

DALY COLLEGE BUSINESS SCHOOL

BA (Hons) Business Studies

Programme Handbook
2008 / 09

The information contained in this Handbook covers academic and management issues relating to the undergraduate programme .

Copies of this handbook can be referenced or obtained from the DCBS Office. If you require advice on these regulations please contact your Programme Leader.

Please consult the handbooks and regulations. They will be useful throughout your time at the institute. You are strongly advised to read and comprehend the information they contain.

IMPORTANT:

Please retain this booklet for the duration of your time with us or until it is superseded; you will need the information for future reference.

Although every effort is made to ensure that the information in this booklet provides details of programmes and module choices, not all modules are made available to all programmes. Students may **ONLY choose electives if they are available on the programmes for which they are registered. Ensure you are completing, or have completed core subjects and pre-requisite modules appropriate to your chosen course of study. If you are in doubt about what your options are, please check with the Office or with programme leader.**

Welcome to the Daly College Business School, an associate institution of the De Montfort University, Leicester, UK. It has been founded with a view to making available high quality Management Education to high achieving Indian students at an affordable cost. DCBS believes that alongside opening up our economy, there is a need to open up and internationalise our educational institutions as well. Universities should nurture universality. This is the philosophy behind this collaborative endeavour.

We have completed 10 years of functioning with considerable success and are about to enter the 11th year. The placements of our alumni in reputed organisations have been very encouraging. We now enter the next phase in our growth. We are planning to add Master's programme very soon and DCBS will then attain the status of a full fledged Institution of Business Management.

The rapid pace of change is leaving management strategists and organizations gasping for breath. It is apparent that organizations require not merely planners, thinkers and strategists but also those who can lead the action from the front.

The Institute's BA (Hons.) in Business Studies is an internationally reputed and recognized undergraduate programme. This programme is delivered essentially through two important pedagogical tools, namely Modular Approach and Practical Learning, which are especially *applicable in the second and third year elective disciplines. The BA (Hons.) in Business Studies has strong international focus as the international managerial practices and issues are discussed not as an independent subject but are woven into most courses taught at the Institute.*

Students chiseled into dynamic young men and women have been developed into globally oriented, technology savvy and socially sensitive individuals who can steer successful management change in organizations. I am sure these young people will be able to create value to any organization that they are part of.

We look forward to training bright and promising school leavers into top class Managers and entrepreneurs of the 21st century.

Sumer Singh
Director
Daly College Business School.

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GENERAL INTRODUCTION

A full-time Undergraduate Honours Degree usually takes place over a minimum of three academic years. Students who may wish to undertake a work placement may seek to do after the third year.

The academic year takes place over three terms; Autumn, Spring and Summer. There are 24 teaching weeks, the last two weeks of which are for revision purposes. The remaining weeks are for examinations and further revision. Each year on a full-time programme, you take modules to the total value of 120 credits. Individual modules are typically of 15 or 30 credits. At each year you must take a minimum of two 30 credit modules.

As well as progressing to an Honours Degree there are opportunities to take intermediate awards including a Certificate or Diploma in Higher Education, or a non-Honours Degree. Full details of intermediate awards, together with the number of credits required are outlined in the 'Handbook and Regulations for Undergraduate Awards'.

You will be provided with a more detailed calendar, including fee payment dates etc from the School Office and during the Induction period.

Note: you should not arrange to take holidays during term time.

The deferred and referred examinations normally take place after the first two weeks of August and may run into the first week in September. Therefore you should not book any holidays that would fall within those weeks unless you have received your examination results and know that you do not have to sit any referred or deferred examinations.

The BA (Hons) Business Studies Degree Programme

Programme Contacts

At enrolment you will be allocated a Personal Tutor, who will be your first point of contact for any queries you may have.

The Programme Leader for the **Business Studies** Degree programme is:

Sunil Chaturvedi **PL** **+91 731 2702882** scdcbs@yahoo.com

Aims and outcomes of the programme

Aims.

The BA (Hons) Business Studies Programme provides students with inputs from many developments and disciplines within the business context. These disciplines and philosophies have been combined together within the degrees to provide students with a broad and coherent programme that provides an advanced general education for business. While providing students with a background in all areas of business, the programme contains enough flexibility to allow students the opportunity to specialise in certain areas. In the final year students are able to study in depth one particular discipline.

The programme not only leads to a degree qualification in its own right, but also lays the foundation for those wishing to obtain advanced professional qualifications. Successful completion of certain diets of modules on the programme can lead to exemptions from modules on professional qualifications run by many of the major professional bodies such as the Institute of Marketing; Chartered Institute of Management Accounts; and the Association of Certified Chartered Accountants. The programme is also recognised and supported by other

professional bodies such as the Institute of Personnel and Development and the Chartered Institute of Management in UK and Association of Indian Universities, India and Local Management Association and CII in India.

The development of critical, analytical and intellectual capabilities is an important objective of the programme. Practical experience and the development of transferable skills are enhanced by the option of an industrial placement year after Year 3 for those on the Business Studies Programme in UK as well as in India.

Learning outcomes:

Each module in the programme has its own learning outcomes and students are directed to the Module Handbooks for further details. However, it is possible to state some generic course based outcomes.

Outcomes for BA (Hons.) Business Studies course:

The programme has been designed to achieve four key learning outcomes. At the end of the programme students will be able to:

- Frame business problems and be able to offer alternative prescriptions.
- Critically evaluate ideas; concepts; general and specialist information and data..
- Enter a business environment and possess the ability to function within it.
- Articulate ideas, views and prescriptions both in written and oral form.

Learning and teaching

The main teaching methods used are lectures and tutorials / seminars within the teaching sessions. A diverse range of modules on the programme provide an opportunity for experiencing a range of teaching and learning approaches. This degree is unique within the field of business education because of its strong focus on experiential and problem-based learning, group work and student reflection. Students will also make extensive use of IT based learning, through the University's Blackboard virtual learning environment. Modules will use the Blackboard in different ways hence each module shell will not be identical

The following short descriptions will give you some idea of what to expect.

Lectures:

Formal teaching periods that are used to introduce topics and assignments and provide keynote material. Whenever possible, specific lecture handouts will be made available. Often this material will also be available on Blackboard. Lectures are used to give you information. Learning from lectures is enhanced if you take time to review both your own notes and any handouts you have been given. It is recommended that you read any suggested materials prior to attending your lecture.

Tutorials / seminars:

These are essentially a discussion group led by a member of staff and / or student and can sometimes involve presenting a paper to an audience of staff / students. Tutorials are less formal than lectures. You can enhance your learning by participating – asking questions or for clarification, offering your own ideas or examples. You will usually be asked to prepare for the tutorial with some advance reading or by undertaking short tasks. The tutor will assume that everyone has done the preparation, so the time can be spent productively discussing the key issues. You may be asked to make a presentation with a group of other students or individually in a tutorial

Studios / workshops – some Business modules:

These will normally be used for you to make progress on assignments. You will be able to consult staff and be able to use some of the time to search out material in the Library and other sources. Your learning will be enhanced if you put time into preparing for the workshop, and reviewing what you have learned afterwards. You will often be given a sheet of questions to answer, a problem to solve, or information to find out during the workshop time.

NB Attendance at all lectures, tutorials, seminars and workshops is compulsory and monitored by module teaching staff.

Group work:

Most modules will involve an element of working in groups. Sometimes this is completing a workshop exercise; sometimes it involves a longer assessed piece of work. Group work is used in teaching for a number of reasons:

- It reflects what is done at work every day – improving your group skills will be of real benefit to you at work
- It gives you the opportunity to learn from each other
- It gives you the opportunity to learn some of the more difficult ‘people skills’ by taking different roles within a group.

You are encouraged to use group work positively, and to reflect on how well (or badly) your group has worked together. Sometimes group work can appear difficult, either because group members do not like to take on responsibilities (“I won’t be any good at that”), or because they don’t like the thought that others will benefit from their hard work (“I’ve done all the work, why should they share the credit?”). Overcoming these kinds of problems is a key to the learning process on the degree. Through support, skills training and especially through your reflection on the successes and problems of specific pieces of group work you will understand what makes a group effective, and how your contribution can be part of the process.

Reflection:

DCBS and De Montfort University regards learning as something that continues throughout your life. If you can learn *how to learn*, you can get far more out of your time here than just a degree. In a constantly changing world, you need to know how to access new information and new skills, how to evaluate them and how to apply them to your situation. So throughout the programme you will be encouraged to reflect on your own learning and progress. Sometimes this will mean adding a reflective statement to an assignment, sometimes completing a series of questions. However you should aim to reflect on all your learning experiences – including the unsuccessful ones – to discover *how* you learn, as well as *what* you have learned. Much of this reflection can be used in the preparation of your personal development record on the Managed Learning Environment (MLE)

Blackboard:

This is learning and teaching based on using Information and Communication Technology (ICT). Many of the modules across the Faculty use the Blackboard system to enhance and support the student learning experience. The Blackboard system allows access by students to learning material from any computer at any time. It also offers the opportunity for on-line discussion, retrieval of information, learning, assessment and links to other electronic sources. Some modules put their teaching material onto Blackboard.

Where you will be taught

You will be given a timetable at the beginning of each year which will have details of all the modules you are studying, and where the teaching sessions take place. If your timetable is wrong, or you have any other timetable queries you should contact the DCBS office. This information is also available in the business school website.

Who will teach and support you

The Programme Team:

You will obviously see your tutors in lectures/seminars/tutorials, but if you wish to speak to them at other times you may contact them in person, by telephone, e-mail, or in writing. If you are having difficulty contacting your tutor in person please remember that they have many other commitments. The 'surgery' sessions are time when tutors will generally ensure their availability – please check these times with individual tutors. A list of surgery hours for tutors in the Business School can be obtained from the DCBS office.

Personal Tutors

You will be informed of the name of your Personal Tutor at Enrolment. The name and contact details for your Personal Tutor may also be found in the DCBS office.

In addition, there is a number of support staff who may be able to help you:

Name	Role	Email
Sumer Singh	Director	principal@dalycollege.org
Sunil Chaturvedi	Programme Leader	scdcbs@yahoo.com
Poojae Sethi	Faculty / Socio Academic coordinator	poojae@gmail.com
Manish Mittal	Faculty member	manmittal_1969@rediffmail.com
Sonali Mukherji	Faculty member	s_mukherjee73@yahoo.co.in
Sumant Bhushan	Faculty member	sumantbhushan@hotmail.com
Rekha Attri	Faculty member	rekha_attri@yahoo.co.in
Pratibha Chaurasia	Faculty member	pratibhadc@gmail.com
Rajni Nagu	Faculty member	rajninagu@gmail.com
Suresh Kumar	EA to the Director	sureshep@gmail.com
Mahesh Rasal	Office Administrator	maheshrasal@yahoo.com
Purnima Bhushan	Librarian	goodsbhushan@hotmail.com
Nitin Badade	Systems Administrator	nitinbadade@rediffmail.com
Ashok K Dubey	Astt. Librarian	

Understanding the modular teaching structure

Your programme consists of a number of specific and integrated modules. Certain modules are core and therefore must be taken, others might be optional. At year one, all modules are core. Each module is a discrete 'subject' with its own timetabled content (or syllabus), its own tutors and its own assessment tasks. Each module has been designed to enable you to learn, and often to demonstrate, specific knowledge and skills. Each module will have specific teaching sessions.

Modules are at different levels, and you need a certain number of each to complete your award. Each module has a certain number of 'credits,' these are added together to make the number of credits (at each level) you need for your final award (for example 360 for an Honours degree). Your programme will include both 15 and 30 credit modules. You will generally study modules adding up to 120 credits per year.

You can get more information about the University's system from the Undergraduate Handbook and Regulations for Undergraduate Awards. This handbook informs you how you may proceed from one year

to another and where necessary how many reassessments you might be allowed to take.

Each level of study includes a number of core modules. At levels 2 and 3 students can make choices of modules from a number of electives that supplement the core modules to provide the requisite number of credits required at each level. All students will be given information, written and verbal, about the available choices in time for appropriate selections to be made.

Programme Structure (2008-09)

Module Code	Module Title	Module credits
HRMG1103	Understanding Orgs	15
CORP1111	Business environment	15
MARK1500	Principles of Marketing	15
CORP 1502	Understanding Business	15
CORP1520	Business Communications and Creativity	30
ACFI 1202	Introduction to Accounting	30

Level 2			
Core Modules (Total Credits 60)			
Module Code	Module Title	Module credits	Remarks and Pre-Requisite.
CORI2181	Business Research Issues and Analysis	15	None
CORP2501	Entrepreneurship in Business today	30	None
CORP2131	Business Economics	15	None
Plus choose one from:			
MARK2313	Brand Management	30	MARK1500
ACFI2208	Performance measurement in Organisations	30	ACFI1202
Then choose two 15 credit elective from the below:			
MARK2306	Marketing Communications	15	MARK1500
MARK2303	Buyer Behavior	15	MARK1500
MARK2312	International Marketing	15	MARK1500
ACFI2206	Introduction to Financial Management	15	ACFI1202
CORP2141	Operations Management	15	None
CORP2518	Financial Markets and Institutions	15	None

Level 3			
Core Modules (Total Credits 60)			
Module Code	Module Title	Module credits	Remarks and Pre-Requisite.
CORP3501	Strategic Management	30	None
CORP3502	Contemporary Business Issues	30	CORP2131
Then choose 60 credits from the electives below:			
CORP3506	Creative Actions in organisation	15	
CORP3500	E-Business		CORP2181 or CORP2131
MARK3304	Marketing of services	15	Any level 2 MARK module
MARK3005	Retail Marketing	15	Any level 2 MARK module
MARK3308	Marketing Project	30	Must have taken 45 credits of MARK modules at Level 2.
MARK3012	Global Marketing Strategies	15	MARK2312
ACFI3217	International Developments in Accounting	15	ACFI2208
ACFI3205	Accounting and Finance Project	30	ACFI1202
ACFI3218	Principles of Corporate Finance	30	ACFI1202 and ACFI2206

Optional Work Placement Year – Please see section on Work Placements

Module and Programme Information

The following sections contain outline descriptions of the individual modules for each year of study. For instance, methods of assessment might change and individual option modules are available subject to demand and available resources. These are accurate at the time of writing, but may be subject to change.

You will be given a module handbook for each module at the beginning of the year. This section is intended to give you a general overview of what you will be studying.

Level 1 : Module Descriptions

Module Title: Understanding Organisations

Module Code: HRMG 1103

15 Credits – Level: 1

Module Description:

The module aims to introduce students to the concepts and theories relevant to an understanding of the behaviour of people in work organisations. It distinguishes between formal and informal organisation at work, comparing key principles of organisational design and their impact on organisational effectiveness and individual behaviour. It outlines the principles of management which underlie the design of work and examines the influence of technology on job satisfaction and the motivation to work. It explores the types of conflict and sources of organisational misbehaviour which occur within the employment relationship and recognises the impact of cultural context on organisational principles and behaviour.

Assessment Criteria:

2 Phase test - 40 Minutes each - 30%

Individual written assignment based on group work and discussion in workshops - 1500 words -

70%

The different types of assessment allow for formative and summative elements. Workshops linked closely to assignment to encourage attendance and participation.

Please note that assessment information is subject to change.

Module Title: Business Environment

Module Code: CORP 1111

15 Credits – Level: 1

Module Description:

The module essentially investigates a broad range of factors that impact upon a business both from within the business itself as well as from inevitable external pressures.

The content is highly topical throughout with the first major section dealing with current world events and how they influence business prospects. The rationale for such an introduction is to demonstrate the contemporary nature of the subject matter as well as enabling the student to draw upon aspects of their general knowledge.

The module moves on to analyse in depth the influence of government macroeconomic policy on the business environment. The present economic objectives of government are assessed and a range of

policies are examined at the regional, national and local level. The constraint of resource availability faced by a nation is also assessed. Policy success and policy failures are investigated against the backdrop of the business cycle.

A large emphasis is made on how a firm approaches their own particular market via market analysis. The importance of changing conditions of demand, and supply constraints are looked into in detail. Subsequent changes in cost and revenue conditions are analysed depending upon the degree of competition that the firm faces. Government intervention in markets is highlighted as a key aspect of the mixed economy.

The success of business is dependent upon the success of the economy, which may ultimately be derived from the political processes, and stability of a nation. As such the module also covers the impact of the overall political environment at the international, regional, national and local level.

Thus, the module is designed to give students a broad understanding and appreciation of the business environment. In addition to this, the module should furnish them with a knowledge of key concepts and principles that will be drawn upon in the future both at university and in the work place. The highly topical nature of the content should enable the student to see the relevance of their studies and enthruse them to keep a current level of general knowledge.

The assessment methods selected have been chosen to encourage participation and the learning of economic techniques and principles. These are then used to develop the skill of summarising key current issues so as to produce evidenced argument in a clear, logical and sequential manner.

Assessment Criteria:

Essay 1 - 1000 words - 20% Essay 2 - 2000 words - 40% End of year multiple choice paper - 60 question multiple choice paper of 60 minutes - 40%

The end of module unseen examination (multiple-choice) has a continuing value as a method of assessment which both causes the student to review the course as a whole and effectively tests understanding of it.

The essays provide the opportunity to examine issues in some depth, critically employing a range of sources and developing skills of organisation, synthesis and writing. The principle of having two essays should enable the student to take advantage of comprehensive feedback after the return of the first submission. As such the second essay carries a greater weight in terms of the overall value towards the final module mark. Each essay has a different hand-in date to give the student flexibility in both topic choice and timing of submission.

Please note that assessment information is subject to change.

Module Title: Principles of Marketing

Module Code: MARK1500

15 Credits – Level: 1

Module Description:

The module aims to equip students with a thorough grounding not only in the theories which underpin marketing principles, but also the practical application of these theories.

The student has the opportunity to explore and gain an understanding of marketing as an organisational discipline. Although complete in itself as a way of comprehending the principles of the process, those students wishing to pursue further marketing studies should be equipped by this module to follow more advanced modules at levels 2 and 3.

Assessment Criteria:

Journal - 25%

Group report - @ 1500 words - 25%

Examination - Two hours - 50%

Throughout the life of the module students will develop a journal comprising a series of activities that follow the structure of the course. This will be seen at various stages by tutors, and will be collected for final assessment towards the end of the year.

The Journal and group report will allow the students regular feedback and the opportunity to practice and improve a range of skills

An unseen 2 hour examination provides a final summative opportunity for students to bring together the knowledge and skills addressed in the module.

Please note that assessment information is subject to change.

Module Title: Understanding Business

Module Code: CORP 1502

15 Credits – Level: 1

Module Description:

All organisations, irrespective of size, product, industry or sector, have both an internal and an external environment. This module focuses on organisations within a business context. In particular, the module examines organisations' internal environments, paying special attention to the ways businesses structure themselves (organisationally and legally), the key processes they engage in (planning, growing, innovating) and the main business functions commonly found (for example, marketing, finance, human resources, operations and logistics). Influences on the internal environment of the business such as culture and communication are identified.

The module also examines some of the major external influences affecting the business organisation and seeks to demonstrate how this external context has implications for the firm's internal environment (for example competition, social and economic factors, technological change).

Overall, this module aims to provide the student with a robust understanding of the nature of business and how they operate. This will develop valuable understanding for any student who will be working in or indeed running a business. Additionally the module meets the requirements of employers seeking individuals who can quickly fit within a business environment.

Assessment Criteria:

Progress test 1 Hour - 0%

Course Assignment 2000 words - 50%

Examination 2 hours - 50%

The assessment strategy enables individual and group work to be assessed enabling a broader base of key skills to be tested, i.e. communication and working with others. The formative progress test and the summative examination ensure that all aspects of the module can be tested.

Please note that assessment information is subject to change.

Module Title: Business Communications and Creativity

Module Code: CORP 1520

30 Credits – Level: 1

Module Description:

If you apply yourself to this module, by this time next year you will be much more confident in the following areas

- Using written, oral and visual communication tools and techniques
- Overcoming barriers to communication in individual and group situations
- Understanding the theories of organisational culture, communication and learning
- Understanding the value of different types of communication and be able to choose appropriate communication methods.
- Understanding aspects of personal development and career planning.
- Developing an awareness of personal skills base

What is the assessment strategy?

All four assignments are designed to help you reflect on the theories discussed and your personal experience of communication and creativity. Ensure you add the deadline dates to your diary in order to plan your workload effectively. In each assignment you will be expected to have researched effectively and developed a creative solution to the assessment criteria.

Assignment	1	2	3	4
	Report	Presentation with handout	Crisis Meeting and reflection	Career Plan
	Individual	Group	Group	Individual
Weighting	10%	25%	25%	40%
Deadline	Week 8	Weeks 16/17	Weeks 20/21	Week 27
Pass Mark	40%	40%	40%	40%

The assignments are weighted as shown in the table above.

The rationale is to ensure that all of the key skills are covered and that all learning outcomes can be achieved. Students will be required to achieve an overall 40% but need not pass each element however a minimum 30% is expected for each element.

Please note that assessment information is subject to change.

Module Title: Introduction to Accounting

Module Code: ACFI 1202

30 Credits – Level: 1

Module Description:

A general introduction to the basics of Financial and Management Accounting designed for non-specialists.

The module will lead to the student achieving the following Learning Outcomes:

Demonstrate a knowledge and understanding of basic management accounting and its role in decision making.

Identify various costing and analytical methods, and to select the most appropriate method for application in a given situation.

Demonstrate skills in analysing data in order to make management decisions within given scenarios.

Predict and plan using financial data.

Demonstrate an understanding of some of the contexts in which accounting can be seen as operating, ie legal and social environment, accountancy profession, the business entity and the capital markets.

Demonstrate a knowledge and understanding of the commonly used technical language and current practices of accounting.

Demonstrate skills in summarising transactions and other economic events, preparation of simple financial statements, analysis of the operations of business, financial analysis and projections.

Demonstrate a knowledge and understanding of the basic theories of empirical evidence concerning financial management and risk and the operations of capital markets.

Assessment Criteria:

Unseen exam - Duration : 2 hrs - 50% Coursework - 50%

One unseen exam with a 50% weighting and coursework (50% weighting) covering both Financial and Management accounting. The coursework will take a variety of forms including Phase tests, essays, practical work and casework.

Please note that assessment information is subject to change.

Level 2: Module Descriptions**Module Title:** Business Research Issues and Analysis**Module Code:** CORP2181**15 Credits – Level:** 2**Module Description:**

The Business Research Issues and Analysis module provides an overview of the research process in business. It equips students with the necessary tools and techniques to prepare a business research proposal, execute this proposal, and analyse and interpret the data. It prepares students to analyse business problems and opportunities in general via a rigorous research process. After completing this module, students should have developed a critical mind and the research skills necessary for evaluation, synthesis and analysis. The module encourages students to become better independent learners.

This module will include lectures, tutorials, and computer laboratory work. The lectures explain and illustrate concepts and theories in business research. The tutorials provide opportunities for small group discussions and project presentation. The computer laboratory allows students to practice the use of Microsoft Excel in resolving managerial issues.

Assessment Criteria:

Research proposal - 10%

Report - 60%

Multiple choice test - 1 Hour Duration - 30%

The research proposal is submitted before Christmas so that it can be a summative as well as a formative assessment. The report will be an individual piece of work which enables students to put into practice the principles introduced in this module. The report is designed to encourage students to work and learn independently. The multiple choice paper tests the students' level of understanding of the module syllabus in particular the statistical part of the module.

Module Title: Entrepreneurship in Business Today

Module Code: CORP2501

30 Credits – Level: 2

Module Description:

In increasingly complex and uncertain environments, businesses need to be entrepreneurial. This module introduces students to the concepts of entrepreneurial practice from an individual, team and organisational perspective and provides opportunities for students, individually and in teams, to explore the impact of entrepreneurial practices in different contexts.

Additionally, the module will equip students to think conceptually and critically about the role of the individual in developing entrepreneurial practice in businesses and organisations. Participating students will be able to demonstrate an ability to apply the concepts of entrepreneurship through action-learning approaches.

Overall, the module explores the nature of enterprise and entrepreneurship in business today through an introduction to the key concepts and models of entrepreneurial practices and behaviours across individual, team and organisational contexts and how these impact on each other. Students review the key internal and external environmental influences on entrepreneurial practices in businesses and organisations and the processes and methods of learning and developing entrepreneurial practices. Finally, the future of entrepreneurship in business is examined.

The module is delivered through a series of lectures, workshops, live case clinics and tutorials.

PLEASE NOTE: Students choosing this module should be aware that attendance at lectures and tutorials is essential – you cannot pass this module without full attendance because some elements of module assignments are completed during tutorials.

Assessment Criteria:

Business Idea proposal - 40%

Idea pitch - 15%

Seminar/lecture presentation - Group presentations on assigned topic - 15 minutes - 15%

Case study analysis - Individual preparation of an assigned case study - 2000 words - 30%

Please note that assessment information is subject to change.

Module Title: **Operations Management**

Module Code: CORP 2141

15 Credits – Level: 2

Module Description:

The core activity of any organisation is the transformation of some input into an output of greater value and this core activity is called the operations function. This module introduces the main principles and techniques that can be applied to make the operations of all types of organisations, both manufacturing and service, perform efficiently and effectively. By developing an understanding of the approaches covered in the module students will gain a greater appreciation of the operational issues which influence overall organisational performance in many sectors.

Assessment Criteria:

Other Course Work: Group Interim Assignment - Written report of 500 words - 15% Group Assignment - Oral presentation and a written report of 1500 words - 35% Examination - 2 Hours Duration - 50%

The assignment allows students to investigate operations management in real-world organisations, thereby reinforcing the applied nature of the subject. By researching the task in depth students are given the opportunity to show the knowledge and understanding gained in subject-specific areas. The presentation of the assignment allows students to demonstrate how they have transferred their generic key skills to this particular context. The Interim report focuses upon the theoretical underpinning of the assignment, giving students an early opportunity to gain feedback on their learning and assignment preparation.

The examination is a test of the student's knowledge and critical understanding of key aspects of the course.

Please note that assessment information is subject to change.

Module Title: Business Economics

Module Code: CORP 2131

15 Credits – Level: 2

Module Description:

The module provides an economic framework for the analysis of decision making within the firm. The economist's view of the world – as encapsulated in economic ideas, concepts, theories and models – helps us to understand more fully those aspects of behaviour which are the very essence of business activity: namely, production and consumption. Economics provides a framework of analysis to be used in interpreting and explaining business related issues.

The module predominantly uses a microeconomic approach to explain the workings of the firm and its environment. Students will already have studied some basic economics within the first year Business Environment module. This module will build upon and develop the economic concepts introduced in that module.

In focussing on production and consumption, the module will seek answers to such key questions as:

- How can we explain what underlies consumer behaviour?
- What factors affect consumer demand for goods and services?
- To what extent is a person's demand influenced by changes in income or in the prices of competitive goods?
- How do firms organise themselves to meet consumer demands?
- What factors influence a firm's goals and behaviour?
- What is the relationship between a firm's output, its cost and profitability?
- How do firms decide on their pricing strategy?
- How might the structure of the market in which a firm operates affect its conduct and performance?
- How can a firm influence the degree of competition in the market place?

Assessment Criteria:

Examination - Unseen Examination - 2 Hours Duration - 50% Assignment - 20% Assignment - 30%

A 2 hour examination with one essay from a choice of 3 questions, and 50 multiple choice questions.

The assignment is of 2200 word in a report format. The assignment has 2 components, the first component handed in before the Christmas break. This element has a 20% weighting (see

above). The second part of the assignment, weighted at 30%, due in before Easter (see below).The assignment element is broken into 2 components. The feedback students receive on the first part of the assignment will assist their performance on the second.

Please note that assessment information is subject to change.

Module Title: Brand Management

Module Code: MARK 2313

30 Credits – Level: 2

Module Description:

Brands are facing challenging times – and this module’s aim is to equip students with an understanding of the models and frameworks necessary for them to understand, develop and grow brands in a variety of organisational contexts.

Structured to combine new product development and innovation, and subsequent brand development, the module allows the student to develop creative thinking skills and related business acumen.

A combination of teaching and learning techniques will be utilised – including contemporary case studies, videos and role play. The theory will be explained and applied by tutors who have relevant experience managing products and brands for well-know companies.

Would you like to be equipped with the necessary skills and knowledge to develop new products, set strategies for brands and manage them? If so, then this module is for you.

Assessment Criteria:

2 Essays - 1500 words - 15% Group Project - 45%

3 Hour Exam - 40%

Group Brand Project - 45%

This assessment comprises three parts.

1. Situational Analysis of the Brand in the Marketplace – Individual component – 15%
2. Presentation Proposal – Individual component – 15%
3. Group presentation – 15%

Through parts one and two, students will be awarded marks and rewarded for their individual input into the group project.

The coursework elements allow for the formative development of the students’ thinking, reasoning and analytical skills, through various tutorial activities. Appropriate feedback will be given in the tutorials, thus allowing skills to develop and improve. These skills will feed into the summative elements of the module’s assessment programme. The group presentations allow the students, among other things, to demonstrate their abilities to investigate a situation and to offer solutions, based on an application of relevant theory.

Please note that assessment information is subject to change

Module Title: Performance Measurement in Organisations

Module Code: ACFI 2208

30 Credits – Level: 2

Module Description:

This module examines the measurement of organisational performance in the commercial, public and not for profit sectors.

It examines financial and non-financial measures looking at social accounting and ethics as well as traditional accounting frameworks.

It develops the critical and analytical skills in recognising the inter-relationships between accounting and non-financial performance and operations of organisations.

It will look at commercial organisations charities and other not-for-profit enterprises and will involve considerable in depth studies of specific organisations.

The module also examines the mechanisms for internal performance measurement and the achievement of managerial performance when making decisions.

Assessment Criteria:

Coursework - Phase Test - 1 hour - 25% Coursework - Essay 2000 words - 25% Coursework - Group Report 2000 words - 25% Coursework Business Problem - 2000 words - 25%

A range of different types of assessment are used to build up the student subject and cognitive skills. The phase test will be used to assess the technical skills and understanding.

Individual skills to assess and report on social accounting skills are developed in the second assessment.

The final piece of group assessment brings together of all areas of the course whereby students need to develop group working skills to evaluate a “live” set of accounts.

Please note that assessment information is subject to change.

Module Title: Marketing Communications

Module Code: MARK2306

15 Credits – Level: 2

Module Description:

The marketing communications module focuses on one particular area of the marketing mix, most frequently referred to as the promotional mix. Marketing communication is the means by which organisations communicate with their publics and target audiences at product and corporate level.

The module provides an overview of marketing communications and offers essential grounding for anyone wishing to enter into marketing communications/ brand management careers in both client and agency organisations. It also provides a useful basis for anyone wishing to pursue a career in other areas of marketing or business.

Two marketing communications models are introduced that create the basis of the module, those of the 'marketing communications process' and the 'marketing communications planning framework'. The marketing communications environmental context is then highlighted to include recognition of the variety of target audiences (publics and stake holders), the regulatory system and role of agencies and the media.

The full range of promotional mix elements are identified with the major elements analysed in detail. Emphasis is also placed on the integration between those elements.

A balance of practical application and academic rigor is emphasised throughout.

Assessment Criteria:

Individual report - 2000 Words - 20% Group report - 3000 Words - 30%

Exam - 2 Hours Duration - 50%

The coursework elements allow for the development of the students analytical, written & communication skills both on an individual and a group basis. The tutorial sessions prior to course work deadlines will provide a key input into the final reports both in the individual & group assessments and provide ongoing formative feedback.

The students' understanding and practical application of the major course outcomes will be tested through the examination.

Please note that assessment information is subject to change.

Module Title: Buyer Behaviour

Module Code: MARK2303

15 Credits – Level: 2

Module Description:

This module aims to provide an introduction to the various concepts and theories developed by the study of Buyer Behaviour and a consideration of how they may be used to achieve marketing objectives.

These aims are achieved by providing examples from a range of concepts and demonstrating their practical application. This activity creates insight into a variety of buying processes and shows how marketing operations may affect buyers' decisions.

Assessment Criteria:

Report (individual) - 2000 words plus Point of Sale material - 20% Presentation (group) - 15 minutes - 20% Exam - 2 Hours Duration - 60%

i) Seminar presentations (Group)

This element allows the students to provide evidence of their ability to illustrate the impact of the various influences affecting the day-to-day behaviour of ordinary consumers. The assignment requires the students to demonstrate the application of theoretical ideas in a real world context.

ii) Product guide (Individual)

This element assesses the student's ability to synthesise a range of source materials into a useful customer information document.

iii) Part seen examination (Individual)

The student will have the opportunity to demonstrate their knowledge and ability to provide solutions to problems. Both understanding of the concepts and their application can be tested by this method.

Please note that assessment information is subject to change.

Module Title: International Marketing

Module Code: MARK 2312

15 Credits – Level: 2

Module Description:

On completion of this module you should thoroughly understand the complexity of international marketing. This module addresses global issues and describes concepts relevant to all international marketers, regardless of the extent of their international involvement.

Assessment Criteria:

Phase test (Key word) - 1 Hour - 30% Group Report (Case Study) - 30% Exam - 2 Hours - 40%

The assessment is designed to encourage and motivate students to participate in the learning process, and achieve the stated learning outcomes.

Specifically, the assessment will test the student's understanding of the International environment, their ability to analyse marketing opportunities in International Markets, their ability to develop marketing strategies, to design international marketing programmes, and to appreciate issues associated with managing the global marketing process.

The multiple choice examinations encourage the students to carry out the initial reading on the module to familiarise themselves with the key terms and concepts. Once this initial understanding is gained, more in depth application of concepts and techniques will be achieved through short answer tests and case study work. The rationale, therefore, is for students to develop a good grounding in the key terms, concepts and theories, and then to develop their ability to apply the skills learnt.

The assessment process is staggered to allow ongoing feedback to the student throughout the module.

Module Title: Introduction to Financial Management

Module Code: ACFI 2206

15 Credits – Level: 2

Module Leader: Alan Hill - Email: rahacc@dmu.ac.uk - Telephone: 0116 2078217

Module Description:

To develop a rigorous and thematic evaluation of the dual investment and finance functions of Financial Management that relate normative theories to sound managerial practice, substantiated by empirical evidence.

The module will involve considerable mathematical expertise. The use of prescribed software and case studies will also play a major part in the learning process.

Assessment Criteria:

Coursework 1 - 50% Coursework 2 - 50%

Students must achieve an overall pass and need to achieve a minimum standard in each element.

Please note that assessment information is subject to change.

Module Title: Financial Markets and Institutions

Module Code: CORP2518

15 Credits – Level: 2

Module Description:

This module gives an introduction to the Financial System which is very essential for economic development via capital formation.

It provides an understanding of how the capital flows through the Financial System and results in economic growth.

It helps in developing analytical skills by providing the students an understanding of the functioning of various parts of Financial System.

It helps in a clear understanding of the problems in an emerging financial market to better understand how the specific gaps can be filled to build stronger institutions.

Assessment Criteria:

Phase Test - 20%

Group Coursework - 30%

2hr Unseen Exam – 50%

Students must achieve an overall module pass.

Please note that assessment information is subject to change.

Level 3: Module Descriptions

Module Title: Strategic Management

Module Code: CORP3501

30 Credits – Level: 3

Module Description:

This module aims primarily to ensure that students understand the nature and meaning of corporate strategy and are able to assess the strategic position of corporations operating in complex global markets.

In the early stages, the module emphasises concepts and tools necessary for critical strategic analysis. It then focuses on specific strategic issues and challenges that affect contemporary business operations, including for example, mergers and acquisitions, strategic alliances, knowledge management. There will be a strong emphasis on the management of change, organisational learning and strategy implementation with the extensive use of case studies.

Assessment Criteria:

Topical Case study report (in pairs) - 20%

Simulation 'game' (group based) - 15%

'Game' analysis & reflection report (individual) - 25%

Exam - 3 Hours - 40%

The module combines summative assessment (through examination and business simulation report) and combined formative and summative assessment (business simulation and case study report).

- The topical case study report will be submitted by end of week 8 of the academic year and is designed to assess students' conceptual understanding of the subject and their ability to apply these concepts to a specific case study. It is a collaborative piece, as students will be given the opportunity to work in pairs (although they will still have the option to submit an individual piece). This is seen as a fundamental pre-requisite to the remainder of the assessment strategy, because the latter will then rely on the appropriate application of that knowledge.

- The business simulation is run with groups of students, acting as their corporation's senior management, being assessed on the performance of managing the simulated company over a ten week / ten financial qtr periods. Students will need to address a corporate issue, make recommendations and strategic choices. Operational, functional and corporate level strategic choices will need to be reviewed throughout. They will need to demonstrate their skills in strategic performance, competitor analysis and team-working. Peer evaluation will also be used as a means of distinguishing individual contribution intra-teams where necessary.

- The business simulation report is designed to enable students to demonstrate their knowledge

of the application of strategic tools and concepts to a simulated competitive environment in a professional format. It will combine adoption of strategic tools used to direct and inform strategic focus and action of their business, analysis of continual performance and subsequent strategy formation/formulation and overall reflection upon lessons learned. Groups' strategic intent, underpinning rationale and performance review will also be summarised in tutorial presentations.

The module will have a 3-hour final examination paper, which will test students' factual knowledge, understanding and critical assessment of some of the strategic management literature. The examination paper will cover the themes introduced and discussed in lectures. It is a summative assessment.

Please note that assessment information is subject to change.

Module Title: Contemporary Business Issues

Module Code: CORP3502

30 Credits – Level: 3

Module Description:

This module is designed to address a number of contemporary and challenging issues facing business today. In particular, it aims to provide students with a deeper appreciation of the role of business in society, together with an insight into alternative economic and social structures. It specifically aims to challenge many implicit assumptions and accepted norms.

The analytical model employed views business as only one component within an interlocking system with government and society, in which all three components operate and interact with a complex and dynamic external environment, and in which national sovereignty is increasingly under attack.

Assessment Criteria:

Individual assignment A and B - A=1500 Words and B=3000 Words - 40% Tutorial presentation & debate - 15 minutes + support evidence - 15% Exam - 3 Hours Duration - 45%

The module assessment is designed to encourage students to think deeply, critically, and from a number of different perspectives. The individual written assignment enables the student to examine a topical business-related issue in depth. By being in two parts, it is both formative and summative. The group presentations and debate encourages the development of team skills and enables the students to present and defend a particular viewpoint from an opposite and opposing one. The use of a partially seen exam also facilitates the learning process. Students will be advised in week 23 the general subject areas that will appear on the exam. They will not be given the exact examination questions. Students are then expected to develop greater understanding in their three chosen areas, by continued and extensive reading using a range of sources. It is not sufficient to just rely on material given in lectures, and the student should develop their own ideas, opinions, and examples. As a result the standard of essays should be high. Three essays will be written under examination conditions of three hours duration.

Please note that assessment information is subject to change.

Module Title: Creative Actions In Organisations

Module Code: CORP3506

15 Credits – Level: 3

Module Description:

This module's aim is to introduce Level 3 students of business to 'new ways of seeing' their external and internal business environments. The emphasis is on experiential learning, for example cross - cultural negotiations. Participants will practice techniques for:

- Exploring their external business environments - such as their industry networks - in novel ways that maximise value to customers in global markets
- Developing creative organisational climates that will encourage the implementation of new internal processes and the learning of new skills
- Understanding networks and relationship marketing techniques that provide sources for new ideas - both downstream and upstream
- Demonstrating both entrepreneurial (growth in small firms) and intrapreneurial (renewal/transformation in large organisations) behaviour.

Assessment Criteria:

- The assessment strategy will entail the creation of simulated networks of small, medium and large organisations (value chains), and demonstrations via creative scenarios of entrepreneurial and intrapreneurial behaviour
- Group-based industry survey – demonstration of creative management and marketing techniques and skills developed on the module. Weighting 10%
- Group-based presentation – demonstration of creative management and marketing theories and knowledge developed on the module. Weighting 20%
- Group-based simulation – demonstration of creative management and marketing techniques and skills developed on the module. Weighting 20%
- Individual essay – reflective exercise to demonstrate holistic understanding of application of creativity to business situations. Weighting 50%

Module Title: E-Business

Module Code: CORP3500

15 Credits – Level: 3

Module Description:

The E-Business module provides an insight into the key managerial issues facing business organisations as they address the challenges of electronic business within the new connected economy.

E-Business is designed to provide students with a broad understanding of e-business concepts, including the economics of the new economy, the implications for functions such as marketing, operations management, and HRM. It will also encourage students to explore new business models that exploit Internet technologies, and examine some of the legal, ethical and regulatory issues. Finally it speculates on the future prospects and directions for E-Business

For Full-Time students the course will run as a series of weekly hour lectures that will make use of the Internet to illustrate the lecture content. Student will also participate in tutorials every 2 weeks that will include case discussion sessions and presentations from student groups. Students will be expected to prepare for these sessions. Part-Time students will have a weekly hour lecture that will include case discussions, laboratory work on the Internet and group presentations.

Assessment Criteria:

Individual assignment - 1500 - 2000 words - 30%

Tutorial Presentation & debate - 20 minutes + support evidence - 20%

Exam - 2 hours - 50%

The module assessment is designed to encourage students to think deeply, critically, and from a number of different perspectives. The individual written assignment is formative, enables the student to examine a topical E-business-related issue at an early part of the module. The group presentation encourages the development of team skills. The use of an unseen exam enables the student to demonstrate their own understanding of a range of module content under constrained conditions. It is not sufficient to just rely on material given in lectures, and the student should develop their own ideas, opinions, and examples.

Please note that assessment information is subject to change.

Module Title: Marketing Of Services

Module Code: MARK 3004

15 Credits – Level: 3

Module Description:

The rapid growth of the service sector in the final half of the 20th century has led many nations to move from a manufacturing based economy to a service based economy. A major impetus of this shift has been the impact of the information age and the development of computer technology and advancements in telecommunications. By the year 2005 over 90% of new jobs will be based in the service sector, a quarter of those are expected to be in just two main industries: the health industry and business services. Other areas that are expected to have large gains in employment are the retail sector, government sector, financial services sector and computer and data processing services. All these industries have one thing in common – they are service organisations. For the 21st century it is vital that the next generation of managers have the skills and depth of understanding necessary to organise, develop and make successful strategic marketing decisions that are specific to service industries. This module aims to provide students with a working knowledge of the marketing of services and an understanding of the special nature of services and the consequences to marketing mix decisions. By the end of the course students should be equipped with the ability to design and develop strategic and tactical programmes necessary in the development of current and new service products. This module will acclimatise students to the subject through formal lectures and applied case studies to develop their theoretical knowledge to practical scenarios. As this module is a specialised marketing subject students will be expected to have a broad based knowledge of marketing and may have additionally specialised in other areas of marketing.

Assessment Criteria:

Coursework - report - 2000 Words - 20% Coursework - phase test - 1 Hour - 20% Exam - 2 Hours - 60%

The coursework elements allow for the formative development of the students' analytical skills by using a staged business report.

The Phase test will provide a summative assessment for the benefit of both student and module leader.

The students' research and analytical skills are also tested through the examination, which uses a real business as its case. This format allows the students to demonstrate their abilities to investigate a situation and to offer solutions to real marketing problems.

Please note that assessment information is subject to change.

Module Title: Retail Marketing

Module Code: MARK 3005

15 Credits – Level: 3

Module Description:

Retailing is usually one of the largest sectors in the economy of any developed country. It is of critical importance to manufacturers and consumers alike. This module aims to demonstrate how the major marketing tools, which students should have already learnt, are currently used in the context of retail business. It achieves this through a combination of discussion and specific illustrations of the tools in use. The dynamism of the sector is legendary so the module uses up to date cases as a major vehicle for learning.

The module reflects major interests in positioning strategy, store choice and location, and the future development of retailing. These themes are reflected throughout the programme as being of significant use in current retail markets.

Assessment Criteria:

Coursework - Two stage report - each stage @ 2000 words - 40% Exam - 2 Hours Duration - 60%

The coursework elements allow for the formative development of the students' analytical skills by using a staged business report. There is feedback at each stage and thus skills are both practiced and improved through the module.

The students' research and analytical skills are also tested through the examination, which uses a real business as its case. This format allows the students to demonstrate their abilities to investigate a situation and to offer solutions to real marketing problems.

Module Title: **Marketing Project**

Module Code: MARK 3008

30 Credits – Level: 3

Module Description:

The Marketing Project is designed to give students the opportunity to pursue a topic of their individual interest. Students frequently expand on an area that has been of interest in previous marketing modules, link the study to issues that intrigued them from their work placements, or explore a topic that has not been studied in a formal module. With the guidance of a few lectures and appointments with an assigned project tutor, the project should demonstrate the application of academic theory to actual marketing situations. The module requires the student to be able to work independently and set their own goals in exchange for the opportunity to explore a topic that excites and interests them personally.

Assessment Criteria:

Coursework - Literature review - 2000 words - 15% Coursework - Project - 12-14,000 words - 85%

In Week 7 a synopsis is required which is not assessed but reviewed and returned with feedback (relevant to outcome 1). If this is not submitted then the literature review grade will be capped at 40%.

The overall project is designed to be an independent piece of work with some academic support. The initial assessment of the work is to be formative rather than summative. The literature review offers assessment of the students understanding of the academic underpinning of the chosen topic. Although summative in results a student may change and improve this piece for inclusion in the final project document.

Module Title: Global Marketing Strategies

Module Code: MARK3012

15 Credits – Level: 3

Module Description:

This module builds on the International Marketing Module, so it is assumed that the student has at least a basic understanding of the subject. The module provides a more focussed look at the incentives and drives for firms to operate globally, as well as reviewing global strategies of firms.

Assessment Criteria:

Coursework - Group report - 1000 words - 10% Coursework - Group presentation - 30 mins - 50%
Coursework - Individual report - 2000 words - 40%

The coursework elements allow for the formative development of the students' thinking, reasoning and analytical skills, through various tutorial activities. Appropriate feedback will be given in the tutorials, thus allowing skills to develop and improve. These skills will feed into the summative elements of the module's assessment programme. The group presentations allow the students, among other things, to demonstrate their abilities to investigate a situation and to offer solutions, based on an application of relevant theory.

Please note that assessment information is subject to change.

Module Title: International Accounting

Module Code: ACFI3215

30 Credits – Level: 3

Module Description:

This module will look at the international framework for accounting.

It will look at and compare different approaches to developing accounting rules and regulations on the international stage.

It will also entail questioning the need for harmonisation and alternatives to harmonised standards.

We will look at current issues such as the EU move to international standards and the problems that economies in transition face.

This module will also look at the international practices of specific countries.

We will consider the impact of specific accounting problems such as goodwill, foreign currency and inflation and compare international practices.

Another important aspect of the module is looking at international accounting from the viewpoint of management.

We will look at control of global operations and transfer pricing issues.

Assessment Criteria:

Phase Test (Individual) 1 - 10% Phase Test (Individual) 2 - 10% Phase Test (Individual) 3 - 10% Report (Individual) - 25% Report (Group) - 45%

Module Title: Accounting and Finance Project

Module Code: ACFI3205

30 Credits – Level: 3

Module Description:

A dedicated, academic approach to a traditional, honours level project in Accounting or Finance that provides a unique opportunity for directed private study. Students will lead the module in terms of project design and preparation whilst supervisors will be limited to an advice and guidance role only. Supervisors will not specifically aid students with the style, presentation or content of the project.

Students will select their own topic and will work in a self managing manner with advice from the supervisor to produce a report of between 8000 and 10000 words.

Assessment Criteria:

The Research Proposal - 30% The Project - 70%

By December students must have demonstrated the ability to research a specified accounting or finance area, having maintained contact with the supervisor during the research process by meeting prescribed deadlines for the production of:

1. A project outline or synopsis
2. A literature survey (or draft bibliography)
3. A specimen draft of the first chapter.

By the first week of the Summer Term (usually) two bound copies of a 8000 to 10000 word completed project (exclusive of appendices) must be submitted based on the research proposal.

Students must achieve an overall pass but do not need to pass each element.

Module Title: Principles of Business Finance

Module Code: ACFI 3218

30 Credits – Level: 3

Module Description:

Finance can be simply described as the branch of economic science concerned with the acquisition of money, the allocation and management of money resources, and the maximisation of wealth via optimum investment decision-making. Therefore, by definition, financial decision-making is crucial for all companies as the successful choice of money resources and implementation of investment decisions will secure survival and expansion of the business entity.

This module introduces students to the main principles of financial decision-making and the key characteristics of the modern financial system. Using normative economic theory as the basic philosophical foundation, students are introduced into the three essential parts of corporate finance, namely:

- the financing decisions
- the dividend policy, and
- the investment decisions

This module complements students' knowledge of financial management theories learnt in the ACFI1202 (Introduction to Accounting) and ACFI2206 (Introduction to Financial Management) modules in the second year of their studies.

Assessment Criteria:

2 – 1 hour phase tests – 10% each

Group report -1500 words- 50%

Essay- Individual – 20%

An average pass amongst the two assessments is required (*The MCT and the Group Assignment*)

For the *Unseen Examination* students are required to achieve a pass mark of 40%

Please note that assessment information is subject to change.

Module choices

This section provides information regarding the structure and choices within Programmes as at September 2008. **This is subject to possible alteration within the academic year due to changes in staffing, timetabling, and possible re-design of programmes and modules for academic reasons.** However, we promise to do our best to deliver these choices, and we usually do attain this level of provision. Details of the 2008 modules and their pre-requisites are included.

You will need information on module options for re-enrolment for years 2 and 3, which takes place around March /April each year. It is your responsibility to ensure that you are enrolled on the correct number of modules, that these meet your degree requirements, and that you have all the necessary pre-requisites. This handbook lists all modules available in 2008(subject to change). In making elective (option) choices, take great care to select only those available to your registered programme.

Instructions:

UK undergraduate honours degrees require the successful completion of **360 credits** by the end of the programme of study. These credits are achieved by studying and passing a range of modules at levels 1, 2 and 3 (120 credits at each level). This is a common feature of all UK universities. In the Faculty of Business and Law, each module taken is worth 15 or 30 credits. This means 120 credits should be taken at each level. Module results from second and final years are used to calculate the final degree classification. The Handbook and Regulations for Undergraduate Awards should be referred to for details of progression and final degree classifications.

- **Handbook and Regulations for Undergraduate Awards 2008/2009**

You are responsible for ensuring that all eligible option choices are made well in advance of the start of modules. Advice will be given to you during the programme as to when these choices are made and registered. **Failure to register for module choices at the right time could result in your choice being restricted as places are filled.**

- **Core and option modules**

Please note your programme has identified core modules. These are compulsory for all students taking that programme.

- **Pre-requisite modules**

A pre-requisite module is one that affects progression and it is expected to be successfully completed with a minimum pass at 40% before the desired module can be taken. Do be careful to check that you will have completed any pre - requisite required for modules at level 2 and level 3.

- **Programme structure - Level 1**

In your first year - LEVEL 1 - you will have no choice in the modules taken.

- **Programme structure - Levels 2 and 3**

The choices you can make become more flexible, but they still work within your overall programme

structure.

If you have any questions, please ask.

Changing a module:

An opportunity exists to change modules on which a student is registered subject to meeting the requirements necessary and gaining approval. A Module Change form (available from the DCBS Office) should be completed and signed by module tutors concerned. You can only apply to change 30 credits of modules (ie one 30 credit module or two 15 credit modules) up to the end of the second week of term. Option changes can only be made when there are available places on that module. Because modules changes are not automatically available, you are advised to be careful in your original choice of modules, seeking further advice where appropriate. Further information about changing modules can be obtained from the Handbook and Regulations for Undergraduate Awards.

Assessment procedures

The following regulations are provided in order to ensure consistency and fairness in assessment. These regulations should be read in accordance with those set out in the 'Handbook and Regulations for Undergraduate Awards'.

Handing in the coursework:

Business, Accounting and Finance, Human Resource Management, Marketing Modules

All written coursework for business modules MUST be handed in to the DCBS office. Work will only be accepted between 9.00 am and 4.00 pm Monday to Friday. See the section below on Programme Assessment for penalties for late submission.

For business modules you must obtain a receipt for each piece of work, which you must keep as proof of submission until the work is returned. It is also imperative that you keep a copy of the work, either on disk or a photocopy and you must make a hard copy available on request.

See the section below on Programme Assessment for penalties for late submission.

Course deadlines, extensions and deferrals:

Coursework deadlines are published in order to facilitate equity for students and sound administration by assessors. To keep to course deadlines students must ensure good time management. It is expected that coursework deadlines will be met at all times. Only with prior consent of the appropriate Module tutor will, in exceptional cases, extensions to deadlines be given. In such circumstances, you must submit a 'Request for Extension to Coursework' Form. Students are reminded, however, that we seek to encourage business-like and professional behaviour. Therefore, work submitted late will be the subject of a penalty.

Extensions and deferrals will only be given for situations which can be described as 'crises' which could not reasonably be anticipated and which are of sufficient severity and duration to interfere with the production of assessed work. Examples which may result in an extension include illness of the student or the illness of a close relative.

Extensions to deadlines and deferrals will not normally be considered for a period in excess of 14 days. It

is not generally seen as appropriate to offer extensions for longer than that period. Requests for extensions must be submitted prior to the deadline and must be done so by completing an 'Extension to Coursework' Form. This form requires you to negotiate the period of extension with your Module Tutor and also submit (where appropriate) documentary evidence, such as a Doctor's Certificate.

To request a deferral, you should complete a 'Deferral of Coursework Form'. The application (and supporting documentation) for deferral will be considered by a Faculty Panel. Where deferrals are agreed, the coursework will then be submitted at an agreed date, during the Summer Vacation.

Extensions and deferrals cannot be given for anticipated events such as house moves, holidays, or increases in workload. In particular, problems with the use of information technology (loss of data, printer failure, etc) will not be accepted as justification for an extension.

It is essential that all students get into good and 'safe' habits with regards to computing equipment and ensure that they take regular back-ups of work on one (or more) floppy discs at regular intervals and they do not leave printing until the last moment.

'Extension to Coursework' and 'Deferral of Coursework Forms' are obtainable from the DCBS Office. Upon completion, they should then be submitted back to the office.

Illness at examination time:

If you are not able to take an examination because of illness or other good reason or you believe that your performance in an examination was adversely affected by such circumstances, you can apply to have the assessment deferred on the grounds of extenuating circumstances. To apply, you should complete an 'Extenuating Circumstances Form' as above.

Claims of extenuating circumstances will be considered by an Academic Board panel. This will look at claims across the university to ensure fairness between different courses and departments. The decisions of the panel will be final and binding on you and the module tutors.

The **only** outcome possible, if extenuating circumstances in relation to a formal examination or phase test are accepted, will be deferral in the examination/phase test concerned. **Marks cannot be changed.**

If an assessment is deferred after a student has actually taken an assessment and that student subsequently achieves a lower mark than s/he achieved in the original deferred assessment, then the **final** mark achieved by the student should stand. **The original deferred mark is declared void.**

Any deferrals granted as a result of consideration of extenuating circumstances will be taken at the next time the assessment is normally available.

The Academic Board Panel responsible for considering claims for deferrals meets on published dates immediately preceding examinations and immediately following examinations. All claims must be received at least four days before the published dates in order for claims to be considered. Claims arriving after these deadlines will normally be dismissed. Claims must meet the following criteria otherwise they will be dismissed.

1. The circumstances must consist of one or more of:
 - Serious illness or death of a member of the immediate family, normally a parent, child, brother, sister or partner;
 - A serious debilitating illness, chronic or acute, involving an authorised absence from study of at least three weeks, for example to undertake a course of chemotherapy;
 - A serious accident or acute illness occurring immediately before or at the time of the assessments concerned;
 - Other unforeseen circumstances, other unforeseen circumstances of equivalent weight, that have seriously disrupted the ability to study, for example the need to care for a very ill child over a number of weeks.
2. The circumstances must be supported by reliable third party evidence.
3. The circumstances must relate directly to a stated assessment or assessments.

Claims of a highly personal nature can be addressed in confidence to the Chair of the Panel who will not disclose the material to other persons without the permission of the student.

The following circumstances will **NOT** be accepted:

1. Illness or injury not falling within the definition of serious debilitating illness or serious accident as stated above.
2. Circumstances which arise from negligence or carelessness, for example not getting up on time, failing to attend at the right time or location for an examination.
3. Circumstances which could have been avoided by good planning, for example holiday or travel arrangements.

Claims for deferral submitted after the published deadlines will not be considered unless there are wholly exceptional and valid reasons (such as physical incapacity due to a serious accident) backed by third party evidence, for the claim not having been earlier admitted.

You should use a 'Request for Deferral of Examination' Form to submit your request

(available from the DCBS Office).

Programme assessment

Assessment is a central part of your degree programme of study. It is how we know that you are continuing to learn and develop during the programme. Assessment occurs in different ways throughout the programme, but it should always share the following features:

- It is part of the learning process for the module and programme. This means that you should see a clear relationship between the learning outcomes in your module outline, and the assessment task you are being asked to do.
- Assessment comes in three main forms:
 1. *Diagnostic* assessment allows you and your tutors to see your strengths and weaknesses so you can focus your efforts more effectively
 2. *Formative* assessment allows your tutors to give you feedback which you can use to improve and
 3. *Summative* assessment in which your grade or mark counts towards your overall profile and final degree.

Most assignment tasks will use two of these forms of assessment. For example you may be given the task of making notes from a reading. In the class, the tutor will explain what they think the key points from the reading are, and you can 'mark' your notes. The tutor may ask to see your notes and discuss the exercise with you, and may even give you some written feedback. But there is no formal grade for an exercise like this – it is designed to help you and the tutors assess how well you are learning, and to direct your efforts productively.

Alternatively you could be given a report to write for which you will be given both a grade, and written feedback. These sorts of assignments allow you to apply the knowledge and skills you have learned, and allow us to assess your progress, to give you useful feedback and to point you towards other sources of information. They will not always be reports or essays, but could involve making a presentation, producing a poster, report, website or video. And, yes, there will be some exams to undertake for some modules.

For each assignment, you will normally be provided with a written assignment brief, and an oral briefing from the tutor. Assignment Briefs will vary but may include:

- Context – the relationship between the module and programme and the aims of the assignment
- Learning outcomes for the assignment – what you should have learnt as a result of successfully completing the task(s)
- Names of members of staff involved with the assignment
- Timetable and programme of work, including submission deadline

- Assessment criteria, i.e. how your work will be graded
- References and source material – to help you complete your assignments

Please ensure that you follow the assignment instructions precisely. Students often lose marks because they have not submitted what they were asked to submit. Also pay careful attention to the assessment criteria as these are the aspects that will determine your marks.

Each Module Leader will provide you with an assessment programme for that module. We try to co-ordinate assessment across the programmes so that you are not asked for three essays on the same day. **But** there are going to be overlaps in your assignment programme and you **will** be working on more than one assignment at once.

We strongly advise you NOT to leave work on assignments to the end of modules, but to work steadily on them throughout the term.

Some modules will include time for work on assignments; others will require all the work to be done outside your timetabled lectures, tutorials and workshops. Many assignments will require you to do some research – for instance reading or collecting information. You will need to programme in your own study time to do this – start as soon as you receive the brief.

Staff will normally attempt to mark assignments and hand them back within four weeks of the hand-in date. Obviously there will be exceptions to this especially if a number of members of staff are involved in assessing a specific assignment. A selection of all assignments are 'second marked' by another tutor, to ensure consistency. In addition, appropriate External Examiners also view samples of coursework and examination scripts to ensure consistency and fairness of marking. All students' marks are then approved by the appropriate Subject Authority Board. Any marks given to students by module staff as part of student feedback can only be indicative. Your overall progression and or award is then considered by the Faculty's Progression and Awards Board. You will be notified of the final marks for your modules and overall progression formally by the University after the Faculty's Progression and Awards Board meetings have taken place.

Assessment, reassessment and progression

As has been stated each subject/module will have its own assessment regime. You should make sure that you are aware of how each subject is assessed. This information will be contained in the descriptions of the year one modules, and in the module handbooks that you will receive in relation to each subject studied.

Option subjects may operate different regimes. This information will be available before you are required to make any decisions in relation to options and will be confirmed in the module handbook.

Whatever the assessment regime you must be sure to attempt **all** elements. If you have any queries about this you should contact your subject tutor.

Policy for the unauthorised late submission of work:

Late submission up to 7 actual days after the	7 or more actual days after the submission
The work will receive a mark up to a	0%

This policy uses:

- **Actual days** rather than working days (Since a weekend and Bank Holidays, gives students real extra days)
- **A single penalty** for work that is handed in late, but up to 7 days late.
- The definition of **'late'** in the Business School will continue to be after 4 p.m. to the DCBS office. **'Submission'** is normally defined to be in a hard copy, unless the module specifically permits an electronic alternative.

Degree classifications

The calculation of your overall award is not as straightforward as might be thought. For details please see

- **Handbook and Regulations for Undergraduate Awards**

If you have any queries speak to the Programme Leader, or your personal tutor.

All assignments will be marked as follows:-

Modules are marked on a range of 0-100%. Mark descriptors are given in the table overpage

78-79%	The qualities of a first class mark but with substantial originality and insight; very few minor limitations.
73-77%	A clear first class mark. An authoritative grasp of the subject, significant originality and insight, some minor limitations. Ability to sustain an argument, to think analytically and/or critically and to synthesise material effectively. Evidence of extensive study where appropriate.
68-69%	The qualities of an upper second mark but revealing greater insight and more originality.
63-67%	A clear upper second mark. A sound and above average understanding of concepts, methodology and content. Clear evidence of critical judgement in selecting, ordering and analysing content. Demonstrates some ability to synthesise material and to construct responses, which reveal insight and may offer some originality. Draws on an appropriate range of properly referenced sources.
60-62%	Most of the qualities of an upper second mark but where the critical judgement is less developed and
58-59%	The qualities of a lower second mark but with a greater degree of critical analysis and insight.
53-57%	A clear lower second mark. A grasp of relevant material and key concepts and an ability to construct and organise arguments. Accurate, clearly written/presented and including some critical analysis and a modest degree of insight. No serious omissions or irrelevancies.
50-52%	Many of the qualities of a clear lower second mark but less critical analysis and insight.
48-49%	Competent and suitably organised work demonstrating a reasonable level of understanding but lacking sufficient analysis and interpretation to warrant a lower second mark.
43-47%	A clear third class mark. Covers the basic subject matter adequately and is appropriately organised and presented but is rather too derivative and insufficiently analytical. There may be some misunderstanding of key concepts and limitations in the ability to select and present relevant material. The work may be flawed by omission and irrelevance. Study may be limited and narrowly focused.
40-42%	The qualities of a third class mark but with limitations that justify only a minimum, or threshold, pass.
30-39%	Achieves many of the learning outcomes required for a mark of 40% but falls short in one or more areas. Not a pass grade but sufficient to warrant <u>compensation</u> ¹
0-29%	A fail. Falls substantially short of the learning outcomes for compensation.

Programme Management

This Programme involves a Director, a Programme Leader, Module Leaders, module tutors and Subject Assessment Boards (SABs).

*The **Director** is responsible for the following:*

1. Strategic growth of the Institute in terms of alliances and programme development.
2. Identification of employees, their recruitment and career planning.
3. Infrastructural development of institution.
4. Overall responsible for Budgeting and Finances of the institution.
5. Liaison with partner institutions on strategic issues.
6. Compliances with statutory provisions and approvals from QA bodies.
7. Implementation of student feedback system and corrective measures.

The **Programme Leader** is responsible for the following:

1. Acting as a first point of contact for the student with queries relating to his/her programme.
2. Advising the student on other available student support mechanisms and how these can be accessed.
3. Where possible, meeting the student during induction or as near as possible to the start of the student's programme of study. Supporting the student in making the transition into higher education.
4. Assisting and advising the student in the selection of modules to ensure that she/he puts together a programme of study which satisfies the University's regulations and meets personal aspirations and any professional requirements.
5. Referring students as necessary to University regulations and ensuring that students are familiar with relevant University, Faculty and subject specific procedures including those for the submission of extenuating circumstance and the handing in of assessed work.
6. Monitoring students' progress and advising them of their options with regard to the failure of modules within their chosen course(s).

7. Notifying the Head of Studies of any prolonged absence which is likely to have a serious impact on a student's achievement.

Module Leaders are responsible for the following:

Academic Leadership

- The preparation, review and updating of the module template.
- Delivering the module to students in accordance with the approved module template.
- Evaluating, developing and proposing modifications to the module.
- Ensuring that the most appropriate teaching and learning methods are adopted in the delivery of the module.

Module Management

- Producing and issuing information on the module to students in line with University requirements.
- Co-ordinating staffing arrangements for the delivery of the module.
- Monitoring, evaluation and review of the module in accordance with agreed quality assurance requirements.
- Ensuring that appropriate arrangements are in place to monitor and address student attendance at those classes for which attendance is must-take.
- Liaising with placement providers and ensuring adequate support for students on placements.

Assessment

- The production and timely issue to students of the assessment scheme and timetable.
- Managing the production of module examination papers.
- Academic liaison with external examiners
- Ensuring that appropriate internal moderation procedures are in place for all elements of assessment.
- Ensuring that marks for assessment components are submitted within required deadlines.
- Attending meetings of the Subject Authority Board as required.

Each programme is managed by a designated Subject Authority Board (SAB). Individual modules fall under the responsibility of designated Subject Authority Boards (SABs).

Module leadership is with members of staff at DMU. DCBS has module tutors, delivering the modules under leadership of these module leaders and sharing their responsibilities mentioned above.

WORK PLACEMENTS

In today's competitive job market, work experience ensures that graduates are a step ahead. Many graduate employers will only consider those students who have completed a formal work experience programme as part of their degree.

A one-year paid industrial placement (taken after the third year of study) is an option for the students opting to go to UK for the third year studies. A fully functional placement office will be available to help students, who opt to complete their third year studies, in getting the placements in India.

The Business School's Work Based Learning Unit has a specialist team of staff experienced in dealing with the placement process. The team offers you support, briefings, company presentations and one to one help to guide you through the placement application and interview process. The Unit advertises a large number of superb placement opportunities throughout the year. Opportunities are available in all business functions - Marketing, Finance, HRM, Retail, Sales, etc. IBM, Siemens, Xerox, the Audit Commission, HSBC, Intel, East Midlands Development Agency, Westminster City Council and Leicester Hospitals are amongst the many hundreds of organisations that offer excellent opportunities. Alongside large multi-nationals offering fantastic placement positions, smaller companies also offer excellent opportunities and give students the chance to gain a real insight into all aspects of business. Smaller locally based organisations such as PCAG, NIACE and Corteco have offered our students placement positions with wide ranging and high level responsibility.

The Business School offers formal recognition of the placement year. On successful completion of the placement assessment you will be awarded the Certificate in Work Based Learning (Pass, Merit or Distinction) which enables you to graduate with a sandwich degree qualification.

We will contact you towards the end of your first year when you will be asked if you are interested in finding out more about the placement process and placement opportunities. We will then support you fully during your second year placement search.

DCBS will soon be starting its placement units (will start functioning in academic year 2008-09)

If you have any questions regarding the placement process please contact us DCBS PL office or in the Business School's Work Based Learning Unit (UK):

Visit: Work Based Learning Unit, Room 1.33, Bosworth House

Telephone: 0116 2078210/8240

Email: fvickers@dmu.ac.uk or gblee@dmu.ac.uk

Student Support and Policies

If you have any specific issues please contact:

Programme leader

Email: scdcbs@yahoo.com

Telephone 0731-2702882

Personal Tutors

Each student will be allocated a designated personal tutor who can be contacted regarding any general academic matter or personal concerns relating to such matters as adjustment to life at DCBS.

You will be introduced to your Personal Tutor during Induction week. Your Personal Tutor's initial role is to help you make a smooth and successful transition to Higher Education. They should be your first port of call if you have any kind of problem or confusion. If you develop a positive relationship with your personal tutor then he/she may well be the tutor who gives you your 'first reference when you eventually enter the world of full-time employment.

Amongst other things, your Personal Tutor will:

- Meet you and the rest of their tutees as a group in Induction week. They will then meet up with you, on an individual basis, at regular intervals during the remainder of your studies at DCBS.
- Review on an individual basis attendance, academic progress and performance and discuss with the tutee how their learning can be enhanced.
- Discuss with you, your general academic progress half way through each academic session, but they will not give subject specific feedback on individual assignments which should be discussed with your module tutor.
- Explain the options available regarding progression, including general advice on module choice.
- Advise the student on other available student support mechanisms and how these can be accessed.
- Where appropriate, refer you to another individual or service for specialist support or guidance.
- Act as a future reference for their tutees, both internally to the Programme Leader and/or Head of Undergraduate Studies, as well as externally to an employer.

Managed Learning Environment.

The University has a web-based student information system called the **Managed Learning Environment** or **MLE**.

This MLE can be accessed 24/7 from any computer that has an internet connection and a web browser, like Netscape or Internet Explorer.

It shows: contact details, timetables, course information, announcements, grades, results, private housing, sports and social information, handbooks regulations.

To access the MLE :

Type <http://mle.dmu.ac.uk> into your web browser to access the **MLE**. Then enter your unique username and password and click **login**.

At first, your username is your P number (on your SU card) and your password is your date of birth in dd/mm/yy format (**including** the slashes). You change your password in your MLE homepage.

Once you have changed your password in the MLE, it has changed for the Blackboard learning system as well.

University policies

Equal opportunities:

The University is committed to operating clear procedures that apply equally and fairly to everyone.

The University seeks to implement and sustain equality of opportunity throughout all aspects of its work and to ensure that no person suffers unfair treatment.

Complaints and appeals will be dealt with fairly and efficiently and in accordance with clear procedures. The Students' Union offers independent advice and, where appropriate, representation for students concerned with complaints, appeals or disciplinary procedures.

Plagiarism and fabrication of results:

'Plagiarism is the verbatim (or very substantial verbatim) copying of another's work (whether an author, another student or any other person) without clear indication in the Programme work (ie linking the specific passages or quotations to its source) of the true origins of the material. It consists also of the submission of Programme work which was not in fact wholly written by the student who is passing off the work as his own. Students assisting acts of plagiarism may be guilty of plagiarism also, and subject to penalty'.

Plagiarism is often the result of incorrect referencing. Please see the section on 'Referencing in Coursework: A Guide to the Harvard System'.

Please note that the University takes plagiarism very seriously. This is a very serious matter and can result in reduction of the mark awarded, a mark of zero or in extreme cases, exclusion from the University. The most common form of plagiarism is failing to acknowledge ('reference') information you have obtained from books or journals, handouts or other documents. Clearly, you are expected to make use of text books and journal articles and judgements when writing essays but you must make sure that you acknowledge the source of any quotations you use or else convey the ideas in your own words.

Sometimes, you might find that you work closely with a fellow student when preparing notes or essays. In such situations it is imperative that you actually write your essay on your own in your own words to avoid any possibility of either of you copying the work of the other. It is to be noted that those students who knowingly lend their work to others for the purpose of copying will be treated the same as those who copy

Plagiarism can be avoided by following certain good academic practices:

- Use your own words where possible.
- Use passages from other works sparingly, and ensure they are fully attributed.

- If you are adopting other people's arguments, make that clear (eg "Cross argues that the distinction between credit and issue in a rape case diminishes to vanishing point").
- Try to avoid over-reliance on one particular source.
- In dissertations or mini-projects, you should always cite in both footnotes (where these occur) and/or in the bibliography, any source which has been relied upon substantially.

If you are in genuine doubt as to proper academic presentation of work, do not hesitate to ask tutors for guidance. What you **must not** do is pass-off other people's work as your own.

Details of the rules on cheating and plagiarism and the penalties for copying are outlined in the 'General Regulations and Procedures Affecting Students'. Also you can find the details of the "academic offences policy" on the University intranet.

General Regulations and Procedures Affecting Students - Explains the rules and regulations which apply to all DMU students including student discipline, payment of fees, examination regulations, extenuating circumstances, academic appeals and health & safety policy. For details click in the link below : <http://dmu.ac.uk/aboutdmu/policy/regulations/index.jsp>

Copying:

When it appears that two or more students have co-operated in creating a piece of work which has been identified as an 'Individual Assignment', then the matter will immediately be reported to the Module Leader and the Subject Assessment Board. If the case is proven, it could result in exclusion from the programme. It is to be noted that those students who knowingly lend their work to others for the purpose of copying will be treated the same as those who copy. The penalties for copying are outlined in the 'General Regulations and Procedures Affecting Students', as are the penalties for students who are deemed to have cheated in an examination.

Student attendance

Although we all recognise that attendance and preparation go hand in hand with academic success, occasionally something unavoidable will happen. If you cannot attend a lecture/tutorial/seminar, tell your tutor. It may be possible for your tutor to allow you to attend another session, or speak to you in a 'drop-in' or surgery time about something that you would have discussed in the tutorial. In any event your tutor does need to know.

Absences do not only affect the individual who is not there, they may impact upon the dynamics of the group that remains. Everyone benefits from a culture of attendance, preparation and participation. In order to encourage just such an environment student attendance is monitored. This allows us to observe pressure points during the year and how external activities can impact upon attendance. It also allows us to identify patterns of attendance/non-attendance amongst students and offer support and encouragement necessary to put things right. Non-explained absences will therefore be fed into the attendance monitoring system and may result in further measures being taken.

You must not be absent from the University without good cause. For absence due to illness, lasting up to six consecutive calendar days, you must inform the School Office of those classes you have or will have missed, and of the reasons for your absence. For absences of seven consecutive days or more due to

illness a medical certificate must be submitted to the School Office. If you wish the illness to be taken into account in relation to an assessment of work, then you should refer to the procedures set out in Chapter 2 of the Handbook and Regulations for Undergraduate Awards 'Deferral of assessment on grounds of extenuating circumstances'.

NB. Tutorial attendance and performance may be formally assessed in some subjects.

The Faculty of Business and Law formally uses the following procedure:

1. Tutors will keep registers in all small groups, classes, seminars, tutorials and workshops.

Where students miss three sequential sessions, the Module tutors will contact the student in writing to seek an explanation for their absence.

2. The student will then be required to respond in writing within the next week providing an explanation for their absence.

3. If no explanation is received, or the explanation for non-attendance is not seen to be acceptable, the decision might be made to withdraw the student from their programme of study.

Please note that a major purpose of this monitoring is to help and advise students with regard to an appropriate way to approach their studies. Where a student problem is identified, the student will be advised to consult the relevant authorities or designated persons for advice and assistance.

Medical conditions:

When completing your enrolment form, you will be asked about any existing medical conditions and/or other disabilities. If these change or you develop a medical condition thereafter, you may need specific help with your studies. In the first instance, we suggest you speak to the Programme Leader in his office

Obviously anything that affects your access is particularly important so that arrangements can be made in relation to your timetable.

Special requirements/extenuating circumstances:

If you are aware or become aware of any special requirements which you may need in relation to exams, eg extra time, space, the opportunity to move around, the need for a computer etc. you should inform the office sooner rather than later.

Arrangements can be made in advance for essential facilities but these things take time and the University dictates that arrangements be made early.

Where a student is expected to take an exam and something compelling prevents them from being there it is essential to inform the office and tutors immediately. A student who does not attend an exam will normally be considered to have failed it and any opportunity to take the exam in the future will use up rights of re-sit. However, the University operates a scheme whereby an exam may be 'deferred' on the grounds of extenuating circumstances.

A 'deferral' means that you can take the exam in the future for the first time and it will be judged as such. Where an exam is deferred it will not use up any of your rights of re-sit. It is not in the hands of a student to claim a deferral, they must apply to the University committee using the 'extenuating circumstances' form. This is an exceptional opportunity. While submitting the form supporting information should be attached, eg a doctor's letter. It is not the job of the University/DCBS to investigate and find supporting information.

NB. This is an exceptional course of action and must be supported in evidence. A holiday is not such an event, neither is pressure of work.

Staff contacts:

Surgery hours for all Business School staff and staff are available from the DCBS Office.

Notice boards:

If staff wishes to communicate with you, they will normally use the notice boards.

GENERAL INFORMATION

Computing facilities

Almost all of your assignments will need to be submitted in a typed or word processed format, and many of the modules require the use of information technology.

Computer facilities are available within DCBS Computer centre. Please contact the Systems Administrator regarding its use. Moreover, the wi fi campus will provide you seamless internet connectivity 24/7.

Students are issued with a University Logon account that will give them access to the Managed Learning Environment, Blackboard, Student E-mail and the Faculty's computer systems. Students are responsible for any activity conducted using their Logon accounts so should be careful not to disclose them to anyone else. Improper use of the computers or sending of offensive e-mail constitutes a disciplinary offence, which will lead to exclusion from the computer labs and potentially from the University.

Students are reminded to change their default Logon passwords as soon as they receive their Logon account details and not to disclose their Logon details to anyone.

Referencing in Coursework: A Guide to the Harvard System

Do you want to show your lecturer how well you've understood a topic by integrating all of your sources clearly?

Do you want to earn more marks by excelling in the production of University assignments?

Do you want to avoid accidental plagiarism?

As you research and write a piece of coursework, you will rely on information ideas and facts of others to support, evidence and illustrate your work. In so doing you must acknowledge these sources by using a system of referencing within your work. Otherwise you will face the risk of a charge of plagiarism (which is defined by the university as the significant use by a student of other people's work and the submission of it as though it were his or her own). The Harvard system is the most popular referencing system used in Business Schools and is explained in this guide.

Referencing is not a chore or burden, it is a way of acknowledging the sources that you have used and demonstrates that your learning skills/personal information management skills are well developed. This is fundamental to almost any piece of work that you undertake at University. Referencing is not simply about reference lists. Referencing is a feature of projects and essays that has **two** components. The first is referencing within the text at the point where you use information from another source, and the second in the reference list/bibliography at the end of your work. The two are interconnected. Without the other each component is of limited value, and therefore each one needs equal attention.

Referencing comprising of four stages (NICE):

Noting the details of your sources

Incorporating the references in the text as you write

Compiling the references list, and

Ensuring consistency between your in-text references and the references

Students studying law should also note that when you refer to cases (court decisions) and statutes you must also reference them properly. Details of how to do this are to be found at the end of this section.

Stage 1 – Noting the details of your sources

For each of the resources (books, journals, magazines, newspapers, etc.) that you use for a piece of written coursework, you should make a note of the following:

- a. All authors' forename and surnames
- b. Year of publication
- c. Title of book
- d. Publisher
- e. Place of publication (this can be found on the first few pages of a book)

The five details above are sufficient for books and reports. For journal, magazine and newspaper articles, you'll also need the following:

- a. Title of article
- b. Full title of the journal, magazine or newspapers
- c. Full date of publication for newspapers and magazine
- d. Volume number of the journal (sometimes you'll see this as 'Vol' or 'V')
- e. Issue number of the journal (often this number is in brackets)
- f. Page numbers on which the article/paper is printed

For electronic resources, also note the following:

- a. Full location (e.g. <http://aviation-safety.net/specials/af4590/timeline.shtml>) -- not simply the main page of the website
- b. Date and time of your access to the resource
- c. The name of the database from which you acquired the resource

(It is advisable to keep an electronic or paper copy of the web-page in case the content is changed or removed.)

Stage 2 - Incorporating the references in the text as you write

Referencing within the text comprises of the incorporation of the author and year of the resource that you are referring to. This is the essence of the Harvard system. There is no need to use footnotes or endnotes. You refer to the source as you use it in the text and then present a list of all of the sources used at the end in one continuous alphabetically ordered list. A reference should be used within the text whenever you use information quote directly, indirectly or paraphrase from another source.

Below you can see how references can be presented in the text. There are some variations depending on the number/type of authors and the year of publication. If you have read about *another* piece of work in your module textbook, you should use the 'Author cited in another work' style in the table below. If you quote words directly from another source, these should be enclosed within quotation marks and the author and date reference should also be followed by the number of the page from which the quote is taken (this is explained in the table below).

Author and year factors	Presentation within the text	Things to note
<p>Short Quotations (less than 3 lines)</p> <p>Long (block) quotations (three lines or more)</p>	<p>Powell (2001: 883) suggests that “descriptive accuracy may matter less than generating effective action” .</p> <p>As Powell contends:</p> <p>Having said that, strategy scholars should acknowledge that the search for sustainable competitive advantages almost certainly arises from a false mental picture, namely the idea that a competitive advantage resides somewhere in time and space, findable in the same way that we find a misplaced fountain pen, or a sunken ship (Powell, 2001: 885).</p>	<p>Notice that when you quote material directly, you <u>must</u> state the page number. You may use p. instead of : so that the reference reads (2001 p. 883) should you wish.</p> <p>For a large (three or more lines) quotation, the quoted material should be indented and does not need quotation marks.</p>
<p>One author</p>	<p>Powell (2002) suggests that in addition to the idea of a competitive advantage, organisations may also benefit from their ability to avoid the competitive disadvantages of others.</p> <p>Or</p> <p>It has been suggested that in addition to the idea of a competitive advantage, organisations may also benefit from their ability to avoid the competitive disadvantages of others (Powell, 2002)</p>	<p>You have a couple of choices here. If you wish to include the author’s name within the sentence, all that you need to include in brackets in the year of publication.</p> <p>For stylistic purposes, you can also include both the author and year (separated by a comma in brackets)</p>
<p>2-3 authors</p>	<p>An early example of how the Delphi method is used in planning scenarios is observed in Delbecq, Van de Ven</p>	
<p>3+ authors</p>	<p>Yelkur et al. (2001) document the development of legislative changes dealing with product liability, including the case of <i>Grimshaw v Ford Motor Company</i> 119 Cal. App 3 d. 757 (1981).</p>	<p>The reference has four author names.</p> <p>Use the first author surname followed by et al. (which means <i>and others</i>)</p>

Author cited in another work	The origins of Statistical Process Control can be traced back to the Bell Laboratories in the 1920s (Mann, 1985 cited in Reason, 1997:59).	This is an important form of citation, especially if you have used sources indirectly that are cited in a text book. Include <u>both</u> sources in the list of references.
Several works by the same author(s)	The development of design school ideas grew through from the late 1960s to late 1980s (Ansoff, 1968; 1987;	Date order separated by a semi-colon.
Several works by the same author in the same year	Priem and Butler (2001a; 2001b) present and defend the proposition than ...	Not the a and b which denote the order within the same year of publication. In the bibliography the a and b can be seen next to the year of publication.
Work without a named person as author, e.g., Newspaper, Organisation	The Central Policy Review Staff (1975) reflected the British Government's pessimistic assessment of the economic prospects for the car industry. Or The pessimism surrounding the car industry at the time was reflected in the British Government's assessment of the economic prospects for the sector (Central Policy Review Staff, 1975)	Active reference Passive reference
Work does not have a publication date	Hawkins (n.d.) offers a useful insights into supply-chain developments from a practitioner perspective.	You may find that some web-site publications do not state the original date of publication. Don't assume that it is the same as the date that you accessed it.
Personal communication	In a meeting with the company's CEO, the growth strategy was described as related diversification (Branson, 2004).	This is useful if you hold a meeting or telephone conversation as part of the research for your assignment.

Multiple references	<p>The study of cognitive biases in decision making from the risk-oriented work of Tversky and Kahneman (1974) to the management oriented work of Schwenk (1984) and Schweiger and Finger (1984).</p> <p>Or</p> <p>The key works in the field of decision making under uncertainty has moved to an increasingly wide base from its original focus on risk (Tversky and Kahneman, 1974; Schweiger and Finger, 1984; Schwenk, 1984).</p>	Notice that references are in date order
Website without author	The vision of the company is articulated in its 'Soul of Dell' (Dell, 2004)	Cite in the same way as work without a named person as
Website with known author	The Aberfan tragedy of October 1966 cost the lives of 144 people, including 116 children (Johnes and McLean, 2001)	Cite according to whether the material is written by 1, 2-3 or 3 or more authors (see above)

Stage 3 - Compiling the references list

At the end of your essay/assignment or project you will need to present a list of references. In some cases, your tutor may require you to submit both a list of references *and* a bibliography. The difference between them is that a list of references includes all of the sources that you have referred to within the main body of text that you have written. A bibliography contains all of the sources that you have read in preparation for the work but may not have been used directly in the main text. In most cases, only a list of references is required. If you are doubt, ask for tutor for advice.

Compiling the list of references can be undertaken in two steps. First you should construct the individual reference for each source/resource used. The precise format depends on whether the source is a book, article, report, etc. This relies on having noted the details of the source as recommended in stage one of NICE. The second step involves the final construction of the list of references.

Stage 3a - Construct individual references based on the information from stage 1 according to publication type.

Publication/ resource	Format of individual reference	Notes
Books	Barney, J. (1997) <i>Gaining and Sustaining Competitive Advantage</i> , Harlow, Addison-Wesley Publishing.	Book name should be in italics or underlined (use either but keep consistent). If the book is a second edition or later, this should be noted in the title
Chapter in a book	Bowman, C. (1992) 'Interpreting competitive strategy,' In Faulkner, D. and Johnson, G., <i>The Challenge of Strategic Management</i> , London, Kogan Page, pp. 64-83.	Page numbers for the chapter are required.
Journal articles	Benjamin, C. (1993) 'Honda and the Art of Competitive Manoeuvre', <i>Long Range Planning</i> , 26 (4), pp. 22-31.	Article title in inverted commas; Journal title in italics (or underline, but keep consistent). Note that pp. means pages
Journal articles from an electronic database (e.g. Business Source Premier etc)	Benjamin, C. (1993) 'Honda and the Art of Competitive Manoeuvre', <i>Long Range Planning</i> , 26 (4), pp. 22-31, Available from Science Direct. Accessed 16/6/2004.	Reference as you would a paper journal article but add "Available from" and the database name at the end of the reference. The date that you accessed the resource should also be stated.
Resource found on a website (htm, text or pdf)	DTI (n.d.) <i>The Business Manager's Guide to Information Security</i> , Department of Trade and Industry, London, Available from http://www.dti.gov.uk/industry_files/pdf/bus_man_gui_de.pdf , Accessed 16/6/2004	
Reports	Bank of England (2000) <i>Quarterly Report on Small Business Statistics</i> , London, Domestic Finance Division, Bank of England.	
Conference paper	Bertodo, R.G. (1991) 'Co-Production: Basis of a New Supplier Relationship', <i>Society of Motor Manufacturers and Traders 5th Annual Quality Conference</i> , Birmingham, March 20.	Note that the date of the conference event is included.
Government publication	House Of Commons Select Committee (1987) <i>Third Report: The UK Components Industry</i> , London, HMSO.	
Newspaper article	Hamilton, K. (1997), 'Inside the City', <i>The Sunday Times</i> ,	
Magazine article	Taylor, A. (1997) 'How Toyota defies Gravity', <i>Fortune</i> , 136 (11),	

Television programme/film	BBC (2003) <i>Money Programme: McDonalds</i> (Television Broadcast on BBC2), 15 th July 2003, British Broadcasting Corporation.	
Computer software	SPSS Inc (1999) <i>SPSS Release 10.0.5</i> (Computer Programme) Available from SPSS Inc. Headquarters, 233 S. Wacker Drive, Illinois 60606	
Patent	Martin, R. (1997) ' <i>Recordable CDROM Accessing System</i> ', US Patent 5,666,531 Available from: http://patft.uspto.gov/netacgi/nph-Parser?Sect1=PTO2&Sect2=HITOFF&p=1&u=/neta.html/search-bool.html&r=1&f=G&l=50&co1=AND&d=ptxt&s1='op tima+technology'&OS= , Accessed 16/6/2004	
Industry standard	ISO/IEC (2000) <i>Information technology: Code of practice for information security management ISO/IEC 17799:2000</i> , International Organization for Standardization, Geneva, Switzerland	
Lecture notes	Smith, M (2004) <i>Lecture Notes: Week 6 CORP 3999 Logistics studies</i> , De Montfort University, Leicester	Use this if you use work presented or cited in a lecture.
Thesis	Mayedi, R. (1986) <i>Managerial Control in Large Japanese Firms: A New Perspective</i> , PhD Thesis, The American University, Washington, D.C.	
Personal	Rendall, J. (2000) <i>Private communication</i> , 19 th September 2000.	
E-book	Gerber, M.E. (2003) <i>The E-Myth Manager</i> (E-book) PerfectBound, New York. Available at: http://www.perfectbound.com/	
This is not an exhaustive list, but it provides the main varieties of sources that you are likely to reference in your assignment. If there is something not listed here that you need to reference in your work, please ask your tutor.		

3b Construct the references list

Take the individual references and reorder them into an alphabetical list (by surname). There is no need to separate items by type (book, newspaper, website). Below is an example of how your references list should appear on the page(s) following the text of your coursework.

References

Ansoff, H.I. (1968) *Corporate Strategy*, London, Penguin Books.

Ansoff, H.I. (1987) *Corporate Strategy*, Revised Edition, London, Penguin Business.

Ansoff, H.I. (1988) *Corporate Strategy*. New York: McGraw-Hill.

Branson, R. (2004) *Private communication (by telephone)*, 16/6/2004.

CBI (2000) *Economic Bulletin*, September 2000, London, Confederation of British Industry

Central Policy Review Staff (1975) *The Future of the British Car Industry*, London, HMSO.

Delbecq, A.L., Van de Ven, A.H. and Gustafson, D.H. (1975) *Group Techniques for Program Planning: A Guide to Nominal Group and Delphi Processes*, Glenview Ill, Foresman.

Dell (2004) Soul of Dell, Dell Corporation Website. Available at

<http://www1.us.dell.com/content/topics/global.aspx/corp/soulofdell/en/index?c=us&l=en&s=corp>

Accessed 16/6/2004.

Hawkins, S. (ND) *The Automotive Industry*, Touche Ross & Co, London.

Johnes, M. and McLean, I. (2001) *The Aberfan Disaster*, Nuffield College Oxford. Available from <http://www.nuff.ox.ac.uk/politics/aberfan/home2.htm> Accessed 16/6/2004.

Mann, N.R.(1985) *The Keys to Excellence: The Story of the Deming Philosophy*, London, Mercury.

Powell, T.C. (2002) The Philosophy of Strategy, *Strategic Management Journal*, 23, pp. 873-880.

Priem, R.L. and Butler, J.E. (2001a) 'Is the Resource-Based "View" a Useful Perspective for Strategic Management Research?', *Academy of Management Review*, 26 (1), pp. 22-40.

Priem, R.L. and Butler, J.E. (2001b) 'Tautology in the Resource-based View and the Implications of Externally Determined Resource Value: Further Comments', *Academy of Management Review*, 26 (1), pp. 57- 65.

Reason, J. (1997) *Managing the Risks of Organizational Accidents*, Ashgate, Aldershot
Schweiger, D. M. and Finger, P.A. (1984) 'The Comparative Effectiveness of Dialectical Inquiry and Devil's Advocacy', *Strategic Management Journal*, 5, pp. 335-350.

Schwenk, C.R. (1984) 'Cognitive Simplification Processes in Strategic Decision Making', *Strategic Management Journal*, 5, pp. 111-128.

Tversky, A. and Kahneman, D. (1974), 'Judgement under Uncertainty: Heuristics and Biases', *Science*, 185, pp. 1124-1131.

Yelkur, R., Morrison, J., Steiner, E.H. and Schmehl, I. (2001) 'Product Liability: Its Impact of the Auto Industry, Consumers, and Global Competitiveness', *Business Horizons*, 44 (3) March/April, pp. 61-66.

Stage 4 - Ensuring consistency between your in-text references and the references list

This will take very little time but it will ensure that do not have missing entries in the references list. Simply work your way through the text of your assignment and whenever you come across an author/date reference check to ensure that the full bibliographical citation can be found in the bibliography.

Additional features of referencing

As you quote directly from resources, there may be a reason for you to modify the quotation (although this should never affect its meaning). The modifications can take a number of forms:

- Use of italics in quotes
- Square brackets []
- sic
- Ellipsis ...

These four conventions should be used sparingly.

Italics provide a way to emphasise key words within a quotation. You should always state that you have added italics. If the italics were already in the quotation, you should state 'original emphasis' instead.

Rice adds that "[attitudes] represent our basic orientation toward a given stimulus and as such form an important part of the way in which people *perceive* and react to their environment" (Rice, 1993:176 emphasis added).

Anything that is within **square brackets** is indicated as not part of the original quote. You may correct sexist, racist or homophobic language. You may also see **[sic]** within quotations. This is useful when you encounter a spelling or grammatical mistake in a quote. You must retain the mistake in the quote but you should insert [sic] after the mistake to signal that it is the original author's mistake and not yours.

Thus she adds that "*subsequent* to a firm's [sic] gaining a superior position and earning rents, there must be forces which limit competition for those rents" (Peteraf, 1993:182 original emphasis).

Should you need to quote only parts of a long section of text, you can use **ellipsis** (three dots) to signal that you have trimmed unnecessary material from your quote.

Asset specificity occurs when "the value of A ... increases in the presence of B, but the value of C is independent of either A or B ... [therefore] ... grows in value when it is teamed with B, but C does not" (Connor, 1991:135).

Checklist

Before you submit your coursework, work through the following checklist:

1. Have I referenced all sources of ideas that are not my own?
2. Have I listed all sources quoted directly or used indirectly in my work?
3. Are websites referenced fully?
4. Are references correct within the text?
5. Are references for quotations correct?
6. Are all quotations clearly contained within quotation marks (“ ”) or presented as an indented block quote?
7. Have I referenced all sources for the examples that I have given (from newspapers, TV programmes, websites, etc)?
8. Have I referenced lecture notes (if used)?
9. Does my bibliography correspond with all sources cited in the text?
10. Is my bibliography in alphabetical order?

If you have any questions about referencing, please ask your tutor and remember that referencing is NICE!

OTHER USEFUL INFORMATION

The University/DCBS provides a number of sources of help and advice. You can find out more about these on the De Montfort University internet (www.dmu.ac.uk) and DCBS website (www.dcbsindia.org). If you are at all unsure as to where to go for help then you should visit the DCBS Office.

Academic matters.

To seek specific academic advice on a module or on an assignment, please contact your Module Tutor. If you wish to discuss your general progress on the programme, contact Programme Leader.

Study skills.

The DCBS Library provide a wide variety of both paper and on-line study packs. There is information about these both in the DCBS Library and through university website (www.library.dmu.ac.uk). There will also be several workshops on study skills for students throughout the academic year, which all students are welcome to attend.

Personal and health problems.

Personal problems affecting your progress on the programme should be raised with the Programme Leader, or Personal Tutors. These will of course be treated in confidence.

Study hints for students

Getting started with your studies:

Useful information and study guides

You will receive advice on study skills through your modules, for example, in the Business Communications module taken at year one by many students. The following useful booklets are available from the DMU Library web site.

<http://www.library.dmu.ac.uk/Skills/>

- Essay writing
- Report Writing
- Research Methods
- Time Management
- Writing a CV
- Presentation Skills
- Designing a Questionnaire
- Information Citation
- Dissertation preparation and presentation
- Managing your group project
- Revision and exam techniques
- Plagiarism

There are additional pamphlets and booklets available free from the Library on topics specific to subject disciplines.

The Induction Programme will have provided you with a lot of information about the Programme , DCBS and the University. It will also have given you pointers as to how to begin your studies in earnest and techniques that you might consider.

Although some of these comments may seem obvious.....

- As a general principle, answer the question set, not the one you think the tutor *ought* to have set.
- Look very carefully at the form of the question – e.g. it may ask you for a **critical** account.
- Come to a reasoned conclusion.
- Always plan out your work in a rough draft or sketch form before writing. Make sure you understand what the question is about and what the tutor has asked – and what he/she has not asked. Also remember that a logically ordered essay is easier to read and is therefore more likely to impress.
- Give authority for your propositions.
- Aim to keep your sentences short – this aids clarity of expression. If you write in sentences as long as paragraphs you will have forgotten by the end what you said at the beginning and you (or, equally importantly, the reader) may become lost. You must pursue a logical thread throughout all your work and that is helped by short, crisp sentence construction.
- We expect students to use correct English. Poor grammar, punctuation and spelling seriously undermine the value of a piece of writing. One particularly horrid mistake to avoid is “It’s” when you mean “Its” – remember “It’s” = “It is”. Do not leave ‘spell check’ to sort out your spelling, it may give you some nasty surprises!
- Check that you are referencing correctly. Incorrect referencing can lead to accusations of plagiarism.

Finally – read your assignment carefully before handing in.

Word processing:

Although it may not be compulsory to word process assignments it is expected that students will do so. Word processing is a useful skill in itself and the benefits to students and staff are obvious.

Computing facilities are available in computer centre. You must remember that these facilities are being used by a large number of students so time management and advance planning are very important.

NB: Difficulties with word processing/printing etc will not overturn the rules on the submission of assignments. See also the Department of Law Protocols in the Appendix.

Electronic resources:

The Internet is an immensely important resource. DCBS recognises the importance of these new resources and has invested in a range of subscriptions to bring publications in electronic form.

These resources are of only limited use without the hardware to support them. The computer centre in DCBS provides easy access to them.

Accommodation:

DCBS provides in campus accommodation to the outstation girls in DCBS girls' hostel. It is located on the campus itself. For further detail/help contact DCBS office.

Sports and social activities:

The Students' Union (SU) of DCBS organise a wide range of events. During the induction week, representatives of the SU will be talking to you. You will be bombarded with a huge selection of clubs and societies to join. This is an excellent opportunity to expand your social circle and can help you enjoy activities.

Identity Cards

The student's University and DCBS ID card should be carried at all times within DCBS.

Smoking Policy

The smoking policy prohibits smoking both in DCBS buildings and within a ten metre distance of such buildings.

Eating in Classrooms

Students should refrain from consuming of food and drink in classroom facilities.

THE FINE PRINT

Faculty of Business and Law - 'Module charter'

The aim of this Charter is to achieve a continuing improvement in teaching and learning in an environment where staff and students work together to maximise learning opportunities.

This Charter sets out the rights and responsibilities of staff and students and complements the DMU Student Charter. In order to be effective it is important that everyone reads the Charter carefully and refers to it throughout the programme of study. This Charter should be read in conjunction with any additional protocols that are also to be adopted by relevant Subject Assessment Boards (SABs).

See also the section on Student Rights and Responsibilities in 'The University Handbook for Students'.

Administration:

1. At the commencement of each year all students should be informed of their tutorial/seminar group together with the name of the site Module Leader and Tutor(s). Students can only change their tutorial/seminar group with the permission of the tutor(s) whose group they are leaving or joining. (**Note:** to apply to change groups, you must complete a relevant form obtainable from DCBS office).
2. Where students are able to change modules they must complete a 'Change of Modules' form which is available from the School Office. The student must obtain the signatures of the 'Programme Leader' and the Module tutors. Students will then be reallocated to new classes. No change will be allowed if the chosen module has its full complement of students.
3. When a class is cancelled for any reason and no substitute member of staff is available, students should be informed at the earliest opportunity. The time and venue of the re-scheduled sessions should be placed on the notice board by administrative staff after liaison with the lecturer or tutor concerned.
4. Staff and students are expected to inform administrative staff immediately of any changes in their contact address and/or telephone numbers.

Staff responsibilities:

1. Students have a right to receive an up-to-date Programme Handbook. They should be reminded to read this carefully and note important points. Staff will regard all matters contained in the handbook as **known** to students. Students are also advised to be aware of all matters covered within the 'Undergraduate Handbook and Regulations for Undergraduate Awards' and the 'General Regulations and Procedures Affecting Students' which they receive at the commencement of their studies. They will be kept informed of any changes by Registry.
2. Module Handbooks/Guides should be available for students at or before their first teaching session detailing:
 - i) Names of Lecturers and/or Tutors
 - ii) Indicative module content
 - iii) Recommended texts and further reading

- iv) Lecture/tutorial outlines
 - v) Methods of assessment, including assignment details and the format of any examination.
 - vi) The date of submission for assignments together with an agreed hand back date
 - vii) Methods of re-assessment
3. Staff will regard all matters contained in the Module Handbook/Guide as known to students.
 4. Students should receive feedback on their assignment. It should enable them to:
 - i) understand the reason for the mark awarded
 - ii) appreciate the strengths and weaknesses identified by the marker
 - iii) know where they need to improve and prepare for their next assignment
 5. Tutorial/seminar topics and requirements should be made known to students prior to the tutorial/seminar. Where students are required to prepare material for the tutorial/seminar they must be provided with adequate time. If possible, topics should be notified at the commencement of the module.

It is likely that details of the full set of tutorials will be included in the module outline referred to above.

6. Module Leaders/tutors will liaise with library and IT representatives to ensure that all learning resources are available and match the syllabus. All recommended reading should be available either through the library or some alternative medium. Arrangements for reserve copies and short-term loans will also be agreed.
7. The tutorial schedule will commence from the time specified on the student's timetable and every effort will be made to ensure that students benefit from a full tutorial programme. Arrangements for substitute times and venues should be made for students affected by closures such as Bank Holiday Mondays where timetabling arrangements permit.
8. Lectures and tutorials/seminars should start on the hour and finish at ten minutes to the hour in order to allow students to proceed to their next class.
9. The dates of submission of coursework should be communicated to students in a clear and timely manner. Penalties will be imposed for late submissions without agreed prior approvals (see below)
10. The dates of examinations will be communicated to students by the central examination unit of Registry in a clear and timely manner.
11. Students will be provided with an opportunity to comment on the quality of the module content and its delivery.

Student responsibilities:

Staff can expect that the students will:

1. Read and continue to refer to the information provided in the Module Handbook/Guide at relevant points throughout their studies.
2. Attend all scheduled teaching sessions regularly and punctually.
3. Show respect to others and behave politely and in an appropriate manner in teaching sessions. Food and drinks may not be brought into these sessions and mobile telephones must be switched off. Where students wish to record class material they must seek the permission of the lecturer or tutor

concerned.

4. Use all learning resources responsibly and respect the needs of other users.
5. Participate fully in all modes of learning and support and co-operate with fellow students particularly in group and seminar activities.
6. Prepare material required for tutorials/seminars.
7. Be aware of the criteria for the submitted work and ensure that these have been met before the work is submitted.
8. Submit assignments on time and at an agreed location according to agreed procedures and be aware of penalties for late submission.
9. Ensure that their tutor and site module leader are informed of any circumstance which may lead to an inability to complete assignments by the due date and negotiate any extension **before** the due date – this is critical. To apply for an extension, you must submit an 'Extension to Coursework' form. Extensions will only normally be granted for up to a period of 14 days. For periods in excess of 14 days, you should apply for a deferral by completing a 'Deferral of Coursework' form. The decision to offer a deferral will be decided by a Faculty Panel. Extensions can only be granted by the Module Leader or their designated deputy, and will only be given in situations that might be described as 'crises' which could not reasonably be anticipated. If you wish to ask for an extension or deferral for any period, you will be expected to provide good reason and, where appropriate, supporting evidence – eg a doctor's certificate. Neither pressure of other coursework nor failure of electronic equipment is an extenuating circumstance.
10. Take responsibility for the completion and submission of forms such as those relating to Extenuating Circumstances, Extensions/Deferral to Coursework, re-sits and re-submission of coursework etc by the agreed deadline.
11. Check in advance the dates for assignment submissions, and the dates and venue of examinations etc.
12. Assist in quality enhancement by completing module feedback questionnaires in a constructive manner.

Plagiarism – please see section on University policies.

This is a very serious matter and can result in reduction of the mark awarded, a mark of zero or in extreme cases, exclusion from the University. For details of the rules on cheating and plagiarism, see the 'General Regulations and Procedures Affecting Students'.click in the link below for details :<http://mle.dmu.ac.uk/regulations/general/index.html>

Copying – please see section on University policies.

Further information about the University rules may be found in:

<http://mle.dmu.ac.uk/regulations/general/index.html>

Failing a module and rules of progression:

Regulations regarding failure of modules and retrieval are outlined in the 'Handbook and Regulations for Undergraduate Awards' and in relation to the all programmes are supplemented by specific regulations. Each module has its own re-assessment requirements and you should ensure that you have checked these with your Module Tutor. You apply for a re-assessment using a 'Module Reassessment Form', available from the School Office.

Personal property:

DCBS does not accept liability for loss and/or damage to personal property, and students should be encouraged to make their own insurance arrangements in this respect.

Vehicles:

DCBS does not accept liability for third party claims arising out of the use, by students, of their own vehicles for course visits and travel between campuses. Individual insurers must therefore be informed and policies adjusted to reflect vehicle use outside the standard 'social and domestic' cover.

FREQUENTLY ASKED QUESTIONS

What to do if you have a problem with the programme itself:

- a) See the Tutor/Lecturer concerned. If not satisfied:
- b) See the 'Programme Leader'.

Please follow this procedure as this is the most effective way to operate. DO NOT miss out a stage: this is in your own interests.

If you still have a problem, please contact the relevant SAB Chair. You may also wish to consult the Head of Undergraduate Studies and raise issues with your student representative (student representatives will be elected to each Subject Authority Board).

What to do if you have a problem with a personal matter:

1. If it is medical:

- (i) See the RMO (doctor) available in the Daly college hospital.
- (ii) Where appropriate, pass all medical notes, together with a 'Request for Deferral' Form to DCBS Office, in order that the form may be submitted to the relevant University Panel (see section on Assessment Procedures).

3. If it is emotional:

- (i) see your Tutor or 'Programme Leader'
- (ii) where appropriate, any written evidence, together with a 'Request for Deferral' Form, must be submitted to DCBS office.

4. If it is pressure of work:

- (i) See the Module tutor concerned
- (ii) See 'Programme Leader'
- (iii) Where appropriate, put it all in writing, together with a 'Request for Deferral' form.

Please do not think you have to cope with a problem alone. There are a large number of people here to help and advise you. If we know about a problem we can help, if you keep it hidden no one can help you so **TALK TO SOMEONE!**

Permission for absence for reasons other than illness should be sought from the 'Programme Leader'. The more notice you can give us of absence the better – it would be useful if you could drop a note to the Tutor concerned. As attendance on any Programme is compulsory, prolonged absence for any reason needs written notification to be given to DCBS office.

You are advised that on all issues it is vital you consult the 'Handbook and Regulations for Undergraduate Awards'.

If in doubt always contact DCBS Office first; they will help you, answer your questions or

direct you to the appropriate source.

WHAT TO DO IF ...

... If you change address:

You must inform the DCBS Office if you change your local or home address. The Programme Leader also needs to be informed of such changes.

... If you are ill:

If the period of absence is not more than four consecutive days, you must obtain a 'Student Self-Certification of Absence Caused by Illness' form. You must complete this form and then get it signed by the 'Programme Leader'.

For absence longer than four days, a supporting certificate is required from a medical practitioner. This task will be considerably easier if you enrol with the medical centre at the university. This should be handed to the 'Programme Leader' or you should arrange for the practitioner to write directly to the 'Programme Leader'. Failure to do this will affect your attendance record and may influence decisions at the Subject Assessment Board and/or Faculty Ratification Panel. Where appropriate, you should also complete an Extenuating Circumstances Form. Please note that similar medical certification is required in the event of absence through illness from examinations and class tests.

For a full description of the procedures to be followed when a student's attendance is affected by ill-health, you are referred to the 'Handbook and Regulations for Undergraduate Awards' handbook.

... If you are absent for other valid reasons:

Discuss this with the Tutor. After a period of one week, a letter explaining your absence should be given to the 'Programme Leader'.

... If you want to withdraw:

If, for any reasons, you want to withdraw from the course or need to interrupt your studies, you must see the Personal Tutor and/or the Programme Leader and inform the 'Programme Leader' of your desire to withdraw in writing. Please make sure that you do this as it could have a bearing on any future opportunities in Higher Education.

... If you have worries about a particular module:

If possible see the staff concerned. If the problem cannot easily be resolved, then you should see the 'Programme Leader'.

... If you have personal problems:

This can include anything that is causing you worry and may have a bearing on your attitude and performance on the programme such as emotional, sexual or social problems; health, accommodation, or financial problems. There is no 'rule' for this. Your Tutors are there to help you, but if you have built up a better rapport with some other member of staff, by all means go to him or her instead. The Programme Leader is also always there to help you.

If you have any general enquiries please visit DCBS office.

And FINALLY...

We wish you well in your studies. As you probably know you will need to work hard in order to do well.

Planning and organising your time to study is crucial to success...

We are here to help.

We want you to do well.

Every question you have is valid ...we are happy to answer your questions...

Your first point of contact is always the **DCBS office**.

Disclaimer

Although every effort has been made to ensure the information contained in this guide is correct at the time of printing, the content may be subject to change.