

**BSc. (Honours)  
Business Studies  
Programme Specifications**

**AOU / OU-UK**

**(Revised 2017)**



**AOU**

الجامعة العربية المفتوحة

Arab Open University

Faculty of Business Studies

**Arab Open University  
Faculty of Business Studies**

**BSc (Honours)  
Business Studies**

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**2017**

# Programme specification

## 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 Accountancy BA(Hons) Business Studies with Economics BA(Hons) Business Studies with Systems Practice BA(Hons) Business Studies with Finance/Micro-Finance BA(Hons) Business Studies with Human Resource Management
<b>Teaching Institution</b>	Arab Open University
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of latest OU validation</b>	May 2017
<b>Next revalidation</b>	May 2022
<b>Credit points for the award</b>	360 validated UK OU credit points (96 AOU credit hours) and an additional 12 AOU credit hours of electives
<b>UCAS Code</b>	Not applicable
<b>Programme start date</b>	September 2017
<b>Underpinning QAAD subject benchmark(s)</b>	Business and Management, Accounting
<b>Other external and internal reference points used to inform programme outcomes</b>	
<b>Professional/statutory recognition</b>	Not applicable
<b>Duration of the programme for each mode of study (P/T, FT,DL)</b>	Distance learning with part time face to face tutorials
<b>Dual accreditation (if applicable)</b>	
<b>Date of production/revision of this specification</b>	2022

## 2. Programme aims and objectives

**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 students' 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

This programme aims to provide students with:

- a Business Studies programme of study which specializes in one of the seven areas in Business; Management, Marketing, Accounting, Economic, Systems Practice, Finance/Micro Finance, and Human Resource Management;
- an honours level 6 experience;
- the knowledge, skills, business awareness and confidence that will enable them to succeed in the wider business world;
- a high quality education in a stimulating environment, appropriately resourced;
- an introduction to the world of business, including an understanding of markets and market economies;
- 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.
- Acquisition of basic skills in each track.

Once students complete this degree, they will have a general understanding of business organisations, their key elements and wider considerations. They will be able to analyse 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 organisations 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 recognised 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; 1) to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline; 2) 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 analyse 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
8. the ability to locate, extract and analyse 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, analysing 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.

**And holders 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 and understanding of some of the contexts in which accounting operates
5. 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
6. 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.

## 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)

Students can study for the first three semesters of the programme without any specialisation. In general, students will undertake BUS101 and BUS102 in the 1st year (2<sup>nd</sup> semester) and BUS110 and LB170 in the 2nd year (1<sup>st</sup> semester) 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.

FBS strongly believe that this programme with its seven tracks would be particularly approachable for those AOU students who are in employment based junior or 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 credits at Level 4. For a Diploma of Higher Education in Business Studies a student will be required to have successfully obtained 120 credits at Level 4 and 120 credits at Level 5.

### 3. Programme outcomes

Intended learning outcomes are listed below.

The Business programme consists of Seven pathways. The programme is structured to allow increased choice as it progresses and provides specialist subject routes for students and to meet their individual needs and career aspirations. The following learning outcomes apply to all tracks. Further learning outcomes for each of the tracks are given later in this section. A Curriculum Map, showing how the modules relate to the programme/track learning outcomes, can be found in Annex 1 below.

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas:

<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/assessment methods</b>
On completion of this degree, students will have knowledge and understanding of:  <b>A1.</b> The structure and dynamics of business environments; how businesses seek to track and analyse their environments; <b>A2.</b> Markets, market economies and how they function; how consumers, firms and governments behave as economic agents; why and how markets fail and how this failure is managed; <b>A3.</b> Business processes and how they operate; the nature,	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. 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

### 3A. Knowledge and understanding

structure and functioning of organisations; how and why organisations are changing;

**A4.** Key business functions such as Marketing, Human Resources, Information Management, Accounting & Finance, Operations – their nature and contribution to organisational success, their historic origins and their interactions;

**A5.** How businesses develop strategies; the different forms and theories of strategy;

**A6.** How organisations make decisions and organise decision-making processes; the various sources of decision-making irrationality; the nature, role and implications of governmental, regional and supranational business policy on businesses;

**A7.** How to apply key ideas in mathematics, including some statistics, and algebra

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).

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 one TMA assignment, one midterm assessment and one final examination. The AOU model does not support end of module assessments and in this manner it varies from the UK OU model.

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>On completion of the degree, students will be able to:</p> <p><b>B1.</b> Read material questioningly, identifying and recording key ideas and concepts in business studies;</p> <p><b>B2.</b> Synthesise material from a variety of sources, analysing and evaluating different perspectives, identifying biases and hidden assumptions;</p> <p><b>B3.</b> Classify, recognise and organise material in distinct and relevant categories;</p> <p><b>B4.</b> Construct, defend and evaluate an argument, using relevant evidence, giving reasons for conclusions.</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, and technological 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 seven common modules (BUS110, BUS101, BUS102, LB170, B207a/b, and BUS310), 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> <p>Assessment of the cognitive skills of the programme is achieved through a combination of continuous assessment and exams. In</p>

<b>3B. Cognitive skills</b>	
	<p>some modules, the examinations include case studies to encourage synthesis of material. In some modules, case studies are used in assignments. 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 an assignment, a midterm examination and final examination. The AOU model does not support end of module assessments and in this manner it varies from the UK OU model.</p>

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>On completion of the degree, students will be able to:</p> <p><b>C1.</b> Transfer and use relevant key skills in the workplace context;</p> <p><b>C2.</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><b>C3.</b> The ability to engage critically with the underlying</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. Most assignments require students to undertake internet based research. The AOU has developed its e-library through the addition of relevant databases which include academic refereed</p>

<b>3C. Practical and professional skills</b>	
<p>challenges and problems facing a business;</p> <p><b>C4.</b> The ability to identify and evaluate conflicting arguments, including recognising the significance of different value positions in these arguments.</p>	<p>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> <p>Tutors invite guest speakers from regionally important businesses to come and address students on marketing topics from a practical/market point of view. Branches organise students to visit local businesses to increase their understanding of key business issues in the region, and to participate in training sessions.</p>

<b>3D. Key/transerable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>On completion of the degree, students will have developed their:</p> <p><b>D1.</b> Interpersonal skills of effective listening, negotiating, persuasion and presentation;</p> <p><b>D2.</b> Ability to conduct research into business and</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> <p>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</p>

### 3D. Key/transferable skills

management issues, either individually or as part of a team for projects/dissertations/presentations. This requires familiarity with and an evaluative approach to a range of business data, sources of information and appropriate methodologies, and for such to inform the overall learning process; including the development of personal and team attributes and capabilities for entrepreneurial success;

**D3.** Self reflection and criticality including self awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues;

**D4.** Skills of learning to learn and developing a continuing appetite for learning; reflective, adaptive and collaborative learning.

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.

Because AOU students are part-time and studying at a distance, there is strong emphasis on helping them to develop as independent learners. At Level 4 this means helping to develop basic skills (e.g. time planning, using feedback and support), but also laying the foundations for the increasing emphasis on reflection at Levels 5 and 6. This is not assessed directly but will be demonstrated by an increasing ability to study autonomously. We expect students to naturally develop the skills of learning to learn as they develop through the suite of modules, and this is drawn to their attention through a combination of skills based assessment and tutor feedback in tutorial and feedback to assignments. The provision of guest speakers and encouragement to visit organisations in the region also assists in developing this appetite as links are formed between the module and local

### 3D. Key/transferable skills

organisations.

Skills are developed as a consequence of module work throughout the programme and implicitly built into assessment. The nature of entry to the AOU means there is considerable emphasis on reading and writing skills at Level 4. At subsequent levels there are assumptions about students' basic abilities in these areas, although tutor feedback on writing skills continues to be important. However, the material from which students work becomes increasingly complex and diverse, and more sophisticated skills of interpretation, selection and synthesis are required.

Students are taught basic application of number skills at Level 4 and at least one of the assessment items will use these as a focus, with more opportunity for learning by tutor feedback. Students will continue to develop these skills, with modules from the economics discipline, and statistics modules taking them considerably further.

Students are introduced to issues related to information technology in a range of modules from Levels 4 to 6. Assessment, in the majority of cases, is via tutor-marked assignments (TMAs), midterm assessment, and final examination. The assessment strategy at Level 4 also has a strong focus on cognitive skills development for which students obtain detailed feedback. Key skills are central to the presentation of assignments; consequently, they are assessed throughout the programme both via continuous

3D. Key/transferable skills	
	<p>assessment and examination.</p> <p>There is increasing emphasis at Level 6 on the selection and use of material from a range of sources, including original texts. Assessment of subject knowledge and understanding is linked to the benchmarking standards of individual disciplines.</p>

Similarly, the learning outcomes for the Certificate of Higher Education in Business Studies and the Diploma of Higher Education in Business studies are provided below:

	Intended learning outcomes
<p>Certificate of Higher Education Students who successfully complete 120 credits at level 4.</p>	<p>To enable students to:</p> <ul style="list-style-type: none"> <li>• understand the fundamentals of the 'core' disciplines of the field (e.g. management, marketing, accounting, economics, systems);</li> <li>• understand basic qualitative and quantitative research;</li> <li>• use basic IT skills;</li> <li>• learn effectively and independently;</li> <li>• utilise basic qualitative and quantitative problem-solving skills;</li> <li>• begin to work effectively as a member of a team or group.</li> </ul>

Diploma of Higher Education. Students who successfully complete 120 credits at level 4 and 120 credits at level 5.

In addition to all the outcomes listed above for the Certificate of Higher Education, students will be able to:

- understand subject specific theories, ideas, issues and practices relating to management, marketing, accounting, economics, and systems;
- understand developments in business;
- address arguments/ideas through multiple perspectives;
- operate effectively as a member of a group or team;
- articulate ideas and arguments with clarity, conciseness and rigour both orally and in writing.

**The intended learning outcomes for each track.**

The following are the learning outcomes for each track:

A Curriculum Map, showing how the modules relate to the track learning outcomes, can be found in Annex 1 below.

**For Management Track**

<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/assessment methods</b>
<p>On completion of this degree, students will have knowledge and understanding of:</p> <p><b>A1.</b> The mission and purpose of the workplace and the environment in which it operates;</p> <p><b>A2.</b> Knowledge and understanding gained from workplace practice and relate this to relevant management theory;</p> <p><b>A3.</b> The range, scope, and complexity of the issues and problems related to the management of technology and innovation;</p> <p><b>A4.</b> The “state of the art” of the management of technology and innovation;</p> <p><b>A5.</b> Inter-organisational collaboration, organisational</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. 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. 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, supports student learning. Students receive face-to-face tuition for each module (i.e., 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</p>

### 3A. Knowledge and understanding

behaviour, and international management theories and concepts relevant to managing across organisational and cultural boundaries;

**A6.** Themes and challenges pertaining to organizing and managing across intra, inter-organisational and international contexts including the management of aims, power, politics, trust, cultural diversity and the darker side of organizing;

**A7.** Key processes of people management, incorporating the recruitment and development of staff and the management and leadership of individuals, teams and change;

**A8.** Behavioural aspects of the management of leadership of individuals, teams and change;

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 one TMA assignment, one midterm assessment (MTA) and one final examination. The AOU model does not support end of module assessments and in this manner it varies from the UK OU model.

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>On completion of the degree, students will be able to:</p> <p><b>B1.</b> begin to draw in different approaches to study that are needed when carrying out an assignment, using a variety of different learning resources – reading, note- taking, formulating questions and reflective;</p> <p><b>B2.</b> Reflect on and begin to critically evaluate the evidence of own and organization’s practice in light of new theoretical knowledge;</p> <p><b>B3.</b> Learn the basic skills necessary to construct a technology strategy for a firm;</p> <p><b>B4.</b> Use conceptual frameworks to describe functions of organising and managing in and across organisational and international contexts;</p> <p><b>B5.</b> Critically evaluate theories in relation to personal experiences, organisational, inter-organisational and international setting with which you are familiar and the relative standpoints of others within different contexts;</p> <p><b>B6.</b> Solve management problems through the use of the analytical skills including problem identification ,analysis,</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 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 practiced. As the module progresses, these skills are sign-posted and students are offered an opportunity to practice 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> <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</p>

### 3B. Cognitive skills

logic, thinking and judgement to the advantage of one's own organization;

#### B7. Manage business processes.

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 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.

Other more discipline-specific skills will be developed and assessed in the accounting 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. In some modules case studies are used in assignments. These assignments are central to the teaching of each module, enabling tutors to identify and comment on student knowledge and understanding. All modules comprise one TMA, one MTA, and one final examination. The AOU model does not support end of module assessments and in this manner it

<b>3B. Cognitive skills</b>	
	varies from the UK OU model.

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>On completion of the degree, students will be able to:</p> <p><b>C1.</b> Demonstrate an awareness of skills and abilities in relation to the requirements of own work role;</p> <p><b>C2.</b> Evaluate the effectiveness of own workplace practices and make suggestions for improvement;</p> <p><b>C3.</b> Offer some practice in defining and working out strategic management problems related to technological innovation and corporate entrepreneurship;</p> <p><b>C4.</b> Use and adopt relevant concepts and theories to practically engage with a range of problems and issues in the work place;</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. Some assignments require students to undertake internet based research.</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> <p>Tutors are encouraged to invite guest speakers from regionally</p>

<b>3C. Practical and professional skills</b>	
<b>C5.</b> Use specific inter-organisational collaboration, organisational behaviour, and international management knowledge, cognitive and key skills developed during the module to enhance individual work / practice.	important businesses to come and address students. Branches are encouraged to organise students to visit local businesses to increase their understanding of key business issues in the region.

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>On completion of the degree, students will be able to:</p> <p><b>D1.</b> Begin to demonstrate the use of IT skills in order to access information and communicate with others;</p> <p><b>D2.</b> Be creative in presenting ideas;</p> <p><b>D3.</b> Articulate ideas and communicate effectively using appropriate inter-organisational collaboration, organisational behaviour, and international management theories and concepts;</p> <p><b>D4.</b> Communicate effectively, using management vocabulary, both orally and in writing and listen actively;</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> <p>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.</p> <p>In order to develop the skills of self reflection and criticality the</p>

### 3D. Key/transferable skills

- D5.** Conduct research into business and management issues, either individually or as part of a team for projects/dissertations/presentations, and for such to inform the overall learning process; including the development of personal and team attributes and capabilities for entrepreneurial success;
- D6.** Self-reflection and criticality including self-awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues.

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.

Because AOU students are part-time and studying at a distance, there is strong emphasis on helping them to develop as independent learners. At Level 4 this means helping to develop basic skills (e.g. time planning, using feedback and support), but also laying the foundations for the increasing emphasis on reflection at Levels 5 and 6. This is not assessed directly but will be demonstrated by an increasing ability to study autonomously. We expect students to naturally develop the skills of learning to learn as they develop through the suite of modules, and this is drawn to their attention through a combination of skills based assessment and tutor feedback in tutorial and feedback to assignments. The provision of guest speakers and encouragement to visit organisations in the region also assists in developing this appetite as links are formed between the module and local organisations.

Skills are developed as a consequence of module work throughout the programme and implicitly built into assessment. The nature of

### 3D. Key/transferable skills

entry to the AOU means there is considerable emphasis on reading and writing skills at Level 4. At subsequent levels there are assumptions about students' basic abilities in these areas, although tutor feedback on writing skills continues to be important. However, the material from which students work becomes increasingly complex and diverse, and more sophisticated skills of interpretation, selection and synthesis are required.

Students are taught basic application of number skills at Level 4 and at least one of the assessment items will use these as a focus, with more opportunity for learning by tutor feedback. Students will continue to develop these skills, with modules from the economics discipline, and accounting modules taking them considerably further.

Students are introduced to issues related to information technology in a range of modules from Levels 4 to 6, the ability to work with information technology is a compulsory element in two of the three core modules and in several of the specialist modules in the named degree, although students may select additional elective modules (at Level 4) that give them the opportunity to develop skills in this area.

Assessment, in the majority of cases, is via tutor-marked assignments (TMA), mid-term assessment, and final examination. The assessment strategy at Level 5 also has a strong focus on

### 3D. Key/transferable skills

cognitive skills development for which students obtain detailed feedback. Key skills are central to the presentation of assignments, consequently they are assessed throughout the programme both via continuous assessment and examination.

There is increasing emphasis at Level 6 on the selection and use of material from a range of sources, including original texts. Assessment of subject knowledge and understanding is linked to the benchmarking standards of individual disciplines.

## For Marketing Track

<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/assessment methods</b>
<p>On completion of this degree, students will have knowledge and understanding of:</p> <p><b>A1.</b> Markets and how they function; how consumers, firms and governments interact;</p> <p><b>A2.</b> Some of the new areas of social marketing and the interrelated areas of corporate social responsibility and marketing ethics;</p> <p><b>A3.</b> The impact of established marketing techniques and practices on the promotion of social well-being and behavioural change;</p> <p><b>A4.</b> Key ethical issues involved in marketing decision-making and the responsibilities of organisations to their stakeholders, including the wider community;</p> <p><b>A5.</b> Elements of marketing and retail management, (such as communications, research and planning) are examined at both a domestic and international level;</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. 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</p>

<b>3A. Knowledge and understanding</b>	
<p><b>A6.</b> Competing theoretical perspectives and the assumptions underlying marketing theories;</p> <p><b>A7.</b> How to apply appropriate theories models and concept to marketing problems, event, and processes;</p> <p><b>A8.</b> Retail specific management principles, techniques, and functions.</p>	<p>comprises one TMA assignment, one midterm assessment and one final examination. The AOU model does not support end of module assessments and in this manner it varies from the UK OU model.</p>

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>On completion of the degree, students will be able to:</p> <p><b>B1.</b> Analyze and interpret market information;</p> <p><b>B2.</b> Integrate and evaluate market information and data from a variety of sources;</p> <p><b>B3.</b> Evaluate marketing theories and use them to explain and analyze social issues and policy questions;</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, and technological 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>

### 3B. Cognitive skills

**B4.** Integrate diagrammatic and verbal analysis of marketing issues;

In the seven track 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

The level 5 data analysis module introduces students to the use of statistics in business and equips them with mathematical and modeling skills appropriate to business.

In the Level 5 marketing 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 module expects students to show application of skills developed earlier. In requiring students to work with fellow

### 3B. Cognitive skills

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 the marketing, and entrepreneurship, 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. In some modules case studies are used in assignments. 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 an assignment, a midterm examination and final examination. The AOU model does not support end of module assessments and in this manner it varies from the UK OU model.

The principal learning method used in the level 6 marketing module is problem-based. Usually, students encounter a short or long case study. They are expected to make sense of, discuss, analyse, synthesise and evaluate issues and possibilities in the case study. They will do this by applying their existing knowledge and any new knowledge they can gather from the supplied

<b>3B. Cognitive skills</b>	
	textbooks, journal articles, electronic sources and module participants. They will gain knowledge and understanding in the areas of ethics, corporate social responsibility, social marketing, and ethical issues in commercial marketing. The way students are assessed and what they will be assessed on will mirror how they learn and what they learn; the assessment will constitute part of the learning.

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>On completion of the degree, students will be able to:</p> <p><b>C1.</b> The ability to perform market research and analysis for marketing purposes;</p> <p><b>C2.</b> The ability to assess issues associated with operating a business in a retail environment/context;</p> <p><b>C3.</b> The ability to work with management in their use of market information for planning and control;</p> <p><b>C4.</b> The ability to describe the key elements of a retail</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. Most assignments require students to undertake internet based research. 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</p>

<b>3C. Practical and professional skills</b>	
business and the retail trading environment;	<p>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> <p>Tutors invite guest speakers from regionally important businesses to come and address students on marketing topics from a practical/market point of view. Branches organise students to visit local businesses to increase their understanding of key business issues in the region, and to participate in training sessions.</p>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>On completion of the degree, students will have developed their:</p> <p><b>D1.</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> <p>The Level 3 module expects students to show application of skills developed earlier. In requiring students to work with fellow</p>

### 3D. Key/transferable skills

**D2.** Calculate measures of average distribution; apply standard formulae; equations and expressions in calculating marketing measures and indicators;

**D3.** Work with qualitative and quantitative data, drawing appropriate conclusions based on findings, including how possible sources of error may affect the results.

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.

Because AOU students are part-time and studying at a distance, there is strong emphasis on helping them to develop as independent learners. At Level 4 this means helping to develop basic skills (e.g. time planning, using feedback and support), but also laying the foundations for the increasing emphasis on reflection at Levels 5 and 6. This is not assessed directly but will be demonstrated by an increasing ability to study autonomously. We expect students to naturally develop the skills of learning to learn as they develop through the suite of modules, and this is drawn to their attention through a combination of skills based assessment and tutor feedback in tutorial and feedback to assignments. The provision of guest speakers and encouragement to visit organisations in the region also assists in developing this appetite as links are formed between the module and local

### 3D. Key/transferable skills

organisations.

Skills are developed as a consequence of module work throughout the programme and implicitly built into assessment. The nature of entry to the AOU means there is considerable emphasis on reading and writing skills at Level 4. At subsequent levels there are assumptions about students' basic abilities in these areas, although tutor feedback on writing skills continues to be important. However, the material from which students work becomes increasingly complex and diverse, and more sophisticated skills of interpretation, selection and synthesis are required.

Students are taught basic application of number skills at Level 4 and at least one of the assessment items will use these as a focus, with more opportunity for learning by tutor feedback. Students will continue to develop these skills, with modules from the economics discipline, and statistics modules taking them considerably further. Students are introduced to issues related to information technology in a range of modules from Levels 4 to 6. Assessment, in the majority of cases, is via tutor-marked assignments (TMAs), midterm assessment, and final examination. The assessment strategy at Level 4 also has a strong focus on cognitive skills development for which students obtain detailed feedback. Key skills are central to the presentation of assignments; consequently they are assessed throughout the programme both via continuous

<b>3D. Key/transferable skills</b>	
	<p>assessment and examination.</p> <p>There is increasing emphasis at Level 6 on the selection and use of material from a range of sources, including original texts. Assessment of subject knowledge and understanding is linked to the benchmarking standards of individual disciplines.</p>

### For Accounting Track

<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/assessment methods</b>
<p>On completion of this degree, students will have knowledge and understanding of:</p> <p><b>A1.</b> Demonstrate knowledge of Generally Accepted Accounting Practices (GAAP);</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 ability to analyse business costing systems and processes and identify relevant information used for managerial decision-making;</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. 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</p>

<b>3A. Knowledge and understanding</b>	
<p><b>A4.</b> Demonstrate ability to identify risk within accounting systems and recommend controls to minimise that risk;</p> <p><b>A5.</b> The audit process;</p> <p><b>A6.</b> Personal and company taxation;</p> <p><b>A7.</b> The legal and regulatory environment within which accounting is performed; and the business framework within which accounting is performed;</p> <p><b>A8.</b> Evaluate and interpret how accounting concepts and applications figure in organizations, particularly those of a strategy implementation nature.</p>	<p>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 2 semester module comprises assignments, a midterm assessment examination and final examination. Every single semester module comprises assignments and a final examination. The AOU model does not support end of module assessments and in this manner it varies from the UK OU model.</p>

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>On completion of the degree, students will be able to:</p> <p><b>B1.</b> Analyse and interpret financial information;</p>	<p>Cognitive skills and processes are introduced at a very simple level at Level 4 (B124 (30 Pts)), primarily via material specifically designed to develop business related social science, technological and mathematical skills in a progressive way. Although modules at</p>

<b>3B. Cognitive skills</b>	
<p><b>B2.</b> Integrate and evaluate financial information and data from a variety of sources;</p> <p><b>B3.</b> Demonstrate that you can approach case study and lived-experience situations inquisitively, laterally and critically;</p> <p><b>B4.</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>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 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 practiced. As the module progresses, these skills are sign-posted and students are offered an opportunity to practice 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> <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> <p>The Level 6 modules (B392, B326, ACC300, and ACC302) expect</p>

### 3B. Cognitive skills

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.

The level 6 module ACC302 goal is to provide information that run somewhat counter to those of the users of information. Accordingly, there is recognition of the social need for independent public accountants-individuals of professional competence and integrity who can tell us whether the information that we use constitutes a fair picture of what is really going on. The course describes the role of the public accountant, professional standards, professional ethics, legal liability, audit evidence and documentation, audit planning internal control, audit sampling & procedures to audit the financial statements

Other more discipline-specific skills will be developed and assessed in the economics, accounting and financial strategy 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. In some modules case studies

<b>3B. Cognitive skills</b>	
	are used in assignments. These assignments are central to the teaching of each module, enabling tutors to identify and comment on student knowledge and understanding. All modules comprise TMA, MTA, and final examination. The AOU model does not support end of module assessments and in this manner, it varies from the UK OU model.

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>On completion of the degree, students will be able to:</p> <p><b>C1.</b> Be able to prepare accounting statements for planning and control;</p> <p><b>C2.</b> Be able to prepare periodic accounting reports;</p> <p><b>C3.</b> Be able to work with management in their use of accounting information for planning and control.</p> <p><b>C4:</b> Discuss and apply concepts and applications of strategy implementation nature to such a level that you may draw on the expertise of accounting specialists.</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. Some assignments require students to undertake internet based research.</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</p>

<b>3C. Practical and professional skills</b>	
	<p>based assignments in some modules.</p> <p>Tutors are encouraged to invite guest speakers from regionally important businesses to come and address students. Branches are encouraged to organise students to visit local businesses to increase their understanding of key business issues in the region.</p>

<b>3D. Key/transerable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>On completion of the degree, students will be able to:</p> <p><b>D1.</b> Demonstrate competency in basic financial, cost and management accounting;</p> <p><b>D2.</b> Demonstrate competency in computerised accounting, including accounting systems and spreadsheets;</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><b>D4.</b> Calculate measures of average distribution; apply</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> <p>The Level 6 business modules expect 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>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</p>

### 3D. Key/transferable skills

standard formulae; equations and expressions in calculating financial measures and indicators;

**D5.** Work with qualitative and quantitative data, drawing appropriate conclusions based on findings, including how possible sources of error may affect the results.

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.

Because AOU students are part-time and studying at a distance, there is strong emphasis on helping them to develop as independent learners. At Level 4 this means helping to develop basic skills (e.g. time planning, using feedback and support), but also laying the foundations for the increasing emphasis on reflection at Levels 5 and 6. This is not assessed directly but will be demonstrated by an increasing ability to study autonomously. We expect students to naturally develop the skills of learning to learn as they develop through the suite of modules, and this is drawn to their attention through a combination of skills based assessment and tutor feedback in tutorial and feedback to assignments. The provision of guest speakers and encouragement to visit organisations in the region also assists in developing this appetite as links are formed between the module and local organisations.

Skills are developed as a consequence of module work throughout the programme and implicitly built into assessment. The nature of entry to the AOU means there is considerable emphasis on reading and writing skills at Level 4. At subsequent levels there are assumptions about students' basic abilities in these areas, although tutor feedback on writing skills continues to be important.

### 3D. Key/transferable skills

However, the material from which students work becomes increasingly complex and diverse, and more sophisticated skills of interpretation, selection and synthesis are required.

Students are taught basic application of number skills at Level 4 and at least one of the assessment items will use these as a focus, with more opportunity for learning by tutor feedback. Students will continue to develop these skills, with modules from the business discipline, and finance and accounting modules taking them considerably further.

Students are introduced to issues related to information technology in a range of modules from Levels 4 to 6, the ability to work with information technology is a compulsory element in several of the specialist modules in the named degree, although students may select additional elective modules (at Level 4) that give them the opportunity to develop skills in this area.

Assessment, in the majority of cases, is via tutor-marked assignments (TMAs), midterm assessment, and final examination. The assessment strategy at Level 4 also has a strong focus on cognitive skills development for which students obtain detailed feedback. Key skills are central to the presentation of assignments, consequently they are assessed throughout the programme both via continuous assessment and examination.

### 3D. Key/transferable skills

There is increasing emphasis at Level 6 on the selection and use of material from a range of sources, including original texts. Assessment of subject knowledge and understanding is linked to the benchmarking standards of individual disciplines.

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**For Economic Track**

<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/assessment methods</b>
<p>On completion of this degree, students will have knowledge and understanding of:</p> <p><b>A1.</b> Modelling and its importance in economic thinking;</p> <p><b>A2.</b> The use of abstraction in developing economic theories and models;</p> <p><b>A3.</b> How specific economic models are constructed;</p> <p><b>A4.</b> Competing theoretical perspectives and the assumptions underlying economic theories;</p> <p><b>A5.</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.</p> <p>The teaching of this module will adopt a student-centred approach where economic concepts and skills are taught through problems which the student is invited to reflect on and to provide a solution to.</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>

### 3A. Knowledge and understanding

Assessment of the knowledge and understanding components of the programme is achieved through a combination of continuous assessment and exams.

We also use a varied set of assessment types in order to teach and assess different types of skills at different assessment points. This allows each assessment point to focus on a set of skills and have its media targeted at those skills more effectively. In general, more technical skills will be taught using face-to face tutorials activities and one formative TMA, assessment will then use MTA and Final summative assessments.

These assessments are central to the teaching of each module, enabling tutors to identify and comment on student knowledge and understanding. Every module comprises assignments, a midterm assessment examination and final examination. The AOU model does not support end of module assessments and in this manner it varies from the UK OU model.

Data analysis, as in TMA, will require report-writing skills. More argumentative skills, which involve comparing and contrasting different economic points of view, which is a key learning outcome of this module, and pulls together analysis of evidence, theory and reflection; these will be assessed using essays and tutorial activities.

### 3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>On completion of the degree, students will be able to:</p> <p><b>B1.</b> Construct and combine economic arguments and recognise the differences between economic and other forms of argument;</p> <p><b>B2.</b> Manipulate economic models to analyse the impact of changes in variables; Interpret, manipulate and criticise different types of data.</p> <p><b>B3.</b> Evaluate economic theories and use them to explain and analyse policy questions;</p> <p><b>B4.</b> Integrate diagrammatic and verbal analysis of economic issues;</p> <p><b>B5.</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>B6.</b> Search library catalogues and bibliographic databases and select a range of academic literature focusing on a</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 four core modules (DD209a/b (16Pts) and DD309a/b (16Pts)) 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> <p>In the Level 5 modules, students are asked to analyse their</p>

### 3B. Cognitive skills

particular theoretical proposition or economic issue and conduct fieldwork research.

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 business 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.

Other more discipline-specific skills will be developed and assessed in the economics 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. For example, in DD209 case studies are used in assignments. These assignments are central to the teaching of each module, enabling tutors to identify and comment on student knowledge and understanding.

### 3C. Practical and professional skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>On completion of the degree, students will be able to:</p> <p><b>C1.</b> Demonstrate an awareness of skills and abilities in relation to the requirements of own work role;</p> <p><b>C2.</b> Identify and evaluate the range of resources related to working effectively;</p> <p><b>C3.</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>C4.</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><b>C5.</b> Seek for convenient policy to stabilise the economy and keep unemployment and inflation low;</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. Some assignments require students to undertake internet based research.</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> <p>Tutors are encouraged to invite guest speakers from regionally important businesses to come and address students. Branches are encouraged to organise students to visit local businesses to increase their understanding of key business issues in the region.</p>

<b>3C. Practical and professional skills</b>	
<p><b>C6.</b> Communication of complex information, arguments and ideas in ways appropriate to a business context and audience;</p> <p><b>C7.</b> Problem-solving and decision-making using appropriate quantitative and qualitative skills including data analysis, interpretation and extrapolation.</p>	

<b>3D. Key/transferrable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>On completion of the degree, students will have developed their:</p> <p><b>D1.</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>D2.</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> <p>The Level 4 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.</p> <p>In order to develop the skills of self reflection and criticality the cognitive skills assessments focus on this area at level 5.</p>

### 3D. Key/transferrable skills

- D3.** Carry out multistage calculations with numbers of any size incorporating the use of powers and roots;
- D4.** Calculate measures of average distribution; apply standard formulae, equations and expressions in calculating economic measures and indicators;
- D5.** Select and use appropriate methods to illustrate findings, show trends and make comparisons;
- D6.** Work with qualitative and quantitative data, drawing appropriate conclusions based on findings, including how possible sources of error may affect the results.

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. Students will develop better Interpersonal skills and be able to recognize different resources for an alternative viewpoints.

Because most of AOU students are part-time and studying at a distance, there is strong emphasis on helping students to develop as independent learners. At Level 4 this means helping students to develop basic skills (e.g. time planning, using feedback and support), but also laying the foundations for the increasing emphasis on reflection at Levels 5 and 6. This is not assessed directly but will be demonstrated by an increasing ability to study autonomously. We expect students to naturally develop the skills of learning to learn as they develop through the suite of modules, and this is drawn to their attention through a combination of skills based assessment and tutor feedback in tutorial and feedback to assignments. The provision of guest speakers and encouragement to visit organisations in the region also assists in developing this appetite as links are formed between the module and local organisations.

Skills are developed as a consequence of module work throughout the programme and implicitly built into assessment. The nature of entry to the AOU means there is considerable emphasis on

### 3D. Key/transferrable skills

reading and writing skills at Level 4. At subsequent levels there are assumptions about students' basic abilities in these areas, although tutor feedback on writing skills continues to be important. However, the material from which students work becomes increasingly complex and diverse, and more sophisticated skills of interpretation, selection and synthesis are required.

Students are taught basic application of number skills at Level 4 and at least one of the assessment items will use these as a focus, with more opportunity for learning by tutor feedback. Students will continue to develop these skills, with modules from the economics discipline, and business modules taking them considerably further. Skills are developed as a consequence of course work throughout the module and implicitly built into assessment.

Students are introduced to issues related to information technology in a range of modules from Levels 4 to 6, the ability to work with information technology is a compulsory element in some core modules and in several of the specialist modules in the named degree, although students may select additional elective modules (at Level 4) that give them the opportunity to develop skills in this area.

Assessment, in the majority of cases, is via tutor-marked assignments (TMAs), midterm assessment (MTA), and final

### 3D. Key/transerable skills

examination. The assessment strategy at Level 4 also has a strong focus on cognitive skills development for which students obtain detailed feedback. Key skills are central to the presentation of assignments, consequently they are assessed throughout the programme both via continuous assessment and examination.

There is increasing emphasis at Level 6 on the selection and use of material from a range of sources, including original texts. Assessment of subject knowledge and understanding is linked to the benchmarking standards of individual disciplines.

## For Systems Track

<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/assessment methods</b>
<p>On completion of this degree, students will have knowledge and understanding of:</p> <p><b>A1.</b> Understand the mission and purpose of the workplace and the environment in which it operates;</p> <p><b>A2.</b> Draw upon previous knowledge and understanding gained from workplace practice and relate this to relevant management theory.</p> <p><b>A3.</b> The development of systemic understandings of situations, using diagramming, modelling and other conceptual tools;</p> <p><b>A4.</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><b>A5.</b> Core systems concepts (e.g. process, emergence, feedback, dynamism, interconnectedness, dependency,</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</p>

### 3A. Knowledge and understanding

coherence), diagramming and modelling types and protocols;

**A6.** How an action learning cycle can be used to guide practice and reflection;

**A7.** The nature of messes and perceived complexity commonly experienced in organisations, technology and environment;

**A8.** Group process and communication concepts.

**A9.** The range, scope, and complexity of the issues and problems related to the management of technology and innovation;

**A10.** The “state of the art’ of the management of technology and innovation;

**A11.** The range of situations in which information systems are used, the ways in which people interact with them and the ethical, social and legal problems that information systems can create.

on student knowledge and understanding. Every major module comprises assignments, a mid-term examination and final examination. The AOU model does not support end of module assessments and in this manner it varies from the UK OU model.

Diagramming is an important feature of systems work, and the module material makes considerable use of simple diagrams and animations, together with audio material to deliver the diagramming component of the systems modules. The systems modules use an interactive webzone - the programme's innovative online study guide – as an integrative part of the programme.

In the Level 6 systems module the examination and TMAs are heavily based on the students capacity to reflect on their own systems practice, especially the project TMA, and to do so in ways that reflect their conceptual understanding of the module material.

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>On completion of the degree, students will be able to:</p> <p><b>B1.</b> Use systems diagramming and/or modelling tools and techniques to engage with messes and perceived complexity for understanding and managing change.</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><b>B4.</b> Compare, contrast and critically assess different approaches and techniques; interpret and critically analyse literature from a systems perspective and extract relevant information.</p> <p><b>B5.</b> Analyse 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.</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 five 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> <p>The level 5 data analysis module introduces students to the use of statistics in business and equips them with mathematical and modeling skills appropriate to business.</p>

### 3B. Cognitive skills

**B6.** Become aware of their own worldviews, values and epistemology.

In the Level 5 systems 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 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.

Other more discipline-specific skills will be developed and assessed in the systems 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. In some modules case studies are used in assignments. These assignments are central to the

### 3B. Cognitive skills

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. The AOU model does not support end of module assessments and in this manner it varies from the UK OU model.

In the Level 6 systems module there is a requirement to perform a Reflection on Learning and the assessment strategy is coordinated around its use, via a project to an examination designed to promote reflective systems practice.

In the specialist systems modules skills are developed within the teaching materials and supported by tutor feedback and guidance on assignments. At Level 5 students develop group working skills, working with others in preparation for their final project. At Level 6 these skills are extended.

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>On completion of the degree, students will be able to:</p> <p><b>C1.</b> Apply the principles, concepts and techniques of systems thinking for understanding and managing in professional and personal situations of perceived complexity;</p> <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>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. Some assignments require students to undertake internet based research. 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> <p>Students practice analysis of systems situations using diagramming techniques in the webzone.</p> <p>Branch module coordinators are inviting guest speakers from regionally important businesses to come and address students. Branches are encouraged to organise students to visit local</p>

<b>3C. Practical and professional skills</b>	
	businesses to increase their understanding of key business issues in the region.

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>On completion of the degree, students will have developed their:</p> <p><b>D1.</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><b>D2.</b> Ability to use information systems more effectively based on experience of using different problem-framing techniques appropriately;</p> <p><b>D3.</b> Ability to use appropriate numerical and business mathematical 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> <p>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.</p> <p>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</p>

### 3D. Key/transferable skills

#### D4. Ability to work cooperatively with others.

studies in assignments in some modules.

Because AOU students are part-time and studying at a distance, there is strong emphasis on helping the student to develop as an independent learner. At Level 4 this means helping the student to develop basic skills (e.g. time planning, using feedback and support), but also laying the foundations for the increasing emphasis on reflection at Levels 5 and 6. This is not assessed directly but will be demonstrated by an increasing ability to study autonomously. We expect students to naturally develop the skills of learning to learn as they develop through the suite of modules, and this is drawn to their attention through a combination of skills based assessment and tutor feedback in tutorial and feedback to assignments. The provision of guest speakers and encouragement to visit organisations in the region also assists in developing this appetite as links are formed between the module and local organisations.

Skills are developed as a consequence of module work throughout the programme and implicitly built into assessment. The nature of entry to the AOU means there is considerable emphasis on reading and writing skills at Level 4. At subsequent levels there are assumptions about students' basic abilities in these areas, although tutor feedback on writing skills continues to be important. However, the material from which students work becomes increasingly complex and diverse, and more sophisticated skills of

### 3D. Key/transferable skills

interpretation, selection and synthesis are required.

Students are taught basic applications of technology in a range of modules from Levels 4 to 6, the ability to work with information technology is a compulsory element in two of the three core modules and in several of the specialist modules in the named degree, although students may select additional elective modules (at Level 4) that give them the opportunity to develop skills in this area.

Assessment, in the majority of cases, is via tutor-marked assignments (TMAs), midterm assessment, and final examination. The assessment strategy at Level 4 also has a strong focus on cognitive skills development for which students obtain detailed feedback. Key skills are central to the presentation of assignments; consequently, they are assessed throughout the programme both via continuous assessment and examination.

There is increasing emphasis at Level 6 on the selection and use of material from a range of sources, including original texts. Assessment of subject knowledge and understanding is linked to the benchmarking standards of individual disciplines.

In the systems modules and the level 6 business modules students are encouraged to work in small research groups sharing research and ideas. This is facilitated in the face to face tutorials.

## FOR Finance Track

<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/assessment methods</b>
<p>On completion of this degree, students will have knowledge and understanding of:</p> <p>A1. The structure and dynamics of the financial sector of the economy, and the operational aspects of banking institutions</p> <p>A2. The roles, functions, and services of financial institutions and financial markets</p> <p>A3. The functions of micro finance institutions and their role in the local economy</p> <p>A4. The techniques for appraising capital investment projects and international corporate financial decisions</p> <p>A5. Key issues in managerial finance including value-based management techniques and measurement of corporate growth opportunities</p> <p>A6. Competing theoretical perspectives and the assumptions underlying economic theories;</p>	<p>Knowledge and understanding are acquired at all levels through UK OU published distance-learning materials, including specially written course materials, study guides, assignments and project guides; through relevant textbooks by international publishers such as Pearson, Irwin McGraw-Hill, Oxford University Press, Prentice Hall, and Edward Elgar Publishing Inc., in addition to a range of multimedia material; through work on original texts; and through feedback on assignments.</p> <p>The key teaching vehicles are supported open and traditional learning materials which comprise a range of compulsory reader texts and specially prepared study guides directing student's reading and illustrating key teaching points. These will be especially adapted for use in Arab countries by removing certain references that would not be appropriate in the Islamic world. Student learning will be supported by a tutor, who is the students' 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 course (receiving 2 hours per week for a 30-point module).</p>

<p>A7. Key issues relating to mergers, acquisitions, and corporate restructuring</p>	<p>Assessment of the knowledge and understanding components of the programme will be achieved through a combination of continuous assessment and exams. These assessments will be central to the teaching of each course, and will enable tutors to identify and comment on student knowledge and understanding. All modules comprise of one TMA assignment, one midterm assessment and one final examination. The AOU model does not support end of course assessment and in this manner it varies from the UK OU model.</p>
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<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>On completion of the degree, students will be able to:</p> <p>B1. Construct, defend and evaluate an argument, using relevant evidence, giving reasons for conclusions;</p> <p>B2. Integrate and evaluate financial information and data from a variety of sources and interpret market 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, and technological skills in a progressive way. Although courses at Levels 5 and 6 continue this work, there is significant variation between courses in the degree to which skills are taught explicitly in the course materials. Significant teaching is, however, maintained through the assessment strategy and tutor feedback.</p> <p>In the core Modules/courses students are encouraged to develop</p>

### 3B. Cognitive skills

B3. Evaluate economic, financial, corporate and Islamic finance theories and use them to explain and analyze policy questions;

B4 Interpret economic and financial data presented in a variety of forms including basic regression results and undertake data analysis using economic data and appropriate analytical tools;

B5. Interpret the economic theory behind the rise of microfinance institutions and appreciate how microfinance institutions contribute to economic development .

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

In the finance courses, students are asked to analyse their progress with skills associated with their current work. 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.

In addition, students are expected 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 the corporate finance, microfinance, and securities markets courses through the use of course materials, tutorial

### 3B. Cognitive skills

delivery and course assessments and tutor feedback.

Assessment of the cognitive skills of the programme will be achieved through a combination of continuous assessment and exams. In some courses the examinations will include case studies to encourage synthesis of material. In some courses case studies with application questions in financial and market analysis will be used in assignments. These assignments will be central to the teaching of each course, and will enable tutors to identify and comment on student knowledge and understanding. Every major course comprises an assignment, a midterm examination and final examination.

The principal learning method used in the level 6 finance courses will be problem-based. Usually, students encounter a short or long case study. They are expected to make sense of, discuss, analyse, synthesise and evaluate financial issues in the case study. They will do this by applying their existing knowledge and any new knowledge they can gather from the supplied textbooks, journal articles, electronic sources and course participants.

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>On completion of the degree, students will be able to:</p> <p>C1. Engage critically with the underlying challenges and problems facing a business;</p> <p>C2. Identify and evaluate conflicting arguments, including recognising the significance of different value positions in these arguments;</p> <p>C3. Perform market research and analysis for financial purposes;</p> <p>C4. The ability to assess issues related to corporate and Islamic finance;</p> <p>C5. The ability to describe the key elements of financial and micro financial institution and of securities markets;</p>	<p>To support the development of their group-working and ICT skills, students will be required to use the Learning Management System (LMS – the AOU equivalent of the UKOU Electronic TMA system). Most assignments will require students to undertake internet based research. 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 different faculties.</p> <p>Students will discuss case studies and current business issues in tutorials and will use these to practise their application of course concepts in tutorials.</p> <p>Branches will also organize students' visits to local ministries of finance and to major financial institutions to increase their understanding of key business issues in the region, and to participate in training sessions.</p>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>On completion of the degree, students will have developed their:</p> <p>D1. Ability to conduct research into business and financial issues, either individually or as part of a team for projects/dissertations/presentations.</p> <p>D2. Self reflection and criticality including self awareness, openness and sensitivity to diversity in terms of people, cultures, business and finance issues;</p> <p>D3. Skills of learning to learn and developing a continuing appetite for learning; reflective, adaptive and collaborative learning;</p> <p>D4. 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 will start with level 4 and will be developed through to level 6 courses.</p> <p>In order to develop the skills of self reflection and criticality the cognitive skills assessments will focus on this area at level 5. Diversity will be introduced to students through a truly internationalised selection of cases provided by UK OU materials, and other non UK materials, in addition to cases used in tutorials. Case studies will also be used in assignments in some courses.</p> <p>Skills will also be developed as a consequence of course work throughout the programme and implicitly built into assessment. The nature of entry to the AOU means there is considerable emphasis on reading and writing skills at Level 4. At subsequent levels there are assumptions about students' basic abilities in these areas, although tutor feedback on writing skills will continue to be important. However, the material from which students will work will become increasingly complex and diverse, and more sophisticated skills of interpretation, selection and synthesis will</p>

### 3D. Key/transferable skills

hence be required.

Students will be taught basic application of number skills at Level 4 with more opportunity for learning by tutor feedback. Students will continue to develop these skills, with courses from the corporate, Islamic and microfinance disciplines, In addition to the statistics and securities markets courses which will take considerably further. Students will be introduced to issues related to information technology in a range of courses from Levels 4 to 6. Assessment, in the majority of cases, is via tutor-marked assignments (TMAs), mid term assessment, and final examination. The assessment strategy at Level 4 also will be strongly focused on cognitive skills development for which students will obtain detailed feedback. Key skills are central to the presentation of assignments; consequently, students will be assessed throughout the programme both via continuous assessment and examination.

There is increasing emphasis at Level 6 on the selection and use of material from a range of sources, including original texts. Assessment of subject knowledge and understanding is linked to the benchmarking standards of individual disciplines.

## FOR HRM TRACK

<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/assessment methods</b>
<p>On completion of this degree, students will have knowledge and understanding of:</p> <p>A1. 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.</p> <p>A2. 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.</p> <p>A3. 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.</p> <p>A4. 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,</p>	<p>Knowledge and understanding are acquired at all levels through UK OU published distance-learning materials, including specially written course materials, study guides, assignments and project guides; through relevant textbooks by international publishers such as Pearson, Irwin McGraw-Hill, Oxford University Press, Prentice Hall, and Edward Elgar Publishing Inc., in addition to a range of multimedia material; through work on original texts; and through feedback on assignments.</p> <p>The key teaching vehicles include supported open and traditional learning materials which comprise a range of compulsory reader texts and study guides directing student's reading and illustrating key teaching points.</p> <p>Student learning will be supported by a tutor, who is the students' 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 course (receiving 2 hours per week for a 30-point Module/Course).</p>

### 3A. Knowledge and understanding

incentives, pay equity and compensation strategy.

A5. The essential constituents of human resources metrics and analytics and key topics including analyzing and interpreting metrics, benchmarking, the balanced scorecard, measuring absenteeism and turnover, and return on investment (ROI).

A6. 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

A7. The theories, principles, historical trends, current issues and practices relevant to human resource management strategy in organisations; enable students to recognise the opportunities and challenges

**A8.** Inter-organisational collaboration, organizational behaviour, and international management theories and concepts relevant to managing across organisational and cultural boundaries;

**A9.** Themes and challenges pertaining to organizing and managing across intra, inter-organisational and international contexts including the management of aims, power, politics,

Assessment of the knowledge and understanding components of the programme will be achieved through a combination of continuous assessment and exams. These assessments will be central to the teaching of each course, and will enable tutors to identify and comment on student knowledge and understanding. Every major course will comprise one TMA assignment, one midterm assessment and one final examination. The AOU model does not support end of course assessment and in this manner it varies from the UK OU model.

### 3A. Knowledge and understanding

trust, cultural diversity and the darker side of organizing;

### 3B. Cognitive skills

#### Learning outcomes:

On completion of the track, students will be able to:

B1. Analyze the unique strategic positioning of contemporary human resource management and the subsequent demands placed on professionals working in this area.;

B2. Understand the relationship between human resource management strategy and organisational performance

B3. Use conceptual frameworks to describe functions of the strategic management of human resource and what needs to be done to implement these policies and to achieve competitive advantage

B4. Critically evaluate theories in relation to personal experiences, organizational, inter-organizational and international settings with which they are familiar.

#### 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, and technological skills in a progressive way. Although courses at Levels 5 and 6 continue this work, there is significant variation between courses in the degree to which skills are taught explicitly in the course materials. Significant teaching is, however, maintained through the assessment strategy and tutor feedback.

Discipline-specific skills will be developed and assessed in the main HR functions, staffing organizations, training and development, employment compensation and benefits, HR metrics and measurement, workplace health and safety, and strategic HR management courses through the use of course materials, tutorial delivery and course assessments and tutor feedback.

Assessment of the cognitive skills of the programme will be achieved through a combination of continuous assessment and

### 3B. Cognitive skills

exams. In some courses the examinations will include case studies to encourage synthesis of material. In other courses case studies with application questions in compensation and metrics will be used in assignments. These assignments will be central to the teaching of each course, and will enable tutors to identify and comment on student knowledge and understanding. Every major course comprises an assignment, a midterm examination and final examination. The AOU model does not support end of course assessments and in this manner it varies from the UK OU model.

The principal learning method used in the level 6 finance courses will be problem-based using relevant case studies. Usually, students encounter a short or long case study. They are expected to make sense of, discuss, analyse, synthesise and evaluate financial issues in the case study. They will do this by applying their existing knowledge and any new knowledge they can gather from the supplied textbooks, journal articles, electronic sources and course participants.

### 3C. Practical and professional skills

#### Learning outcomes:

On completion of the degree track, students will be able to:

C1. Use the more specific knowledge, analytic skills and methods, rooted in the different disciplines as a strong basis for work in many professions;

C2. Identify and evaluate conflicting arguments, including recognising the significance of different value positions in these arguments;

C3. Perform market research and analysis for HR purposes;

C4. The ability to assess issues related to strategic HR management;

C5. The ability to describe the key elements of HR. employee development, compensation, and training;

#### Learning and teaching strategy/ assessment methods

To support the development of their group-working and ICT skills, students will be required to use the Learning Management System (LMS – the AOU equivalent of the UKOU Electronic TMA system). Most assignments will require students to undertake internet based research. 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 different faculties.

Students will discuss case studies and current business issues in tutorials and will use these to practise their application of course concepts in tutorials. Branches will also organize students' visits to local large corporations to increase their understanding of key business issues in the region, and to participate in training sessions.

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>On completion of the degree, students will have developed their:</p> <p>D1. Ability to conduct research into business and management issues, either individually or as part of a team for projects/dissertations/presentations.</p> <p>D2. Self reflection and criticality including self awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues;</p> <p>D3. Skills-developing a continuing learning; reflective, adaptive and collaborative learning;</p> <p>D4. Calculate measures of average distribution; apply standard formulae; equations and expressions in calculating employee compensation and benefits.</p> <p>D5. 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 will start with level 4 and will be developed through to level 6 courses.</p> <p>The Level 6 courses expect students to show application of skills developed earlier. In requiring students to work with fellow students in a small research group, level 6 courses will also aim to develop students ability to conduct independent research using a variety of databases and websites, and to develop group-working skills.</p> <p>In order to develop the skills of self reflection and criticality the cognitive skills assessments will focus on this area at level 5. Diversity will be introduced to students through a truly internationalised selection of cases provided by UK OU materials, and other non UK materials, in addition to cases used in tutorials. Case studies will also be used in assignments in some courses.</p> <p>Because AOU students are part-time and studying at a distance, there should be strong emphasis on helping them to develop as independent learners. At Level 4 this means helping them to develop basic skills (e.g. time planning, using feedback and</p>

### 3D. Key/transferable skills

support), but also laying the foundations for the increasing emphasis on reflection at Levels 5 and 6. This will not be assessed directly but will be demonstrated by an increasing ability to study autonomously. Students are expected to naturally develop the skills of learning to learn as they develop through the suite of courses, and this will be drawn to their attention through a combination of skills based assessment and tutor feedback in tutorial and feedback to assignments. The provision of guest speakers and encouragement to visit organisations in the region will also assist in developing this appetite as links are formed between the course and local organisations.

#### 4. Programme Structure

A Module-based Graduation Plans by track can be found in Annex 1A below.

Level	Modules	Programme/Track Structure - LEVEL 4							Pts
		Management	Marketing	Accounting	Economics	Systems	Finance	HRM	
4	<b>Common Modules</b>	BUS110 (30Pts): Introduction to Business LB170 (30Pts): Professional Communication Skills for Business Studies BUS101 (15Pts): Introduction to Math for Business BUS102 (15Pts): Introduction to Statistics							90
	<b>Track Modules</b>	B123 (30Pts): Management Practice	B122 (30Pts): An Introduction to Retail Management and Marketing	B124 (30Pts): Fundamentals Of Accounting	ECO101 (15Pts): Principle of Microeconomics  ECO102 (15Pts): Principle of Macroeconomic	B123 (30Pts): Management Practice	B124 (30Pts): Fundamentals of Accounting	B123 (30Pts): Management Practice	30
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	Programme/Track Structure - LEVEL 5							Pts.
		Management	Marketing	Accounting	Economics	Systems	Finance	HRM	
5	<b>Common Modules</b>	B207A (30Pts): Shaping business opportunities B207B (30Pts): Shaping business opportunities							60
	<b>Track Modules</b>	B205A (30Pts): Exploring innovation and entrepreneurship  B205B (30Pts): Exploring innovation and entrepreneurship	B205A (30Pts): Exploring innovation and entrepreneurship  B205B (30Pts): Exploring innovation and entrepreneurship	B291 (30Pts): Financial Accounting:  B292 (30Pts): Management Accounting:	DD209A (30Pts): Economics and Economic Change  DD209B (30Pts): Economics and Economic Change	SYS280 (30Pts): Principles and Practice of Systems' Thinking  SYS210 (30Pts): Managing Technology and Innovation	FIN240 (30Pts): Microfinance Theory and Practice  B292 (30Pts): Management Accounting	HRM205 (15Pts): Employment & Labor Law  HRM206 (15Pts): Staffing Organizations  HRM210 (15Pts): Training & Development  HRM215 (15Pts): Employment Compensation & Benefits	60
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.								120	

Note: Module' part A is a prerequisite for its part B.

Level	Modules	Programme/Track Structure - LEVEL 6						Pts	
		Management	Marketing	Accounting	Economics	Systems	Finance		HRM
6	Common Modules	BUS310 (30Pts): Strategic Management						30	
	Track Modules	B325 (30Pts): Managing across organisational and cultural boundaries:  B628 (30Pts): Managing 1: organisations and people:  B629 (30Pts): Managing 2: marketing and finance	B324 (30Pts): Marketing and society  B327 (30Pts): Sustainable enterprise and innovation  MKT331 (15Pts): Digital Marketing  MKT332 (15Pts): Service Marketing	B326 (30Pts): Advanced Financial Accounting:  B392 (30Pts): Advanced management accounting  ACC300 (15Pts): Accounting Information System  ACC302 (15Pts): Auditing theory and Practice	DD309A (30Pts): Doing economics: people, markets and policy  DD309B (30Pts): Doing economics: people, markets and policy  ECO340 (15Pts): Managerial Economics  ECO341 (15Pts): Economic Development	SYS380 (30Pts): Managing Systems Complexity  B325 (30Pts): Managing across organisational and cultural boundaries  B327 (30Pts): Sustainable enterprise and innovation	B392 (30Pts): Advanced management accounting  FIN340 (15Pts): Corporate Finance  FIN341 (15Pts): Islamic Finance  FIN342 (30Pts): Financial and Securities Markets	HRM320 (15Pts): Work Place Health & Safety  B325 (30Pts): Managing across organisational and cultural boundaries  HRM330 (15 Pts): Strategic Human Resources Management  B628 (30Pts): Managing 1: organisations and people	90
								120	
Total Pts/per		360	360	360	360	360	360	360	

## 5. 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**

Students may study for the first three semesters of the programme without any specialisation. In general, students will undertake BUS101 and EL112 in the 2<sup>nd</sup> semester of the 1<sup>st</sup> year and BUS110 and LB170 in 1<sup>st</sup> semester of the 2<sup>nd</sup> year 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 specialised modules.

Electives do not form part of the 360 points validated by the OU but are present to satisfy local conditions. The electives assess a number of learning outcomes that blend well in terms of covering some of the learning outcomes of practical and professional skills, and key/transferable skills from the business studies programme. The AOU electives are therefore included on these templates for information. Furthermore, students may choose any of the OU-AOU modules from other Business-tracks as elective modules.

## 6. Support for students and their learning

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 they need about 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 problems. 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. 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 old students who are not eligible for e-advising.

For new students, the staff members conduct the advising and registration process in their office; new students were 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. The QA unit at Lebanon Branch worked during 2014 on an Academic advising policy and procedure which was approved during the university council and disseminated to all branches for implementation.

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. All students are required to take the plagiarism test before they can upload their TMA. The plagiarism test and tutorial was recognized as a good practice at Lebanon branch and disseminated to all AOU branches.

## 7. Criteria for admission

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 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.

**8. 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.

## 9. Information about assessment regulations

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</p> <p>Excellent understanding and exposition of relevant issues</p> <p>Clearly structured and logically developed arguments</p> <p>Good awareness of nuances and complexities</p> <p>Substantial evidence of well-executed independent research</p> <p>Very good evaluation and synthesis of source material</p> <p>Very good use of relevant data and examples, all properly referenced</p>	<p><b>Outstanding</b></p> <p>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+	85-89	<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</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</p>

		<p>synthesis of source material</p> <p>Good use of relevant data and examples, all properly referenced</p>	<p>great extent and integration of information from sources with sound judgment and professional standards of writing.</p>
B	80-84	<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+	75-79	<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</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</p>

		reliance on a superficial repeat of class notes Relatively superficial use of relevant data, sources and examples and poorly referenced	sources with judgment and appropriate standards of writing.
C	70-74	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.	
D	60-69	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 60	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>

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

FBS is undertaking a complete feedback from former students or/and staff. However, an AOU Alumni Association, with branch and Faculty links was established in all branches to support students and elicit feedback to enhance the provision. As a partner of the UK Open University, the AOU is required to meet all academic standards required for validation and accreditation set for UK universities and institutes of higher education. This includes engagement with the QAAD Academic Infrastructure and guidelines provided by the OU-UK. The following feedbacks are drawn from the previous Annual Programme Evaluation reports. FBS, continuously, evaluates the quality and standards of teaching and learning of the programme and its delivery using different systems of well-designed appraisal and evaluation systems that include key indicators used to assess the performance of the programme:

##### **Standardising assessment method**

The standardising assessment method is attained through the preparing solid Tutor Marked Assignments (TMAs), preparing Mid-Term Assessment (MTA), and preparing final exams. All these modes of assessment are prepared in consultation with the external examiners and the deanship. In addition, the

implementing group and double marking to eliminate variation in grading, cross-branch marking to eliminate variation or over-marking, and adhering to a standard marking grid and marking guidelines, and curbing attempts of plagiarism through subjecting 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, 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 MBA candidates through office hours, emails, and chatting groups through (Whats App). Moreover, the MBA candidates are attending extra sessions (volunteering not required) for Personal Development Planning, learning the importance of SPSS and PMP. In addition, MBA candidates realize the importance of research and publication. There are seven new publications in process for our MBA Graduates of Lebanon Branch. In order to raise awareness about students' PDP, the Branch Quality Assurance Units, are preparing posters in this regard to be placed on the branch's announcement boards.

**Local recognition by the local Authorities of Higher Education and Validation Agencies**

It worth to mention that the Faculty programme is subject to the conditions and criteria of accreditation in the branch countries where the programs are offered. Local accreditation and reaccreditation of the Faculty programmes always goes smoothly, as they always meet the standards applied by the accrediting bodies in the branch countries. The programme got its local recognition from the local Ministries of Higher Education in all branches.

Annexe 1: Curriculum map

**Annexe 1A – Graduation Plan for Business Studies/track – (Module-based)**

Annexe 2: Notes on completing the OU programme specification template

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## Annex 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	A7	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
4	BUS110 (30Pts): Introduction to Business	✓			✓				✓	✓	✓	✓			✓	✓		✓	✓	
	LB170 (30Pts): Business English Communication									✓	✓						✓			
	BUS101 (15Pts): Introduction to Math for Business							✓	✓	✓	✓	✓								
	BUS102 (15Pts): Introduction to Statistics							✓	✓	✓	✓	✓	✓			✓		✓		
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 Management Track

Level	Study module/module	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6
4	B123 (30Pts): Management Practice	✓	✓							✓	✓						✓	✓				✓			✓		
5	B205A (30Pts): Exploring innovation and entrepreneurship			✓	✓						✓	✓		✓		✓			✓	✓	✓		✓	✓	✓		
	B205B (30Pts): Exploring innovation and entrepreneurship			✓	✓						✓	✓		✓		✓			✓	✓	✓		✓	✓	✓		
6	B325 (30Pts): Managing across organisational and cultural boundaries:					✓	✓						✓	✓						✓	✓		✓	✓	✓	✓	✓
	B628 (30Pts): Managing 1: Organization and people						✓	✓	✓	✓	✓				✓	✓	✓			✓		✓	✓	✓	✓	✓	✓
	B629 (30Pts): Managing 2: marketing and finance	✓	✓							✓	✓		✓			✓	✓	✓		✓		✓			✓	✓	✓

### For Marketing Track

Level	Study module/module	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3
4	B122 (30 Pts): An Introduction to Retail Management and Marketing					✓			✓			✓			✓		✓			
5	B205A (30Pts): Exploring innovation and entrepreneurship	✓	✓					✓	✓	✓	✓			✓		✓	✓			
	B205B (30Pts): Exploring innovation and entrepreneurship	✓	✓					✓	✓	✓	✓			✓		✓	✓			
6	B327 (30Pts): Sustainable enterprise and innovation		✓		✓	✓		✓		✓	✓			✓	✓	✓	✓			✓
	B324 (30Pts): Marketing and Society		✓	✓	✓		✓					✓	✓	✓		✓	✓			
	MKT331 (15Pts): Digital Marketing	✓		✓	✓	✓	✓			✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
	MKT332 (15Pts) Service Marketing			✓	✓	✓	✓			✓	✓		✓	✓	✓	✓	✓	✓	✓	✓

### For Accounting Track

Level	Study module/module	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5
4	B124 (30Pts): Fundamentals of Accounting	✓	✓	✓			✓	✓	✓	✓	✓			✓	✓	✓		✓				
5	B291 (30Pts): Financial Accounting	✓	✓			✓		✓		✓					✓	✓			✓			
	B292 (30Pts): Management Accounting			✓			✓		✓	✓	✓			✓				✓	✓			✓
6	B326 (30Pts): Advanced Financial Accounting	✓	✓				✓	✓		✓					✓	✓			✓	✓		
	B392 (30Pts): Advanced management accounting			✓	✓		✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓
	ACC302 (15Pts): Auditing theory and Practice	✓	✓		✓	✓				✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		
	ACC300 (15Pts): Accounting Information System	✓	✓		✓			✓	✓	✓	✓	✓	✓			✓	✓	✓				✓

### For Economic Track

Level	Study module/module	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6
4	ECO101 (15Pts): Principle of Microeconomics	✓			✓	✓	✓		✓	✓			✓			✓			✓	✓	✓		✓		
	ECO102 (15Pts): Principle of Macroeconomic	✓		✓	✓		✓	✓	✓				✓		✓	✓	✓			✓	✓		✓	✓	
5	DD209A (30Pts): Economics and Economic change						✓		✓	✓	✓										✓		✓		✓
	DD209B (30Pts): Economics and Economic change	✓		✓				✓	✓	✓		✓			✓	✓	✓			✓			✓	✓	✓
6	DD309A (30Pts): Doing economics: people, markets and policy	✓	✓	✓	✓	✓		✓		✓	✓							✓	✓		✓	✓	✓	✓	✓
	DD309B (30Pts): Doing economics: people, markets and policy	✓	✓	✓	✓	✓			✓			✓			✓			✓	✓	✓				✓	✓
	ECO341 (15Pts): Economic Development		✓		✓	✓	✓		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	ECO340 (15Pts): Managerial Economics	✓	✓				✓	✓			✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓

### For Systems Track

Level	Study module/module	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5	B6	C1	C2	C3	D1	D2	D3	D4
4	B123 (30 Pts): Management Practice	✓	✓	✓														✓							✓
5	SYS280 (30 Pts): Principles and Practice of Systems' Thinking	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓		✓	✓		✓	✓		✓
	SYS210 (30 Pts): Managing Technology and Innovation				✓			✓		✓	✓			✓	✓		✓		✓			✓	✓		✓
6	SYS380 (30Pts): Managing Systems Complexity			✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	B327 (30 Pts): Sustainable enterprise and innovation	✓	✓							✓		✓	✓	✓					✓			✓			
	B325 (30 Pts): Managing across organisational and cultural boundaries	✓	✓	✓						✓						✓		✓							✓

### For Finance/Microfinance Track

Level	Study module/module	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4
4	B124 (30Pts): Fundamentals of Accounting		✓		✓				✓	✓				✓	✓				✓			✓
5	FIN240 (30Pts): Microfinance Theory and Practice	✓		✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓			✓
	B292 (30Pts): Management Accounting				✓	✓	✓		✓		✓	✓		✓	✓	✓			✓	✓	✓	✓
6	FIN340 (15Pts): Corporate Finance		✓				✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
	FIN341 (15Pts): Islamic Finance	✓	✓				✓		✓	✓	✓	✓		✓	✓		✓		✓	✓	✓	✓
	FIN342 (30Pts): Financial and Securities Markets	✓	✓		✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
	B392 (30Pts): Advanced management accounting				✓	✓	✓		✓		✓	✓		✓	✓	✓			✓	✓	✓	✓

### For Human Resource Management Track

Level	Study module/module	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
4	B123 (30Pts): Management Practice	✓	✓				✓			✓	✓		✓		✓					✓		✓		
5	HRM206 (15Pts): Staffing Organizations	✓		✓		✓		✓	✓		✓		✓	✓		✓			✓				✓	
	HRM205 (15Pts): Employment & Labor Law	✓		✓	✓	✓				✓	✓		✓		✓		✓	✓		✓	✓			✓
	HRM210 (15Pts): Training & Development	✓			✓		✓	✓			✓	✓			✓		✓	✓				✓		
	HRM215 (15Pts): Employment Compensation & Benefits		✓	✓	✓			✓	✓			✓	✓	✓		✓	✓				✓		✓	
6	HRM320 (15Pts): Work Place Health & Safety	✓	✓	✓			✓		✓		✓			✓		✓		✓	✓				✓	✓
	HRM330 (15Pts): Strategic Human Resources Management	✓		✓				✓	✓	✓		✓		✓	✓			✓		✓		✓	✓	
	B628 (30Pts): Managing 1: organisations and people	✓		✓		✓	✓			✓		✓	✓		✓				✓			✓		✓
	B325 (30Pts): Managing across organisational and cultural boundaries		✓		✓	✓			✓		✓		✓	✓		✓			✓		✓		✓	

**Annexe 1A – Graduation Plan**  
**Graduation Plan for Business Studies/track – (Module-based)**

**1- Management**

<i>Module Category and Title</i>	<i>Level</i>			<i>Prerequisite</i>	<i>Credit Hours (Pts)</i>
	<i>4</i>	<i>5</i>	<i>6</i>		
<b><i>Core Common Modules</i></b>					
BUS110: Introduction to Business	x			EL112	8 (30)
LB170: Professional Communication Skills for Business Studies	x			EL112	8 (30)
BUS101: Introduction to Math for Business	x			EL099	4 (15)
BUS102: Introduction to Statistics	x			BUS101	4 (15)
B207A: Shaping business opportunities		x		BUS110	8 (30)
B207B: Shaping business opportunities		x		B207A	8 (30)
BUS310 Strategic Management			x	B207B	8 (30)
<b><i>Total Credit Hours (Pts) for Common Modules</i></b>	<b>24 (90)</b>	<b>16 (60)</b>	<b>8 (30)</b>	<b>--</b>	<b>48 (180)</b>
<b><i>Core Track Modules</i></b>					
B123: Management Practice	x			BUS110	8 (30)
B205A: Exploring innovation and entrepreneurship		x		B207B	8 (30)
B205B: Exploring innovation and entrepreneurship		x		B205A	8 (30)
B628: Managing 1: organisations and people:			x	B207B	8 (30)
B629: Managing 2: marketing and finance			x	B628	8 (30)
B325: Managing across organisational and cultural boundaries			x	BUS310	8 (30)
<b><i>Total Credit Hours (Pts) for Track Modules</i></b>	<b>8 (30)</b>	<b>16 (60)</b>	<b>24 (60)</b>	<b>--</b>	<b>48 (180)</b>
<b>Total Credit Hours (Pts)</b>	<b>32 (120)</b>	<b>32 (120)</b>	<b>32 (120)</b>	<b>--</b>	<b>96 (360)</b>

## 2- Marketing

Module Category and Title	Level			Prerequisite	Credit Hours (Pts)
	4	5	6		
<b>Core Common Modules</b>					
BUS110: Introduction to Business	x			EL111	8 (30)
LB170: Professional Communication Skills for Business Studies	x			EL112	8 (30)
BUS101: Introduction to Math for Business	x			EL099	4 (15)
BUS102: Introduction to Statistics	x			BUS101	4 (15)
B207A: Shaping business opportunities		x		BUS110	8 (30)
B207B: Shaping business opportunities		x		B207A	8 (30)
BUS310 Strategic Management			x	B207B	8 (30)
<b>Total Credit Hours (Pts) for Common Modules</b>	<b>24 (90)</b>	<b>16 (60)</b>	<b>8 (30)</b>	<b>--</b>	<b>48 (180)</b>
<b>Core Track Modules</b>					
B122: An Introduction to Retail Management and Marketing	x			BUS110	8 (30)
B205A: Exploring innovation and entrepreneurship		x		B207B	8 (30)
B205B: Exploring innovation and entrepreneurship		x		B205A	8 (30)
B324: Marketing and society			x	B205B	8 (30)
B327: Sustainable enterprise and innovation			x	BUS310	8 (30)
MKT331: Digital Marketing			x	B324	4 (15)
MKT332: Service Marketing			x	B324	4 (15)
<b>Total Credit Hours (Pts) for Track Modules</b>	<b>8 (30)</b>	<b>16 (60)</b>	<b>24 (60)</b>	<b>--</b>	<b>48 (180)</b>
<b>Total Credit Hours (Pts)</b>	<b>32 (120)</b>	<b>32 (120)</b>	<b>32 (120)</b>	<b>--</b>	<b>96 (360)</b>

### 3- Accounting

Module Category and Title	Level			Prerequisite	Credit Hours (Pts)
	4	5	6		
<b>Core Common Modules</b>					
BUS110: Introduction to Business	x			EL111	8 (30)
LB170: Professional Communication Skills for Business Studies	x			EL112	8 (30)
BUS101: Introduction to Math for Business	x			EL099	4 (15)
BUS102: Introduction to Statistics	x			BUS101	4 (15)
B207A: Shaping business opportunities		x		BUS110	8 (30)
B207B: Shaping business opportunities		x		B207A	8 (30)
BUS310 Strategic Management			x	B207B	8 (30)
<b>Total Credit Hours (Pts) for Common Modules</b>	<b>24 (90)</b>	<b>16 (60)</b>	<b>8 (30)</b>	<b>--</b>	<b>48 (180)</b>
<b>Core Track Modules</b>					
B124: Fundamentals Of Accounting	x			BUS110	8 (30)
B291: Financial Accounting		x		B124	8 (30)
B292: Management Accounting		x		B124	8 (30)
B326: Advanced Financial Accounting			x	B291	8 (30)
B392: Advanced management accounting			x	B292	8 (30)
ACC300: Accounting Information System			x	B291 and B292	4 (15)
ACC302: Auditing theory and Practice			x	B291 and B292	4 (15)
<b>Total Credit Hours (Pts) for Track Modules</b>	<b>8 (30)</b>	<b>16 (60)</b>	<b>24 (60)</b>	<b>--</b>	<b>48 (180)</b>
<b>Total Credit Hours (Pts)</b>	<b>32 (120)</b>	<b>32 (120)</b>	<b>32 (120)</b>	<b>--</b>	<b>96 (360)</b>

#### 4- Economic

Module Category and Title	Level			Prerequisite	Credit Hours (Pts)
	4	5	6		
<b>Core Common Modules</b>					
BUS110: Introduction to Business	x			EL111	8 (30)
LB170: Professional Communication Skills for Business Studies	x			EL112	8 (30)
BUS101: Introduction to Math for Business	x			EL099	4 (15)
BUS102: Introduction to Statistics	x			BUS101	4 (15)
B207A: Shaping business opportunities		x		BUS110	8 (30)
B207B: Shaping business opportunities		x		B207A	8 (30)
BUS310 Strategic Management			x	B207B	8 (30)
<b>Total Credit Hours (Pts) for Common Modules</b>	<b>24 (90)</b>	<b>16 (60)</b>	<b>8 (30)</b>	<b>--</b>	<b>48 (180)</b>
<b>Core Track Modules</b>					
ECO101: Principle of Microeconomics	x			BUS110	4 (15)
ECO102: Principle of Macroeconomic	x			BUS110	4 (15)
DD209A: Economics and Economic Change		x		ECO101 and ECO102	8 (30)
DD209B: Economics and Economic Change		x		DD209A	8 (30)
DD309A: Doing economics: people, markets and policy			x	DD209B	8 (30)
DD309B: Doing economics: people, markets and policy			x	DD309A	8 (30)
ECO340: Managerial Economics			x	DD209B	4 (15)
ECO341: Economic Development			x	DD209B	4 (15)
<b>Total Credit Hours (Pts) for Track Modules</b>	<b>8 (30)</b>	<b>16 (60)</b>	<b>24 (60)</b>	<b>--</b>	<b>48 (180)</b>
<b>Total Credit Hours (Pts)</b>	<b>32 (120)</b>	<b>32 (120)</b>	<b>32 (120)</b>	<b>--</b>	<b>96 (360)</b>

## 5- Systems

Module Category and Title	Level			Prerequisite	Credit Hours (Pts)
	4	5	6		
<b>Core Common Modules</b>					
BUS110: Introduction to Business	x			EL111	8 (30)
LB170: Professional Communication Skills for Business Studies	x			EL112	8 (30)
BUS101: Introduction to Math for Business	x			EL099	4 (15)
BUS102: Introduction to Statistics	x			BUS101	4 (15)
B207A: Shaping business opportunities		x		BUS110	8 (30)
B207B: Shaping business opportunities		x		B207A	8 (30)
BUS310 Strategic Management			x	B207B	8 (30)
<b>Total Credit Hours (Pts) for Common Modules</b>	<b>24 (90)</b>	<b>16 (60)</b>	<b>8 (30)</b>	--	<b>48 (180)</b>
<b>Core Track Modules</b>					
B123: Management Practice	x			BUS110	8 (30)
SYS210: Managing Technology and Innovation		x		B123	8 (30)
SYS280: Principles and Practice of Systems' Thinking		x		B207B	8 (30)
SYS380: Managing Systems Complexity			x	SYS280 and BUS310	8 (30)
B327: Sustainable enterprise and innovation			x	BUS310	8 (30)
B325: Managing across organisational and cultural boundaries			x	BUS310	8 (30)
<b>Total Credit Hours (Pts) for Track Modules</b>	<b>8 (30)</b>	<b>16 (60)</b>	<b>24 (60)</b>	--	<b>48 (180)</b>
<b>Total Credit Hours (Pts)</b>	<b>32 (120)</b>	<b>32 (120)</b>	<b>32 (120)</b>	--	<b>96 (360)</b>

## 6- Finance/Microfinance

Module Category and Title	Level			Prerequisite	Credit Hours (Pts)
	4	5	6		
<b>Core Common Modules</b>					
BUS110: Introduction to Business	x			EL111	8 (30)
LB170: Professional Communication Skills for Business Studies	x			EL112	8 (30)
BUS101: Introduction to Math for Business	x			EL099	4 (15)
BUS102: Introduction to Statistics	x			BUS101	4 (15)
B207A: Shaping business opportunities		x		BUS110	8 (30)
B207B: Shaping business opportunities		x		B207A	8 (30)
BUS310 Strategic Management			x	B207B	8 (30)
<b>Total Credit Hours (Pts) for Common Modules</b>	<b>24 (90)</b>	<b>16 (60)</b>	<b>8 (30)</b>	<b>--</b>	<b>48 (180)</b>
<b>Core Track Modules</b>					
B124: Fundamentals of Accounting	x			BUS110	8 (30)
FIN240: Microfinance Theory and Practice		x		B124	8 (30)
B292: Management Accounting		x		B124	8 (30)
FIN340: Corporate Finance			x	FIN240	4 (15)
FIN341: Islamic Finance			x	FIN340	4 (15)
FIN342: Financial and Securities Markets			x	FIN340	8 (30)
B392: Advanced management accounting			x	B292	8 (30)
<b>Total Credit Hours (Pts) for Track Modules</b>	<b>8 (30)</b>	<b>16 (60)</b>	<b>24 (60)</b>	<b>--</b>	<b>48 (180)</b>
<b>Total Credit Hours (Pts)</b>	<b>32 (120)</b>	<b>32 (120)</b>	<b>32 (120)</b>	<b>--</b>	<b>96 (360)</b>

## 7. Human Resource Management

Module Category and Title	Level			Prerequisite	Credit Hours (Pts)
	4	5	6		
<b>Core Common Modules</b>					
BUS110: Introduction to Business	x			EL111	8 (30)
LB170: Professional Communication Skills for Business Studies	x			EL112	8 (30)
BUS101: Introduction to Math for Business	x			EL099	4 (15)
BUS102: Introduction to Statistics	x			BUS101	4 (15)
B207A: Shaping business opportunities		x		BUS110	8 (30)
B207B: Shaping business opportunities		x		B207A	8 (30)
BUS310 Strategic Management			x	B207B	8 (30)
<b>Total Credit Hours (Pts) for Common Modules</b>	<b>24 (90)</b>	<b>16 (60)</b>	<b>8 (30)</b>	--	<b>48 (180)</b>
<b>Core Track Modules</b>					
B123: Management Practice	x			BUS110	8 (30)
HRM205: Employment & Labor Law		x		B123	4 (15)
HRM206: Staffing Organizations		x		HRM205	4 (15)
HRM210: Training & Development		x		HRM205	4 (15)
HRM215: Employment Compensation & Benefits		x		HRM206	4 (15)
B628: Managing 1: organisations and people			x	B207B	8 (30)
B325: Managing across organisational and cultural boundaries			x	BUS310	8 (30)
HRM320: Work Place Health & Safety			x	HRM215	4 (15)
HRM330: Strategic Human Resources Management			x	B628 and BUS310	4 (15)
<b>Total Credit Hours (Pts) for Track Modules</b>	<b>8 (30)</b>	<b>16 (60)</b>	<b>24 (60)</b>	--	<b>48 (180)</b>
<b>Total Credit Hours (Pts)</b>	<b>32 (120)</b>	<b>32 (120)</b>	<b>32 (120)</b>	--	<b>96 (360)</b>

## Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be aligned with 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 QAAD **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 QAAD **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.

