend to pursue such career paths.

AOU-FBS also provides exit awards for candidates who are unable to continue through the full programme of study required for the BA (Hons) degree. Students may exit with either a Certificate of Higher Education (HE) in Business Studies or a Diploma of Higher Education in Business Studies.

For a Certificate of Higher Education in Business Studies a student will be required to have successfully obtained 120 points/ 32 credits at Level 4. For a Diploma of Higher Education in Business Studies a student will be required to have successfully obtained 120 points/ 32 credits at Level 4 and 120 points/ 32 credits at Level 5.

In general, Elective modules are included for every track in the program and track study plans, where students are required to finish 4 credit hours during the time of study for a BA degree, AOU and FBS permits students from any track/specialization to register for any other specialized core module and counts as elective beside the available elective modules indicated in the track structure.

#### 5. Support for students and their learning.

*(For apprenticeships this should include details of how student learning is supported in the work place)*

AOU branches provide student advice and counselling though to varying units. However, the Learning Management System (LMS) is the main interface for students in addition to the academic advising sessions, where they are provided with academic and administrative information.

Most formal and informal arrangements for student support and guidance are branch-based activities. Student counselling, academic advising, placement, health care, on campus activities, social accommodation and financial support are all provided through the branch facilities.

The Faculty of Business Studies provides students through the AOU website and branch websites, with all the information needed for their study plan, module offerings, module description, all relevant academic rules and regulations.

In addition to the individual tuition provision, students have access to regular opportunities for engagement with each other, branch library access, an extensive variety of specially written resources presented in different media (print and online), audio-visual material, published articles, case-studies and a set of interactive tools to help students develop their management thinking abilities.

Moreover, students are learning from working in individually, groups, face-to-face, and online, in structured activities supported by a wide range of resources including specially designed books, online library and face-to-face meetings.

### **The AOU Learning Management System (LMS)**

LMS is a user-friendly **Moodle** e-learning portal platform. Students are accessing most academic services and support from this system including

- Downloading the course materials
- Uploading the Assignments, reports and other class works
- Text based interaction with the tutors and peers
- Using forums for course discussions
- Sending instant messages to the tutors and class mates

Faculty and staff are committed to helping students with their challenges. All faculty members have regular office hours to meet students. If students wish to meet faculty outside of office hours, they need to make an appointment. The staff members can also be contacted through email.

In addition to this virtual learning environment, AOU branches have a “physical” learning resource centre with enough space, desks and computers where students can sit and study while being able to access the physical library. This library is updated every year with relevant and important books and magazines related to the new technologies in the Business field. AOU e-library currently subscribes to the following EBSCO databases:

- Academic Search Premier
- Business Source Complete
- Computers and Applied Science Complete
- Education Research Complete

- Literary Reference Center
- English Language Learning
- Research Starter – Business
- Research Starter - Education
- ERIC
- LISTA.

Computing facilities are designed to be used for legitimate, university-related purposes. Access to computing labs is allowed to registered students in all branches. The IT unit in each branch attempts to maintain a quiet, work-friendly environment in its computing labs in order that lab users can use their time productively and with minimal distraction.

In addition to the guidance and support that the student receives from the Department of Admissions and Registration and the Student Affairs Department on academic and social issues, students are offered different methods of student support. Besides weekly tutorials, students at all branches are encouraged to visit their tutors during office hours. Other methods of student support include:

- Online chat sessions with tutors.
- Online communication and online office hours.
- Orientation sessions that introduce students to the system at Arab Open University by each programme, in addition, of course, to the major orientation at the beginning of each semester that assemble students from all programmes.
- Emails by means of which tutors and students can discuss important ideas related to the module material.
- Advising and registration counselling.
- The use of computer libraries and software.
- Online library.
- Telephone calls.
- Substantial feedback on TMAs.
- Online Student Support System where students' complaints, queries and suggestions are channelled to the right person for response and where an online monitoring system and monthly reports are generated to make sure that each and every question raised by students is answered.
- Video Conferencing technologies provide a basis for remote collaboration with academia.

Proper academic advising is regarded as a very critical factor affecting student's success and retention and is given exceptional attention in all branches. Each student is assigned to an advisor. Each advisor should show his advisee the ultimate way to achieve his/her goal while taking into account his strengths, weaknesses, and past performance. Full time faculty members based on their areas of specialty provide the academic advising and the student's registered track. Given that, AOU adopts an open learning approach that fosters flexibility for the students; two types of advising are offered at the AOU: Face to face advising and E- Advising where advisors and students can communicate remotely through LMS or other online means such as some social media platforms. Both are offered within certain context and in accordance to specific criteria and guidelines. Advising usually starts at the beginning of the semester, before registration, but continues throughout the semester, where students can meet their advisors in their office during the semester. Face to face advising is mandatory for new comers, and for progressive/ continuing students who are not eligible for e-advising due to probation condition for GPA below 2.0.

For new students, the staff members conduct the advising and registration process in their office; new students to be directed to their corresponding advisors, where a meeting is conducted to help the new comer easily integrate into the system. During this meeting, students are advised with the specialty, tracks and courses that should be taken. Besides following the rules and regulations in choosing the list of courses for the student to register during the semester. The advisor takes into consideration several factors, among these factors, the financial situation of the student, his workload (part time/full time job), and the student's results in the placement test.

The e-advising is offered for continuing students with good GPA and according to the academic advising policy.

Regular sessions on how to provide in-text citation and reference assignments properly according to the Harvard style of referencing, are held by branch course coordinators (BCC) and tutors for all students registered in any of the business courses. Moreover, similar sessions are held to teach students how to use the AOU e-library.

## 6. Criteria for admission

*(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)*

To be admitted in any bachelor programme the applicant should have fulfilled the following conditions:

- Obtain a general secondary school certificate or equivalent.
- A minimum of (550) score in the TOEFL hard copy version, equivalent score (213) in the soft copy version or equivalent score in the IBT (79), or the equivalent score thereof in the IELTS (6.5) shall be exempted from the English Placement Test, provided that their scores have been obtained within the two years preceding their admission to the University.
- Fulfil any other conditions determined by the University or competent authorities of the Branch country.

### **Branch specific admissions policy:**

#### **KSA Branch**

- Secondary school certificate
- Literary stream graduates may be admitted in Business programme.
- Scientific stream graduates can join any programme.
- If the number of applicants exceed the Branch student capacity they would be ranked orderly for selection purposes.

#### **Kuwait Branch**

- Secondary school certificate.
- Minimum of 60% on the general secondary school GPA 2 out of 4. Secondary school graduates may be exempted if more than 3 years had passed since the on their graduation.
- 50% of the seats should be allocated for Kuwaiti students, if any.

#### **Jordan Branch**

- Secondary school certificate.
- Minimum of 60% on the general secondary school certificate.
- Admission to Programmes is subject to local authority regulations.

#### **Egypt Branch**



- Secondary school certificate.
- Minimum of 60% on the general secondary school certificate.
- Admission to Programmes is subject to local authority regulations.

**Bahrain, Lebanon, Oman**

- Secondary school certificate.
- Admission to Programmes is subject to local authority regulations.

7. Language of study

English is the most widely used language in the world of business, and it has become an essential requirement for employment in most business organizations. English is the language of instruction in all modules (courses) of the OU-AOU BS programme.

8. Information about non-OU standard assessment regulations (including PSRB requirements)

Each course shall have the final mark out of (100) marks to be equally distributed between the Continuous Assessment and the Final Examinations. This distribution may be adjusted either by increasing or decreasing the ratio of each component according to the nature of the course following the approval of the concerned Faculty Council and the endorsement of the Academic Committee.

The Continuous Assessment's (50) marks shall be assigned as follows:

- a) A minimum of (20) marks for TMA.
- b) A maximum of (30) marks for MTA.
- c) The Deanship may exclude any course from the marks distribution stipulated above after pursuing the approval of the Academic Committee.
- d) The minimum number of TMAs required for each course shall be at least one TMA per course per semester. The Deanship may determine the maximum number of TMAs.
- e) One Midterm Assessment (exam) MTA per module/ per semester.
- f) The Deanship, GCCs, and BCCs are responsible for the preparation of assignments, MTA, TMA, and final examinations of every module. Such assignments and examination are unified in all Branches, and the final examination is held at the same time and the same date in all

Branches, according to special instructions issued by the University Council.

g) Mid-term exams are unified for every course at the Branch level; however, the Deanship may unify the content and time of the midterm exam in all Branches. In all cases, the Dean shall approve all midterm exams.

The final mark of each course shall be calculated, and be entered in letters and their equivalent points as follows:

Generic Assessment Criteria

Indicative Grade	% Marks	Characteristics	
A	90 and above	<p>High standard of critical analysis using appropriate conceptual frameworks Excellent understanding and exposition of relevant issues Clearly structured and logically developed arguments Good awareness of nuances and complexities Substantial evidence of well-executed independent research Very good evaluation and synthesis of source material Very good use of relevant data and examples, all properly referenced</p>	<p><b>Outstanding</b> Student meets all requirements of LOs. The student demonstrates an excellent grasp of the subject knowledge including critical thinking and consistently adheres to the conventions of writing. The student demonstrates outstanding ability in use of relevant ideas / facts / theories / concepts / models / perspectives with consistency and precision of breadth and depth. The student work is strikingly insightful with evidence of originality and integration of information from sources with sound judgment and professional standards of writing with further scope for research.</p>

B+	82-89	<p>Very good standard of critical analysis using appropriate conceptual frameworks</p> <p>Clear awareness and exposition of relevant issues</p> <p>Clearly structured and logically developed argument</p> <p>Awareness of concepts and complexities</p> <p>Evidence of independent research</p> <p>Good evaluation and synthesis of source material</p> <p>Good use of relevant data and examples, all properly referenced</p>	<p><b>Very Good</b></p> <p>Student meets all requirements of Los. The student demonstrates a very good grasp of the subject knowledge and consistently adheres to the conventions of writing. The student demonstrates high ability in use of relevant ideas / facts / theories / concepts / models / perspectives with consistency and precision of breadth and depth. The students work is insightful with evidence of originality to a great extent and integration of information from sources with sound judgment and professional standards of writing.</p>
B	74-81	<p>Uses appropriate conceptual frameworks</p> <p>Attempts analysis but includes some errors and/or omissions</p> <p>Shows awareness of issues but no more than to be expected from attendance at classes</p> <p>Arguments reasonably clear but underdeveloped</p> <p>Insufficient evaluation of source material</p> <p>Some good use of relevant data and examples, but incompletely referenced</p> <p>Insufficient evidence of independent research</p>	

C+	66-73	<p>Adequate understanding of appropriate conceptual frameworks</p> <p>Answer too descriptive and/or any attempt at analysis is superficial, containing errors and/or omissions</p> <p>Shows limited awareness of issues but also some confusion</p> <p>Arguments not particularly clear</p> <p>Limited evidence of independent research and reliance on a superficial repeat of class notes</p> <p>Relatively superficial use of relevant data, sources and examples and poorly referenced</p>	<p><b>Good</b></p> <p>Student almost all requirements of LOs. The student demonstrates an sound grasp of the subject knowledge and adheres to the conventions of writing. The student demonstrates ability in use of relevant ideas / facts / theories / concepts / models / perspectives with consistency and precision of breadth and depth. The student work is has fair evidence of originality and integration of information from sources with judgment and appropriate standards of writing.</p>
C	58-65	<p>Shows acquaintance with and understanding of key concepts and issues from a range of sources; ideas synthesized and related to the topic. Ideas organized and grouped into a coherent argument; use of examples / detail / quotations / references / experience to support argument; some critical analysis of ideas/ evidence; limited appraisal of implications.</p>	

D	50-57	Shows general understanding of key concepts and issues. Ideas organized and grouped into a coherent argument; use of examples / experience to support argument; limited appraisal of implications.	<b>Satisfactory</b> Student fairly meets requirements of LOs. The student demonstrates fair level of knowledge but with weak competency in presenting the argument. Adheres to broad standards of writing and lacks in presentation of knowledge in depth and breadth.
F	Below 50	Unsatisfactory Student fails to meet the LOs. The student demonstrates patchy overall knowledge of the subject. Lacks skills in presenting argument, contains inaccuracies with very little evidence of independent thought.	

*This marking scheme has been developed in accordance with the QAAD Standards Benchmark. Higher Education National Framework, and AOU assessment bylaws and policies*

<u>Grade</u>	<u>Points</u>
<b>A</b>	<b>4.0</b>
<b>B+</b>	<b>3.5</b>
<b>B</b>	<b>3.0</b>
<b>C+</b>	<b>2.5</b>
<b>C</b>	<b>2.0</b>
<b>D</b>	<b>1.5</b>
<b>F</b>	<b>0.0</b>

The cumulative average shall be calculated in points with the equivalent ratings given as follows:

<b>Average in points</b>	<b>Rating</b>
<b>3.67 - 4.00</b>	<b>Excellent</b>
<b>3.00 - 3.66</b>	<b>Very good</b>
<b>2.33 - 2.99</b>	<b>Good</b>
<b>2.00 - 2.32</b>	<b>Pass</b>
<b>Less than 2.00</b>	<b>Poor</b>

9. For apprenticeships in England End Point Assessment (EPA).

*(Summary of the approved assessment plan and how the academic award fits within this and the EPA)*

NA

10. Methods for evaluating and improving the quality and standards of teaching and learning.

FBS is committed to evaluating the program's quality and standards of teaching and learning, as well as its delivery, utilizing a variety of well-designed assessment and evaluation systems that include key indicators for assessing the program's performance:

#### **Standardising assessment method**

Creating good Tutor Marked Assignments (TMAs), preparing Mid-Term Assessments (MTAs), and preparing final exams are all part of the standardizing assessment approach. All of these assessment methods are developed in collaboration with external examiners and the deanship. Furthermore, using group and double grading to eliminate grading variation, cross-branch grading to eliminate grading variation or over-marking, and adhering to a standard marking grid and marking guidelines, as well as preventing plagiarism by submitting student work to a standard plagiarism-detection software: Turnitin.

All parties of the FBS and each in its own capacity, contribute significantly to the advancement of the FBS programme in the following areas:

1. Encouraging examples of good practice among the different branches to enhance the Faculty of Business Studies programme and disseminating them across AOU branches.
2. Preparing the Annual Monitoring Report (AMR) or Annual Programme Evaluation (APE)
3. Preparing the Self Evaluation Document (SED)
4. Getting student feedback on tutors, delivery of tutorials, and the teaching learning practice at large

Continued review and critical appraisal of the Faculty programme which are exercised by external examiners through their periodic visits, meetings with academic reviewers, are considered among the many activities conducive to boosting the delivery. That the weekly follow-up of the Faculty programme PCs, GCCs, BCCs and tutors is a key element to the successful sustainability and strength of the Faculty of Business Studies programme.

### **The Academic Appraisal**

Academic appraisal is an appraisal system used to evaluate the soundness of academic staff knowledge and skills in delivery. This appraisal system is crucial to deciding the efficacy of their services rendered to the University in terms of the continued need for your services or otherwise. This appraisal process also helps you and the university identify your training needs. The academic appraisal is conducted once a year.

### **TMA/MTA monitoring**

To maintain uniformity of standards in student assessment TMA/MTA grading practices are evaluated by the BCC of the course. The BCC remarks on the criteria set to assess your TMA/MTA marking assessment standards. This process takes place every semester for the courses you teach.

### **Tutorial/peer monitoring**

TMA/peer monitoring is a collegiate approach to identifying tutor's strengths and weaknesses in delivering the course content during tutorials

### **Student feedback**

AOU recognizes the importance of student views and feedback. For this purpose student's views survey is circulated during each semester where students are expected to give a formal feedback on the tutorial, content, delivery style, clarity of learning outcomes, and helpfulness of the tutor towards the student. Student feedback will duly be communicated to tutor.

### **Evaluation of student support and guidance resources**

All AOU-branches are continuously providing the student with academic counselling and advice. AOU-branches provide student advice and counselling via various academic and academic-related units. The Learning Management System (LMS) is considered to be the main interface for students, where they are provided with academic and administrative information. FBS imitate the experiences of AOU branches (i.e., Lebanon, Bahrain, and Oman) which were on the lead of student satisfaction on this aspect. There has been a daily follow up with the students through office hours, emails, and chatting groups through (Whats App). Moreover, students are attending extra sessions (volunteering not required) for Personal Development Planning. In order to raise awareness about students' PDP, the Branch Quality Assurance Units, prepare posters in this regard to be placed on the branch's announcement boards.

### 11. Changes made to the programme since last (re)validation

#### Proposed modifications to the programme: Faculty requirements

Modules	Summary of any proposed modifications to the programme: Level-4/Track								Pts
	Accounting	Management	Economics	Marketing	Systems	Finance	HRM	MIS	
Common Module	<p><b>ECO101 (15 pts): Principles of Microeconomics</b>  <b>LB170 (30 pts): Communication Skills for Business and Management</b>            Replace with ► <b>BUC111 (15 pts): Business communication 1</b> and <b>BUC112 (15 pts): Business communication 2.</b>            A section titled faculty requirements has been added as a mandatory section of 45 points- taken from the faculty electives and university electives.</p>								45
All Program's and tracks' ILOs have been modified accordingly. In view of that all changes have been mapped in the Program's and tracks' ILOs.									45

#### Proposed modifications to the programme: Level-4

Modules	Summary of any proposed modifications to the programme: Level-4/Track								Pts
	Accounting	Management	Economics	Marketing	Systems	Finance	HRM	MIS (New Pathway)	
Common Modules	<p><b>LB170 (30 pts): Communication Skills for Business and Management</b> was moved to faculty requirement section.</p> <p><b>ECO101 (15 pts): Principles of Microeconomics</b> was moved from economic pathway and added to faculty requirements for all students.</p> <p><b>BUS102 (15 pts): Introduction to Statistics</b> still for all pathways but for the new MIS pathway it is replaced by ► <b>MT131 (15pts): Discrete Mathematics</b></p> <p><b>B122 (30Pts): An Introduction to Retail Management and Marketing</b>            Replaced by ► <b>MKT111 (15 pts): Principles of Marketing I</b> and <b>MKT112 (15 pts): Principles of Marketing II</b> (except for Economics track it is replaced for ECO102 and TM105 for MIS track.</p> <p><b>B123 (30 pts): Management practice</b>            Replace by ► <b>MGT111 (15 pts): Principles of Management I</b> and <b>MGT112 (15 pts): Principles of Management II</b></p> <p><b>B124 (30 pts): Fundamentals of Accounting</b>            Split into two modules <b>ACT111 (15 pts): Financial Accounting</b> and <b>ACT112 (15 pts): Managerial Accounting</b> and are taken as a mandatory common module for level 4.</p>								120
All Program's and tracks' ILOs have been modified accordingly. In view of that all changes have been mapped in the Program's and tracks' ILOs.									120

#### Proposed modifications to the programme: Level-5

Modules	Summary of any proposed modifications to the programme: Level-4/Track								Pts
	Accounting	Management	Economics	Marketing	Systems	Finance	HRM	MIS	



<b>Common Modules</b>	NA								<b>60</b>
<b>Track Modules</b>	<b>B291 (30 pts):</b> Financial Accounting Direct replacement ► OU Updated <b>BB293 (30 pts):</b> Financial accounting in context <b>B292 (30 pts)</b> Management Accounting Direct replacement ► OU Updated <b>B294 (30 pts)</b> Financial Analysis And Decision Making	NA	NA	<b>B205A (30Pts):</b> Exploring innovation and entrepreneurship <b>B205B (30Pts):</b> Exploring innovation and entrepreneurship removed Adding ► <b>B206</b> (30 Pts): Understanding Customers <b>BUS208</b> (30 Pts): Contemporary issues in Marketing	NA	<b>B292</b> Replaced ► OU Updated (B294) (30 Pts): Financial Analysis Decision Making <b>FIN240</b> (30 Pts): Microfinance Theory and Practice removed Adding ► <b>FIN241</b> (15 Pts): Microfinance And <b>FIN242</b> (15 Pts): Financial Technology	NA	<b>MT248 (15 Pts):</b> Analyzing data <b>M218</b> (15 Pts): Relational databases <b>M251</b> (30 Pts): Object Oriented Programming using Java	<b>60</b>
All Program's and tracks' ILOs have been modified accordingly. In view of that all changes have been mapped in the Program's and tracks' ILOs.									<b>120</b>

### Proposed modifications to the programme: Level-6

Modules	Summary of any proposed modifications to the programme: Level-4/Track								Pts
	Accounting	Management	Economics	Marketing	Systems	Finance	HRM	MIS	
<b>Common Modules</b>	NA								<b>30</b>
<b>Track Modules</b>	<b>B392</b> (30Pts): Advanced management accounting Direct replacement by OU ► <b>B391</b> (30 Pts): Management accounting and finance	<b>B325</b> (30 Pts): Managing across organisational and cultural boundaries replaced by OU ► <b>B329</b> (30 Pts): Leadership in a changing world <b>B628</b> (30 Pts): Managing 1: organisations and people replaced by ► <b>BUS628</b>	<b>ECO340</b> Managerial Economics (15 pts) <b>ECO341</b> Economic Development (15 pts) Both replaced by ► <b>ECO342</b> (30 Pts): Economic development & contemporary issues	<b>B324</b> (30 Pts): Marketing and society Direct replacement by OU ► <b>B328</b> (30 Pts): Marketing in Action	<b>B325</b> (30 Pts): Managing across organisational and cultural boundaries replaced by OU ► <b>B329</b> (30 Pts): Leadership in a changing world	<b>B392</b> (30Pts): Advanced management accounting Direct replacement by OU ► <b>B391</b> (30 Pts): Management accounting and finance <b>FIN342</b> (30 Pts) split into ► <b>FIN301</b> (15 Pts): Financial and Securities Markets	<b>B628</b> (30 Pts): Managing 1: organisations and people replaced by ► <b>BUS628</b> (30 Pts): Global HRM <b>B325</b> (30 Pts): Managing across organisational and cultural boundaries replaced by OU ► <b>B329</b> (30 Pts): Leadership in	<b>MIS300</b> (30 Pts): Project Management <b>TM351</b> (30 Pts): Data management and Analysis <b>TM354</b> (30 Pts): Software Engineering	<b>90</b>

		(30 Pts): (Global Human Resource Management)  <b>B629</b> (30 Pts): Managing 2: marketing and finance replaced by ► <b>BUS629</b> (30 Pts): International Management				<b>And</b> <b>FIN302</b> (15 Pts): Portfolio theory	a changing world		
All Program's and tracks' ILOs have been modified accordingly. In view of that all changes have been mapped in the Program's and tracks' ILOs.									<b>120</b>

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

## Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

### The Curriculum Map for the Programme's Common Modules

Level	Study module/module	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	
4	ACT111 (15Pts): Financial Accounting	✓	✓					✓	✓					✓	✓					✓	✓					
	ACT112 (15PTS): Managerial Accounting	✓	✓					✓	✓					✓	✓					✓	✓					
	BUC111 (15Pts): Business communication 1	✓			✓		✓	✓			✓		✓	✓			✓			✓			✓		✓	
	BUC112 (15Pts): Business communication 2	✓			✓			✓			✓		✓	✓			✓		✓	✓			✓			
	BUS101 (15Pts): Introduction to Math for Business	✓		✓				✓		✓				✓		✓				✓		✓				
	BUS102 (15Pts): Introduction to Statistics	✓					✓	✓		✓				✓	✓		✓			✓	✓			✓	✓	✓
	ECO101 (15Pts): Principles of Microeconomics	✓		✓				✓		✓					✓		✓				✓		✓			
	ECO102 (15 Pts) : Principles of Macroeconomics	☐		☐				☐			☐				☐		☐				☐			☐		
	MGT111 (15Pts): Principles of Management I	✓			✓			✓			✓				✓			✓			✓			✓		
	MGT112 (15 Pts): Principles of Management II	☐			☐			☐			☐				☐			☐			☐			☐		

	MKT111 (15Pts): Principles of Marketing I	✓				✓		✓				✓		✓				✓		✓			✓	
	MKT112 (15 pts): Principles of Marketing II	✓				✓		✓				✓		✓				✓		✓			✓	
	MT131 (15Pts): Discrete Mathematics	✓				✓	✓					✓	✓					✓	✓					✓
	TM105 (15Pts): Introduction to Programing	✓				✓	✓					✓	✓					✓	✓					✓
	BUS110 (30Pts): Introduction to Business (Elective)	✓		✓	✓			✓	✓			✓			✓	✓		✓				✓		
	HRM111 (15Pts): Principles of HRM (Elective)	✓			✓			✓				✓			✓			✓				✓		
	SYS111 (15Pts): Principles of Technology Ventures (Elective)	✓				✓	✓					✓	✓					✓	✓					✓
5	B207A (30Pts): Shaping business opportunities	✓			✓			✓				✓			✓			✓				✓		
	B207B (30Pts): Shaping business opportunities	✓			✓	✓		✓				✓			✓	✓		✓				✓		
6	BUS310 (30Pts): Strategic Management				✓	✓			✓	✓	✓				✓	✓	✓					✓	✓	✓

## The Curriculum Map for the Track's Core Modules

### For Accounting Track

Level	Study module/module	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
5	BB293 (30Pts): Financial Accounting in Context		<input type="checkbox"/>						<input type="checkbox"/>						<input type="checkbox"/>						<input type="checkbox"/>				
	B294 (30Pts): Financial Analysis and Decision Making		<input type="checkbox"/>						<input type="checkbox"/>						<input type="checkbox"/>						<input type="checkbox"/>				
6	B326 (30 Pts): Advanced Financial Accounting		<input type="checkbox"/>						<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>				
	B391 (30 Pts): Management accounting and finance	<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	
	ACC300 (15 Pts) :Accounting Information Systems		<input type="checkbox"/>						<input type="checkbox"/>						<input type="checkbox"/>						<input type="checkbox"/>				
	ACC302 (15 Pts) :Auditing Theory and Practice		<input type="checkbox"/>						<input type="checkbox"/>						<input type="checkbox"/>						<input type="checkbox"/>				

## The Curriculum Map for the Track's Core Modules

### For Economics Track

Level	Study module/module	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
5	DD209A (30 Pts): Running the Economy	<input type="checkbox"/>		<input type="checkbox"/>				<input type="checkbox"/>		<input type="checkbox"/>				<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>
	DD209B (30 Pts): Running the Economy	<input type="checkbox"/>		<input type="checkbox"/>				<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
6	DD309A (30 Pts): Doing Economics I	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>				<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	DD309B (30 Pts): Doing Economics II	<input type="checkbox"/>		<input type="checkbox"/>				<input type="checkbox"/>		<input type="checkbox"/>				<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	ECO342 (30 Pts): Economic Development & Contemporary Issues	<input type="checkbox"/>		<input type="checkbox"/>				<input type="checkbox"/>		<input type="checkbox"/>				<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>			

## The Curriculum Map for the Track's Core Modules

### For Finance Track

Level	Study module/module	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	
5	FIN241( 15 Pts): Microfinance	<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>					
	B294 (30 Pts): Financial Analysis and Decision Making		<input type="checkbox"/>						<input type="checkbox"/>						<input type="checkbox"/>						<input type="checkbox"/>					
	FIN242 (15 Pts): Financial Technology	<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>						<input type="checkbox"/>						<input type="checkbox"/>					
6	B391 (30 Pts): Management accounting and finance	<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		
	FIN301 (15 Pts): Financial and Securities Markets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
	FIN302 (15 Pts): Portfolio Theory	<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>					
	FIN340 (15 Pts): Corporate Finance	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	
	FIN341 (15 Pts) : Islamic Finance	<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		

## The Curriculum Map for the Track's Core Modules

### For Human Resource Management Track

Level	Study module/module	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
5	HRM205 (15Pts): Employment Law	✓			✓	✓		✓			✓			✓			✓	✓		✓			✓		
	HRM206 (15Pts): Staffing Organizations	✓			✓			✓			✓	✓					✓			✓			✓		
	HRM210 (15Pts): Training and Development				✓	✓		✓			✓	✓		✓			✓			✓			✓		
	HRM215 (15Pts): Employment Compensation & Benefits	✓			✓	✓		✓			✓	✓		✓			✓	✓		✓			✓		
6	B329 (30Pts): Leadership in a changing world				✓	✓					✓	✓					✓	✓					✓	✓	
	BUS628 (30Pts): Global Human Resource Management				✓						✓						✓						✓		
	HRM320 (15Pts): Work Place Health & Safety				✓	✓					✓	✓					✓	✓					✓	✓	
	HRM330 (15Pts): Strategic HRM				✓	✓					✓	✓					✓	✓					✓	✓	



## The Curriculum Map for the Track's Core Modules

### For Management Track

Level	Study module/module	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
5	B205A (30Pts): Exploring innovation and entrepreneurship	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>					
	B205B (30Pts): Exploring innovation and entrepreneurship	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>						<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		
6	BUS628 ( 30Pts): Global Human Resource Management				<input type="checkbox"/>						<input type="checkbox"/>						<input type="checkbox"/>						<input type="checkbox"/>		
	BUS629 (30 Pts): International Management	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	
	B329 (30 Pts): Leadership in a changing word	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		

## The Curriculum Map for the Track's Core Modules

### For Marketing Track

Level	Study module/module	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
5	B206 (30Pts): Understanding Customers	✓			✓	✓		✓			✓	✓		✓			✓	✓		✓			✓	✓	
	BUS208 (30Pts): Contemporary issues in Marketing					✓						✓					✓	✓					✓	✓	
6	B327 (30Pts): Sustainable enterprise and innovation				✓	✓					✓	✓					✓	✓					✓	✓	
	B328 (30Pts): Marketing in Action					✓						✓						✓						✓	
	MKT331 (15Pts): Digital Marketing				✓	✓					✓	✓					✓	✓					✓	✓	
	MKT332 (15Pts): Services Marketing				✓	✓					✓	✓					✓	✓					✓	✓	

## The Curriculum Map for the Track's Core Modules

### For Management Information System Track

Level	Study module/module	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
5	MT248 (15Pts): Analyzing data						✓							✓						✓					✓
	M218 (15Pts): Relational databases	✓					✓	✓					✓	✓					✓	✓					✓
	M251 (30Pts): Object Oriented Programming using Java	✓					✓	✓					✓	✓					✓	✓					✓
6	MIS300 (30Pts): Project Management				✓		✓				✓		✓				✓		✓				✓		✓
	TM351 (30Pts): Data management and Analysis						✓						✓						✓						✓
	TM354 (30Pts): Software Engineering						✓						✓						✓						✓

## The Curriculum Map for the Track's Core Modules

### For Systems Track

Level	Study module/module	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
5	SYS210 (30Pts): Managing technology & innovation	✓			✓		✓	✓			✓		✓	✓			✓		✓	✓			✓		✓
	SYS280 (30PTS): Systems' Thinking & Practice	✓					✓	✓					✓	✓					✓	✓					✓
6	B327 (30Pts): Sustainable enterprise and innovation					✓	✓					✓	✓					✓	✓					✓	✓
	B329 (30Pts): Leadership in a changing world				✓	✓					✓	✓					✓	✓					✓	✓	
	SYS380 (30Pts): Managing Systems Complexity	✓					✓	✓					✓	✓					✓	✓					✓

### Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.