

**Programme Handbook  
BRICKFIELDS ASIA COLLEGE**

**UKT BUSINESS TRANSFER PROGRAMME  
BUSINESS SCHOOL**

**PROGRAMME DURATION 2 YEARS**

**N/345/6/0262**

**MQA/PA 2072**

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## **A Note on this Handbook**

This handbook applies to all students taking the UK Business Transfer Programme.

This programme is approved by MQA on the 31<sup>st</sup> Mac 2016

The approval code for this programme is MQA/FA 2072

Currently, this programme has been given its Provisional Accreditation.

It provides a guide to what is expected of you on this programme, and the academic and personal support available to you. Please retain for future reference.

The information provided in this handbook is accurate at time of preparation. Any necessary revisions will be notified to students via our website and social media.

Please note that, in the event of any conflict or inconsistency between the General Regulations published in the College Calendar and information contained in course handbooks, the provisions of the General Regulations will prevail.

## **Introduction**

Brickfields Asia College (BAC) has established itself as the Fastest & Smartest Way to UK Law & Business degrees. The college has established an excellent reputation as a provider of quality education and its graduates are highly sought after by local and international firms in both the public and private sectors.

BAC currently has partnerships and affiliations with more than 25 foreign universities and professional organisations, offering its students access to over 100 world-class Law and Business degrees and professional qualifications that can be completed either locally or abroad.

BAC's students have swept multiple World and National Awards at pre-university, university and post graduate levels over the past three years. The college's A-level students, Amanda Kong Hwei Zhen and Judith Pretha received the Cambridge Learner Awards for the Best Student in the World for Law for 2013 and 2012 respectively, while Sharon Lau Foong Yee received the Cambridge Learner Awards for the Best Student in the World for Business Studies. BAC students also secured 70 First Class Honours (LLB) degrees over the past 3 years from the partner universities. Since 2005, BAC's CLP students secured every Tun Hamid Omar Foundation Award for Best Overall Student as well as 50 out of 62 Book Prizes and 51 out of 63 Second Uppers awarded.

In 2013, BAC opened its new RM110 million campus in Petaling Jaya which has provided an engaging experience for students looking to have a balance between studying and leading a fun student life. This campus houses the Brickfields Business School which offers degree programmes in business management, business accounting, finance and dual honours such as Business and Law, Business and Marketing and Business and Economics.

BAC was awarded the Brand Laureate Best Brand in Legal Education for 2012 and 2013 as well as the SME Recognition Award 2013 for Service Excellence. In 2014, BAC was awarded the SME Corporate Social Responsibility Excellence Award and the SME 100 Award honouring Malaysia's Fast Moving Companies. These awards are testament to BAC's commitment to making every student's educational experience at the college an enjoyable, rewarding and successful one.

## Staff Contacts

- **Head of School/Programme**  
Renuka Menon  
[renuka@bac.edu.my](mailto:renuka@bac.edu.my)
- **Programme Administrator / EO**  
Shalini Mathavan  
[shalini@bac.edu.my](mailto:shalini@bac.edu.my)
- **Registrar**  
Nur Ilyani Abdul Halim  
[ilyani@bac.edu.my](mailto:ilyani@bac.edu.my)
- **Record Department**
  - Avinshwaran Kumereson  
[Avinesh@bac.edu.my](mailto:Avinesh@bac.edu.my)
  - Praveenah Lecthemana Rao  
[Praveenah@bac.edu.my](mailto:Praveenah@bac.edu.my)
  - Revathi Muthu  
[Revathi@bac.edu.my](mailto:Revathi@bac.edu.my)
- **PTPTN Officers**
  - Mohd Ridzwan  
[Ridzwan@bac.edu.my](mailto:Ridzwan@bac.edu.my)
- **Feedback**
  - For any feedbacks in relation to the programme students may write to the email below:  
[feedback@bac.edu.my](mailto:feedback@bac.edu.my)

## **General School Information**

### **School specific facilities**

#### **BAC PJ Campus**

Located 5 minutes away from the Asia Jaya LRT station, VSQ @ PJ City Centre represents a significant milestone for BAC. The new campus offers law and business programmes. It also hosts state-of-the-art teaching and learning facilities designed to provide students with a unique learning experience and vibrant campus environment.

#### **Library**

The BAC library is well stocked and provides access to an extensive collection of law reference materials, law books, statutes, regulations, law reports, databases, journals, law-related audio and video materials as well as an E-library collection.

The college offers full reference services and research assistance to students, faculty and visitors. Help is available during working hours, either in person, via telephone or by email. Wireless access and computing facilities with the latest technology are also available in the library for the purpose of completing projects and assignments.

#### **Computer Labs**

State-of-the-art computer laboratories have been set up at the new BAC Student Resource Centre. The laboratories are equipped with highspeed internet access and network points. For their research purposes, students are able to access various online databases such as Lexis Nexis and Westlaw.



## **School website and location of notice boards**

Students can access important and current information from our website at [www.bac.edu.my](http://www.bac.edu.my).

In addition to digital media notifications, we also update the information in relation to the college and course in all our notice boards and digital boards. Further students are sent emails and sms if there are urgent matters that needs your attention.

Students are expected to complete all personal details in the College Management System. Once the details are completed students will be issued with a student card containing their matrix number. All correspondences will be communicated also vide the CMS, Course Coordinators and Programme Directors.

The students can have access to the following information which will be useful for their studies:

- a. Academic Calendar
- b. Daily timetable
- c. Semester breaks
- d. E Resources
- e. Updating of the personal information through our College Management System at [cms.bac.edu.my](http://cms.bac.edu.my)
- f. Our policies and etc.

## **Programme Overview**

### **Programme aims / outcomes**

#### **Aims**

The programme aims to provide students with in-depth knowledge, communication and critical thinking skills, and creativity and innovation in business. This includes contextual understanding of the dynamism and vibrancy in the business environment, entrepreneurship and professionalism in order to perform effectively and ethically within their specialised areas of Business Studies, hence influencing personal achievement, lifelong learning and contributing to industry development.

#### **Objectives**

The objectives of the course are:

- Technical competence in financial accounting, taxation, and auditing
- Show proficiency in accounting technologies
- Demonstrate research skills
- Create well-written documents on accounting topics
- Deliver an effective oral presentation on an accounting topic
- Defend proposed solutions to accounting problems
- Work effectively in a team environment to generate an acceptable solution to an accounting problem
- Work productively and professionally with co-workers and supervisors to accomplish job tasks

#### **Programme Educational Objectives**

- Graduate acquires the fundamental knowledge and relevant skills
- Possess professional attitudes and ethics necessary in fulfilling his/her responsibilities
- Ability to communicate effectively
- Able to adopt to global environment and maintain lifelong learning
- Conduct research in their field and able to understand and solve problems
- Able to think critically, creatively, innovatively and technology savvy
- Inculcate entrepreneurial skills

## Learning Objectives of this programme

MQF Learning Outcomes Domains	Relation
Knowledge	Describe basic knowledge to prepare them for higher level education in the related field of arts
Practical skills	Apply the knowledge acquired in the respective fields of study
Social skills & responsibilities	Demonstrate sensitivities and responsibilities towards the community, culture, religion and environment;
Ethics, professionalism & humanities	Demonstrate positive attitude, values, and responsibility for their own learning.
Communication, leadership & team skills	List ways to work with effectiveness either independently or as part of a group;
Scientific methods, critical thinking & problem solving skills	Able to record, analyse data and make conclusions based on theories learnt.
Lifelong learning & information management	Demonstrate information technology skills and use selected computer packages
Entrepreneurship & management skills	Demonstrate the skills and confidence to successfully undertake a program of study in Higher Education

## Programme structure

A student who wish to complete this progression degree is required to complete the following modules:

Year/Sem	Course Code	Module	Classification
Year 1 Semester 1	ACT 101	Accounting & Business Environment 1	Core
	ECO 101	Economics 1	
	MM 101	Marketing Management 1	
	BS 101	Basic Business Statistic 1	Elective
	MGT 101/102	Management	
Year 1 Semester 2	ACT 102	Accounting & Business Environment 2	Core
	ECO 102	Economics 2	
	MM 102	Marketing Management 2	
	BS 102	Basic Business Statistic 2	Elective
Year 1 Semester 3	OB 101/102	Organizational Behaviour	Core
	MPU 3112	TITAS	MPU
	MPU 3122	Hubungan Ethnik	
<b>Year 2</b>			
Year/Sem	Course Code	Module	Classification
Year 2 Semester 1	FM 201	Financial Management 1	Core
	SM 201/202	Strategic Management	
	HRM 201/201	Human Resource Management	
	MPU 3412	Community Service	
Year 2 Semester 2	FM 202	Financial Management 2	Core
	OM 201/202	Operation Management	Elective
	MIS 201/202	Management Information System	
Year 2 Semester 3	BC 201/202	Business Communication	Elective
	MPU 3222	Critical Thinking Skills	MPU
	MPU 3312	Ethics of Communication	
<p>Students are expected to complete the above said course contents within the course duration which is normally within 2 years. Upon completion of the 12 subjects as stated above students are expected to complete their degrees in our partner universities abroad or any of their choice universities if the university accepts the programme based on their own equivalency standards.</p> <p>Please see the next page for our partner university requirements and its related matters.</p>			

## UKTB Academic Calendar (Year 1 & 2)

### Academic Calendar (January Year 1)

Intake : January 2017  
Year/Semester : 1/1  
Class Start : 30 Jan 2017  
Class End : 21 May 2017

<u>Date</u>	<u>No of Weeks</u>	<u>Details</u>
23 Jan – 29 Jan 2017	1	Induction
30 Jan – 19 Mar 2017	7	Learning Session
20 Mar – 26 Mar 2017	1	Midterm
27 Mar – 21 May 2017	8	Learning Session
22 May – 28 May 2017	1	Final Exam
Total No of Weeks	18	

Intake : January 2017  
Year/Semester : 1/2  
Class Start : 12 Jun 2017  
Class End : 1 Oct 2017

<u>Date</u>	<u>No of Weeks</u>	<u>Details</u>
12 Jun – 30 July 2017	7	Learning Session
31 Jul – 6 Aug 2017	1	Midterm
7 Aug – 1 Oct 2017	8	Learning Session
2 Oct – 8 Oct 2017	1	Final Exam
Total No of Weeks	17	

Intake : January 2017  
Year/Semester : 1/ 3  
Class Start : 23 Oct 2017  
Class End : 17 Dec 2017

<u>Date</u>	<u>No of Weeks</u>	<u>Details</u>
23 Oct – 19 Nov 2017	4	Learning Session
20 Nov – 26 Nov 2017	1	Midterm
27 Nov – 17 Dec 2017	3	Learning Session
18 Dec – 24 Dec 2017	1	Final Exam
Total No of Weeks	9	

## Academic Calendar (January Year 2)

Intake : January 2017  
Year/Semester : 2/1  
Class Start : 08 Jan 2018  
Class End : 29 Apr 2018

<u>Date</u>	<u>No of Weeks</u>	<u>Details</u>
8 Jan – 25 Feb 2018	7	Learning Session
26 Feb – 4 Mar 2018	1	Midterm
5 Mar – 29 Apr 2018	8	Learning Session
30 Apr – 6 May 2018	1	Final Exam
<b>Total No of Weeks</b>	<b>17</b>	

Intake : January 2017  
Year/Semester : 2/2  
Class Start : 21 May 2018  
Class End : 9 Sept 2018

<u>Date</u>	<u>No of Weeks</u>	<u>Details</u>
21 May – 8 July 2018	7	Learning Session
9 Jul – 15 Jul 2018	1	Midterm
16 Jul – 9 Sept 2018	8	Learning Session
10 Sept – 16 Sept 2018	1	Final Exam
<b>Total No of Weeks</b>	<b>17</b>	

Intake : January 2017  
Year/Semester : 2/ 3  
Class Start : 8 Oct 2018  
Class End : 9 Dec 2018

<u>Date</u>	<u>No of Weeks</u>	<u>Details</u>
8 Oct – 4 Nov 2018	4	Learning Session
5 Nov – 11 Nov 2018	1	Midterm
12 Nov – 2 Dec 2018	3	Learning Session
3 Dec – 9 Dec 2018	1	Final Exam
<b>Total No of Weeks</b>	<b>9</b>	

## Academic Calendar (April Year 1)

**Intake** : April 2017  
**Year/Semester** : 1/1  
**Class Start** : 24<sup>th</sup> April 2017  
**Class End** : 13<sup>th</sup> Aug 2017

<u>Date</u>	<u>No of Weeks</u>	<u>Details</u>
17 <sup>th</sup> Apr – 30 <sup>th</sup> Apr 2017	1	Induction
2 <sup>nd</sup> May – 11 <sup>th</sup> Jun 2017	7	Learning Session
12 <sup>th</sup> Jun – 18 <sup>th</sup> Jun 2017	1	Midterm
19 <sup>th</sup> Jun – 13 Aug 2017	8	Learning Session
14 Aug – 20 Aug 2017	1	Final Exam
<b>Total No of Weeks</b>	<b>18</b>	

**Intake** : April 2017  
**Year/Semester** : 1/2  
**Class Start** : 11 Sep 2017  
**Class End** : 31 Dec 2017

<u>Date</u>	<u>No of Weeks</u>	<u>Details</u>
11 Sept – 29 Oct 2017	7	Learning Session
30 <sup>th</sup> Oct – 5 <sup>th</sup> Nov 2017	1	Midterm
6 Nov – 31 <sup>st</sup> Dec 2017	8	Learning Session
1 <sup>st</sup> Jan – 7 <sup>th</sup> Jan 2018	1	Final Exam
<b>Total No of Weeks</b>	<b>17</b>	

**Intake** : April 2017  
**Year/Semester** : 1/ 3  
**Class Start** : 29 Jan 2018  
**Class End** : 25 Mar 2018

<u>Date</u>	<u>No of Weeks</u>	<u>Details</u>
29 <sup>th</sup> Jan – 25 <sup>th</sup> Feb 2018	4	Learning Session
26 <sup>th</sup> Feb – 4 <sup>th</sup> Mar 2018	1	Midterm
5 <sup>th</sup> Mar – 25 <sup>th</sup> Mar 2018	3	Learning Session
26 <sup>th</sup> Mar – 1 <sup>st</sup> Apr 2018	1	Final Exam
<b>Total No of Weeks</b>	<b>9</b>	

## Academic Calendar (April Year 2)

**Intake** : April 2017  
**Year/Semester** : 2/1  
**Class Start** : 23<sup>rd</sup> Apr 2018  
**Class End** : 12<sup>th</sup> Aug 2018

<u>Date</u>	<u>No of Weeks</u>	<u>Details</u>
23 <sup>rd</sup> Apr – 10 <sup>th</sup> Jun 2018	7	Learning Session
11 <sup>th</sup> Jun – 17 <sup>th</sup> Jun 2018	1	Midterm
18 <sup>th</sup> Jun – 12 <sup>th</sup> Aug 2018	8	Learning Session
13 <sup>th</sup> Aug – 19 <sup>th</sup> Aug 2018	1	Final Exam
<b>Total No of Weeks</b>	<b>17</b>	

**Intake** : April 2017  
**Year/Semester** : 2/2  
**Class Start** : 3<sup>rd</sup> Sept 2018  
**Class End** : 23<sup>rd</sup> Dec 2018

<u>Date</u>	<u>No of Weeks</u>	<u>Details</u>
3 <sup>rd</sup> Sept – 21 <sup>st</sup> Oct 2018	7	Learning Session
22 <sup>nd</sup> Oct – 28 <sup>th</sup> Oct 2018	1	Midterm
29 <sup>th</sup> Oct – 23 <sup>rd</sup> Dec 2018	8	Learning Session
24 <sup>th</sup> Dec – 30 <sup>th</sup> Dec 2018	1	Final Exam
<b>Total No of Weeks</b>	<b>17</b>	

**Intake** : April 2017  
**Year/Semester** : 2/ 3  
**Class Start** : 21<sup>st</sup> Jan 2019  
**Class End** : 17<sup>th</sup> Mar 2019

<u>Date</u>	<u>No of Weeks</u>	<u>Details</u>
21 <sup>st</sup> Jan – 17 <sup>th</sup> Feb 2019	4	Learning Session
18 <sup>th</sup> Feb – 24 <sup>th</sup> Feb 2019	1	Midterm
25 <sup>th</sup> Feb – 17 <sup>th</sup> Mar 2019	3	Learning Session
18 <sup>th</sup> Mar – 24 <sup>th</sup> Mar 2019	1	Final Exam
<b>Total No of Weeks</b>	<b>9</b>	



## **Study Abroad**

### **Placement information**

BAC provides comprehensive support for all students traveling abroad to study at our partner universities. The range of support includes but not limited to meeting the partner university representative in our Campus. Students and parents are encouraged to meet the partner university representatives during the BAC Education Fair and also other times when we have the faculty members visiting us. Students can direct their queries to:

Ms Kalyani Palaniappan

[kalyani@bac.edu.my](mailto:kalyani@bac.edu.my)

1. ABERYSTWYTH UNIVERSITY UCAS(ABWTH A40)				✓ FEE (2017/18) - £ 13,200 ✓ LIVING COST - £ 9,135			
NO	PROGRAMME	1+2	2+1	ENTRY REQUIREMENTS			
				SPM	PRE-UNIVERSITY	YEAR 1	YEAR 2
1	BSc (Hons) Business and Management	✓	✓	6 credits	3 A-Level Passes/ 2 STPM Principals/ Recognized Degree or Diploma	An average of 40% IELTS 6.5/ SPM 1119 Grade C/ IGCSE Grade C	An average of 40%. IELTS 6.5/ SPM 1119 Grade C/ IGCSE Grade C

2. BIRMINGHAM CITY UNIVERSITY UCAS (BCITY B25)				✓ FEE (2017/18) - £ 12,000 ✓ LIVING COST - £ 9,135			
NO	PROGRAMME	1+2	2+1	ENTRY REQUIREMENTS			
				SPM	PRE-UNIVERSITY	YEAR 1	YEAR 2
1	BA (Hons) Business Administration		✓	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognized Degree or Diploma		An average of 50% over both years. TOEFL 80. IELTS 6.0/ SPM 1119 Grade C
2	BA (Hons) International Business		✓	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognized Degree or Diploma		An average of 50% over both years. TOEFL 80. IELTS 6.0/ SPM 1119 Grade C

3. DE MONTFORT UNIVERSITY UCAS(DEM D26)					✓ FEE (2017/18) - £ 12,250 ✓ LIVING COST - £ 9,135		
NO	PROGRAMME	1+2	2+1	ENTRY REQUIREMENTS			
				SPM	PRE-UNIVERSITY	YEAR 1	YEAR 2
1	BA (Hons) Business Administration and Management	√	√	5 credits	2 A-Level Passes/2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.5 / SPM 1119 Grade C
2	BA (Hons) Business and Management	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.5 / SPM 1119 Grade C
3	BA (Hons) Business and Marketing	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.5 / SPM 1119 Grade C
4	BA (Hons) Business Management and Enterprise	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.5 / SPM 1119 Grade C
5	BA (Hons) Business Management and Human Resource Management	√	√	5 credits	2 A-Level Passes/2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.5 / SPM 1119 Grade C

**4. GLYNDWR UNIVERSITY  
UCAS (GLYND G53)**

✓ **FEE (2017/18) - £ 11,500**  
✓ **LIVING COST - £ 9,135**

NO	PROGRAMME	1+2	2+1	ENTRY REQUIREMENTS			
				SPM	PRE-UNIVERSITY	YEAR 1	YEAR 2
1	<b>BA (Hons) Business Accounting</b>	✓	✓	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.0 / SPM 1119 Grade C
2	<b>BA (Hons) Business Management</b>	✓	✓	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.0 / SPM 1119 Grade C
3	<b>BA (Hons) Business Marketing</b>	✓	✓	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.0 / SPM 1119 Grade C
4	<b>BA (Hons) Festival and Events Management</b>	✓	✓	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.0 / SPM 1119 Grade C

**5. UNIVERSITY OF CENTRAL LANCASHIRE  
UCAS (CLANC C30)**

✓ **FEE (2017/18) - £ 11,950**  
✓ **LIVING COST - £ 9,135**

NO	PROGRAMME	1+2	2+1	ENTRY REQUIREMENTS			
				SPM	PRE-UNIVERSITY	YEAR 1	YEAR 2
1	<b>BA (Hons) Business and Management</b>		√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma		An average of 50% over both years. TOEFL 80. IELTS 6.0 / SPM 1119 Grade C
2	<b>BA (Hons) International Business</b>		√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma		An average of 50% over both years. TOEFL 80. IELTS 6.0 / SPM 1119 Grade C
3	<b>BA (Hons) Public Relations and Management</b>		√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma		An average of 50% over both years. TOEFL 80. IELTS 6.0 / SPM 1119 Grade C
4	<b>BA (Hons) Public Relations and Marketing</b>		√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma		An average of 50% over both years. TOEFL 80. IELTS 6.0/ SPM 1119 Grade C

**6. KINGSTON UNIVERSITY  
UCAS(KING K84)**

✓ **FEE (2017/18) - £ 12,000**  
✓ **LIVING COST - £ 9,135**

NO	PROGRAMME	1+2	2+1	ENTRY REQUIREMENTS			
				SPM	PRE-UNIVERSITY	YEAR 1	YEAR 2
1	<b>BA (Hons) Business Management</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	Pass Business Statistics An average of 50%. IELTS 6.0 If they do not fulfill English Language requirement, they must take English for Academic Purposes	Financial and Managerial Accounting and an average of 50% over both years. IELTS 6.0
2	<b>BA (Hons) International Business</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	Business Statistics and an average of 50%. IELTS 6.0 If they do not fulfill English Language requirement, they must take English for Academic Purposes	Financial and Managerial Accounting and an average of 50% over both years. IELTS 6.0
3	<b>BA (Hons) Marketing Communications and Advertising</b>	√		5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	Business Statistics and an average of 50%. IELTS 6.0 If they do not fulfil English Language requirements, they must take English for Academic Purposes	
4	<b>BA (Hons) Marketing Management</b>	√		5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	Business Statistics and an average of 50%. IELTS 6.0 If they do not fulfil English Language requirements, they must take English for	

						Academic Purposes	
5	<b>BBA (Hons) Business Administration</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	Business Statistics and an average of 50%. IELTS 6.0 If they do not fulfil English Language requirements, they must take English for Academic Purposes	Financial and Managerial Accounting and an average of 50% over both years. IELTS 6.0
6	<b>BSc (Hons) Business Studies</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	Business Statistics and an average of 50%, IELTS 6.0 If they do not fulfil English Language requirements, they must take English for Academic Purposes	An average of 50% over both years. IELTS 6.0
7	<b>BA (Hons) Business Administration</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.5 / SPM 1119 Grade C
8	<b>BA (Hons) Business Management</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.5 / SPM 1119 Grade C
9	<b>BA (Hons) Business with Economics</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.5/ SPM 1119 Grade C
10	<b>BA (Hons) Business with Financial Management</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.5/ SPM 1119 Grade C
11	<b>BA (Hons) Business with Human Resource Management</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.5/ SPM 1119 Grade C
12	<b>BA (Hons) Business with International Management</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years.

					2 STPM Principals/ Recognised Degree or Diploma		IELTS 6.5/ SPM 1119 Grade C
13	<b>BA (Hons) Business with Logistics and Supply Chain Management</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.5 / SPM 1119 Grade C
14	<b>BA (Hons) Business with Marketing Management</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.5/ SPM 1119 Grade C
15	<b>BA (Hons) Finance and Investment Management</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%. IELTS 6.0 / SPM 1119 Grade C	
16	<b>BA (Hons) Mass Communication and Business</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%. IELTS 6.0 / SPM 1119 Grade C	An average of 75% over both years. IELTS 6.5/ SPM 1119 Grade C
17	<b>BA (Hons) Business Management</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 40%. IELTS 6.0	An average of 40%. IELTS 6.0

<b>7. UNIVERSITY OF HERTFORDSHIRE UCAS (HERTS H36)</b>					✓ <b>FEE (2017/18) - £ 11,350</b> ✓ <b>LIVING COST - £ 9,135</b>		
NO	PROGRAMME	1+2	2+1	ENTRY REQUIREMENTS			
				SPM	PRE-UNIVERSITY	YEAR 1	YEAR 2
1	<b>BA (Hons) Business Administration</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	Business Statistics and an average of 60%	Entrepreneurship and an average of 60% over both years. IELTS 6.0/ SPM 1119 Grade C

<b>8. PEMBROKESHIRE COLLEGE UCAS (PEMB P35)</b>					✓ <b>FEE (2017/18) - TBC</b> ✓ <b>LIVING COST - £ 9,135</b>		
NO	PROGRAMME	1+2	2+1	ENTRY REQUIREMENTS			
				SPM	PRE-UNIVERSITY	YEAR 1	YEAR 2
1	<b>BA (Hons) Business Management</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 40% IELTS 6.0	An average of 40%. IELTS 6.0



9. UNIVERSITY OF HULL UCAS (HULL H72)				✓ FEE (2017/18) - £ 12,800 ✓ LIVING COST - £ 9,135			
NO	PROGRAMME	1+2	2+1	ENTRY REQUIREMENTS			
				SPM	PRE-UNIVERSITY	YEAR 1	YEAR 2
1	BSc ( Hons)Accounting	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	Completion of the relevant BAC programme with a minimum average of 50%, IELTS 6.0 with no element less than 5.5/ An equivalent score in an alternative approved Secure English Test that is recognized by the Uni of Hull.	Completion of the relevant BAC programme with a min average of 60%, IELTS 6.0 with no element less than 5.5/ An equivalent score in an alternative approved Secure English Test that is recognized by the University of Hull.
2	BA ( Hons) Business	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	Completion of the relevant BAC programme with a minimum average of 50%, IELTS 6.0 with no element less than 5.5/ An equivalent score in an alternative approved Secure English Language Test that is recognised by the University of Hull.	Completion of the relevant BAC programme with a minimum average of 60%, IELTS 6.0 with no element less than 5.5/ an equivalent score in an alternative approved Secure English Language Test that is recognised by the Universityof Hull
3	BA ( Hons) Business Economics	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	Completion of the relevant BAC programme with a minimum average of 50%, IELTS 6.0 with no element less than 5.5/ An equivalent score in an alternative approved Secure English Language Test that is	Completion of the relevant BAC programme with a minimum average of 60%, IELTS 6.0 with no element less than 5.5/ An equivalent score in an alternative approved Secure English Language Test that is

						recognised by the University of Hull.	recognised by the University of Hull.
4	<b>BA ( Hons) Business Management</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	Completion of the relevant BAC programme with a minimum average of 50%, IELTS 6.0 with no element less than 5.5/ An equivalent score in an alternative approved Secure English Language Test that is recognised by the University of Hull.	Completion of the relevant BAC programme with a minimum average of 60%, IELTS 6.0 with no element less than 5.5/ an equivalent score in an alternative approved Secure English Language Test that is recognised by the University of Hull.
5	<b>BA ( Hons) Economics with Mathematics</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	Completion of the relevant BAC programme with a minimum average of 50%, IELTS 6.0 with no element less than 5.5/ an equivalent score in an alternative approved Secure English Language Test that is recognised by the University of Hull.	Completion of the relevant BAC programme with a minimum average of 60%, IELTS 6.0 with no element less than 5.5/ An equivalent score in an alternative approved Secure English Language Test that is recognised by the University of Hull.
6	<b>BA ( Hons) Financial Management</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	Completion of the relevant BAC programme with a minimum average of 50%, IELTS 6.0 with no element less than 5.5/	Completion of the relevant BAC programme with a minimum average of 60%, IELTS 6.0 with no element less than 5.5/ An equivalent score in an

						An equivalent score in an alternative approved Secure English Language Test that is recognised by the University of Hull.	alternative approved Secure English Language Test that is recognised by the University of Hull.
7	<b>BA ( Hons) International Business</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	Completion of the relevant BAC programme with a minimum average of 50%, IELTS 6.0 with no element less than 5.5/ An equivalent score in an alternative approved Secure English Language Test that is recognised by the University of Hull.	Completion of the relevant BAC programme with a minimum average of 60%, IELTS 6.0 with no element less than 5.5/ An equivalent score in an alternative approved Secure English Language Test that is recognised by the University of Hull.
8	<b>BA ( Hons) Management</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	Completion of the relevant BAC programme with a min average of 50%, IELTS 6.0 with no element less than 5.5/ An equivalent score in an alternative approved Secure English Language Test that is recognised by the University of Hull.	Completion of the relevant BAC programme with a minimum average of 60%, IELTS 6.0 with no element less than 5.5, an equivalent score in an alternative approved Secure English Test that is recognised by the University of Hull.
9	<b>BA ( Hons) Marketing</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	Completion of the relevant BAC programme with a min average of 50%, IELTS 6.0 with no element less than 5.5/	Completion of the relevant BAC programme with a minimum average of 60%, IELTS 6.0 with no element less than 5.5/

						An equivalent score in an alternative approved Secure English Language Test that is recognised by the University of Hull.	An equivalent score in an alternative approved Secure English Language Test that is recognised by the University of Hull.
10	<b>BSc(Hons) Supply Chain Management</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	Completion of the relevant BAC programme with a minimum average of 50%, IELTS 6.0 with no element less than 5.5/ an equivalent score in an alternative approved Secure English Language Test that is recognised by the University of Hull.	Completion of the relevant BAC programme with a minimum average of 60%, IELTS 6.0 with no element less than 5.5/ An equivalent score in an alternative approved Secure English Test that is recognised by the University of Hull.

**10. CARDIFF UNIVERSITY  
UCAS (CARDF C15)**

✓ **FEE (2017/18) - £ 9,000**  
✓ **LIVING COST - £ 9,135**

NO	PROGRAMME	1+2	2+1	ENTRY REQUIREMENTS			
				SPM	PRE-UNIVERSITY	YEAR 1	YEAR 2
1	<b>BSc (Hons) Business Management (Human Resource)</b>	√		5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	1+2 Program 60% average on Year 1 IELTS 6.5 Entry into Cardiff University on a 1+2 basis. IELTS 6.5 with an average of 65% GPA	
2	<b>BSc (Hons) Business Management (International Management)</b>	√		5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	1+2 Program 60% average on Year 1 IELTS 6.5 Entry into Cardiff University on a 1+2 basis. IELTS 6.5 with an average of 65% GPA	
3	<b>BSc (Hons) Business Management (Logistics &amp; Operation)</b>	√		5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	1+2 Program 60% average on Year 1 IELTS 6.5 Entry into Cardiff University on a 1+2 basis. IELTS 6.5 with an average of 65% GPA	
4	<b>BSc (Hons) Business Management (Marketing)</b>	√		5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	1+2 Program. 60% average on Year 1 IELTS 6.5 Entry into Cardiff University on a 1+2 basis. IELTS 6.5 with an average of 65% GPA	

11. UNIVERSITY OF SOUTH WALES UCAS (W01)					✓ FEE (2017/18) - £ 11,900 ✓ LIVING COST - £ 9,135		
NO	PROGRAMME	1+2	2+1	ENTRY REQUIREMENTS			
				SPM	PRE-UNIVERSITY	YEAR 1	YEAR 2
1	BA (Hons) Business and Accounting	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 60%	An average of 60% over both years. IELTS 6.0/ SPM 1119 Grade C
2	BA (Hons) Business and Finance	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 60%	An average of 60% over both years. IELTS 6.0/ SPM 1119 Grade C
3	BA (Hons) Business and Human Resource Management	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 60%	An average of 60% over both years. IELTS 6.0/ SPM 1119 Grade C
4	BA (Hons) Business and Marketing	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 60%	An average of 60% over both years. IELTS 6.0/ SPM 1119 Grade C
5	BA (Hons) Business and Supply Chain Management	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 60%	An average of 60% over both years. IELTS 6.0/ SPM 1119 Grade C
6	BA (Hons) Business Studies	√	√	5 credits	2 A-Level Passes/2 STPM Principals/ Recognised Degree or Diploma	An average of 60%	An average of 60% over both years. IELTS 6.0/ SPM 1119 Grade C
7	BA (Hons) International Business	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 60%	An average of 60% over both years.IELTS 6.0/ SPM 1119 Grade C

**12. NORTHUMBRIA UNIVERSITY  
DIRECT APPLICATION**

✓ **FEE (2017/18) - £ 12,500**  
✓ **LIVING COST - £ 9,135**

NO	PROGRAMME	1+2	2+1	ENTRY REQUIREMENTS			
				SPM	PRE-UNIVERSITY	YEAR 1	YEAR 2
1	<b>BA (Hons) Accounting and Finance</b>	✓	✓	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.5 / SPM 1119 Grade C
2	<b>BA (Hons) Business Administration</b>	✓	✓	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.5 / SPM 1119 Grade C
3	<b>BA (Hons) Business Management</b>	✓	✓	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.5 / SPM 1119 Grade C
4	<b>BA (Hons) Business with Economics</b>	✓	✓	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.5 / SPM 1119 Grade C
5	<b>BA (Hons) Business with Financial Management</b>	✓	✓	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.5 / SPM 1119 Grade C
6	<b>BA (Hons) Business with Human Resource Management</b>	✓	✓	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.5 / SPM 1119 Grade C
7	<b>BA (Hons) Business with International Management</b>	✓	✓	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.5 / SPM 1119 Grade C

8	<b>BA (Hons) Business with Logistics and Supply Chain Management</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.5 / SPM 1119 Grade C
9	<b>BA (Hons) Business with Marketing Management</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.5 / SPM 1119 Grade C
10	<b>BA (Hons) Finance and Investment Management</b>	√		5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%. IELTS 6.0/ SPM 1119 Grade C	
11	<b>BA (Hons) Mass Communication and Business</b>		√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma		An average of 75% over both years. IELTS 6.5 / SPM 1119 Grade C



<b>13.ABERYSTWYTH UNIVERSITY</b> UCAS(ABWTH A40)				✓ FEE (2017/18) - £ 13,200 ✓ LIVING COST - £ 9,135			
NO	PROGRAMME	1+2	2+1	ENTRY REQUIREMENTS			
				SPM	PRE-UNIVERSITY	YEAR 1	YEAR 2
1	<b>BSc (Hons) Business and Management</b>	✓	✓	6 credits	3 A-Level Passes/ 2 STPM Principals/ Recognized Degree or Diploma	An average of 40% IELTS 6.5/ SPM 1119 Grade C/ IGCSE Grade C	An average of 40%. IELTS 6.5/ SPM 1119 Grade C/ IGCSE Grade C

<b>14.BIRMINGHAM CITY UNIVERSITY</b> UCAS (BCITY B25)				✓ FEE (2017/18) - £ 12,000 ✓ LIVING COST - £ 9,135			
NO	PROGRAMME	1+2	2+1	ENTRY REQUIREMENTS			
				SPM	PRE-UNIVERSITY	YEAR 1	YEAR 2
1	<b>BA (Hons) Business Administration</b>		✓	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognized Degree or Diploma		An average of 50% over both years. TOEFL 80. IELTS 6.0/ SPM 1119 Grade C
2	<b>BA (Hons) International Business</b>		✓	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognized Degree or Diploma		An average of 50% over both years. TOEFL 80. IELTS 6.0/ SPM 1119 Grade C

**15.DE MONTFORT UNIVERSITY  
UCAS(DEM D26)**

✓ **FEE (2017/18) - £ 12,250**  
✓ **LIVING COST - £ 9,135**

NO	PROGRAMME	1+2	2+1	ENTRY REQUIREMENTS			
				SPM	PRE-UNIVERSITY	YEAR 1	YEAR 2
1	<b>BA (Hons) Business Administration and Management</b>	√	√	5 credits	2 A-Level Passes/2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.5 / SPM 1119 Grade C
2	<b>BA (Hons) Business and Management</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.5 / SPM 1119 Grade C
3	<b>BA (Hons) Business and Marketing</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.5 / SPM 1119 Grade C
4	<b>BA (Hons) Business Management and Enterprise</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.5 / SPM 1119 Grade C
5	<b>BA (Hons) Business Management and Human Resource Management</b>	√	√	5 credits	2 A-Level Passes/2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.5 / SPM 1119 Grade C

**16.GLYNDWR UNIVERSITY  
UCAS (GLYND G53)**

✓ **FEE (2017/18) - £ 11,500**  
✓ **LIVING COST - £ 9,135**

NO	PROGRAMME	1+2	2+1	ENTRY REQUIREMENTS			
				SPM	PRE-UNIVERSITY	YEAR 1	YEAR 2
1	<b>BA (Hons) Business Accounting</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.0 / SPM 1119 Grade C
2	<b>BA (Hons) Business Management</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.0 / SPM 1119 Grade C
3	<b>BA (Hons) Business Marketing</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.0 / SPM 1119 Grade C
4	<b>BA (Hons) Festival and Events Management</b>	√	√	5 credits	2 A-Level Passes/ 2 STPM Principals/ Recognised Degree or Diploma	An average of 50%	An average of 50% over both years. IELTS 6.0 / SPM 1119 Grade C

## **Programme Regulations**

### **Assessment and progression procedures**

In order for a student to be eligible for the stated programme it is essential for the student to meet the entry requirement as stated by MQA and MOHE. This has been made available by our course consultants, letter of offers sent out to you and emphasised again during the induction period. It is the responsibility of the students to ensure that they meet the entry requirements.

- The course has two sets of assessments.
- The first is a course work assessment and it is followed by an examination by the end of every semester.
- Students are required to pass the course work with a minimum score of 10 from 25 that is allocated. If a student fails a course, the candidate will be given another opportunity to repeat the coursework.
- The second part of the assessment involves final examinations at the end of every semester.
- Here a maximum of 75 marks is allocated. A student is required to pass the examinations with a minimum of 40 marks.
- The total of examination and coursework mark is added to get a total of 50 which gives CGPA of 2.00 in order to progress or pass the course at that level.
- In order to proceed to the final year of studies abroad the students are required to meet the requirements a stated by the respective university. Please see the below the list of the requirements.

## Unfair Practice

Each year the pressure of exams causes some students to engage in the practice of unfair practice. Cases are dealt with most severely. The following is an extract from the Academic Regulation on Unfair Practice: It is an unfair practice to commit any act where by a person may obtain, for himself/herself or for another, an unpermitted advantage. This shall apply whether the candidate acts alone or in conjunction with another/others. Any action or actions shall be deemed to fall within this definition, whether occurring during, or in relation to, a formal examination, a piece of coursework, or any form of assessment undertaken in pursuit of a University qualification. Examples of unfair practice are shown below. These are not exhaustive, and other cases may fall within the general definition of unfair practice.

Examples of unfair practice in non-examination conditions

1. Plagiarism, which can be defined as using another person's work and presenting it as one's own: examples include,
  - Copying another person's work
  - Unacknowledged translation of another person's work in order to present it as one's own.
  - Paraphrasing or adapting another person's work without due acknowledgment.
  - Unacknowledged use of material downloaded from the internet.
  - Use of material obtained from essay banks or similar agencies.
  
2. Collusion: This occurs
  - When work that has been undertaken by or with others is submitted and passed off as solely the work of one person
    - When the work of one candidate is submitted in the name of another; when this is done with the knowledge of the originator, both parties can be considered to be at fault.
  
3. Fabrication of data, making false claims to have carried out experiments, observations, interviews or other forms of data collection and analysis, or acting dishonestly in any other way.
  
4. Presenting evidence of special circumstances to Examining Boards, which is false or falsified or which is, in any way, intended to mislead Examining Boards.

## Examples of unfair practice in examination conditions

1. Introducing into an examination room and/or associated facilities any unauthorised form of material such as a book, a manuscript, data or loose papers, information obtained via any electronic device, or any source of unauthorised information.
2. Copying from, or communicating with, any other person in the examination room and/or associated facilities except as authorised by an invigilator.
3. Communicating electronically with any other person, except as authorised by an invigilator.
4. Impersonating an examination candidate or allowing oneself to be impersonated.
5. Presenting an examination script as one's own work when the script includes material produced by unauthorised means.
6. Presenting evidence of special circumstances to Examining Boards, which is false or falsified or which is, in any way, intended to mislead Examining Boards.

The Committee of Inquiry shall apply one, or a combination, of the following penalties:

1. Cancellation of the candidate's marks in part or in whole for any or all assessments taken during the semester or year in question: the Committee should specify whether or not a reassessment is permitted, either for the bare pass mark or for the full mark.
2. Exclusion of the candidate from the College for a specific period or permanently.
3. Disqualification of the candidate from any future examination in the College.

Please make sure you do not fall into the trap of unfair practice. The risks are not worth the penalties.

In particular, you should note that departments will randomly check coursework for unattributed material taken from the Web. Where there is evidence of these penalties will be applied as indicated above.

Departments will issue further guidance on plagiarism and unfair practice. Make sure you familiarize yourself with it - ignorance will not be accepted as a valid defense.

## College Statement on Plagiarism

Plagiarism is the act of using someone else's work with an intent to deceive. In academic contexts, the point of the deception is normally to obtain higher marks than you think you would get for your own unaided efforts. There are several ways of going about this. You might decorate your essay with some choice expressions from some other source(s), without making it clear that you have done this. You might take substantial chunks. You might copy from notes or essays written by fellow students or even taken from the internet.

In more extreme cases, students might actually submit work to which they have contributed nothing at all, something that is entirely the work of another mind. People who do this do it for various motives. A good and ambitious student might do it because she desperately wants a very good degree result, and is doubtful if he/she can achieve that on his/ her own; or because there is a course in which he/she is relatively weak. A poor student might do it because he/she has been in the pub when he/ she ought to have been work-ing and has no work to submit. Sometimes the motives can be very complex. Whatever they are, plagiarism is intellectual dishonesty.

There is of course a very real risk of plagiarism being detected. A student may feel that he/she will get away with downloading material from the Internet and presenting it as his/her own work. But it is probably worth noting that if you find it there then the lecturer setting the topic in the first place is also aware of it.

Similarly if you copy a fellow student's work, the chances of it being spotted are very high indeed.

No intellectual endeavour is ever absolutely original. Even the most original minds depend on the thoughts and discoveries of their predecessors. And in most intellectual disciplines, students are expected to demonstrate familiarity with the established literature in their field: indeed, this is one of the key competences that you need to demonstrate in most academic fields. Most of the time, you will be citing articles and books that are especially relevant to your enquiry, and making your own contribution to it. That contribution might not be a great one, especially in the early years of a degree programme; but it will, or should, be your own.

Sometimes students can be so weak or under-confident in a subject, again especially early on in their studies, that they really find it difficult to tell what is acceptable borrowing from other sources and what is not. Sometimes, un-acceptable degrees of borrowing can occur when a student has not actually intended to engage in unfair practice. For this reason, when a member of the academic staff reads work that he/she suspects is not the unaided work of its supposed author, he/she may not at once notify



this to the Chairman of the relevant Examining Board but may discuss it first with the student. College staff will exercise proper academic judgement.

If and when he/she decides to do so, the Chair will normally interview the student in the presence of the staff member making the enquiry, to establish whether there was an intention to benefit unfairly. The panel may decide that there was not. This, they may then think, is not unfair, but bad practice. They will probably assign an appropriately low mark to the examined element. If, however, the panel is convinced that there is on the face of it a case of unfair practice, and if the course element constitutes more than 20 credits' worth of the overall assessment weighting for the year of study, the Chairman will notify the College authorities and what happens next will be governed by the College's Academic Regulation on Unfair Practice. The most significant part of this is reproduced in this Handbook. If a case of plagiarism is established, the penalties can be very severe indeed and can result in your permanent exclusion from the College.

Where the assessed element is worth 20 credits or less, departments are authorised to handle the case wholly internally, unless the student chooses to appear before the College's Unfair Practice Committee. In most such cases, the mark for the assessed element will be 0 with possibly no opportunity to re-sit. More severe punishments may also be imposed (e.g. 0 for the module as a whole).

Clearly, however, the most sensible course for a student to pursue, and the course that most students do pursue, is to develop enough academic judgment and self-confidence for them not to be in any danger of such an accusation being made against them. Most students have no wish to gain credit for what they have not themselves contributed, or to gain a qualification that is, even in part, a bogus achievement.

## Modules in UKT BUSINESS (Year 1)

### [MGT 101/102] Management

1.	<b>Name of Course:</b> MANAGEMENT												
2.	<b>Course Code:</b> MGT 101/102												
3.	<b>Name(s) of Academic Staff:</b> Ms. Lavinia Sivapalan												
4.	<b>Rationale for the inclusion of the course in the programme:</b> This course is a study of management theories, emphasizing the management functions of planning, decision making, organizing, leading and controlling. It aims at introducing the student to the fundamental principles of management and organization theory.												
5.	<b>Semester and Year offered:</b> Sem 1, Year 1												
6.	<b>Total Students Learning Time (SLT)</b>	<b>Face to Face</b>				<b>Self-Learning (hours)</b>	<b>Student Learning Time (SLT) (hours)</b>						
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<b>Total Hours</b>	<b>35</b>	<b>21</b>	<b>4</b>	<b>10</b>		<b>90</b> (91 rounded down)							
7.	<b>Credit value:</b> 4												
8.	<b>Prerequisite (if any):</b> - Nil												
9.	<b>Course Objectives:</b> The objective of the course is to provide students with a thorough and systematic coverage of management theory and practice. It focuses on the basic roles, skills and functions of management, with special attention to managerial responsibility for effective and efficient achievement of goals. Special attention is given to social responsibility, managerial ethics, and the importance of multi-national organizations.												

10.	<p><b>Module Learning Outcomes:</b></p> <table border="1"> <thead> <tr> <th data-bbox="212 264 272 297"></th> <th data-bbox="272 264 579 297">Learning outcome</th> <th data-bbox="579 264 1362 297">Specific Outcomes</th> </tr> </thead> <tbody> <tr> <td data-bbox="212 297 272 517">1.</td> <td data-bbox="272 297 579 517">Knowledge</td> <td data-bbox="579 297 1362 517">           1) Understanding management and organisation            2) The role of managers            3) Understand the constraints and challenges for the global manager            4) Current issues in organisational cultures         </td> </tr> <tr> <td data-bbox="212 517 272 736">2.</td> <td data-bbox="272 517 579 736">Application and problem solving</td> <td data-bbox="579 517 1362 736">           1) Understanding the global environment            2) Managing the global environment            3) Challenges in managing diversity            4) Green management and sustainability            5) Social responsibility and Ethics issues         </td> </tr> <tr> <td data-bbox="212 736 272 880">3.</td> <td data-bbox="272 736 579 880">Sources and research</td> <td data-bbox="579 736 1362 880">           1) How to manage change            2) The stimulating innovation            3) The change process         </td> </tr> <tr> <td data-bbox="212 880 272 1059">4.</td> <td data-bbox="272 880 579 1059">Analysis, synthesis, critical judgement and evaluation</td> <td data-bbox="579 880 1362 1059">           1) Understand the decision making process            2) Goal and plans            3) Corporate strategy            4) Planning tools and Technique         </td> </tr> <tr> <td data-bbox="212 1059 272 1274">5.</td> <td data-bbox="272 1059 579 1274">Autonomy and ability to learn</td> <td data-bbox="579 1059 1362 1274">           1) Able to design organizational structure            2) Able to organize for collaboration            3) Able to manage human resource            4) Able to put strategy for group development            5) Understand the challenges in managing teams         </td> </tr> <tr> <td data-bbox="212 1274 272 1489">6.</td> <td data-bbox="272 1274 579 1489">Communication and literacy</td> <td data-bbox="579 1274 1362 1489">           1) Understand the goal of organisational behaviour            2) Understand the nature and function of communication            3) Use of Information Technology and communication            4) Understand the theories of motivation            5) Able to provide leadership in 21<sup>st</sup> Century environment         </td> </tr> <tr> <td data-bbox="212 1489 272 1632">7.</td> <td data-bbox="272 1489 579 1632">Other Skills</td> <td data-bbox="579 1489 1362 1632">           1) Understand the use of tools for measuring organizational performances            2) Understand the current issues in managing operation         </td> </tr> </tbody> </table>		Learning outcome	Specific Outcomes	1.	Knowledge	1) Understanding management and organisation 2) The role of managers 3) Understand the constraints and challenges for the global manager 4) Current issues in organisational cultures	2.	Application and problem solving	1) Understanding the global environment 2) Managing the global environment 3) Challenges in managing diversity 4) Green management and sustainability 5) Social responsibility and Ethics issues	3.	Sources and research	1) How to manage change 2) The stimulating innovation 3) The change process	4.	Analysis, synthesis, critical judgement and evaluation	1) Understand the decision making process 2) Goal and plans 3) Corporate strategy 4) Planning tools and Technique	5.	Autonomy and ability to learn	1) Able to design organizational structure 2) Able to organize for collaboration 3) Able to manage human resource 4) Able to put strategy for group development 5) Understand the challenges in managing teams	6.	Communication and literacy	1) Understand the goal of organisational behaviour 2) Understand the nature and function of communication 3) Use of Information Technology and communication 4) Understand the theories of motivation 5) Able to provide leadership in 21 <sup>st</sup> Century environment	7.	Other Skills	1) Understand the use of tools for measuring organizational performances 2) Understand the current issues in managing operation
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12.	<p><b>Teaching-learning and Assessment strategy</b></p> <p>Theoretical knowledge will be assessed at the end of the module by examination (75%). The examination will consist of a mixture of descriptive, analytical and application questions, taking the form of essay style questions, which place emphasis on the students' demonstrating analytical skills; and problem style questions, which assess the students' ability to apply the law to practical factual scenarios</p> <p>Assessment Strategy:</p> <p>Coursework – 25% Examination – 75%</p>								
13.	<p><b>Synopsis:</b></p> <p>The module deal with four important roles of managers which are planning, organizing, leading and controlling.</p>								
14.	<p><b>Mode of delivery:</b></p> <p>Lectures and tutorials</p>								
15.	<p><b>Assessment Methods and Types</b></p> <table border="1" data-bbox="213 1025 584 1200"> <tr> <td>Courseworkk</td> <td>25%</td> </tr> <tr> <td>Mid-term</td> <td>25%</td> </tr> <tr> <td>Final</td> <td>50%</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>100%</b></td> </tr> </table>	Courseworkk	25%	Mid-term	25%	Final	50%	<b>TOTAL</b>	<b>100%</b>
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## [ACT 101] Accounting & Business Environment 1

1.	<b>Name of Course: Accounting and the Business Environment (1)</b>												
2.	<b>Course Code:</b> ACT 101												
3.	<b>Name(s) of Academic Staff:</b> PETER B.H. THOO												
4.	<b>Rationale for the inclusion of the course in the programme:</b> <ol style="list-style-type: none"> <li>1. Identify and record business transactions</li> <li>2. Preparation and presentation of Financial Statements</li> <li>3. Accounting for Assets, Liabilities, Income and Expenses</li> <li>4. Compliance with accounting concepts and conventions</li> <li>5. Valuation and control of Inventories</li> <li>6. Preparation of Statement of Cash Flows</li> <li>7. Recognition of Stakeholders Interests</li> </ol>												
5.	<b>Semester and Year offered:</b> Semester 1 of Year 1												
6.	<b>Total Students Learning Time (SLT)</b>	<b>Face to Face</b>				<b>Self-Learning (hours)</b>	<b>Student Learning Time (SLT) (hours)</b>						
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7.	<b>Credit value:</b> 4												
8.	<b>Prerequisite (if any):</b> - Nil												

9.	<p><b>Course Objectives:</b></p> <ol style="list-style-type: none"> <li>1) Use accounting vocabulary</li> <li>2) Apply accounting concepts and principles</li> <li>3) Use the accounting equation</li> <li>4) Analyse business transactions</li> <li>5) Prepare the financial statements</li> <li>6) Recognition of Stakeholders Interests</li> </ol>
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10.	<b>Module Learning Outcomes:</b>	
	<b>Learning outcome</b>	<b>Specific Outcomes</b>
	1. Knowledge	<ol style="list-style-type: none"> <li>1) Record transactions in the journal</li> <li>2) Distinguish accrual accounting from cash-basis accounting</li> <li>3) Define internal control</li> <li>4) Measure the cost of a plant asset</li> <li>5) Account for current liabilities of known amount</li> <li>6) Account for the income tax of a corporation</li> <li>7) Distinguish stock splits from stock dividends</li> <li>8) Account for treasury stock</li> <li>9) Account for bonds payable</li> <li>10) Account for retirement and conversion of bonds payable</li> <li>11) Record materials and labour in a job order costing system</li> </ol>
	2. Application and problem solving	<ol style="list-style-type: none"> <li>1) Apply the rules of debit and credit</li> <li>2) Post from the journal to the ledger</li> <li>3) Apply the revenue and matching principles</li> <li>4) Adjust and close the accounts of a merchandising business</li> <li>5) Apply the lower-of-cost-or-market rule to inventory</li> <li>6) Describe good internal control procedures</li> <li>7) Prepare a bank reconciliation and the related journal entries</li> <li>8) Design and application of internal controls</li> <li>9) Account for depreciation and disposal of a plant asset</li> <li>10) Account for natural resources</li> <li>11) Account for intangible assets</li> <li>12) Account for cash dividends</li> <li>13) Account for stock dividends</li> <li>14) Measure interest expense by the straight-line amortization method</li> <li>15) Classify costs and prepare an income statement for a</li> </ol>

		service company, merchandising company and manufacturing company
3.	Sources and research	<ol style="list-style-type: none"> <li>1) Measure the effects of inventory errors</li> <li>2) Make ethical business judgements</li> <li>3) Use the allowance method to account for uncollectibles</li> <li>4) Distinguish among operating, investing, and financing cash flows</li> <li>5) Prepare and use common-size financial statements</li> </ol> <p>Identify trends in the business environment and the role of management accountability</p>
4.	Analysis, synthesis, critical judgement and evaluation	<ol style="list-style-type: none"> <li>1) Prepare and use a trial balance</li> <li>2) Make adjusting entries</li> <li>3) Close the revenue, expense, and dividend accounts</li> <li>4) Estimate ending inventory by the gross profit method</li> <li>5) Understand the direct write-off method for uncollectibles</li> <li>6) Select the best depreciation method for tax purposes</li> <li>7) Report current liabilities on the balance sheet</li> <li>8) Prepare the stockholders' equity section of a corporation balance sheet</li> <li>9) Use different stock values in decision making</li> <li>10) Evaluate return on assets and return on stockholders'</li> <li>11) Analyse a corporate income statement</li> <li>12) Show the advantages and disadvantages of borrowing</li> <li>13) Perform a horizontal analysis of financial statements</li> <li>14) Perform a vertical analysis of financial statements</li> <li>15) Distinguish management accounting from financial accounting</li> <li>16) Distinguish between job order costing and process costing</li> </ol>
5.	Autonomy and ability to learn	<ol style="list-style-type: none"> <li>1) Prepare an adjusted trial balance</li> <li>2) Classify assets and liabilities as current or long-term</li> <li>3) Prepare a merchandiser's financial statements</li> <li>4) Account for notes receivable</li> <li>5) Compute payroll amounts</li> <li>6) Record basic payroll transactions</li> <li>7) Identify the characteristics of a corporation</li> <li>8) Report restrictions on retained earnings</li> <li>9) Report liabilities on the balance sheet</li> <li>10) Identify the purposes of the statement of cash flows</li> <li>11) Use reasonable standards to make ethical judgements</li> </ol>
6.	Communication and literacy	<ol style="list-style-type: none"> <li>1) Prepare the financial statements from the adjusted trial balance</li> <li>2) Use gross profit percentage and inventory turnover to evaluate a business</li> <li>3) Compute cost of goods sold in a periodic inventory system</li> </ol>

		4) Report receivables on the balance sheet 5) Prepare and use common-size financial statements						
7.	Other Skills	1) Apply different methods of Inventory valuation and controls 2) Prepare the statement of cash flows for limited companies by the direct and indirect method						
11.	<b>Transferable skills:</b> <b>Skills and how they are developed and assessed, Project and practical experience and internship</b> To provide knowledge in assessing and interpretation of financial statements, understand both financial and non financial aspects of planning, controlling and decision making within an organisation.							
12.	<b>Teaching-learning and Assessment strategy</b>  Theoretical knowledge will be assessed at the end of the module by examination (75%). The examination will consist of a mixture of descriptive, analytical and application questions, taking the form of essay style questions, which place emphasis on the students' demonstrating analytical skills; and problem style questions, which assess the students' ability to apply the law to practical factual scenarios  Assessment Strategy:  Coursework – 25% Examination – 75%							
13.	<b>Synopsis:</b> 1. Accounting and business environment 2. Internal control and cash 3. Corporations 4. Budgets and standard cost							
14.	<b>Mode of delivery:</b> Lectures and tutorials							
15.	<b>Assessment Methods and Types</b>  <table border="1"> <tr> <td>Coursework</td> <td>25%</td> </tr> <tr> <td>Final</td> <td>75%</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>100%</b></td> </tr> </table>		Coursework	25%	Final	75%	<b>TOTAL</b>	<b>100%</b>
Coursework	25%							
Final	75%							
<b>TOTAL</b>	<b>100%</b>							



## [ACT 102] Accounting & Business Environment 2

1.	<b>Name of Course: Accounting and the Business Environment (2)</b>												
2.	<b>Course Code:</b> ACT 102												
3.	<b>Name(s) of Academic Staff:</b> PETER B.H. THOO												
4.	<b>Rationale for the inclusion of the course in the programme:</b> <ol style="list-style-type: none"> <li>1. Preparation and Presentation of financial statements for limited companies to comply with accounting standards</li> <li>2. Using Alternative Performance Measurement besides financial performance measures</li> <li>3. Ratio Analysis calculation &amp; Interpretation of accounts for planning, Controlling &amp; Decision Making</li> <li>4. Understanding Costing and Management Accounting – an introduction, including activity based costing</li> <li>5. Cost Volume Profit Analysis and Marginal Costing – decision making on production with limiting factors, outsourcing, discontinuance or divestment of products and services</li> <li>6. Capital Investment Appraisals – to assess the viability of investments in assets and projects.</li> <li>7. Preparation of Budgets for planning, controlling and decision making</li> </ol>												
5.	<b>Semester and Year offered:</b> Semester 1 of Year 1												
6.	<b>Total Students Learning Time (SLT)</b>	<b>Face to Face</b>				<b>Self-Learning (hours)</b>	<b>Student Learning Time (SLT) (hours)</b>						
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7.	<b>Credit value:</b> 4												
8.	<b>Prerequisite (if any):</b> - Nil												

9.	<p><b>Course Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Preparation and Presentation of financial statements for limited companies to comply with accounting standards</li> <li>2. Using Alternative Performance Measurement besides financial performance measures</li> <li>3. Ratio Analysis calculation &amp; Interpretation of accounts for planning, Controlling &amp; Decision Making</li> <li>4. Understanding Costing and Management Accounting – an introduction, including activity based costing</li> <li>5. Cost Volume Profit Analysis and Marginal Costing – decision making on production with limiting factors, outsourcing, discontinuance or divestment of products and services</li> <li>6. Capital Investment Appraisals – to assess the viability of investments in assets and projects.</li> <li>7. Preparation of Budgets for planning, controlling and decision making</li> </ol>
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		5. Capital Investment Appraisals – calculation of returns using Net Present Values, Internal Rates of Returns, Accounting Rate of Returns, Payback Period
	5. Autonomy and ability to learn	1. Understanding Costing and Management Accounting – an introduction
	6. Communication and literacy	<ol style="list-style-type: none"> <li>1. Compute the standard financial ratios</li> <li>2. Preparation and Presentation of financial statements for limited companies to comply with accounting standards</li> <li>3. Budgeting – Preparation of Fixed and Flexible Budgets, Understanding of the purpose, advantages and disadvantages of budgeting for planning, controlling and decision making</li> </ol>
	7. Other Skills	1. Understanding the behaviour aspects of budgeting and performance management
11.	<b>Transferable skills:</b> <b>Skills and how they are developed and assessed, Project and practical experience and internship</b> <ul style="list-style-type: none"> <li>• To provide knowledge in assessing and interpretation of financial statements, understand both financial and non financial aspects of planning, controlling and decision making within an organisation.</li> </ul>	
12.	<b>Teaching-learning and Assessment strategy</b>  Theoretical knowledge will be assessed at the end of the module by examination (75%). The examination will consist of a mixture of descriptive, analytical and application questions, taking the form of essay style questions, which place emphasis on the students’ demonstrating analytical skills; and problem style questions, which assess the students’ ability to apply the law to practical factual scenarios  Assessment Strategy:  Coursework – 25% Examination – 75%	
13.	<b>Synopsis:</b> <ol style="list-style-type: none"> <li>5. Accounts of Limited Companies</li> <li>6. Financial statement analysis – Ratios and Interpretation of accounts</li> <li>7. Management accounting</li> </ol>	

	8. Budgets and standard cost 9. Capital investment 8. Balance scorecard						
14.	<b>Mode of delivery:</b> Lectures and tutorials						
15.	<b>Assessment Methods and Types</b> <table border="1" data-bbox="223 548 593 683"> <tr> <td>Coursework</td> <td>25%</td> </tr> <tr> <td>Final</td> <td>75%</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>100%</b></td> </tr> </table>	Coursework	25%	Final	75%	<b>TOTAL</b>	<b>100%</b>
Coursework	25%						
Final	75%						
<b>TOTAL</b>	<b>100%</b>						

## [ECO 101] Microeconomics

1.	<b>Name of Course:</b> MICROECONOMICS												
2.	<b>Course Code:</b> ECO 101												
3.	<b>Name(s) of Academic Staff:</b> MS RENUKA J MENON												
4.	<p><b>Rationale for the inclusion of the course in the programme:</b></p> <p>Microeconomics introduces the student to the concept of a market economy and to investigate how scarce resources are allocated under a price mechanism. Models of supply, demand, and market structure are employed to show how the interaction of consumers and producers results in the variety of goods abundantly available in a free enterprise economy. Within this general objective, there is room to examine how interferences with the price system, by public or private actors, diminish the ability of the price system to lead to maximum human well-being. In addition, the course addresses the role of marketplace incentives in furthering and directing economic growth.</p>												
5.	<p><b>Semester and Year offered:</b></p> <p>Semester 1 of Year 1</p>												
6.	<b>Total Students Learning Time (SLT)</b>	<b>Face to Face</b>				<b>Self-Learning (hours)</b>	<b>Student Learning Time (SLT) (hours)</b>						
	L= Lecture T= Tutorial P= Practical O= Others	<b>L</b>	<b>T</b>	<b>P</b>	<b>O</b>								
		42.5	22.5	-	<table border="1"> <tr> <td><b>MIDS</b></td> <td><b>3</b></td> </tr> <tr> <td><b>FINAL</b></td> <td><b>3</b></td> </tr> <tr> <td><b>C/W</b></td> <td><b>4</b></td> </tr> </table>	<b>MIDS</b>	<b>3</b>	<b>FINAL</b>	<b>3</b>	<b>C/W</b>	<b>4</b>		
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	<b>Total Hours</b>	<b>35</b>	<b>21</b>	<b>4</b>	<b>10</b>	<b>90</b> ( 91 rounded down)	<b>160</b>						
7.	<b>Credit value:</b> 4												
8.	<b>Prerequisite (if any):</b> - Nil												

9. **Course Objectives:**

This course introduces economic analysis of individual, business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention.

Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to achieve economic objectives efficiently.

10.	<p><b>Module Learning Outcomes:</b></p> <table border="1" data-bbox="252 264 1422 1485"> <thead> <tr> <th data-bbox="252 264 316 297"></th> <th data-bbox="316 264 619 297"><b>Learning outcome</b></th> <th data-bbox="619 264 1422 297"><b>Specific Outcomes</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="252 297 316 521">1.</td> <td data-bbox="316 297 619 521">Knowledge</td> <td data-bbox="619 297 1422 521">At the end of this modules the student will learn : 1) The importance of Microeconomic analysis 2) Data collection- economic data/survey 3) Type of variables used in the evaluation of economics and economic policies 4) Learning to use statistical programme-</td> </tr> <tr> <td data-bbox="252 521 316 745">2.</td> <td data-bbox="316 521 619 745">Application and problem solving</td> <td data-bbox="619 521 1422 745">1) Presenting data in table and charts 2) Organizing numerical data from the worldbank info counter. 3) Tabulation of GDP/GNP results 4) Application of economic theories to real economies 5) Ethical issues in Micro economies- IMF</td> </tr> <tr> <td data-bbox="252 745 316 891">3.</td> <td data-bbox="316 745 619 891">Sources and research</td> <td data-bbox="619 745 1422 891">1) Introduction to My Econ Lab ( Parkin) 2) Government and Data resource 3) National Bureau of Economic Research 4) Learning with the WEB Cases- case study</td> </tr> <tr> <td data-bbox="252 891 316 1115">4.</td> <td data-bbox="316 891 619 1115">Analysis, synthesis, critical judgement and evaluation</td> <td data-bbox="619 891 1422 1115">1) The ethical issue of dumping 2) Evaluating economies 3) Quota &amp; Taxes on 3<sup>rd</sup> world economies 4) Comparing the Economies of two countries of different economic standing 5) How Brexit effects the Malaysian Economy ( 1/r)</td> </tr> <tr> <td data-bbox="252 1115 316 1261">5.</td> <td data-bbox="316 1115 619 1261">Autonomy and ability to learn</td> <td data-bbox="619 1115 1422 1261">1) To organized and visualised data 2) Economic application in data management for feasibility studies 3) Preparing roadmap for analysing microeconomic data</td> </tr> <tr> <td data-bbox="252 1261 316 1373">6.</td> <td data-bbox="316 1261 619 1373">Communication and literacy</td> <td data-bbox="619 1261 1422 1373">To be able to use microeconomic information for prediction and to be able to advice policy makers and management on decision making.</td> </tr> <tr> <td data-bbox="252 1373 316 1485">7.</td> <td data-bbox="316 1373 619 1485">Other Skills</td> <td data-bbox="619 1373 1422 1485">To provide unbiased analysis of a microeconomic proposal before it is being implemented.</td> </tr> </tbody> </table>		<b>Learning outcome</b>	<b>Specific Outcomes</b>	1.	Knowledge	At the end of this modules the student will learn : 1) The importance of Microeconomic analysis 2) Data collection- economic data/survey 3) Type of variables used in the evaluation of economics and economic policies 4) Learning to use statistical programme-	2.	Application and problem solving	1) Presenting data in table and charts 2) Organizing numerical data from the worldbank info counter. 3) Tabulation of GDP/GNP results 4) Application of economic theories to real economies 5) Ethical issues in Micro economies- IMF	3.	Sources and research	1) Introduction to My Econ Lab ( Parkin) 2) Government and Data resource 3) National Bureau of Economic Research 4) Learning with the WEB Cases- case study	4.	Analysis, synthesis, critical judgement and evaluation	1) The ethical issue of dumping 2) Evaluating economies 3) Quota & Taxes on 3 <sup>rd</sup> world economies 4) Comparing the Economies of two countries of different economic standing 5) How Brexit effects the Malaysian Economy ( 1/r)	5.	Autonomy and ability to learn	1) To organized and visualised data 2) Economic application in data management for feasibility studies 3) Preparing roadmap for analysing microeconomic data	6.	Communication and literacy	To be able to use microeconomic information for prediction and to be able to advice policy makers and management on decision making.	7.	Other Skills	To provide unbiased analysis of a microeconomic proposal before it is being implemented.
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11.	<p><b>Transferable Skills:</b></p> <p><b>Skills and how they are developed and assessed, Project and practical experience and internship</b></p> <ul style="list-style-type: none"> <li>• Communicate and make effective oral presentations</li> <li>• Work effectively both as an individual and as part of a group or team, recognizing and respecting the viewpoints of others</li> <li>• Work with numerical data from a wide range of sources</li> <li>• Work effectively with information technology in order to evaluate data and to present economic reports based on current economic conditions</li> </ul>																								

12.	<p><b>Teaching-learning and Assessment strategy</b></p> <p>Theoretical knowledge will be assessed at the end of the module by examination (75%). The examination will consist of a mixture of descriptive, analytical and application questions, taking the form of essay style questions, which place emphasis on the students' demonstrating analytical skills; and problem style questions, which assess the students' ability to apply the microeconomic factors to practical factual scenarios in the industry currently.</p> <p>Assessment Strategy:</p> <p>Coursework – 25% Examination – 75% ( 25% Midterms/ 50% Finals)</p>						
13.	<p><b>Synopsis:</b></p> <ol style="list-style-type: none"> <li>1) Show students the relevance of statistics in microeconomics</li> <li>2) Familiarize students with the statistical application used in the business world</li> <li>3) Provide clear instruction to students for using statistical application for microeconomics</li> <li>4) Give student an ample practice in understanding how to apply statistics to economics</li> </ol>						
14.	<p><b>Mode of delivery:</b> Lectures and tutorials, Distance Learning</p>						
15.	<p><b>Assessment Methods and Types</b></p> <table border="1" data-bbox="252 1115 624 1240"> <tr> <td>Coursework</td> <td>25%</td> </tr> <tr> <td>Examination</td> <td>75%</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>100%</b></td> </tr> </table>	Coursework	25%	Examination	75%	<b>TOTAL</b>	<b>100%</b>
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Examination	75%						
<b>TOTAL</b>	<b>100%</b>						



## [ECO 102] Macroeconomics

1.	<b>Name of Course:</b> MACROECONOMICS								
2.	<b>Course Code:</b> ECO 102								
3.	<b>Name(s) of Academic Staff:</b> MS RENUKA J MENON								
4.	<p><b>Rationale for the inclusion of the course in the programme:</b></p> <p>Macroeconomics examines the main principles of determination of real income, employment and unemployment, the price level and inflation in an open mixed economy, and the conduct of macroeconomic policy. This part of the course is also dedicated to microeconomics foundations of macroeconomics, demand management policy, the neo-classical (Solow) growth model, inflation and unemployment</p> <p>It also studies the aggregated indicators such as GDP, unemployment rates, national income, price indices, and the interrelations among the different sectors of the economy to better understand how the whole economy functions. This course will help develop models that explain the relationship between such factors as national income, output, consumption, unemployment, inflation, savings, investment, international trade and international finance.</p>								
5.	<p><b>Semester and Year offered:</b></p> <p>Semester 3 of Year 1</p>								
6.	<b>Total Students Learning Time (SLT)</b>	<b>Face to Face</b>				<b>Self-Learning (hours)</b>	<b>Student Learning Time (SLT) (hours)</b>		
	L= Lecture T= Tutorial P= Practical O= Others	<b>L</b>	<b>T</b>	<b>Sem</b>	<b>O</b>	86			
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Total Hours	<b>35</b>	<b>21</b>	<b>4</b>	<b>10</b>	<b>90</b> ( 91 rounded down)	<b>160</b>			
7.	<b>Credit value:</b> 4								
8.	<b>Prerequisite (if any):</b> - Nil								

9. **Course Objectives:**

The objective of the course is to equip the student with knowledge that is strongly rooted in economic principles so that they will be able to differentiate between economic models, understand issues pertaining to global and national economics, gain insight into choices that businesses must make, and learn the importance of managing personal finances and planning for ones future financial security. Students examine how the economy behaves at the aggregate level and how national income is measured and determined.

Topics include an overview of macroeconomics; measuring gross domestic product, inflation and unemployment; demand including the multiplier process; supply, business cycles, long-term growth; money, banking and monetary policy; inflation; interest rates; stagflation; deficits and fiscal policy; exchange rates and balance of payments; exchange rate policy; purchasing power and interest rate parity.

10.	<b>Module Learning Outcomes:</b>	
	<b>Learning outcome</b>	<b>Specific Outcomes</b>
1.	Knowledge	<p>At the end of this modules the student will learn :</p> <ul style="list-style-type: none"> <li>5) The importance of Macroeconomics</li> <li>6) Neo classical and modern theories in Economics</li> <li>7) Modern Economists- their views on the world economy</li> <li>8) Learning to apply macroeconomics to the real world.</li> <li>9) Understand the roles of fiscal and monetary policy in fighting recessions and inflation</li> <li>10) Understand factors that contribute to and detract from long-term economic growth</li> <li>11) Apply economic reasoning to understand the operation of an economy</li> <li>12) Understand the interaction between the domestic economy and the rest of the world</li> <li>13) Be able to apply basic international trade and finance concepts to global pricing issues, including working with exchange rates</li> </ul>
2.	Application and problem solving	<ul style="list-style-type: none"> <li>6) Apply economic reasoning to the analysis of selected contemporary economic problems.</li> <li>7) Understand how households (demand) and businesses (supply) interact in various market structures to determine price and quantity of goods and services produced and consumed.</li> <li>8) Analyse the efficiency and equity implications of government interference in markets.</li> <li>9) Recognize and identify situations leading to market failures and government failures.</li> <li>10)</li> </ul>
3.	Sources and research	<p>Introduction to SPSS and other soft wares such as RISK to calculate the content of risk in an economy.</p> <ul style="list-style-type: none"> <li>5) MyEconLab</li> <li>6) Case studies</li> <li>7) Learning with the WEB Cases</li> </ul>
4.	Analysis, synthesis, critical judgement and evaluation	<ul style="list-style-type: none"> <li>6) The ethical issue of Macroeconomics</li> <li>7) Evaluating super Economies</li> <li>8) Quota/ Economic Sanctions- exchange rate fluctuations</li> <li>9) Comparing the 3<sup>rd</sup> world economies in terms of fiscal and monetary policy</li> </ul>
5.	Autonomy and ability to learn	<ul style="list-style-type: none"> <li>4) Evaluate the intent and outcomes of government stabilization policies designed to correct macroeconomic problems.</li> <li>5) Use economic problem solving skills to discuss the opportunities and challenges of the increasing globalization of the world economy.</li> </ul>

	6. Communication and literacy	To be able to use economic indicators and information for prediction and to be able to advice management on decision making.
	7. Other Skills	To provide unbiased analysis of a current economic event before it is being implemented. - Currently in use- Brexit.
11.	<p><b>Transferable Skills:</b></p> <p>Students will begin to gain subject-specific but highly transferable rigorous skills. These include:</p> <ul style="list-style-type: none"> <li>• Think critically about the limits of one’s analysis in a broader socio-economic context</li> <li>• Draw economic policy inferences and to recognize the potential constraints in their implementation.</li> <li>• The ability to use abstraction; the ability to reason: analyze, deduce and induce the ability to present data; and the ability to frame for example how to isolate factors of critical importance when dealing with a problem.</li> </ul>	
12.	<p><b>Teaching-learning and Assessment strategy</b></p> <p>Theoretical knowledge will be assessed at the end of the module by examination (75%). The examination will consist of a mixture of descriptive, analytical and application questions, taking the form of essay style questions, which place emphasis on the students’ demonstrating analytical skills; and problem style questions, which assess the students’ ability to apply the law to practical factual scenarios</p> <p>Assessment Strategy:</p> <p>Coursework – 25% Examination – 75%</p>	
13.	<p><b>Synopsis:</b></p> <ol style="list-style-type: none"> <li>5) Show students the relevance of Macroeconomics to real world events.</li> <li>6) Familiarize students with the classical theory in economics still used in the business world</li> <li>7) Provide a platform to discuss and analyse issues in Economics pertaining to unemployment and the financial aspects of government fiscal/monetary regulators.</li> <li>8) Give student an ample practice in understanding how to apply Economics to their daily lives.</li> </ol>	

14.	<p><b>Mode of delivery:</b>  Lectures - presentation/ case study  Tutorial – topical questions/discussion on subtopics related to lecture</p>								
15.	<p><b>Assessment Methods and Types</b></p> <table border="1" data-bbox="252 427 624 663"> <tr> <td>Coursework</td> <td>25%</td> </tr> <tr> <td>Mid-term Examination</td> <td>25%</td> </tr> <tr> <td>Final Examination</td> <td>50%</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>100%</b></td> </tr> </table>	Coursework	25%	Mid-term Examination	25%	Final Examination	50%	<b>TOTAL</b>	<b>100%</b>
Coursework	25%								
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## [MM 101] Marketing Management 1

1.	<b>Name of Course:</b> MANAGEMENT												
2.	<b>Course Code:</b> MGT 101/102												
3.	<b>Name(s) of Academic Staff:</b> Ms. Lavinia Sivapalan												
4.	<p><b>Rationale for the inclusion of the course in the programme:</b>            This course is a study of management theories, emphasizing the management functions of planning, decision making, organizing, leading and controlling. It aims at introducing the student to the fundamental principles of management and organization theory.</p>												
5.	<b>Semester and Year offered:</b> Sem 1, Year 1												
6.	<b>Total Students Learning Time (SLT)</b>	<b>Face to Face</b>				<b>Self-Learning (hours)</b>	<b>Student Learning Time (SLT) (hours)</b>						
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7.	<b>Credit value:</b> 4												
8.	<b>Prerequisite (if any):</b> - Nil												
9.	<p><b>Course Objectives:</b>            The objective of the course is to provide students with a thorough and systematic coverage of management theory and practice. It focuses on the basic roles, skills and functions of management, with special attention to managerial responsibility for effective and efficient achievement of goals. Special attention is given to social responsibility, managerial ethics, and the importance of multi-national organizations.</p>												

10.	<p><b>Module Learning Outcomes:</b></p> <table border="1"> <thead> <tr> <th data-bbox="212 264 272 297"></th> <th data-bbox="272 264 579 297">Learning outcome</th> <th data-bbox="579 264 1362 297">Specific Outcomes</th> </tr> </thead> <tbody> <tr> <td data-bbox="212 297 272 517">1.</td> <td data-bbox="272 297 579 517">Knowledge</td> <td data-bbox="579 297 1362 517">           5) Understanding management and organisation            6) The role of managers            7) Understand the constraints and challenges for the global manager            8) Current issues in organisational cultures         </td> </tr> <tr> <td data-bbox="212 517 272 736">2.</td> <td data-bbox="272 517 579 736">Application and problem solving</td> <td data-bbox="579 517 1362 736">           6) Understanding the global environment            7) Managing the global environment            8) Challenges in managing diversity            9) Green management and sustainability            10) Social responsibility and Ethics issues         </td> </tr> <tr> <td data-bbox="212 736 272 875">3.</td> <td data-bbox="272 736 579 875">Sources and research</td> <td data-bbox="579 736 1362 875">           4) How to manage change            5) The stimulating innovation            6) The change process         </td> </tr> <tr> <td data-bbox="212 875 272 1055">4.</td> <td data-bbox="272 875 579 1055">Analysis, synthesis, critical judgement and evaluation</td> <td data-bbox="579 875 1362 1055">           5) Understand the decision making process            6) Goal and plans            7) Corporate strategy            8) Planning tools and Technique         </td> </tr> <tr> <td data-bbox="212 1055 272 1274">5.</td> <td data-bbox="272 1055 579 1274">Autonomy and ability to learn</td> <td data-bbox="579 1055 1362 1274">           6) Able to design organizational structure            7) Able to organize for collaboration            8) Able to manage human resource            9) Able to put strategy for group development            10) Understand the challenges in managing teams         </td> </tr> <tr> <td data-bbox="212 1274 272 1494">6.</td> <td data-bbox="272 1274 579 1494">Communication and literacy</td> <td data-bbox="579 1274 1362 1494">           6) Understand the goal of organisational behaviour            7) Understand the nature and function of communication            8) Use of Information Technology and communication            9) Understand the theories of motivation            10) Able to provide leadership in 21<sup>st</sup> Century environment         </td> </tr> <tr> <td data-bbox="212 1494 272 1632">7.</td> <td data-bbox="272 1494 579 1632">Other Skills</td> <td data-bbox="579 1494 1362 1632">           3) Understand the use of tools for measuring organizational performances            4) Understand the current issues in managing operation         </td> </tr> </tbody> </table>		Learning outcome	Specific Outcomes	1.	Knowledge	5) Understanding management and organisation 6) The role of managers 7) Understand the constraints and challenges for the global manager 8) Current issues in organisational cultures	2.	Application and problem solving	6) Understanding the global environment 7) Managing the global environment 8) Challenges in managing diversity 9) Green management and sustainability 10) Social responsibility and Ethics issues	3.	Sources and research	4) How to manage change 5) The stimulating innovation 6) The change process	4.	Analysis, synthesis, critical judgement and evaluation	5) Understand the decision making process 6) Goal and plans 7) Corporate strategy 8) Planning tools and Technique	5.	Autonomy and ability to learn	6) Able to design organizational structure 7) Able to organize for collaboration 8) Able to manage human resource 9) Able to put strategy for group development 10) Understand the challenges in managing teams	6.	Communication and literacy	6) Understand the goal of organisational behaviour 7) Understand the nature and function of communication 8) Use of Information Technology and communication 9) Understand the theories of motivation 10) Able to provide leadership in 21 <sup>st</sup> Century environment	7.	Other Skills	3) Understand the use of tools for measuring organizational performances 4) Understand the current issues in managing operation
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12.	<p><b>Teaching-learning and Assessment strategy</b></p> <p>Theoretical knowledge will be assessed at the end of the module by examination (75%). The examination will consist of a mixture of descriptive, analytical and application questions, taking the form of essay style questions, which place emphasis on the students' demonstrating analytical skills; and problem style questions, which assess the students' ability to apply the law to practical factual scenarios</p> <p>Assessment Strategy:</p> <p>Coursework – 25% Examination – 75%</p>								
13.	<p><b>Synopsis:</b></p> <p>The module deal with four important roles of managers which are planning, organizing, leading and controlling.</p>								
14.	<p><b>Mode of delivery:</b></p> <p>Lectures and tutorials</p>								
15.	<p><b>Assessment Methods and Types</b></p> <table border="1" data-bbox="213 1025 584 1200"> <tr> <td>Courseworkk</td> <td>25%</td> </tr> <tr> <td>Mid-term</td> <td>25%</td> </tr> <tr> <td>Final</td> <td>50%</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>100%</b></td> </tr> </table>	Courseworkk	25%	Mid-term	25%	Final	50%	<b>TOTAL</b>	<b>100%</b>
Courseworkk	25%								
Mid-term	25%								
Final	50%								
<b>TOTAL</b>	<b>100%</b>								



## [MM 102] Marketing Management 2

1.	<b>Name of Course:</b> MANAGEMENT										
2.	<b>Course Code:</b> MGT 101/102										
3.	<b>Name(s) of Academic Staff:</b> Ms. Lavinia Sivapalan										
4.	<p><b>Rationale for the inclusion of the course in the programme:</b>            This course is a study of management theories, emphasizing the management functions of planning, decision making, organizing, leading and controlling. It aims at introducing the student to the fundamental principles of management and organization theory.</p>										
5.	<b>Semester and Year offered:</b> Sem 1, Year 1										
6.	<b>Total Students Learning Time (SLT)</b>	<b>Face to Face</b>				<b>Self-Learning (hours)</b>	<b>Student Learning Time (SLT) (hours)</b>				
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<b>FINAL</b>	<b>3</b>										
<b>C/W</b>	<b>4</b>										
Total Hours	<b>35</b>	<b>21</b>	<b>4</b>	<b>10</b>		<b>90</b> ( 91 rounded down)	<b>160</b>				
7.	<b>Credit value:</b> 4										
8.	<b>Prerequisite (if any):</b> - Nil										
9.	<p><b>Course Objectives:</b>            The objective of the course is to provide students with a thorough and systematic coverage of management theory and practice. It focuses on the basic roles, skills and functions of management, with special attention to managerial responsibility for effective and efficient achievement of goals. Special attention is given to social responsibility, managerial ethics, and the importance of multi-national organizations.</p>										

10.	<p><b>Module Learning Outcomes:</b></p> <table border="1"> <thead> <tr> <th data-bbox="212 264 272 297"></th> <th data-bbox="272 264 579 297">Learning outcome</th> <th data-bbox="579 264 1362 297">Specific Outcomes</th> </tr> </thead> <tbody> <tr> <td data-bbox="212 297 272 517">1.</td> <td data-bbox="272 297 579 517">Knowledge</td> <td data-bbox="579 297 1362 517">           9) Understanding management and organisation            10) The role of managers            11) Understand the constraints and challenges for the global manager            12) Current issues in organisational cultures         </td> </tr> <tr> <td data-bbox="212 517 272 736">2.</td> <td data-bbox="272 517 579 736">Application and problem solving</td> <td data-bbox="579 517 1362 736">           11) Understanding the global environment            12) Managing the global environment            13) Challenges in managing diversity            14) Green management and sustainability            15) Social responsibility and Ethics issues         </td> </tr> <tr> <td data-bbox="212 736 272 880">3.</td> <td data-bbox="272 736 579 880">Sources and research</td> <td data-bbox="579 736 1362 880">           7) How to manage change            8) The stimulating innovation            9) The change process         </td> </tr> <tr> <td data-bbox="212 880 272 1059">4.</td> <td data-bbox="272 880 579 1059">Analysis, synthesis, critical judgement and evaluation</td> <td data-bbox="579 880 1362 1059">           9) Understand the decision making process            10) Goal and plans            11) Corporate strategy            12) Planning tools and Technique         </td> </tr> <tr> <td data-bbox="212 1059 272 1274">5.</td> <td data-bbox="272 1059 579 1274">Autonomy and ability to learn</td> <td data-bbox="579 1059 1362 1274">           11) Able to design organizational structure            12) Able to organize for collaboration            13) Able to manage human resource            14) Able to put strategy for group development            15) Understand the challenges in managing teams         </td> </tr> <tr> <td data-bbox="212 1274 272 1489">6.</td> <td data-bbox="272 1274 579 1489">Communication and literacy</td> <td data-bbox="579 1274 1362 1489">           11) Understand the goal of organisational behaviour            12) Understand the nature and function of communication            13) Use of Information Technology and communication            14) Understand the theories of motivation            15) Able to provide leadership in 21<sup>st</sup> Century environment         </td> </tr> <tr> <td data-bbox="212 1489 272 1632">7.</td> <td data-bbox="272 1489 579 1632">Other Skills</td> <td data-bbox="579 1489 1362 1632">           5) Understand the use of tools for measuring organizational performances            6) Understand the current issues in managing operation         </td> </tr> </tbody> </table>		Learning outcome	Specific Outcomes	1.	Knowledge	9) Understanding management and organisation 10) The role of managers 11) Understand the constraints and challenges for the global manager 12) Current issues in organisational cultures	2.	Application and problem solving	11) Understanding the global environment 12) Managing the global environment 13) Challenges in managing diversity 14) Green management and sustainability 15) Social responsibility and Ethics issues	3.	Sources and research	7) How to manage change 8) The stimulating innovation 9) The change process	4.	Analysis, synthesis, critical judgement and evaluation	9) Understand the decision making process 10) Goal and plans 11) Corporate strategy 12) Planning tools and Technique	5.	Autonomy and ability to learn	11) Able to design organizational structure 12) Able to organize for collaboration 13) Able to manage human resource 14) Able to put strategy for group development 15) Understand the challenges in managing teams	6.	Communication and literacy	11) Understand the goal of organisational behaviour 12) Understand the nature and function of communication 13) Use of Information Technology and communication 14) Understand the theories of motivation 15) Able to provide leadership in 21 <sup>st</sup> Century environment	7.	Other Skills	5) Understand the use of tools for measuring organizational performances 6) Understand the current issues in managing operation
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12.	<p><b>Teaching-learning and Assessment strategy</b></p> <p>Theoretical knowledge will be assessed at the end of the module by examination (75%). The examination will consist of a mixture of descriptive, analytical and application questions, taking the form of essay style questions, which place emphasis on the students' demonstrating analytical skills; and problem style questions, which assess the students' ability to apply the law to practical factual scenarios</p> <p>Assessment Strategy:</p> <p>Coursework – 25% Examination – 75%</p>								
13.	<p><b>Synopsis:</b> The module deal with four important roles of managers which are planning, organizing, leading and controlling.</p>								
14.	<p><b>Mode of delivery:</b> Lectures and tutorials</p>								
15.	<p><b>Assessment Methods and Types</b></p> <table border="1" data-bbox="213 1025 582 1265"> <tr> <td>Coursework</td> <td>25%</td> </tr> <tr> <td>Mid-term Examination</td> <td>25%</td> </tr> <tr> <td>Final Examination</td> <td>50%</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>100%</b></td> </tr> </table>	Coursework	25%	Mid-term Examination	25%	Final Examination	50%	<b>TOTAL</b>	<b>100%</b>
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Final Examination	50%								
<b>TOTAL</b>	<b>100%</b>								

## [BS 101] Basic Business Statistics 1

1.	<b>Name of Course:</b> BASIC BUSINESS STATISTICS 1									
2.	<b>Course Code:</b> Elective BUS 101									
3.	<b>Name(s) of Academic Staff:</b> Dr Chanthaney Velu									
4.	<p><b>Rationale for the inclusion of the course in the programme:</b></p> <p>This is a course in the basic statistical concepts and methods common in business applications. The emphasis is on parametric techniques used to describe and compare samples and populations. The goal is to introduce students to a new way of thinking about data, and to help them gain an understanding of how to use, communicate, and interpret statistics. It is a foundation course required of all business majors because statistics is an integral part of the structure and functions of business. The knowledge and skills students acquire will help them in advanced business courses and enhance their career opportunity in areas of business, banking, marketing, insurance and management.</p>									
5.	<b>Semester and Year offered:</b> <b>Semester 1 Year 1</b>									
6.	<b>Total Students Learning Time (SLT)</b>	<b>Face to Face</b>				<b>Self-Learning (hours)</b>	<b>Student Learning Time (SLT) (hours)</b>			
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7.	<b>Credit value:</b> 4									
8.	<b>Prerequisite (if any):</b> - Nil									
9.	<p><b>Course Objectives:</b></p> <p>The objective of the course is to produce graduates that can think clearly and critically and apply the knowledge of Business Statistics in decision making when solving business problems.</p>									

10.	<p><b>Module Learning Outcomes:</b></p> <table border="1" data-bbox="220 264 1375 1630"> <thead> <tr> <th data-bbox="220 264 284 297"></th> <th data-bbox="284 264 587 297"><b>Learning outcome</b></th> <th data-bbox="587 264 1375 297"><b>Specific Outcomes</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="220 297 284 566">1.</td> <td data-bbox="284 297 587 566">Knowledge</td> <td data-bbox="587 297 1375 566">           At the end of this modules the student will learn :             14) The importance of statistics            15) Data collection            16) Type of variables            17) To use statistical programmes         </td> </tr> <tr> <td data-bbox="220 566 284 813">2.</td> <td data-bbox="284 566 587 813">Application and problem solving</td> <td data-bbox="587 566 1375 813">           11) Presenting data in table and charts            12) Organizing numerical data            13) Cross tabulation            14) Scatter plot/time series plot            15) Ethical issues         </td> </tr> <tr> <td data-bbox="220 813 284 1014">3.</td> <td data-bbox="284 813 587 1014">Sources and research</td> <td data-bbox="587 813 1375 1014">           8) Introduction to Microsoft Excel            9) Introduction to PHSTAT 2            10) Introduction to MINITAB            11) Learning with WEB Cases         </td> </tr> <tr> <td data-bbox="220 1014 284 1238">4.</td> <td data-bbox="284 1014 587 1238">Analysis, synthesis, critical judgement and evaluation</td> <td data-bbox="587 1014 1375 1238">           10) The ethical issue of probability sampling            11) Evaluating normality            12) Probability sampling vs Web-Based surveys            13) Comparing the mean of two related populations         </td> </tr> <tr> <td data-bbox="220 1238 284 1395">5.</td> <td data-bbox="284 1238 587 1395">Autonomy and ability to learn</td> <td data-bbox="587 1238 1375 1395">           6) To organize and visualise data            7) Statistical application in quality management            8) Preparing the roadmap for analysing data         </td> </tr> <tr> <td data-bbox="220 1395 284 1552">6.</td> <td data-bbox="284 1395 587 1552">Communication and literacy</td> <td data-bbox="587 1395 1375 1552">           1) To be able to use statistical information for prediction            2) To be able to advice policy makers and management on decision making.         </td> </tr> <tr> <td data-bbox="220 1552 284 1630">7.</td> <td data-bbox="284 1552 587 1630">Other Skills</td> <td data-bbox="587 1552 1375 1630">To provide unbiased analysis of the research proposal before it is implemented.</td> </tr> </tbody> </table>		<b>Learning outcome</b>	<b>Specific Outcomes</b>	1.	Knowledge	At the end of this modules the student will learn :  14) The importance of statistics 15) Data collection 16) Type of variables 17) To use statistical programmes	2.	Application and problem solving	11) Presenting data in table and charts 12) Organizing numerical data 13) Cross tabulation 14) Scatter plot/time series plot 15) Ethical issues	3.	Sources and research	8) Introduction to Microsoft Excel 9) Introduction to PHSTAT 2 10) Introduction to MINITAB 11) Learning with WEB Cases	4.	Analysis, synthesis, critical judgement and evaluation	10) The ethical issue of probability sampling 11) Evaluating normality 12) Probability sampling vs Web-Based surveys 13) Comparing the mean of two related populations	5.	Autonomy and ability to learn	6) To organize and visualise data 7) Statistical application in quality management 8) Preparing the roadmap for analysing data	6.	Communication and literacy	1) To be able to use statistical information for prediction 2) To be able to advice policy makers and management on decision making.	7.	Other Skills	To provide unbiased analysis of the research proposal before it is implemented.
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7.	Other Skills	To provide unbiased analysis of the research proposal before it is implemented.																							
11.	<p><b>Transferable skills:</b>  <b>Skills and how they are developed and assessed, Project and practical experience and internship</b>          Using case history to apply statistical formulae and to provide prediction on how the results will change if certain parameters change.</p>																								

12.	<p><b>Teaching-learning and Assessment strategy</b></p> <p>Theoretical knowledge will be assessed at the end of the module by examination (75%). The examination will consist of a mixture of descriptive, analytical and application questions, taking the form of short essay style questions, which place emphasis on the students' demonstrating analytical skills; and problem style questions, which assess the students' ability to apply statistical principles to practical factual scenarios</p> <p>Assessment Strategy:</p> <p>Coursework – 25% Examination – 75%</p>						
13.	<p><b>Synopsis:</b></p> <p>9) Show students the relevance of statistics 10) Familiarize students with the statistical application used in the business world 11) Provide clear instruction to students for using statistical application 12) Give students ample practice in understanding how to apply statistics to business</p>						
14.	<p><b>Mode of delivery:</b></p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Tutorial</li> </ul>						
15.	<p><b>Assessment Methods and Types</b></p> <table border="1" data-bbox="225 1137 592 1267"> <tr> <td>Coursework</td> <td>25%</td> </tr> <tr> <td>Examination</td> <td>75%</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>100%</b></td> </tr> </table>	Coursework	25%	Examination	75%	<b>TOTAL</b>	<b>100%</b>
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Examination	75%						
<b>TOTAL</b>	<b>100%</b>						

## [BS 102] Basic Business Statistics 2

1.	<b>Name of Course:</b> BASIC BUSINESS STATISTICS 2								
2.	<b>Course Code:</b> Elective BUS 102								
3.	<b>Name(s) of Academic Staff:</b> Dr Chanthaney Velu								
4.	<p><b>Rationale for the inclusion of the course in the programme:</b></p> <p>This is a course in the basic statistical concepts and methods common in business applications. The emphasis is on parametric techniques used to describe and compare samples and populations. The goal is to introduce students to a new way of thinking about data, and to help them gain an understanding of how to use, communicate, and interpret statistics. It is a foundation course required of all business majors because statistics is an integral part of the structure and functions of business. The knowledge and skills students acquire will help them in advanced business courses and enhance their career opportunity in areas of business, banking, marketing, insurance and management.</p>								
5.	<p><b>Semester and Year offered:</b></p> <p><b>Semester 2 Year 1</b></p>								
6.	<b>Total Students Learning Time (SLT)</b>	<b>Face to Face</b>				<b>Self-Learning (hours)</b>	<b>Student Learning Time (SLT) (hours)</b>		
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<b>FINAL</b>	<b>3</b>								
<b>C/W</b>	<b>4</b>								
Total Hours	<b>35</b>	<b>21</b>	<b>4</b>	<b>10</b>	<b>90</b> ( 91 rounded down)	<b>160</b>			
7.	<b>Credit value:</b> 4								
8.	<b>Prerequisite (if any):</b> - Nil								

9. **Course Objectives:**

The objective of the course is to produce graduates that can think clearly and critically and apply the knowledge of Business Statistics in decision making when solving business problems.

10. **Module Learning Outcomes:**

	<b>Learning outcome</b>	<b>Specific Outcomes</b>
1.	Knowledge	<p>At the end of this modules the student will learn :</p> <p><b>1. Fundamentals of Hypothesis Testing: One-Sample Tests</b></p> <ul style="list-style-type: none"> <li>• Fundamentals of Hypothesis Testing Methodology</li> <li>• Fundamentals of Hypothesis for the Mean</li> <li>• One Tail Test</li> <li>• Z Test of Hypothesis for the Proportion</li> </ul> <p><b>2. Two-Sample Tests</b></p> <ul style="list-style-type: none"> <li>• Comparing Means of 2 Independent Populations</li> <li>• Comparing Means of 2 Related Populations</li> <li>• Comparing the Proportions of 2 Independent Populations</li> </ul>
2.	Application and problem solving	<p><b>3 Chi-Square Tests and Nonparametric Tests</b></p> <p>16) Chi-Square Test for Difference Between 2 Proportions</p> <p>17) Chi-Square Test for Difference Between More Than 2 Proportions</p> <p>18) Chi-Square Test for Independence</p> <p>19) McNemar Test for Difference Between 2 Proportions</p> <p>20) Chi-Square Test for the Variance or Standard Deviation</p>
3.	Sources and research	<p>12) Introduction to SPSS</p> <p>13) Learning with WEB Cases</p>
4.	Analysis, synthesis, critical judgement and evaluation	<p><b>5 Simple Linear Regression</b></p> <ul style="list-style-type: none"> <li>• Types of Regression Models</li> <li>• Determining Simple Linear Regression Equations</li> <li>• Measures of Variations</li> <li>• Assumptions</li> </ul>



		<ul style="list-style-type: none"> <li>• Residual Analysis</li> <li>• Measuring Autocorrelation</li> <li>• Inferences About Slope and Correlation Coefficient</li> </ul> <p><b>6 Statistical Applications in Quality Management</b></p> <ul style="list-style-type: none"> <li>• Theory of Control Charts</li> <li>• Control Chart for the Proportion: P Chart</li> <li>• Control Chart for the Area of Opportunity: C Chart</li> <li>• Control Charts for Range and Mean</li> <li>• Process Capability</li> <li>• Total Quality Management</li> <li>• 6 Sigma</li> </ul>
5.	Autonomy and ability to learn	<p><b>7 Time-Series Forecasting</b></p> <ul style="list-style-type: none"> <li>• Importance of Business Forecasting</li> <li>• Component Factors of Time-Series Models</li> <li>• Smoothing Annual Time Series</li> <li>• Least Squares Trend Fitting and Forecasting</li> <li>• Choosing Appropriate Forecasting Model</li> </ul>
6.	Communication and literacy	<p>3) To be able to use statistical information for prediction</p> <p>4) To be able to advice policy makers and management on decision making.</p>
7.	Other Skills	Preparation of a research proposal
11.	<p><b>Transferable skills:</b>  <b>Skills and how they are developed and assessed, Project and practical experience and internship</b></p> <p>Using case history to apply statistical formulae and to provide prediction on how the results will change if certain parameters change.</p>	

12.	<p><b>Teaching-learning and Assessment strategy</b></p> <p>Theoretical knowledge will be assessed at the end of the module by examination (75%). The examination will consist of a mixture of descriptive, analytical and application questions, taking the form of short essay style questions, which place emphasis on the students' demonstrating analytical skills; and problem style questions, which assess the students' ability to apply statistical principles to practical factual scenarios</p> <p>Assessment Strategy:</p> <p>Coursework – 25% Examination – 75%</p>						
13.	<p><b>Synopsis:</b></p> <p>13) Show students the relevance of statistics 14) Familiarize students with the statistical application used in the business world 15) Provide clear instruction to students for using statistical application 16) Give students ample practice in understanding how to apply statistics to business</p>						
14.	<p><b>Mode of delivery:</b></p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Tutorial</li> </ul>						
15.	<p><b>Assessment Methods and Types</b></p> <table border="1" data-bbox="225 1137 592 1267"> <tr> <td>Coursework</td> <td>25%</td> </tr> <tr> <td>Examination</td> <td>75%</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>100%</b></td> </tr> </table>	Coursework	25%	Examination	75%	<b>TOTAL</b>	<b>100%</b>
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## [OB 101/102] Organisational Behaviour

1.	<b>Name of Course:</b> Organizational Behaviour								
2.	<b>Course Code:</b> OB 101/102								
3.	<b>Name(s) of Academic Staff:</b> Dr Raken/Ms. Elfleda								
4.	<p><b>Rationale for the inclusion of the course in the programme:</b></p> <p>Organizational behavior is the study of how organizations can be structures more effectively, and how several events in their outside situations effect organizations. Learning about organizational behavior in today's business environment could help managers build up a better work related understanding of themselves and their subsidiary.</p> <p>With this knowledge managers can achieve a successful career. Since a manager needs to get his job done by the others, to have an organizational behavior skills become a valuable talent. As the environment of business is always changing, the role of the managers has become more sensitive. In order to know how to handle a new workforce, and deal with the complication of the new environment, the supervisors need to develop their information about attitude and behavior of individuals, and groups in organization. Now we know not only the hard skills is important for get the job done, soft skills are helps managers to do their job more effectively and efficiently</p>								
5.	<b>Semester and Year offered:</b> <b>Year 1</b>								
6.	<b>Total Students Learning Time (SLT)</b>	<b>Face to Face</b>				<b>Self-Learning (hours)</b>	<b>Student Learning Time (SLT) (hours)</b>		
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7.	<b>Credit value:</b> 4								
8.	<b>Prerequisite (if any):</b> - Nil								

9.	<p><b>Course Objectives:</b></p> <ol style="list-style-type: none"> <li>1) Demonstrate the importance of interpersonal skills in the workplace.</li> <li>2) Describe the manager's functions, roles, and skills</li> <li>3) Define organizational behaviour (OB)</li> <li>4) Show the value to OB of systematic study</li> <li>5) Identify the major behavioural science disciplines that contribute to OB</li> <li>6) Demonstrate why few absolutes apply to OB</li> <li>7) Identify the challenges and opportunities managers have in applying OB concepts</li> <li>8) Compare the three levels of analysis in this book's OB model</li> </ol>
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10.	<p><b>Module Learning Outcomes:</b></p>	
	<b>Learning outcome</b>	<b>Specific Outcomes</b>
	1. Knowledge	<ol style="list-style-type: none"> <li>1) Describe the two major forms of workforce diversity</li> <li>2) Contrast the three components of an attitude</li> <li>3) Compare and contrast the main ways jobs can be redesigned</li> <li>4) Define group and distinguish the different types of groups</li> <li>5) Define leadership and contrast leadership and management</li> <li>6) Define power and contrast leadership and power</li> <li>7) Define conflict</li> <li>8) Identify the six elements of an organization's structure</li> <li>9) Define organizational culture and describe its common characteristics</li> <li>10) Define initial selection, and identify the most useful methods</li> <li>11) Define substantive selection, and identify the most useful methods</li> <li>12) Define contingent selection, and contrast the arguments for and against drug testing</li> </ol> <p>Identify forces that act as stimulants to change and contrast planned and unplanned change</p>
	2. Application and problem solving	<ol style="list-style-type: none"> <li>1) Identify the key biographical characteristics and describe how they are relevant to OB</li> <li>2) Describe the Myers-Briggs Type Indicator personality framework and assess its strengths and weaknesses</li> <li>3) Define perception and explain the factors that influence it</li> <li>4) Describe the three keys elements of motivation</li> <li>5) Identify the five stages of group development</li> <li>6) Identify the main functions of communication</li> <li>7) Summarize the conclusions of trait theories of leadership</li> <li>8) Contrast the five bases of power</li> <li>9) Identify nine power or influence tactics and their contingencies</li> <li>10) Differentiate between the traditional, interactionist, and</li> </ol>

		<p>managed-conflict views of conflict</p> <p>11) Identify the characteristics of a bureaucracy</p> <p>12) Compare the functional and dysfunctional effects of organizational culture on people and the organization</p> <p>13) List the sources for resistance to change</p>
3.	Sources and research	<p>1) Define intellectual ability and demonstrate its relevance to OB</p> <p>2) Define job satisfaction and show how we can measure it</p> <p>3) Discuss whether emotions are rational and what functions they serve</p> <p>4) Identify the sources of emotions and moods</p> <p>5) Apply concepts about emotions and moods to specific OB issues</p> <p>6) Contrast the experience, interpretation, and expression of emotions across cultures</p> <p>7) Describe the Myers-Briggs Type Indicator personality framework and assess its strengths and weakness</p> <p>8) Identify the key traits in the Big Five personality model</p> <p>9) Compare generational differences in values and identify the dominant values in today's workforce</p> <p>10) Explain attribution theory and list the three determinants of attribution</p> <p>11) List and explain the common decision biases or errors</p> <p>12) Identify early theories of motivation and evaluate their applicability today</p> <p>13) Apply the predictions of self-determination theory to intrinsic and extrinsic rewards</p> <p>14) Compare and contrast the main ways jobs can be redesigned</p> <p>15) Demonstrate how norms and status exert influence on an individual's behaviour</p> <p>16) Contrast groups and teams</p> <p>17) Compare and contrast four types of teams</p> <p>18) Identify the central tenets and main limitations of behavioural theories</p> <p>19) Compare and contrast charismatic and transformational leadership</p> <p>20) Show the connection between sexual harassment and the abuse of power</p> <p>21) Distinguish between legitimate and illegitimate political behaviour</p> <p>22) Outline the conflict process</p> <p>23) Define negotiation</p> <p>24) Identify the characteristics of a virtual organization</p> <p>25) Show how globalization affects organizational structure</p> <p>26) Identify the factors that create and sustain an organization's culture</p> <p>27) Compare the four main types of training</p> <p>28) Compare the four main approaches to managing organizational change</p> <p>29) Contrast the individual and organizational approaches to</p>

		managing stress
4.	Analysis, synthesis, critical judgement and evaluation	<ol style="list-style-type: none"> <li>1) Contrast intellectual ability and demonstrate its relevance to OB</li> <li>2) Contrast the three components of an attitude</li> <li>3) Compare and contrast the major job attitudes</li> <li>4) Differentiate emotions from moods and list the basic emotions and moods</li> <li>5) Show the impact emotional labor has on employees</li> <li>6) Contrast the evidence for and against the existence of emotional intelligence</li> <li>7) Demonstrate how the Big Five traits predict behaviour at work</li> <li>8) Identify other personality traits relevant to OB</li> <li>9) Identify Hofstede's five value dimensions of national culture</li> <li>10) Identify the shortcuts individuals use in making judgements about others</li> <li>11) Explain the link between perception and decision making</li> <li>12) Apply the rational model of decision making and contrast it with bounded rationality and intuition</li> <li>13) Define creativity and discuss the three-component model of creativity</li> <li>14) Compare and contrast goal-setting theory and management by objectives</li> <li>15) Contrast reinforcement theory and goal-setting theory</li> <li>16) Compare contemporary theories of motivation</li> <li>17) Identify three alternative work arrangements and show how they might motivate employees</li> <li>18) Give examples of employee involvement measures and show how they can motivate employees</li> <li>19) Demonstrate how the different types of variable-pay programs can increase employee motivation</li> <li>20) Show how role requirements change in different situations</li> <li>21) Show how group size affects group performance</li> <li>22) Evaluate evidence for cultural differences in group status and social loafing as well as the effects of diversity in groups</li> <li>23) Analyse the growing popularity of teams in organizations</li> <li>24) Show how organizations can create team players</li> <li>25) Describe the communication process and distinguish between formal and informal communication</li> <li>26) Contrast downward, upward, and lateral communication, and provide examples of each</li> <li>27) Assess contingency theories of leadership by their level of support</li> <li>28) Demonstrate the role mentoring plays in our understanding of leadership</li> <li>29) Assess whether charismatic and transformational leadership generalize across cultures</li> <li>30) Identify the causes and consequences of political behaviour</li> </ol>

		<ul style="list-style-type: none"> <li>31) Apply impression management techniques</li> <li>32) Determine whether a political action is ethical</li> <li>33) Show the influence of culture on the uses and perceptions of politics</li> <li>34) Contrast distributive and integrative bargaining</li> <li>35) Apply the five steps of the negotiation process</li> <li>36) Describe a matrix organization</li> <li>37) Show why managers want to create boundaryless organizations</li> <li>38) Show how culture is transmitted to employees</li> <li>39) Demonstrate how an ethical culture can be created</li> <li>40) Contrast formal and informal training methods</li> <li>41) Contrast on-the-job and off-the-job training</li> <li>42) Demonstrate two ways of creating a culture for change</li> <li>43) Define stress and identify its potential sources</li> <li>44) Identify the consequences of stress</li> </ul>
5.	Autonomy and ability to learn	<ul style="list-style-type: none"> <li>1) Describe how organizations manage diversity effectively</li> <li>2) Show whether job satisfaction is a relevant concept in countries other than the United States</li> <li>3) Discuss whether emotions are rational and what functions they serve</li> <li>4) Identify the sources of emotions and moods</li> <li>5) Contrast the experience, interpretation, and expression of emotions across cultures</li> <li>6) Define values, demonstrate the importance of values, and contrast terminal and instrumental values</li> <li>7) Contrast the three ethical decision criteria</li> <li>8) Demonstrate how organizational justice is a refinement of equity theory</li> <li>9) Show how flexible benefits turn benefits into motivators</li> <li>10) Contrast the benefits and disadvantages of cohesive groups</li> <li>11) Contrast the strengths and weakness of group decision making</li> <li>12) Decide when to use individuals instead of teams</li> <li>13) Show how individual differences influence negotiations</li> <li>14) Analyse the behavioural implications of different organizational designs</li> <li>15) Describe a positive organizational culture</li> <li>16) Identify characteristics of a spiritual culture</li> <li>17) Describe the purposes of performance evaluation and list the methods by which it can be done</li> <li>18) Describe how organizations can manage work-family conflicts</li> </ul>
6.	Communication and literacy	<ul style="list-style-type: none"> <li>1) Show how culture affects our understanding of biographical characteristics and intellectual abilities</li> <li>2) Summarize the main causes of job satisfaction</li> <li>3) Identify four employee responses to dissatisfaction</li> <li>4) Describe affective events theory and identify its applications</li> </ul>

		<ol style="list-style-type: none"> <li>5) Explain how individual differences and organizational constraints affect decision making</li> <li>6) Apply the key tenets of expectancy theory to motivating employees</li> <li>7) Show how motivation theories are culture bound</li> <li>8) Identify the motivational benefits of intrinsic rewards</li> <li>9) Compare the effectiveness of interacting, brainstorming, nominal, and electronic meeting groups</li> <li>10) Identify the characteristics of effective teams</li> <li>11) Show how our understanding of teams differs in a global context</li> <li>12) Contrast oral, written , and nonverbal communication</li> <li>13) Contrast formal communication networks and the grapevine</li> <li>14) Analyse the advantages and challenges of electronic communication</li> <li>15) Show how channel richness underlies the choice of communication channel</li> <li>16) Identify common barriers to effective communication</li> <li>17) Show how to overcome the potential problems in cross-cultural communication</li> <li>18) Address challenges to the effectiveness of leadership</li> <li>19) Assess the roles and functions of third-party negotiations</li> <li>20) Describe cultural differences in negotiations</li> <li>21) Show how national culture may affect the way organizational culture is transported to a different country</li> <li>22) Show how managers can improve performance evaluation</li> <li>23) Show how a global context affects human resource management</li> <li>24) Explain global differences in organizational change and work stress</li> </ol>
	7. Other Skills	None
11.	<p><b>Transferable skills:</b></p> <p><b>Skills and how they are developed and assessed, Project and practical experience and internship</b></p> <p>Transferable Skills:</p> <ul style="list-style-type: none"> <li>• Analyse and evaluate simulated and ‘real life’ situations</li> <li>• Evaluate the usefulness of the concepts and theories</li> <li>• Develop skills in self- management, small group and project management</li> <li>• Develop skills in questioning and reflection</li> </ul>	



12.	<p><b>Teaching-learning and Assessment strategy</b></p> <p>Theoretical knowledge will be assessed at the end of the module by examination (75%). The examination will consist of a mixture of descriptive, analytical and application questions, taking the form of essay style questions, which place emphasis on the students’ demonstrating analytical skills; and problem style questions, which assess the students’ ability to apply the concepts of Organizational Behaviour to practical developments in the industry.</p> <p>Assessment Strategy:</p> <p>Coursework – 25% Examination – 75%</p>						
13.	<p><b>Synopsis:</b></p> <p>This course focuses on three major areas:</p> <ul style="list-style-type: none"> <li>• Individual Behaviour and processes</li> <li>• Team processes</li> <li>• Organisational Processes</li> </ul>						
14.	<p><b>Mode of delivery:</b> Lectures and tutorials</p>						
15.	<p><b>Assessment Methods and Types</b></p> <table border="1" data-bbox="225 1095 592 1223"> <tr> <td>Coursework</td> <td>25%</td> </tr> <tr> <td>Final</td> <td>75%</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>100%</b></td> </tr> </table>	Coursework	25%	Final	75%	<b>TOTAL</b>	<b>100%</b>
Coursework	25%						
Final	75%						
<b>TOTAL</b>	<b>100%</b>						

## UKTB MODULES (YEAR 2)

### [SM 201/202] Strategic Management

1.	<b>Name of Course:</b> Strategic Management												
2.	<b>Course Code:</b> SM 201 / 202												
3.	<b>Name(s) of Academic Staff:</b> Ms. Renuka Menon												
4.	<b>Rationale for the inclusion of the course in the programme:</b> Recently more and more students opt to pursue Law degree with the intention of not pursuing legal field but to enhance their career opportunity in areas of business, banking, marketing, Insurance and Management. The student will transfer to UK Universities for the final year LLB and Business Degree qualification (double degree). This is a non-qualifying degree which will not enable the student to practice as a legal practitioner in Malaysia.												
5.	<b>Semester and Year offered:</b> Year 2												
6.	<b>Total Students Learning Time (SLT)</b>	<b>Face to Face</b>				<b>Self-Learning (hours)</b>	<b>Student Learning Time (SLT) (hours)</b>						
	L= Lecture T= Tutorial C= Coursework E= Exam	<b>L</b>	<b>T</b>	<b>Sem</b>	<b>O</b>								
					<table border="1"> <tr> <td><b>MID TERM</b></td> <td><b>3</b></td> </tr> <tr> <td><b>FINAL</b></td> <td><b>3</b></td> </tr> <tr> <td><b>C/W</b></td> <td><b>7</b></td> </tr> </table>			<b>MID TERM</b>	<b>3</b>	<b>FINAL</b>	<b>3</b>	<b>C/W</b>	<b>7</b>
		<b>MID TERM</b>	<b>3</b>										
<b>FINAL</b>	<b>3</b>												
<b>C/W</b>	<b>7</b>												
<b>Total Hours</b>	<b>42</b>	<b>28</b>	<b>5</b>	<b>13</b>	<b>112</b>	<b>200</b>							
7.	<b>Credit value:</b> 5												
8.	<b>Prerequisite (if any):</b> - Nil												
9.	<b>Course Objectives:</b> 1) Describe the strategic-management process. 2) Explain the need for integrating analysis and intuition in strategic management. 3) Define and give examples of key terms in strategic management. 4) Discuss the nature of strategy formulation, implementation, and evaluation activities. 5) Describe the benefits of good strategic management. 6) Discuss the relevance of Sun Tzu's The Art of War to strategic management. 7) Discuss how a firm may achieve sustained competitive advantage.												

10.	<b>Module Learning Outcomes:</b>	
	<b>Learning outcome</b>	<b>Specific Outcomes</b>
1.	Knowledge	<ol style="list-style-type: none"> <li>1) Describe the nature and role of vision and mission statements in strategic management.</li> <li>2) Describe how to perform an internal strategic-management audit.</li> <li>3) Explain the First Mover Advantages concept.</li> <li>4) Describe a three-stage framework for choosing among alternative strategies.</li> <li>5) Explain why organizational structure is so important in strategy implementation.</li> <li>6) Discuss protectionism as it impacts the world economy.</li> </ol>
2.	Application and problem solving	<ol style="list-style-type: none"> <li>1) Explain the need for integrating analysis and intuition in strategic management.</li> <li>2) Discuss why the process of developing a mission statement is as important as the resulting document.</li> <li>3) Identify the components of mission statements.</li> <li>4) Describe how to conduct an external strategic-management audit.</li> <li>5) Explain the importance of financial ratio analysis.</li> <li>6) Identify numerous examples of organizations pursuing different types of strategies.</li> <li>7) Discuss joint ventures as a way to enter the Russian market</li> <li>8) Explain why strategy implementation is more difficult than strategy formulation.</li> <li>9) Discuss procedures for determining the worth of a business.</li> <li>10) Describe a practical framework for evaluating strategies.</li> <li>11) Explain why whistle-blowing is important to encourage in a firm.</li> <li>12) Explain the advantages and disadvantages of entering global markets.</li> </ol>
3.	Sources and research	<ol style="list-style-type: none"> <li>1) Evaluate mission statements of different organizations.</li> <li>2) Identify 16 types of business strategies.</li> <li>3) Describe strategic management in non-profit, governmental, and small organizations.</li> <li>4) Discuss recent trends in outsourcing.</li> <li>5) Discuss the importance of annual objectives and policies in achieving organizational commitment for strategies to be implemented.</li> <li>6) Explain how a firm can effectively link performance and pay to strategies.</li> <li>7) Discuss the culture in Mexico and Japan.</li> <li>8) Discuss the nature and role of research and development in strategy implementation.</li> <li>9) Explain why strategy evaluation is complex, sensitive, and yet essential for organizational success.</li> <li>10) Discuss the global challenge facing American firms.</li> <li>11) Discuss communication differences across countries.</li> </ol>
4.	Analysis, synthesis, critical judgement and	<ol style="list-style-type: none"> <li>1) Discuss how clear vision and mission statements can benefit other strategic-management activities.</li> </ol>

	evaluation	<ol style="list-style-type: none"> <li>2) Discuss the importance of monitoring external trends and events.</li> <li>3) Describe the trend toward cooperation among competitors.</li> <li>4) Discuss key interrelationships among the functional areas of business.</li> <li>5) Explain how to determine and prioritize a firm's internal strengths and weakness.</li> <li>6) Explain benchmarking as a strategic management tool.</li> <li>7) Discuss the value of establishing long-term objectives.</li> <li>8) Compare and contrast financial with strategic objectives.</li> <li>9) Discuss the levels of strategies in large versus small firms.</li> <li>10) Identify important behavioural, political, ethical, and social responsibility considerations in strategy analysis and choice.</li> <li>11) Discuss the role of organizational culture in strategic analysis and choice.</li> <li>12) Describe the glass ceiling in the United States.</li> <li>13) Explain market segmentation and product positioning as strategy-implementation tools.</li> <li>14) Explain why projected financial statement analysis is a central strategy-implementation tool.</li> <li>15) Explain how to evaluate the attractiveness of debt versus stock as a source of capital to implement strategies.</li> <li>16) Discuss the importance of contingency planning in strategy evaluation.</li> <li>17) Discuss three twenty-first-century challenges in strategic management.</li> <li>18) Explain how firms can best ensure that their code of business ethics guides decision making instead of being ignored.</li> <li>19) Explain when and why a firm (or industry) may need to become more or less global in nature to compete.</li> </ol>
5.	Autonomy and ability to learn	<ol style="list-style-type: none"> <li>1) Write a good vision and mission statements.</li> <li>2) Discuss important forecasting tools used in strategic management.</li> <li>3) Discuss market commonality and resources similarity in relation to competitive analysis.</li> <li>4) Identify the basic functions or activities that make up management, marketing, finance/accounting, production/operations, research and development, and management information systems.</li> <li>5) Discuss guidelines when particular strategies are most appropriate to pursue.</li> <li>6) Discuss the Balanced Scorecard.</li> <li>7) Discuss the role of intuition in strategic analysis and choice.</li> <li>8) Compare and contrast restructuring and reengineering.</li> <li>9) Discuss employee stock ownership plans (ESOPs) as a strategic-management concept.</li> <li>10) Discuss the role of auditing in strategy evaluation.</li> <li>11) Discuss specific ways that firms can be good stewards of the natural environment.</li> <li>12) Compare and contrast the culture in the United States with</li> </ol>

		Mexico and Japan.
6.	Communication and literacy	<ol style="list-style-type: none"> <li>1) Describe key sources of external information, including the Internet.</li> <li>2) Discuss the importance of gathering competitive intelligence.</li> <li>3) Discuss the nature and role of management information systems in strategic management.</li> <li>4) Discuss strategies for competing in turbulent, high-velocity markets.</li> <li>5) Discuss the role of a board of directors in choosing among alternative strategies.</li> <li>6) Describe the relationships between production/operations and strategy implementation.</li> <li>7) Describe how to modify an organizational culture to support new strategies.</li> <li>8) Explain how management information systems can determine the success of strategy-implementation efforts.</li> <li>9) Explain how computers can aid in evaluating strategies.</li> <li>10) Discuss the nature and role of corporate sustainability reports.</li> <li>11) Discuss communication differences across countries.</li> </ol>
7.	Other Skills	<ol style="list-style-type: none"> <li>1) Discuss how a firm may achieve sustained competitive advantage.</li> <li>2) Explain how to develop an EFE Matrix.</li> <li>3) Explain how to develop a Competitive Profile Matrix.</li> <li>4) Discuss the Resource-Based View (RBV) in strategic management.</li> <li>5) Develop an Internal Factor Evaluation (IFE) Matrix.</li> <li>6) Discuss Porter's five generic strategies.</li> <li>7) Explain how to develop a SWOT Matrix, SPACE Matrix, BCG Matrix, IE Matrix, and QSPM.</li> <li>8) Discuss the Balanced Scorecard.</li> <li>9) Explain ISO 14000 and 14001.</li> </ol>
11.	<p><b>Transferable skills:</b>  <b>Skills and how they are developed and assessed, Project and practical experience and internship</b></p> <ul style="list-style-type: none"> <li>• Able to apply and understand and analyse the development on Strategic Management.</li> <li>• Able to work independently and to take responsibility for their own learning.</li> </ul>	
12.	<p><b>Teaching-learning and Assessment strategy</b></p> <p>Theoretical knowledge will be assessed at the end of the module by examination (75%). The examination will consist of a mixture of descriptive, analytical and application questions, taking the form of essay style questions, which place emphasis on the students' demonstrating analytical skills; and problem style questions, which assess the students' ability to apply the law to practical factual scenarios.</p> <p>Final Examination: 75%  Coursework: 25%</p>	

13.	<p><b>Synopsis:</b></p> <p>As students draw closer to meeting the full requirements for graduating from the program, it is absolutely essential that they have the opportunity to integrate and synthesise the knowledge and competencies developed to date in relation to their professional and managerial responsibilities.</p> <p>This course allows students to identify and articulate the strategic issues that organisations are confronting. Students will be able to draw upon some of the critical concepts, techniques and information from other courses studied in order to develop informative and comprehensive responses to some of the key questions encountered in the strategic management of an organisation.</p> <p>This course provides a framework for analysis and integration by focusing attention on the development of an organisation's strategic directions, strategic capabilities and internal and external dynamics.</p>								
14.	<p><b>Mode of delivery:</b></p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Tutorial</li> <li>• Distance Learning</li> </ul>								
15.	<p><b>Assessment Methods and Types</b></p> <table border="1" data-bbox="225 943 592 1115"> <tr> <td>Coursework</td> <td>25%</td> </tr> <tr> <td>Mid Term</td> <td>25%</td> </tr> <tr> <td>Final</td> <td>50%</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>100%</b></td> </tr> </table>	Coursework	25%	Mid Term	25%	Final	50%	<b>TOTAL</b>	<b>100%</b>
Coursework	25%								
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## [OM 201/202] Operations Management

1.	<b>Name of Course:</b> OPERATIONS MANAGEMENT												
2.	<b>Course Code:</b> OM 201/202												
3.	<b>Name(s) of Academic Staff:</b> Ms. Lavinia Sivapalan												
4.	<p><b>Rationale for the inclusion of the course in the programme:</b>            Operations management is one of the central functions of all organisations. This course will provide you with a basic framework for understanding this function, whether producing goods or services or in the private, public or voluntary sectors. In addition, this course discusses the role of operations managers and the importance of focusing on suppliers and customers.</p>												
5.	<b>Semester and Year offered:</b> Sem 1, Year 2												
6.	<b>Total Students Learning Time (SLT)</b>	<b>Face to Face</b>				<b>Self-Learning (hours)</b>	<b>Student Learning Time (SLT) (hours)</b>						
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		<b>MID</b>	<b>3</b>										
<b>FINAL</b>	<b>3</b>												
<b>C/W</b>	<b>4</b>												
<b>Total Hours</b>	<b>35</b>	<b>21</b>	<b>4</b>	<b>10</b>	<b>90</b>	<b>160</b>							
7.	<b>Credit value:</b> 4												
8.	<b>Prerequisite (if any):</b> - Nil												
9.	<p><b>Course Objectives:</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of and an appreciation for the production and operations management function in any organisation.</li> <li>• To understand the various production and operations design decisions and how they relate to the overall strategies of organisations.</li> <li>• To understand the importance of product and design decisions and its impact on other design decisions and operations.</li> <li>• To understand contemporary operations and manufacturing organizational approaches and the supply chain management activities and the renewed importance of this aspect of organizational strategy.</li> </ul>												

10.	<p><b>Module Learning Outcomes:</b></p> <table border="1"> <thead> <tr> <th data-bbox="185 264 236 297"></th> <th data-bbox="244 264 491 297">Learning outcome</th> <th data-bbox="499 264 1152 297">Specific Outcomes</th> </tr> </thead> <tbody> <tr> <td data-bbox="185 309 236 656">1.</td> <td data-bbox="244 309 491 656">Demonstrate knowledge of fundamental concepts of operations management and approaches to operational performance improvement.</td> <td data-bbox="499 309 1152 656">           1) To synthesize the depth and breadth of operations management knowledge, knowledge of methodologies and application of the knowledge.            2) To evaluate approaches to problem solving and process improvement in production settings.         </td> </tr> <tr> <td data-bbox="185 667 236 1081">2.</td> <td data-bbox="244 667 491 1081">Identify the roles and responsibilities of operations managers in different organizational contexts and the operations management aspects in their work.</td> <td data-bbox="499 667 1152 1081">           1) Appraise and apply forecasting methods as the basis of management's planning and control activity.            2) Assess and formulate decision making strategies to address operating issues that have short, intermediate or long lead times.         </td> </tr> <tr> <td data-bbox="185 1093 236 1373">3.</td> <td data-bbox="244 1093 491 1373">Apply the 'transformation model' to identify the inputs, transformation processes and outputs of an organization.</td> <td data-bbox="499 1093 1152 1373">           1) Critically evaluate the operations function in manufacturing and service production settings.            2) To understand the importance of product and design decisions and its impact on other design decisions and operations.         </td> </tr> <tr> <td data-bbox="185 1384 236 1731">4.</td> <td data-bbox="244 1384 491 1731">Describe the boundaries of an operations system and recognize its interfaces with other functional areas within the organization and with its external environment.</td> <td data-bbox="499 1384 1152 1731">To understand contemporary operations and manufacturing organizational approaches and the supply chain management activities and the renewed importance of this aspect of organizational strategy.</td> </tr> </tbody> </table>		Learning outcome	Specific Outcomes	1.	Demonstrate knowledge of fundamental concepts of operations management and approaches to operational performance improvement.	1) To synthesize the depth and breadth of operations management knowledge, knowledge of methodologies and application of the knowledge. 2) To evaluate approaches to problem solving and process improvement in production settings.	2.	Identify the roles and responsibilities of operations managers in different organizational contexts and the operations management aspects in their work.	1) Appraise and apply forecasting methods as the basis of management's planning and control activity. 2) Assess and formulate decision making strategies to address operating issues that have short, intermediate or long lead times.	3.	Apply the 'transformation model' to identify the inputs, transformation processes and outputs of an organization.	1) Critically evaluate the operations function in manufacturing and service production settings. 2) To understand the importance of product and design decisions and its impact on other design decisions and operations.	4.	Describe the boundaries of an operations system and recognize its interfaces with other functional areas within the organization and with its external environment.	To understand contemporary operations and manufacturing organizational approaches and the supply chain management activities and the renewed importance of this aspect of organizational strategy.
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11.	<p><b>Transferable skills:</b>          Insight and analytical, communication, operations management, problem solving, specific business skills.</p>															



12.	<p><b>Teaching-learning and Assessment strategy</b></p> <p>Theoretical knowledge will be assessed at the end of the module by examination (75%). The examination will consist of a mixture of descriptive, analytical and application questions, taking the form of essay style questions, which place emphasis on the students’ demonstrating analytical skills; and problem style questions, which assess the students’ ability to apply the law to practical factual scenarios</p> <p>Assessment Strategy:</p> <p>Coursework – 25%  Mid Term Examination – 25%  Final Examination – 50%</p>								
13.	<p><b>Synopsis:</b></p> <p>This module aims to provide students with a broad understanding and knowledge of several operations management concepts. Such concepts include (but are not limited to) operations strategy, process design, forecasting, inventory management, scheduling and quality management. Emphasis will be placed on the application of these concepts to actual business situations.</p>								
14.	<p><b>Mode of delivery:</b></p> <p>Lectures and tutorials</p>								
15.	<p><b>Assessment Methods and Types</b></p> <table border="1" data-bbox="183 1025 555 1200"> <tr> <td>Coursework</td> <td>25%</td> </tr> <tr> <td>Mid-term</td> <td>25%</td> </tr> <tr> <td>Final</td> <td>50%</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>100%</b></td> </tr> </table>	Coursework	25%	Mid-term	25%	Final	50%	<b>TOTAL</b>	<b>100%</b>
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## [HRM 201/202] Human Resource Management

1.	<b>Name of Course:</b> Human Resource Management								
2.	<b>Course Code:</b> HR201/202								
3.	<b>Name(s) of Academic Staff:</b> Raken Marimuthu								
4.	<b>Rationale for the inclusion of the course in the programme:</b> Human Resource Management as a specialisation within a general business degree, preparing students to meet high standards of professional excellence with knowledge and skills that are recognised globally. The lectures combine theory with practical content to keep you in touch with real-world working experiences envisaging recruitment and selection, motivation, determination of pay, promotion, occupational health and safety, training and development, and international human resource management.								
5.	<b>Semester and Year offered:</b> Year 2 Semester 1								
6.	<b>Total Students Learning Time (SLT)</b>	<b>Face to Face</b>				<b>Self-Learning (hours)</b>	<b>Student Learning Time (SLT) (hours)</b>		
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<b>C/W</b>	<b>7</b>								
	<b>Total Hours</b>	<b>42</b>	<b>28</b>	<b>5</b>	<b>13</b>	<b>112</b>	<b>200</b>		
7.	<b>Credit value:</b> 5								
8.	<b>Prerequisite (if any):</b> - Nil								
9.	<b>Course Objectives:</b>								
	<ul style="list-style-type: none"> <li>a. To introduce students to fundamental theories in the area of people management.</li> <li>b. Enable students to appreciate and apply the basic conceptual notions in understanding the complexities of managing people in the workplace.</li> <li>c. Be aware of the main elements of the human resource management cycle within organisations through elaborating on a range of conceptual terms and frameworks in people management area.</li> <li>d. Encourage students to adopt an academically informed, objective approach in their discussion on HRM issues in business organisations.</li> </ul>								

10.	<b>Module Learning Outcomes:</b>	
	<b>Learning outcome</b>	<b>Specific Outcomes</b>
1.	Knowledge	By the end of this course, students should be able to: 1. Discuss with confidence their theoretical knowledge about the principles and practices relating to various component parts of the human resource management. 2. Employ relevant literature in relation to the discussion on people management problems. 3. Identify issues in the human resource management cycle, relating to people management within the context of complex organisations and the people who work within them with comparison case studies on Malaysian HRM. Evaluate HRM practices in business organisations objectively.
2.	Application and problem solving	Students will acquire the knowledge and the skills to interpret the fundamentals of HRM and apply them in the different complex contextual situations of HR Management to solve job related problems.
3.	Sources and research	The focus of the sources and research will be geared to see how the overall objectives of the organization is achieved in the application of the HRM process. This will allow the students to continuously relate HRM practice to the overall goal of the company.
4.	Analysis, synthesis, critical judgement and evaluation	The structure of the program will envisage the day to day problems faced by the HR Manager where the students will be required to analyse and study the context to make the best decision in the interest of all stake holders.
5.	Autonomy and ability to learn	Students will be encouraged to do their own learning process and will be empowered to make judgements on issues related to HRM. The strategy will give momentum for students to do their own research and find innovations to the decision making and problem solving process. Case studies will be used for this autonomous learning process.
6.	Communication and literacy	There will be emphasis on the presentation skills to deliver decisions made in the HR literary context. The ability to relate both in the different media will be imperative for this program
7.	Other Skills	The program will enable students to use their <b>common sense</b> to discern the facts based on ground realities which are dynamic in the HR operational context. The program will also enable students to <b>apply the human factor</b> in all the decision making process so that they will not become robotic in the application of the HRM Principles.

11.	<p><b>Transferable skills:</b>  <b>Skills and how they are developed and assessed, Project and practical experience and internship</b></p> <ol style="list-style-type: none"> <li>1. Learn to apply theories in solving practical problems that appear in the case studies</li> <li>2. Relate the knowledge to the practical context of HR Management</li> <li>3. Interpret the subject content to multi-cultural and multi-national situations</li> <li>4. Be able to execute the job duties of a HR Executive</li> <li>5. Communicate effectively the principles and the practice of HR</li> <li>6. Be able to apply the synchronize the knowledge to achieve the overall goals of the company</li> <li>7. Use the HR knowledge in all problem solving situations</li> <li>8. Interpret basic fundamentals of HR management to achieve desired objectives of the company.</li> </ol>								
12.	<p><b>Teaching-learning and Assessment strategy</b></p> <p>Theoretical knowledge will be assessed at the end of the module by examination (75%). The examination will consist of a mixture of descriptive, analytical and application questions, taking the form of essay style questions, which place emphasis on the students’ demonstrating analytical skills; and problem style questions, which assess the students’ ability to apply the law to practical factual scenarios</p> <p>Assessment Strategy:</p> <p>Coursework – 25%  Examination – 75%</p>								
13.	<p><b>Synopsis:</b></p> <p>This course examines the role of the human resource professional as a strategic partner in managing today’s organizations. Key functions such as recruitment, selection, development, appraisal, retention, compensation, and labour relations are examined. Implications of legal and global environments are appraised and current issues such as diversity training, sexual harassment policies, and rising benefit costs are analysed. Best practices of employers of choice are considered.</p>								
14.	<p><b>Mode of delivery:</b>  Lectures and tutorials</p>								
15.	<p><b>Assessment Methods and Types</b></p> <table border="1" data-bbox="225 1592 592 1765"> <tr> <td>Coursework</td> <td>25%</td> </tr> <tr> <td>Mid-term</td> <td>25%</td> </tr> <tr> <td>Final</td> <td>50%</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>100%</b></td> </tr> </table>	Coursework	25%	Mid-term	25%	Final	50%	<b>TOTAL</b>	<b>100%</b>
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## [FM 201] Financial Management

1.	<b>Name of Course:</b> FINANCIAL MANAGEMENT 1								
2.	<b>Course Code:</b> Core FM 201								
3.	<b>Name(s) of Academic Staff:</b> Mr. Gopal Krishna								
4.	<p><b>Rationale for the inclusion of the course in the programme:</b>            More and more students have been found to opt to pursue a Law degree with the intention of not pursuing their career in the legal field but to enhance their carrier opportunity in areas of business, banking, marketing, insurance and management. A reasonable knowledge of financial management is important for the areas stated. The student will be transferred to UK Universities for the final year LLB and Business Degree qualification (double degree).</p>								
5.	<p><b>Semester and Year offered:</b>            Year 2, Sem 1</p>								
6.	<b>Total Students Learning Time (SLT)</b>	<b>Face to Face</b>				<b>Self-Learning (hours)</b>	<b>Student Learning Time (SLT) (hours)</b>		
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<b>C/W</b>	<b>4</b>								
	<b>35</b>	<b>21</b>	<b>4</b>	<b>10</b>	<b>90</b>	<b>160</b>			
7.	<b>Credit value:</b> 4								
8.	<b>Prerequisite (if any):</b> - Nil								
9.	<p><b>Course Objectives:</b>            The objective of the course is to provide students with the knowledge and skill in the area of financial management. Students will learn how to interface with accounting and financial matters of an organisation and understand how firms finance their activities and make financial decisions. This course will also highlight the financial tools and techniques used to help firms maximize value by improving decisions relating to capital budgeting, capital structure, and working capital management. This course will also deal with a number of related topics, including multinational financial management, risk management, mergers and acquisitions</p>								

10.

**Learning outcomes:**

	<b>Learning outcome</b>	<b>Specific Outcomes</b>
1.	Knowledge	Able to define the financial manager’s role and the financial decision making process Able to describe the financial tools available for financial management
2.	Application and problem solving	Will help in identifying the right sources of funds for respective applications Illustrate how a financial manager converts financial data for the management of information through the following: <ul style="list-style-type: none"> <li>• divisional / department performance reports</li> <li>• project / activity reports</li> <li>• interpretation of financial statements</li> <li>• risk analysis</li> </ul>
3.	Sources and research	The primary concern of financial management is the appraisal rather than the techniques of financial quantification. A financial manager looks at the available data to judge the performance of enterprises. Managerial finance is an interdisciplinary approach that borrows from both financial/ managerial accounting and corporate finance.
4.	Analysis, synthesis, critical judgement and evaluation	The ability to analyse the data and information available and synthesised using the various tools and techniques acquired and exposed to Form an appropriate critical judgement from the results and findings Capable of evaluating the possible outcome from the various applications of the strategies
5.	Autonomy and ability to learn	It will be the key indicators for overall financial decision making of the business and organisation, through <ul style="list-style-type: none"> <li>- results by department, activities or work area</li> <li>- costing centres and</li> <li>- evaluation of capital proposals</li> </ul>
6.	Communication and literacy	Understand the nature, function, and significance of individual and business relationships integrated with general financial literacy. The acquisition of decision-making skills to set and implement financial goals and values The ability to communicate effectively the elements of awareness, sources of income and the relationship between income and budget preparation, crisis management, money management, saving, investing, and

		retirement planning.	
	7.	Other Skills	Ability to integrate knowledge from other modules
11.	<b>Transferable Skills:</b> <b>Skills and how they are developed and assessed; project /practical experience and internship</b> 1. Self-direction, self-discipline and time management 2. Problem identification and solving 3. Critical reflection 4. Analytical thinking 5. Oral communication skills 6. Ability to sift, organize and deploy large quantities of data and information 7. Writing skills 8. Appropriate presentation of written material		
12.	<b>Teaching-learning and assessment strategy</b> Interactive teaching techniques employed, using slides, notes, textbooks and case studies to deliver the subject matter. Besides the use of quizzes, presentation and MCQ's for the continuous evaluation, the theoretical knowledge will be assessed at the end of the module by examination (75%). The examination will consist of a mixture of descriptive, analytical and application questions, taking the form of essay style questions, which place emphasis on the students' demonstrating analytical skills; and problem style questions, which assess the students' ability to apply the knowledge to practical factual scenarios. Mid Term Examination: 25% Final Examination: 50% Coursework : 25%		
13.	<b>Synopsis</b> Students will be familiar with : a) Analysing the techniques of financial appraisal in a series of decision-making contexts. b) Providing a detailed examination of the principles of financial management and financial reporting and their links with accounting, economic and organisational theory, highlighting their links to corporate governance and stakeholder institutions. c) Enabling stakeholders to acquire an understanding of company performance through the analysis of financial reports, whilst critiquing their usefulness for the needs of stakeholders. d) The examination of the sources of finance and mechanisms for financial planning in a variety of organisations, together with a range of financial management tools and concepts available to managers to facilitate financial decision-making. e) A foundation of knowledge and understanding as a basis for further in-depth study of financial modules or the dissertation.		
14.	<b>Mode of Delivery</b> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Tutorial</li> <li>• Case studies</li> </ul>		

15.	<b>Assessment Methods and Types</b>			
	Type of Assessment	Weighting	Word Length	Duration
	Assignment	25%	2000 – 3000 word count	Week 17
	Examination Mid Term Final	25% 50%	-	1 <sup>st</sup> Intake (January ) 2 <sup>nd</sup> Intake (April) 3 <sup>rd</sup> Intake (September)



## [FM 202] Financial Management 2

1.	<b>Name of Course:</b> FINANCIAL MANAGEMENT 2									
2.	<b>Course Code:</b> Core FM 202									
3.	<b>Name(s) of Academic Staff:</b> Mr. Gopal Krishna									
4.	<p><b>Rationale for the inclusion of the course in the programme:</b>            More and more students have been found to opt to pursue a Law degree with the intention of not pursuing their career in the legal field but to enhance their carrier opportunity in areas of business, banking, marketing, insurance and management. A reasonable knowledge of financial management is important for the areas stated. The student will be transferred to UK Universities for the final year LLB and Business Degree qualification (double degree).</p>									
5.	<p><b>Semester and Year offered:</b>            Year 2, Sem 2</p>									
6.	<b>Total Students Learning Time (SLT)</b>	<b>Face to Face</b>			<b>Self-Learning (hours)</b>	<b>Student Learning Time (SLT) (hours)</b>				
	L= Lecture T= Tutorial C= Coursework E= Exam	<b>L</b>	<b>T</b>	<b>Sem</b>	<b>O</b>					
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Total Hours	<b>35</b>	<b>21</b>	<b>4</b>	<b>10</b>	<b>90</b>	<b>160</b>				
7.	<b>Credit value:</b> 4									
8.	<b>Prerequisite (if any):</b> - Nil									
9.	<p><b>Course Objectives:</b>            The objective of the course is to provide students with an enhancement of the knowledge and skill in the area of financial management. Students will learn how to apply the tools and techniques acquired to interface with accounting and finance matters of departments They will be able to identify the right combination of funds from the different sources for the appropriate application. Just like all the other modules, students should be able to integrate the knowledge acquired from not only the earlier modules but the other modules of this semester.</p>									
10	<b>Learning outcomes:</b>									
		<b>Learning outcome</b>	<b>Specific Outcomes</b>							
	1.	Knowledge	Able to understand the financial manager's role and responsibility in financial decision making  Able to acquire the skills in using the financial tools and techniques .							

	2.	Application and problem solving	<p>The ability in identifying and applying the skills in sourcing the right funds for the appropriate application</p> <p>The ability to apply the knowledge acquired to advise on divisional / department performance reports</p> <p>The capability to interpret project / activity reports</p> <p>Assist in solving financial problems encountered by departments/divisions</p>	
	3.	Sources and research	<p>Ability to source for data and information from databases, finance houses, trading associations publications and journals</p> <p>Able to pursue appropriate research in solving problems encountered by an organisation</p>	
	4.	Analysis, synthesis, critical judgement and evaluation	<p>The ability in analysing the performances of the departments/divisions</p> <p>Able to synthesise available data and information to advise the management on the right course of action.</p>	
	5.	Autonomy and ability to learn	<p>The readiness to take autonomous decisions in critical situations.</p> <p>The continuous readiness to learn and upgrade knowledge to keep with the dynamic business environment.</p>	
	6.	Communication and literacy	<p>This module enhances the student's ability to communicate effectively with subordinates and the management.</p> <p>The awareness of the changing environment, economy, business trend, technology to stay aligned to the challenges to be faced.</p> <p>Sharpen the skills to coordinate and communicate effectively with customers, investors, the government and the other stakeholders</p>	
	7.	Other Skills	<p>Ability to integrate and apply the knowledge acquired from the other modules</p>	
11	<p><b>Transferable Skills:</b>  <b>Skills and how they are developed and assessed; project /practical experience and internship</b>  Enhancement of :  9. Self-direction, self-discipline and time management</p>			

	<p>10. Problem identification and solving</p> <p>11. Critical reflection</p> <p>12. Analytical thinking</p> <p>13. Oral communication skills</p> <p>14. Ability to sift, organize and deploy large quantities of data and information</p> <p>15. Writing skills</p> <p>16. Appropriate presentation of written material</p>																				
12	<p><b>Teaching-learning and assessment strategy</b></p> <p>Interactive teaching techniques employed, using slides, notes, textbooks and case studies to deliver the subject matter. Besides the use of quizzes, presentation and MCQ's for the continuous evaluation, the theoretical knowledge will be assessed at the end of the module by examination (75%). The examination will consist of a mixture of descriptive, analytical and application questions, taking the form of essay style questions, which place emphasis on the students' demonstrating analytical skills; and problem style questions, which assess the students' ability to apply the knowledge to practical factual scenarios.</p> <p>Mid Term Examination: 25%</p> <p>Final Examination: 50%</p> <p>Coursework : 25%</p>																				
13	<p><b>Synopsis</b></p> <p>Students will be familiar with :</p> <p>f) Analysing the techniques of financial appraisal in a series of decision-making contexts.</p> <p>g) Providing a detailed examination of the principles of financial management and financial reporting and their links with accounting, economic and organisational theory, highlighting their links to corporate governance and stakeholder institutions.</p> <p>h) Enabling stakeholders to acquire an understanding of company performance through the analysis of financial reports, whilst critiquing their usefulness for the needs of stakeholders.</p> <p>i) The examination of the sources of finance and mechanisms for financial planning in a variety of organisations, together with a range of financial management tools and concepts available to managers to facilitate financial decision-making.</p> <p>j) A foundation of knowledge and understanding as a basis for further in-depth study of financial modules or the dissertation.</p>																				
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## [MIS 201/202] Management Information System

1.	<b>Name of Course:</b> Management Information Systems									
2.	<b>Course Code:</b> MIS201/202									
3.	<b>Name(s) of Academic Staff:</b> Ho Koh Ming									
4.	<p><b>Rationale for the inclusion of the course in the programme:</b>            Recently more and more students opt to pursue Law degree with the intention of not pursuing legal field but to enhance their career opportunity in areas of business, banking, marketing, Insurance and Management. The student will transfer to UK Universities for the final year LLB and Business Degree qualification (double degree). This is a non-qualifying degree which will not enable the student to practice as a legal practitioner in Malaysia.</p>									
5.	<b>Semester and Year offered:</b> Year 2 Semester 3									
6.	<b>Total Students Learning Time (SLT)</b>	<b>Face to Face</b>			<b>Self-Learning (hours)</b>	<b>Student Learning Time (SLT) (hours)</b>				
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<b>C/W</b>	<b>7</b>									
Total Hours	<b>42</b>	<b>28</b>	<b>5</b>	<b>13</b>	<b>112</b>	<b>200</b>				
7.	<b>Credit value:</b> 5									
8.	<b>Prerequisite (if any):</b> - Nil									
9.	<p><b>Course Objectives:</b></p> <p>The objective of the course is to provide students with the knowledge and skill of analysis of MIS processes in today's business environment. Information systems play a critical role in almost every organization. Information systems not only perform routine functions in organizations, but increasingly often they are critical to the organization's achievement of its strategic long term goals. It is therefore essential that managers, professionals, and those serving in many other capacities be fluent in the language of information systems and understand the role that information systems play in organizations.</p>									

10.	<b>Module Learning Outcomes:</b>	
	<b>Learning outcome</b>	<b>Specific Outcomes</b>
1.	Knowledge	Helps organizations facilitate the collection, recording, organization, retrieval, and dissemination of knowledge. This may include documents, accounting records, and unrecorded procedures, practices and skills.
2.	Application and problem solving	Provide an organization with integrated software modules and a unified database which enable efficient planning, managing, and controlling of all core business processes across multiple locations.
3.	Sources and research	You learn through two inter-related methods. Firstly, using a range of specially-written study materials, case studies, original texts, study guides and assignments and through a range of multi-media material. Secondly, you are allocated a tutor who grades and comments on your work, and arranges and runs tutorials, face to face or online.
4.	Analysis, synthesis, critical judgement and evaluation	<p>Able to understanding :</p> <ul style="list-style-type: none"> <li>• management concepts principles and skills from a people, finance, marketing and organisational perspectives</li> <li>• the development of appropriate organisational policies and strategies within a changing context to meet stakeholder interests</li> <li>• information systems as they relate to organisational contexts and how to learn from failure</li> </ul> <p>key tools and techniques for the analysis and design of information systems, including their human and organisational as well as technical aspects</p>
5.	Autonomy and ability to learn	The programme materials and support from lecturers helps develop your skills in managing your own learning. In particular, many of the modules expect you to work largely under your own direction and initiative. You are expected to reflect on your own performance, identify your own learning needs and develop appropriate learning strategies.
6.	Communication and literacy	As student, plan, monitor and evaluate your own learning and seek ways to improve performance. With all the above you will be able to communicate effectively using appropriate media, find, critically evaluate and use information or data in complex contexts and deepen understanding of problematic situations and develop techniques for their improvement.
7.	Other Skills	<p>Ability to :</p> <ul style="list-style-type: none"> <li>• continuously improve the people, activities, operations and units being managed</li> <li>• learn through reflection on practice and experience</li> <li>• demonstrate the ability to think and work originally</li> <li>• exercise own judgement about the value of knowledge and information</li> </ul>

		<ul style="list-style-type: none"> <li>• solve problems by identifying and analysing issues to determine the optimal practical solutions to improve IS performance</li> </ul>						
11.	<p><b>Transferable skills:</b>  <b>Skills and how they are developed and assessed, Project and practical experience and internship</b></p> <ul style="list-style-type: none"> <li>• Appreciate the roles, manage and use the services of employed consultants and contractors;</li> <li>• Effectively lead and motivate individuals, and project, programme or portfolio teams to achieve organisational goals;</li> <li>• Communicate effectively both orally and in writing, using a range of media and work effectively in groups.</li> </ul>							
12.	<p><b>Teaching-learning and Assessment strategy</b></p> <p>Theoretical knowledge will be assessed at the end of the module by examination (75%). The examination will consist of a mixture of descriptive, analytical and application questions, taking the form of essay style questions, which place emphasis on the students' demonstrating analytical skills; and problem style questions, which assess the students' ability to apply the law to practical factual scenarios</p> <p>Assessment Strategy:</p> <p>Coursework – 25%  Examination – 75%</p>							
13.	<p><b>Synopsis:</b></p> <p>Students will be familiar with</p> <ul style="list-style-type: none"> <li>• A study of the growing strategic importance of information systems and how the developments in telecommunications and the Internet, digital integration, and decision support are fundamentally transforming the way organisations conduct their business activities.</li> <li>• Managing the essential information technologies, system development and end-user computing.</li> <li>• The relationship of the management information system to shared information resources.</li> </ul>							
14.	<p><b>Mode of delivery:</b>  Lectures and tutorials</p>							
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## [BC 201/202] Business Communication

1.	<b>Name of Course:</b> Business Communication							
2.	<b>Course Code:</b> BC201/202							
3.	<b>Name(s) of Academic Staff:</b> Ms Elfleda Lopez							
4.	<p><b>Rationale for the inclusion of the course in the programme:</b></p> <p>As effective communication is essential in the world of business, this course will aid students to acquire the right skills in order to succeed in this area. The course has been designed to prepare students to communicate effectively in today's fast growing global workplace. The course covers business writing, oral presentations, verbal communications, group presentations, and report writing.</p>							
5.	<p><b>Semester and Year offered:</b></p> <p><b>Year 2</b></p>							
6.	<b>Total Students Learning Time (SLT)</b>	<b>Face to Face</b>				<b>Self-Learning (hours)</b>	<b>Student Learning Time (SLT) (hours)</b>	
	L= Lecture T= Tutorial C= Coursework E= Exam	<b>L</b>	<b>T</b>	<b>Sem</b>	<b>O</b>			
				-	<b>MIDE TERM</b>	<b>3</b>		
				<b>FINAL</b>	<b>3</b>			
				<b>C/W</b>	<b>7</b>			
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7.	<b>Credit value:</b> 5							
8.	<b>Prerequisite (if any):</b> - Nil							
9.	<p><b>Course Objectives:</b></p> <p>The objective of the course is to give students a comprehensive view of communication, its scope and importance in business, and the role of communication in establishing a favourable outside the firm environment, as well as an effective internal communications program.</p>							

10.	<p><b>Module Learning Outcomes:</b></p> <table border="1"> <thead> <tr> <th data-bbox="220 264 284 297"></th> <th data-bbox="284 264 587 297"><b>Learning outcome</b></th> <th data-bbox="587 264 1374 297"><b>Specific Outcomes</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="220 297 284 521">1.</td> <td data-bbox="284 297 587 521">Knowledge</td> <td data-bbox="587 297 1374 521">           1) Understand the function of business communication            2) Achieving success through effective business communication            3) Mastering team and interpersonal communication            4) Communicating in a world of diversity         </td> </tr> <tr> <td data-bbox="220 521 284 667">2.</td> <td data-bbox="284 521 587 667">Application and problem solving</td> <td data-bbox="587 521 1374 667">           1) To plan business messages            2) To write business messages            3) To complete business messages         </td> </tr> <tr> <td data-bbox="220 667 284 846">3.</td> <td data-bbox="284 667 587 846">Sources and research</td> <td data-bbox="587 667 1374 846">           1) Crafting message for Electronic media            2) Writing routine and positive messages            3) Writing negative messages            4) Writing persuasive messages         </td> </tr> <tr> <td data-bbox="220 846 284 981">4.</td> <td data-bbox="284 846 587 981">Analysis, synthesis, critical judgement and evaluation</td> <td data-bbox="587 846 1374 981">           1) Finding, evaluating and processing information            2) Designing visual communications         </td> </tr> <tr> <td data-bbox="220 981 284 1126">5.</td> <td data-bbox="284 981 587 1126">Autonomy and ability to learn</td> <td data-bbox="587 981 1374 1126">           1) Planning reports and proposals            2) Writing reports and proposals            3) Completing report and proposals         </td> </tr> <tr> <td data-bbox="220 1126 284 1205">6.</td> <td data-bbox="284 1126 587 1205">Communication and literacy</td> <td data-bbox="587 1126 1374 1205">           1) Developing oral and online presentation            2) Enhancing presentation with slides and other visuals         </td> </tr> <tr> <td data-bbox="220 1205 284 1317">7.</td> <td data-bbox="284 1205 587 1317">Other Skills</td> <td data-bbox="587 1205 1374 1317">           1) Building careers and writing resume            2) Applying and interviewing for employment         </td> </tr> </tbody> </table>		<b>Learning outcome</b>	<b>Specific Outcomes</b>	1.	Knowledge	1) Understand the function of business communication 2) Achieving success through effective business communication 3) Mastering team and interpersonal communication 4) Communicating in a world of diversity	2.	Application and problem solving	1) To plan business messages 2) To write business messages 3) To complete business messages	3.	Sources and research	1) Crafting message for Electronic media 2) Writing routine and positive messages 3) Writing negative messages 4) Writing persuasive messages	4.	Analysis, synthesis, critical judgement and evaluation	1) Finding, evaluating and processing information 2) Designing visual communications	5.	Autonomy and ability to learn	1) Planning reports and proposals 2) Writing reports and proposals 3) Completing report and proposals	6.	Communication and literacy	1) Developing oral and online presentation 2) Enhancing presentation with slides and other visuals	7.	Other Skills	1) Building careers and writing resume 2) Applying and interviewing for employment
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11.	<p><b>Transferable skills:</b>  <b>Skills and how they are developed and assessed, Project and practical experience and internship</b></p> <p>To analyses the real life case study such as :</p> <ul style="list-style-type: none"> <li>i) Communication close-up at Mercedes-AMG</li> <li>ii) Communication close-up at Southwest Airline</li> <li>iii) Communication challenges at Tellabs</li> <li>iv) Communication challenges at Xplane</li> </ul>																								



12.	<p><b>Teaching-learning and Assessment strategy</b></p> <p>Theoretical knowledge will be assessed at the end of the module by examination (75%). The examination will consist of a mixture of descriptive, analytical and application questions, taking the form of essay style questions, which place emphasis on the students’ demonstrating analytical skills; and problem style questions, which assess the students’ ability to apply the law to practical factual scenarios</p> <p>Assessment Strategy:</p> <p>Coursework – 25%  Mid Term Examination - 25%  Final Examination – 50%</p>								
13.	<p><b>Synopsis:</b></p> <ul style="list-style-type: none"> <li>• Vital communication skills</li> <li>• Business messages</li> <li>• Finding, evaluating, and processing information</li> <li>• Visual communication</li> <li>• Writing reports and proposals</li> <li>• Presentation</li> </ul>								
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## Teaching Information:

### Primary module instructor

<u>LECTURER</u>	<u>Subjects taught</u>	<u>EMAIL ADDRESS</u>
MR. PETER THOO	<ul style="list-style-type: none"><li>➤ Accounting &amp; Business Environment 1</li><li>➤ Accounting &amp; Business Environment 2</li></ul>	<a href="mailto:peterthoo@yahoo.com">peterthoo@yahoo.com</a>
MS. LAVINIA	<ul style="list-style-type: none"><li>➤ Management</li><li>➤ Operations Management</li></ul>	<a href="mailto:Lavinia@bac.edu.my">Lavinia@bac.edu.my</a>
MR. RAYMOND	<ul style="list-style-type: none"><li>➤ Marketing Management</li></ul>	<a href="mailto:Raymond@bac.edu.my">Raymond@bac.edu.my</a>
DR. CHANTHENY	<ul style="list-style-type: none"><li>➤ Basic Business Statistics 1</li><li>➤ Basic Business Statistics 2</li></ul>	<a href="mailto:chantheney@gmail.com">chantheney@gmail.com</a>
MS. LOPEZ	<ul style="list-style-type: none"><li>➤ Organisational Behaviour</li></ul>	<a href="mailto:elfleda@bac.edu.my">elfleda@bac.edu.my</a>
MS. RENUKA	<ul style="list-style-type: none"><li>➤ Microeconomics</li><li>➤ Macroeconomics</li></ul>	<a href="mailto:Renuka@bac.edu.my">Renuka@bac.edu.my</a>
MR. GOPAL	<ul style="list-style-type: none"><li>➤ Financial Management</li></ul>	<a href="mailto:gkrishna_99@yahoo.com">gkrishna_99@yahoo.com</a>
MR. GOBI	<ul style="list-style-type: none"><li>➤ Financial Management</li></ul>	<a href="mailto:Gobinathan@bac.edu.my">Gobinathan@bac.edu.my</a>
DR. RAKEN	<ul style="list-style-type: none"><li>➤ Human Resource Management</li></ul>	<a href="mailto:raken@bac.edu.my">raken@bac.edu.my</a>
MR. HO	<ul style="list-style-type: none"><li>➤ Management Information System</li></ul>	<a href="mailto:hokming@live.com">hokming@live.com</a>
MR. KELVIN	<ul style="list-style-type: none"><li>➤ Accounting &amp; Business Environment 1</li><li>➤ Accounting &amp; Business Environment 2</li></ul>	<a href="mailto:Kelvin@bac.edu.my">Kelvin@bac.edu.my</a>
MR. THAVANAYAGAM	<ul style="list-style-type: none"><li>➤ Basic Business Statistics 1</li><li>➤ Basic Business Statistics 2</li></ul>	<a href="mailto:Thavanayagam@bac.edu.my">Thavanayagam@bac.edu.my</a>

## Student Learning Hours

Student learning hours for each hour of lectures and tutorials

<u>Year/Semester</u>	<u>Subject</u>	<u>Student Learning Hours</u>
Year 1/ Sem 1	Management	90
	Accounting & Business Environment 1	90
	Microeconomics	90
	Marketing Management 1	90
	Basic Business Statistics 1	90
Year 1/ Sem 2	Accounting & Business Environment 1	90
	Microeconomics	90
	Marketing Management 1	90
	Basic Business Statistics 1	90
Year 1/ Sem 3	Organisation Behaviour	90
Year 2/ Sem 1	Financial Management 1	90
	Strategic Management	112
	Human Resource Management	112
Year 2/ Sem 2	Financial Management 2	90
	Operations Management	112
	Management Information System	112
Year 2/ Sem 3	Business Communications	112

## List of key texts.

Year 1	
<u>Subject</u>	<u>Books</u>
Economics	Economics, 12th Edition. Michael Parkin, University of Western Ontario ©2016   Pearson
Management	Management with MyManagementLab: Global Edition, 11/E Stephen Robbins
Marketing Management	Marketing Management with MyMarketingLab: Global Edition, 14/E Philip Kotler, Kevin Lane Keller
Basic Business Statistics	Basic Business Statistics Concepts and Applications, 13/E Mark Berenson, David Levine, Kathryn Szabat
Accounting & Business Environment	Financial & Managerial Accounting Charles T. Horngren, Stanford University Walter T. Harrison, Jr., Baylor University M. Suzanne Oliver, University of West Florida
Organisational Behaviour	Organizational Behavior with MyManagementLab: Global Edition, 14/E, Stephen Robbins, Timothy Judge
YEAR 2	
<u>Subject</u>	<u>Books</u>
Operation Management	Nigel Slack, 2011. Essentials of Operations Management with Myomla, Edition. Pearson / Education.
Strategic Management	Strategic Management with MyManagementLab: Global Edition, 13/E Fred David
Human Resource Management	Dessler, G, 2014, Human Resource Management Global Edition, 14/E, Pearson Higher Education, United Kingdom
Financial Management	Financial Management: Principles and Applications: International Edition, 11/E Sheridan Titman, University of Texas at Austin John D. Martin, Baylor University Arthur J. Keown, Virginia Polytechnic Instit. and State University
Business Communication	Business Communication Today: Global Edition, 11/E Courtland Bovee John Thill
Management Information System	Management Information Systems, 14/E Kenneth Laudon Jane Laudon

## The UKTB book list

List of books that is provided to students:

<b>UK TRANSFER DEGREE (BUSINESS)</b>	
<b>Year 1</b>	
•	Economics – Study Manual
•	<b>Given During Tutorial</b> : Economics – Workbook
•	Organisational Behavior – Study Manual
•	<b>Given During Tutorial</b> : Organisational Behavior – Workbook
•	Management – Study Manual
•	<b>Given During Tutorial</b> : Management – Workbook
•	Marketing Management – Study Manual
•	<b>Given During Tutorial</b> : Marketing Management – Workbook
<b>Year 2</b>	
•	Human Resource Management – Study Manual
•	<b>Given During Tutorial</b> : Human Resource Management – Workbook
•	Strategic Management – Study Manual
•	<b>Given During Tutorial</b> : Strategic Management – Workbook
•	Operations Management – Study Manual
•	<b>Given During Tutorial</b> : Operations Management – Workbook
•	Business Communication – Study Manual

## General Guidelines

- **Referencing style for coursework**

Candidates are required to submit their assignments in the following format:

Typed, printed and stapled and taped together

- a. (Note: Fancy binding, graphics and colored papers are NOT required)
- b. Text and Footnotes font type: Calibri
- c. Text Font Size: 12
- d. Footnotes Font Size: 10
- e. Text must be 'Justified'
- f. Line spacing: 1.5
- g. Assignments should be printed on ONLY ONE side of the A4 sized paper.
- h. Word count should not exceed 3000 words. An allowance of +/- 100 words is allowed.

3. Every coursework submitted must include:

- a. Coloured instructions page given by the college Coursework question (found behind the instructions page)
- c. Candidate's answer together with Bibliography and Footnotes<sup>2</sup>
- d. Word count (soon after the final line of the coursework)
- e. Bibliography

4. The following are optional and may be included where applicable but are NOT mandatory (they should be used MODERATELY):

- a. Contents page
- b. A SEPARATE section for Table of Statutes and Table of Cases. This should be in alphabetical order.
- c. Breakdown of Chapters, Headings and Sub-headings
- d. Relevant Appendices and Annexures
- e. Diagrams, Charts, Tables or Pictures

5. Assignments will NOT be assessed and will be returned to the candidate if:

- a. the candidate's name is stated on the assignment;
- b. no references (footnotes and bibliography) are provided in the assignment (See footnote 2 above for more details)
- c. the assignment is not accompanied with the instructions page stating the candidate's IC and ID numbers.

## Grading criteria

### What we are looking for in the 'classes'

Bearing in mind the need to see grades in the context of the aims and learning outcome of the module, we set out briefly below the qualities we are looking for in awarding different classifications to particular pieces of work. It may be helpful to see the lower second class as the starting point, since this grade is awarded to sound work of good overall quality. Achieving a higher result requires something extra - and this will usually be found in the quality of analysis and criticism, in the presentation of a sustained and coherent argument, and in your approach to the topic. On the other hand, work which falls short of the lower second class standard contains some significant deficiencies, as indicated below:

<b><u>MARKS RANGE</u></b>	<b><u>CRITERIA</u></b>
90-100%	The work of exemplary and superlative qualities. It shows complete awareness of the dimensions of the topic and of competing analyses, coupled with a degree of individuality, imagination and insight giving the work a personal stamp. Key theoretical, methodological or policy debates are discussed comprehensively, and source material is treated critically and located within this broader framework of debate. The descriptive and informational content is accurate, relevant and complete, drawing on a comprehensive wide range of material. Any data are excellently presented, and - for essays, projects and the dissertation - the referencing and bibliography completely comply with the standards set out in this Handbook. The work also demonstrates excellent evidence of intellectual ambition.
80%-89%	The work is outstanding and shows comprehensive awareness of the dimensions of the topic and of competing analyses, coupled with a degree of individuality, imagination and insight giving the work a personal stamp. Key theoretical, methodological or policy debates are discussed, and source material is treated critically and located within this broader framework of debate. The descriptive and informational content is accurate and comprehensive, drawing on a comprehensive wide range of material. Any data are well presented, and - for essays, projects and the dissertation - the referencing and bibliography comply with the standards set out in this Handbook. The work also demonstrates clear evidence of intellectual ambition.
75%-79%	The work is excellent and shows clear awareness of the dimensions of the topic and of competing analyses, coupled with a degree of individuality, imagination and insight. Key theoretical, methodological or policy debates are discussed, and source material is treated critically and located within this broader framework of debate. The descriptive and informational content is accurate and relevant, drawing on an appropriately wide range of material. Any data are well presented, and - for essays, projects and the dissertation - the referencing and bibliography comply with the standards set out in this Handbook.

70%-74%	Work of upper second class standard is characterised by its good quality of problem definition, analysis and criticism, with some recognition of broader theoretical, methodological or policy issues. Source material is treated critically. Concepts are defined, important distinctions are drawn, classifications are evaluated, and the treatment of any correlations and causal links is precise. Coverage of the topic is good, and the material is accurate and relevant. The argument is well structured and clear, with no significant confusion. Any data are well presented, and - for essays, projects and the dissertation - the referencing and bibliography comply with the standards set out in this Handbook.
65%-69%	Work of lower second class standard is characterised by sound coverage of the topic, with good descriptive content and largely accurate and relevant material. The treatment, however, is dependent on the sources, and critical appraisal is underdeveloped. Analysis lacks depth; for example, some key concepts are not defined, some important distinctions are not drawn, classifications are oversimplified, and the treatment of correlations and causal links is limited. The argument is nevertheless clear and sound, with no significant confusion. The presentation of any data, and - for essays, projects and the dissertation - the bibliography and referencing are good, with only minor problems if any.
60%-64%	Work of third class standard is characterised by adequate coverage of the topic, but with significant flaws in other areas. Most of the material presented is shown to be relevant to the topic, though there may be a few significant inaccuracies. Source material is treated uncritically, and analysis is flawed or non-existent. The structure of the argument is weak, with some confusion or lack of logic. The presentation of any data may be poor, and - for essays, projects and the dissertation - there may be deficiencies in bibliography and referencing, such as missing items, and incomplete or inaccurate references.
55% - 59%	The work falls short of the standard required. Coverage of the topic is inadequate and important source material is missing. A substantial amount of material is not shown to be relevant to the question or topic. Some inaccuracies and confusions are displayed. Source material is treated uncritically, and analysis is unsatisfactory or non-existent. The argument is unsatisfactorily structured, confused or illogical. There may be serious inadequacies in bibliography and referencing - for essays, projects and the dissertation - such as missing items, and incomplete or inaccurate references.
50% - 54%	The work is of poor quality. Coverage of the topic is incomplete and important source material is missing. A substantial amount of material is not shown to be relevant to the question or topic. Major inaccuracies and confusions are displayed. Source material is given a cursory treatment, and analysis is poor. The argument is poorly structured, confused or illogical.



0% - 49%	The work is unacceptable. Coverage of the topic is extremely incomplete and important source material is seriously lacking. A substantial amount of material is not shown to be relevant to the question or topic. Major inaccuracies and confusions are displayed. Source material is given a cursory treatment, and analysis is non-existent. The argument is poorly structured, confused or illogical. Bibliography and referencing - for essays, projects and the dissertation – are completely missing.
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## Study guidelines.

### Introduction to Note Taking

Note taking is an essential learning skill for college students to implement during and outside of class time. The notes recorded during a class lecture should be compiled of the important facts or ideas presented by the lecturer and tutors. Implementing a system of note taking is important for several reasons.

First, the faculty member may be presenting supplemental material not found in your text book but critical for you to learn in order to make a connection to prior knowledge or introduce new material within your textbook.

Secondly, the information presented within a lecture may be used for future assessments (quizzes, exams, reflection papers).

Finally, a system of good note taking is an important study strategy.

Actively listening and taking notes during class increases the retention of the material. Reviewing the notes immediately after class to add additional points or to generate questions for clarification creates opportunity for additional retention and understanding. Effective note taking skills will assist in preparing for exams and future knowledge base of material.

### Getting Organized

A 3-ring binder is usually the most organized system for note taking. This allows you to place your syllabi in the front, insert handouts by date, and add notes as needed. It also allows you to remove sections of notes and place them side by side to create a “big picture” view of a main point, chapter, or section.

### Before Class

Effective note taking begins prior to class by creating a framework of reference. This strategy provides familiarity with terms, ideas and concepts discussed in lecture and leads to an active role in your own learning.

- Determine the lecture topic and review past readings and notes
- Complete readings assigned to lecture topics and preview any other auxiliary material (Power Point presentation, video clips, etc...)
- Prepare questions you may have from the readings

## **During Class**

*Depending on the type of class and personal learning style, you will develop your own method of taking notes. Here are some guidelines and methods to assist with the process:*

- Date your notes
- Keep the objective/theme of the class in mind
- Record notes in your own words
- Make your notes brief
- If you fall behind, stop. Make a mark in your notebook, listen for a few minutes until you feel caught up, then begin taking notes again. It is better to listen and get the information later.

## **Three Common Note Taking Methods:**

### **Cornell Method**

The Cornell Method is a systematic and simple method for note taking that breaks the note page into three sections to allow for organized recording and review. You can use it while reading your text or taking lecture notes.

### **Outlining**

Record main ideas to the left of the page. Indent more specific information underneath and further indent examples.

### **Charting**

Charting is a good strategy for courses that require comparison/contrast of specific dates, places, people, events, importance and how the information relates.

## **After Class**

*To solidify your understanding and connect new concepts with previous concepts, review your notes as soon as possible following class.*

- Immediately after class, remain in the classroom or find a quiet space close by and review notes.
- Connect with another member of the class and create an interactive discussion about the lecture.
- Visit your professor during office hours with questions. Be specific, state what you understand and ask if you missed any important concepts.
- Instead of recopying your notes, record yourself reviewing what you wrote. Speaking out loud is an interactive process that leads to a more in depth understanding. Additionally, you will have a recording that can be played back.

## Additional Resources

### Reference List

Thum, C. (Producer). (1996) Academic Success Videos. *Notetaking*. Video retrieved from [http://www.dartmouth.edu/~acskills/videos/video\\_nt.html](http://www.dartmouth.edu/~acskills/videos/video_nt.html)

*Note Taking*. Video retrieved from <http://www.byui.edu/academic-support-centers/study-skills/study-skills-videos/note-taking>

Learning Strategies.

*Effective Note Taking*. Video retrieved from [http://web2.scranton.edu/ctle-utorials/videos/note\\_taking/note\\_taking.html](http://web2.scranton.edu/ctle-utorials/videos/note_taking/note_taking.html)

- **Guidelines for main assessment techniques,**
- **Rationale and use of Turnitin software** (if applicable),
- **Coursework guidelines.**

Candidates are required to submit their assignments in the following format:

Typed, printed and stapled and taped together

- a. (Note: Fancy binding, graphics and colored papers are NOT required)
- b. Text and Footnotes font type: Calibri
- c. Text Font Size: 12
- d. Footnotes Font Size: 10
- e. Text must be 'Justified'
- f. Line spacing: 1.5
- g. Assignments should be printed on ONLY ONE side of the A4 sized paper.
- h. Word count should not exceed 3000 words. An allowance of +/- 100 words is allowed.

Every coursework submitted must include:

- a. Coloured instructions page given by the college. The word count does NOT include the Footnotes and Bibliography.
- b. Coursework question (found behind the instructions page)
- c. Candidate's answer together with Bibliography and Footnotes
- d. Word count (soon after the final line of the coursework)
- e. Bibliography

4. The following are optional and may be included where applicable but are NOT mandatory (they should be used MODERATELY):

- a. Contents page
  - b. A SEPARATE section for Table of Statutes and Table of Cases. This should be in alphabetical order.
  - c. Breakdown of Chapters, Headings and Sub-headings
  - d. Relevant Appendices and Annexures
  - e. Diagrams, Charts, Tables or Pictures
5. Assignments will NOT be assessed and will be returned to the candidate if:
- a. the candidates name is stated on the assignment;

- b. no references (footnotes and bibliography) are provided in the assignment
- c. the assignment is not accompanied with the instructions page stating the candidate's IC and ID numbers.

## Information on Academic Resources

### Library facilities.

Students can access the BAC E Resources vide the college website of through the CMS. **Currently we have the following E Resources made available to the student:**

- Westlaw
- Lexis Nexis
- Mylibrary
- Ebrary
- Proquest
- AZ Online

### IT facilities.

We have implemented our **BAC-student-WIFI High speed Network** across the BAC PJ and KL Campus for your convenience. We would appreciate your kind assistance with our implementation and use the internet by logging on to the following network.

- **BAC-Student-net-1** from floors 1-5
- **BAC-Student-net-2** from floors 6-11
- **BAC1-Student-net-1 – KL Campus**
- **BAC-Teachers- Net – for Teachers**

**Once you connect to the SSID, you will be redirected to BAC Login page to enter the following credentials.**

**Students Login (unique IDs for each of the BAC student and teachers)**

User Name	IC number
Password	IC number

Those who are unable to login, kindly use the following temporary Access listed below and report to your **coordinator** or contact below mentioned contacts of BAC IT support.

**Imthiyaz- HP 0183851354**

**Chandra- HP 0162379202**

**Temporary Students Login**

User Name	bacstudent
Password	bacstudent#

## Health and Safety

1. The College is committed to providing a safe and healthy environment for students and staff. It is expected also that staff and students themselves will follow the information, instruction and training provided and will adhere to the policies and procedures developed for their own protection.
2. The OSHA places a legal obligation on both staff and students to ensure their own safety and that of their colleagues. Failure to do so, placing themselves or others at risk, will render them subject to disciplinary action. It should be noted that it is a criminal offence to interfere with or misuse anything provided for health and safety purposes, including fire alarms, extinguishers, first-aid boxes, guards on machineries and safety signs.
3. Details of the arrangements that apply in emergency situations such as fire and fire evacuation, first aid and accident and incident reporting, are to be found in the policy and procedure/code of practice documents that support the College Health and Safety Policy. Students will be informed of the detailed procedures to follow during departmental inductions, and copies are available from departmental offices.
4. It is one of the responsibilities of Heads of Department to ensure that students receive appropriate safety training. This will vary from department to department, depending on the nature of particular disciplines and courses.

All students must:

- (a) take reasonable care for the health and safety of themselves and of other persons who may be affected by their acts or omissions;
- (b) co-operate with all members of staff in maintaining the requirements of the Health and Safety at Work Act and all other safety regulations affecting the College;
- (c) not interfere with, intentionally or recklessly, or misuse anything provided in the interests of health and safety at the College;
- (d) wear, where appropriate, suitable protective clothing;

- (e) Observe departmental health and safety requirements, which are set out in Student Handbooks, with particular regard to laboratory equipment and materials, and to activities undertaken outside the College.
- (f) It is also important that students observe the health and safety policies and procedures in the Students' Union and in the Union's clubs, societies and recreational activities. There are requirements laid down in relation to certain sports and activities to conduct risk assessments and to observe specific safety rules.
- (g) Students are forbidden to carry out any repairs, or to fit plugs to any electrical appliances, unless they have been authorised to do so by a member of staff. No appliances may be connected to an electrical system by means other than the correct plug or connection. Students who bring mains-operated electrical appliances onto College premises, or use them there, must see that they are in safe condition and fused correctly. The Director of Facilities Management retains the right of inspection and confiscation of items found to be unsafe.
- (h) It is forbidden for students to interfere with any electrical or power operated appliance, with electrical power, water or service equipment, or to install any extra electrical wiring.

## 9. Emergencies

Important safety information will be posted on notices from time to time and may, for example, relate to fire evacuation, illness, or chemical spillage. These notices should be read and any instruction followed, addressing any query to the originator of the document or the departmental office.

## 10. First aid

All departments have lists of qualified first aiders, and notices are displayed with their telephone numbers and the location of first aid boxes. Disciplinary regulations Disciplinary action will be considered against anyone who does not follow health and safety rules

## **Student Supports**

- **Lecture and Tutorial service**

For each and every subject that you are taught the lecturers and the tutors together or individually will explain to you the demands of the subjects. You should attend the induction course and failing which it is essential that you speak to the lecturers and or the tutors to identify how to best excel in the subject. However please take note of the general guideline given above for note taking.

- **Student Counselling Service**

BAC has in-house Registered Counsellors to assist students who, from time to time, may require some help with handling the stresses of student life. Counselling is offered in a private and confidential setting to explore the difficulties faced by an individual student, referred to as the client. The counsellor does not provide an instant or magical solution. Instead, the counsellor and client seek to understand the situation or issue together and come up with possible solutions. In this context, counselling is defined as 'helping people to help themselves'.

The counsellor will also be able to provide emotional support by allowing you to express your feelings and fears. The counsellor will not tell you what to do, but may help you see things from a different point of view and find your own way through a difficult patch.

Contrary to popular belief, needing counselling does not mean 'You're losing it'. It simply means you are taking responsibility for your situation and trying to make things better, which is seen as a sign of maturity and healthy development. Please feel free to approach the Front Desk (KL/PJ) to enquire about this service.



- **Learning Support and Development.**

A Personal Development Plan (PDP) enables learners/students to identify key areas of learning and development activity that will enable them to either acquire new or develop existing skills and behavioural attributes for the following purposes:

- enhance performance in their current role
- address anticipated changes in their current role
- address career aspirations towards a future role

Prior to completing the Personal Development Plan (scroll down to next page(s) for a template to complete), the learner/student should undertake a skills analysis activity to determine their learning and development needs and identify development objectives to meet those needs.

BAC recommend that the personal development planning process should be undertaken initially by the learner followed by discussion and agreement with their lecturer and or tutor.

The personal development planning process should ideally begin at the point at which the learner is new to their role and undertaking their induction. The process can then continue throughout their employment at the University.

Development Objectives are objectives that you have identified to enable you to meet the learning and development needs identified at the skills analysis stage

Priority identifies whether your development objective is:

- **critical to your current role**
- **beneficial but non-critical to your current role**
- **critical to your progressing in to future role**
- **beneficial but non-critical to progressing in to future role**

Activities can constitute any learning or development activity that will enable you to achieve your development objectives e.g. formal training, on-the-job training, work-shadowing another colleague etc.

Support/Resources describe what you need to help you achieve your development objectives. Typically this would involve support from your lecturer, department or colleague to enable you to undertake a learning or development activity such as allowing you time away from your role or funding from your department.

Target and Actual dates state when you intend to achieve your development objectives followed by the date you actually achieve them. Data in these columns is particularly useful when you review your PDP as it will enable you to identify any factors that may have prevented you from achieving your development objectives on the target date and build in contingencies to prevent this from occurring in the future.

Review date states when you will review progress on your Personal Development Plan. Assuming that you undergo the personal development process annually, we recommend that you review your PDP every six months therefore enabling you to:

- Assess your progress
- Reflect on your learning
- Identify whether your development objectives need to be amended
- Identify factors that may have prevented you from achieving your development objectives
- Build in contingencies to enable you (where possible) to meet your agreed target date in the future

**Personal Development Plan: Template**

	<b>What are my development objectives?</b>	<b>Priority</b>	<b>What activities do I need to undertake to achieve my objectives?</b>	<b>What support/resources do I need to achieve my objectives</b>	<b>Target date for achieving my objectives</b>	<b>Actual date of achieving my objectives</b>
1						
2						
3						
4						
5						
6						
7						
8						
	Review date:					

**Disability Service.**

Brickfields Asia College is committed to creating an accessible learning community where individuals with disabilities have an equal opportunity to pursue their educational goals, limited only by their abilities, not their disabilities. Ability Services strives to empower students, foster independence, and promote achievement of the student's career and educational goals.

BAC is responsible for arranging reasonable accommodations for all qualified students with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) to ensure equal access to all programs and activities at the College.

## **Careers Advisory Service**

The Career Centre- Connecting Education and Careers

The Career Centre firmly believes that every aspect of a holistic educational experience should propel students towards their future. As such the centre helps students identify and fulfill their future goals and aspirations by providing innovative and comprehensive in-house programmes and resources for career development, internships and employment.

The Career Centre reinforces classroom learning with real world experience by facilitating connections with business, social communities and employers. Students are encouraged to participate in career fairs, career talks, industry related competitions and upskilling workshops.

“The Career Club” of The Career Centre is formed to hone students’ leadership skills by empowering them with the running of the career centre under the flagship of mentors who are lecturers and experts in their own field.