

INTO 



**QUEEN'S
UNIVERSITY
BELFAST**

**International Year One in Management and Finance
International Year One in Accounting**

Student Programme Handbook

September Intake 2021/22

CONTENTS

1	PROGRAMME OVERVIEW	3
2	EDUCATIONAL AIMS OF THE PROGRAMME	6
3	PROGRAMME STAFF	7
4	PROGRAMME STRUCTURE, LEVELS, MODULES AND CREDITS.....	9
5	MODULE ASSESSMENT	12
6	AWARD CRITERIA AND CLASSIFICATION	17
7	PROGRESSION CRITERIA	17
8	ACADEMIC CALENDAR	19
9	ACADEMIC TUTORIALS	23
10	STAFF CONTACT DETAILS	24
11	GENERAL INFORMATION	25
	APPENDIX A: SKILLS AND LEARNING OUTCOMES	27
	APPENDIX B: REFERENCING GUIDE.....	31
	APPENDIX C: WRITING CONVENTIONS	34
	APPENDIX D: ASSIGNMENT COVER SHEET.....	36
	APPENDIX E: MODULE OUTLINES.....	37

1 PROGRAMME OVERVIEW

- 1.1. The International Year One Programme in Management and Finance and the International Year One Programme in Accounting are intended to provide International students who are not yet fully able to meet the linguistic or academic demands of first-year undergraduate study in the University, with the opportunity to participate in a core first-year degree equivalent programme leading to second year entry.
- 1.2. The International Year One programme is equivalent to year one of an undergraduate degree at a UK university. Successful completion offers direct entry to the second year of an undergraduate degree in business, economics, finance and accounting at Queen's University Belfast. The programme is validated and quality assured by Queen's University Belfast. Successful completion leads to the award of Queen's University Belfast International Diploma in Management and Finance / International Diploma in Accounting. It is equivalent to the University's Certificate of Higher Education: level 4 on the National Qualification Framework (NQF).
- 1.3. The programme is delivered in a university environment with the language and pastoral support that is necessary to ensure well-being and success, and where the work is focused specifically on preparation for university study. The International Year One Programme has been designed to meet the specific needs of full fee overseas students whose first language is not English and to prepare students for progression to undergraduate degree programmes in the Queen's University Management School.
- 1.4. To gain entry to the programme, students must have an acceptable English language qualification equivalent to IELTS 5.5 or higher with at least IELTS 5.5 in reading and writing. Students who meet the academic entrance requirements, but who do not meet the English language requirement, may be accepted on to an Extended International Diploma Programme, provided that they successfully complete one or two terms of Academic English.
- 1.5. Students will study a total of seven modules; five modules worth 20 credits each and two modules worth 10 credits each. Students will gain 120 credits in total for the programme. The English Language and Study Skills module is designed to integrate with and provide support for the content-based modules. An outline of the International Year One in Management and Finance programme is shown in Table 1. An outline of the International Year One in Accounting programme is shown in Table 2.

Table 1: Outline Structure of the International Year One Programme in Management & Finance

Module	CATS	Progression Routes	Progression Requirements
English Language and Study Skills	20	Queen's University Management School - BSc (Hons) in: <ul style="list-style-type: none"> • Finance • Economics • Economics with Finance • Business Economics • Business Management 	<ul style="list-style-type: none"> • English Language – 60% (IELTS 6.5 equivalent) with a minimum of 40% (IELTS 5.5 equivalent) in each component • Academic Subject Modules – 50% average across all academic subject modules
Statistics for Business	10		
Introduction to Financial and Management Accounting	20		
Principles of Economics	20		
Mathematics for Finance	20	Taken by students progressing to degrees in Finance and Economics	AND a minimum of 50% in specified modules depending on the progression degree*
Financial Institutions and Markets	20		
Price Theory	10		
The Business Environment	20	Taken by students progressing to degrees in Business	
Management & Organisation: Theory & Practice	20		
Marketing	10		

*a minimum of 55% is required in the Financial Institutions and Markets module for progression to Year 2 BSc Finance.

Table 2: Outline Structure of the International Year One Programme in Accounting

Module	CATS	Progression Routes	Progression Requirements
English Language and Study Skills	20	Queen's University Management School - BSc (Hons) in: <ul style="list-style-type: none"> • BSc Accounting • BSc Economics with Accounting 	<ul style="list-style-type: none"> • English Language – 60% (IELTS 6.5 equivalent) with a minimum of 40% (IELTS 5.5 equivalent) in each component • Academic Subject Modules – 50% average across all academic subject modules AND a minimum of 50% in: <ul style="list-style-type: none"> • Statistics for Business; • Introduction to Financial Accounting; • Introduction to Management Accounting • Introduction to Legal Study and Basic Contract Law
Statistics for Business	10		
Introduction to Financial Accounting	20		
Introduction to Management Accounting.	20		
Principles of Economics	20		
Accounting Information Systems	10		
Introduction to Legal Study and Basic Contract Law	20		

2 EDUCATIONAL AIMS OF THE PROGRAMME

- 2.1 The Programme will generate the equivalent of 120 University credit units. Successful completion of the course will lead to the award of the Queen's University Belfast International Diploma in Management & Finance or Accounting and entry into the second year of an appropriate degree course (subject to satisfying academic and English Language requirements).
- 2.2 The specific objectives of the programme are to:
- 2.2.1 Provide international students with a high quality business education and learning experience at undergraduate Year One level (Level I) within which the measured and validated outcomes are of a quality to secure progression to Year Two (Level II) undergraduate study in business/finance/accounting and related disciplines in Queen's University Management School.
 - 2.2.2 Provide a qualification that is of a quality to secure progression elsewhere for those students who either do not meet the entry criteria for Queen's or wish to pursue their undergraduate study at another university.
 - 2.2.3 Enhance the English language ability of students to enable them to communicate and study effectively and confidently at undergraduate level at Queen's or in another English medium university.
 - 2.2.4 Assist international students to acclimatise and become accustomed to student life in the UK and to provide practical experience of the learning, teaching and assessment methods found in Queen's and in other UK universities.
 - 2.2.5 Develop the students' subject knowledge and the learning, intellectual, practical and linguistic skills required for successful study at undergraduate level.
 - 2.2.6 Inculcate a commitment to good practice in academic work and provide students with the necessary personal, interpersonal and key skills to enable them to develop as independent, self-directed learners.

3 PROGRAMME STAFF

Table 3: International Year One in Management and Finance

Semester One Subjects	Teacher(s)	Email
Statistics for Business	Dr Phillip Gillespie	p.gillespie@qub.ac.uk
Introduction to Financial and Management Accounting	Mr Vincent Murphy	v.murphy@qub.ac.uk
Principles of Economics	Ms Orla McShane	o.mcshane@qub.ac.uk
English Language and Study Skills	Ms Erin Wood Ms Adele Crawford	e.schreck@qub.ac.uk adele.crawford@qub.ac.uk
Semester Two Subjects	Teacher(s)	Email
Management & Organisation: Theory & Practice	Dr Karen Johnston Mr Conall McAleenan	k.johnston@qub.ac.uk c.mcaleenan@qub.ac.uk
The Business Environment	Dr Sarah Harper Mrs Mary Daly	s.harper@qub.ac.uk mary.daly@qub.ac.uk
Marketing	Dr Roxana Magee	r.c.magee@qub.ac.uk
Financial Institutions and Markets	Ms Rose Byrne	r.byrne@qub.ac.uk
Mathematics for Finance	Dr Phillip Gillespie	p.gillespie@qub.ac.uk
Price Theory	TBC	<u>TBC</u>
English Language and Study Skills	Ms Erin Wood Ms Adele Crawford	e.schreck@qub.ac.uk adele.crawford@qub.ac.uk

Table 4: International Year One in Accounting

Semester One Subjects	Teacher(s)	Email
Statistics for Business	Dr Phillip Gillespie	p.gillespie@qub.ac.uk
Principles of Economics	Ms Orla McShane	o.mcshane@qub.ac.uk
Introduction to Financial Accounting	Ms Rose Byrne	r.byrne@qub.ac.uk
English Language and Study Skills	Ms Erin Wood Ms Adele Crawford	e.schreck@qub.ac.uk adele.crawford@qub.ac.uk
Semester Two Subjects	Teacher(s)	Email
Accounting Information Systems	Ms Orla McShane	o.mcshane@qub.ac.uk
Introduction to Management Accounting	Mr Vincent Murphy	v.murphy@qub.ac.uk
Introduction to Legal Study and Basic Contract Law	Mr Scott McCreedy	s.mccreedy@qub.ac.uk
English Language and Study Skills	Ms Erin Wood Ms Adele Crawford	e.schreck@qub.ac.uk adele.crawford@qub.ac.uk

4 PROGRAMME STRUCTURE, LEVELS, MODULES AND CREDITS

4.1 Programme Structure

There will be two intakes each academic year, in September and in January. All students are required to take and satisfactorily complete modules to a value of 120 CATS points.

4.1.1. International Year One in Management and Finance

Students will take the following compulsory modules:

Category	Module	CATS
Compulsory	Statistics for Business	10
Compulsory	Introduction to Financial and Management Accounting	20
Compulsory	Principles of Economics	20
Compulsory	English Language and Study Skills	20

Students will take three optional modules. For students progressing to degrees in Finance and Economics:

Category	Module	CATS
Optional	Mathematics for Finance	20
Optional	Financial Institutions and Markets	20
Optional	Price Theory	10

For students progressing to degrees in Business:

Category	Module	CATS
Optional	The Business Environment	20
Optional	Management and Organisation: Theory and Practice	20
Optional	Marketing	10

Students following the extended programme must take and satisfactorily complete one or two terms of Academic English before taking any of the modules in the table above.

Introduction to Financial and Management Accounting (20 CATS), Principles of Economics (20 CATS), and Statistics for Business (10 CATS) will be taught during the first semester and examined at the end of the first semester.

Six modules, Mathematics for Finance (20 CATS), Financial Institutions and Markets (20 CATS), Price Theory (10 CATS), Management and Organisation (20 CATS), The Business Environment (20 CATS), and Marketing (10 CATS) will be taught during the second semester and examined at the end of the second semester.

English Language and Study Skills (20 CATS) will be taught over both semesters and examination details will be provided by your teacher.

Progression to Queen's University Belfast

If you successfully complete the International Year One in Management and Finance, you will be awarded the Queen's University Belfast International Diploma in Management and Finance, and guaranteed entry to the second year of five undergraduate degree programmes offered by Queen's University Management School (subject to meeting the specified course requirements detailed in the INTO brochure).

If you successfully complete the International Diploma in Management and Finance but do not meet the specified progression requirements for entry to Year two you will be considered for entry to Year one of a suitable degree programme in Queen's University Management School.

English Language requirements

Please note that you are required to pass the English language component with a 60% overall grade, and no less than 40% in each subskill, before progressing to the undergraduate degree programme.

4.1.2. International Year One in Accounting

Students will take the following compulsory modules:

Category	Module	CATS
Compulsory	Statistics for Business	10
Compulsory	Principles of Economics	20
Compulsory	Introduction to Financial Accounting	20
Compulsory	Introduction to Management Accounting	20
Compulsory	Introduction to Legal Study and Basic Contract Law	20
Compulsory	Accounting Information Systems	10

Students following the extended programme must take and satisfactorily complete one or two terms of Academic English before taking any of the modules in the table above.

Statistics for Business (10 CATS), Principles of Economics (20 CATS), and Introduction to Financial Accounting (20 CATS) will be taught during the first semester and examined at the end of the first semester.

Introduction to Legal Study and Basic Contract Law (20 CATS), Introduction to Management Accounting (20 CATS), and Accounting Information Systems (10 CATS) will be taught during the second semester and examined at the end of the second semester.

English Language and Study Skills (20 CATS) will be taught over both semesters and examination details will be provided by your teacher.

Progression to Queen's University Belfast

If you successfully complete the International Year One in Accounting, you will be awarded the Queen's University Belfast International Diploma in Accounting, and guaranteed entry to the second year of two undergraduate degree programmes offered by Queen's University Management School (subject to meeting the specified course requirements detailed in the INTO brochure).

English Language requirements

Please note that you are required to pass the English language component with a 60% overall grade, and no less than 40% in each subskill, before progressing to the undergraduate degree programme.

5 MODULE ASSESSMENT

Formative Assessment

- 5.1 Formative Assessments are any homework or class based exercises which do not count towards your final grade, but which aim to help you monitor your learning and improve your skills in particular areas, or to give you practice for a Summative Assessment.
- 5.2 You will be given feedback on formative coursework that will assist you with your learning. You may be given guidance grades on your performance according to the table below:

Equivalent Percentage Score	Performance Descriptor	Indicative Grade
80+	Outstanding	A*
70 - 79	Excellent	A
60 - 69	Very Good	B
50 - 59	Good	C
40 - 49	Adequate	D
35 - 39	Marginal Fail	E
0 - 34	Unsatisfactory/Poor	F

Table 5: Formative Assessment Guidance Marking Scale

Summative Assessment

- 5.3 Summative assessments are those that contribute to the final score of a module. Each subject module will have summative assessments by examination and/or by continuous (coursework) assessment.

Continuous (Coursework) Assessment

- 5.4 Continuous assessment may take different forms e.g. essays, business reports, written class tests, group projects, presentations, portfolios or oral tests. There may be one or more continuous assessment component for any module.
- 5.5 Under normal procedures, students can expect to receive a provisional grade and an overview of their performance in a summative assessed coursework. The grades in Table 5 will be used to give an indication of your performance. Numerical marks can only be released after they are approved at the end-of-year examination board by the external examiners.
- 5.6 Coursework submitted for summative assessment will be retained by teaching staff for the purposes of internal moderation and external review. Students may instead receive a feedback sheet from their module lecturer.

Assessment Submission Regulations

- 5.7 Students must submit a hardcopy of a coursework assignment on or before the submission deadline indicated by the module lecturer. A cover sheet must be attached (an example is shown in Appendix C). In addition to the submission deadline, the cover sheet will also specify where the coursework should be submitted. The cover sheet also includes a declaration on plagiarism which must be signed (plagiarism is a serious form of academic misconduct and is defined in Section **Error! Reference**

source not found. Error! Reference source not found.). If the cover sheet is not attached, the submission process will be considered incomplete and late submission penalties (see 5.13) will accrue.

- 5.8 Turnitin.com is a plagiarism detection service which provides detailed reports on the degree and sources of similarity between a submitted document and an extensive database of sources such as journals, books, etc., and other students' work. Turnitin helps students maintain academic integrity and allows lecturers to identify where plagiarism has occurred. You will be guided through the process of setting up an account Turnitin during the ELSS module. A Turnitin class assignment code will be provided for each piece of coursework.
- 5.9 In addition to the hardcopy submission, students must also submit an electronic copy of reports and other documents created on a word-processor (e.g. MS Word) to the Turnitin plagiarism detection service on or before the submission deadline indicated by the module lecturer. It is important that you submit your coursework to the correct class assignment. The submission process is considered incomplete until the electronic copy has been submitted to Turnitin and late submission penalties (see 5.13) will accrue.
- 5.10 Please be aware that full submission is considered incomplete and late submission penalties (see 5.13) will accrue until *both* a hardcopy is submitted and an electronic version (of reports and documents) is submitted to Turnitin.
- 5.11 Please note the current procedure for submission of work is under review, and individual teachers may have different requirements. Students should take note of any amendments to this communicated by the Programme Manager, Academic Support, or individual teachers.
- 5.12 You must present work for assessment which has been written by yourself in your own words and which is the result of your own intellectual endeavour. Evidence of academic misconduct in coursework will be treated seriously and may result in you receiving no credit for your work. Serious and/or persistent evidence of impropriety may result in the discontinuation of your programme of study. Each instance of academic misconduct will be recorded on your academic record and may accrue into the duration of your undergraduate degree (see Section **Error! Reference source not found. Error! Reference source not found.**).

Late Submission Penalties

- 5.13 Assessed coursework submitted after a deadline will be penalised at the rate of 5% (of the total marks available for the coursework) for each working day after the deadline date, up to a maximum of five working days, after which a mark of zero will be awarded, i.e. day one will incur a penalty of minus 5%; day two will incur a penalty of minus 10% etc. Where the assessed work element accounts for a certain proportion of the module mark, the 5% penalty will apply to the assessed element only and not to the overall module mark.
- 5.14 Each continuous assessment will have a specific marking scheme and maximum mark attainable. The application of a late submission penalty is applied as a proportion of the maximum marks for that piece of coursework e.g. Table 6 gives an example of the penalty applied and the subsequent mark awarded where the coursework is scored from 100 marks and awarded 70 marks if submitted by the deadline; Table 7 gives an example of the penalty applied and the subsequent mark awarded where the coursework is scored from 20 marks and awarded 14 marks if submitted by the deadline.
- 5.15 A coursework assessment mark may be subsequently scaled to the relevant contribution of the continuous assessment to the final module score e.g. an assessment may be scored from 100 marks, but only represent 10% of the final module grade. In the example shown in Table 6, if the coursework

has been submitted 2 days late and therefore 60 marks are awarded after the late penalty is applied, the coursework would contribute 6% to final score for the module, rather than 7% if it had been submitted on time.

Coursework Maximum Score: 100		Assessed Score: 70
Days Late	Penalty Applied	Mark Awarded
0	none	70
1	-5	65
2	-10	60
3	-15	55
4	-20	50
5	-25	45
>5	full	0

Table 6: Example late submission penalty application for coursework scored out of 100

Coursework Maximum Score		Assessed Score
20		14
Days Late	Penalty Applied*	Mark Awarded
0	none	14
1	-1	13
2	-2	12
3	-3	11
4	-4	10
5	-5	9
>5	Full	0
* 5% of maximum mark of 20 marks is 1 mark		

Table 7: Example late submission penalty application for coursework scored out of 20

- 5.16 Exemptions shall be granted only if there are exceptional circumstances, and where the student has made a case in writing to the Programme Manager within three working days of the deadline for submission or where a concession has been agreed on the grounds of a student's disability.

Examination Assessment

- 5.17 There will be a 1-week formal examination session at the end of semester 1 during which modules studied during semester 1 will be examined.
- 5.18 There will be a 2-week formal examination session at the end of semester 2 during which modules studied during semester 2 will be examined and the English Language and Study Skills (ELSS) module will be examined.
- 5.19 You are not allowed to take into the examination room any unauthorised book, manuscript, notes or any means whereby you may improperly obtain assistance in your work. All bags, cases or other receptacles should be left in a designated location and not taken to your desk. Small handbags and pencil cases may be left on the floor by the desk. Exceptions to these regulations, for particular

examination papers, may be approved by INTO Queen's University Belfast. Details will be printed at the head of the examination question paper. For instance, you may be issued with formula booklets which must be returned at the end of the examination.

- 5.20 Mobile telephones are not permitted in the examination room.
- 5.21 You must only use an approved calculator in continuous assessment exercises and examinations. The use of personal organisers, wearable computing smartphone-type devices, electronic dictionaries or any other electronic device with the capacity for the storage and retrieval of text information is not permitted.
- 5.22 You must sit in the place allocated to you.
- 5.23 You must not use any means to communicate with any other candidate or with other persons either inside or outside the examinations room.
- 5.24 You must not indulge in any behaviour which may disturb or distract other candidates or which may disrupt the progress of an examination. Chiming watches and alarm clocks must be switched off.
- 5.25 You must not use any means to obtain directly or indirectly, assistance in your work or give, or attempt to give, directly or indirectly, any assistance to any other candidate.
- 5.26 The impersonation of examination candidates is prohibited and you must not allow yourself to be impersonated.
- 5.27 You must not remove from the examination room any examination papers, answer books or other items of examination stationery.
- 5.28 You are required to hand your scripts, including any rough work, to the invigilator and to remain seated and in silence until dismissed by the invigilator.
- 5.29 You are not permitted to smoke in an examination room.
- 5.30 No food should be brought into the examination room.
- 5.31 You must obey the instructions of invigilators at all times.
- 5.32 Any suspected breach of the foregoing regulations will be investigated by the Academic Director or his/her nominee. The student(s) concerned will normally be permitted to complete the sequence of examinations. The outcomes of the investigation will be reported to the Board of Examiners which will decide on appropriate action. Confirmed cases of serious misconduct will normally result in failure. Students will be informed in writing of the decision taken by the Board.

External Examiners

5.33 The External Examiner system enables INTO Queen's to ensure that it awards qualifications at an appropriate standard and that student performance is judged appropriately. The External Examiner does not carry out marking of assessed work but they may make recommendations if they think any awarded marks do match the marking criteria for a module. The External Examiner has the opportunity to see and comment on all examination papers, examination scripts and other assessed work. They sit on examination boards and their views are taken very seriously. At the end of the academic year, the External Examiner provides a report on the programme and INTO provides a response to any issues raised. Where the External Examiner has raised issues with INTO Queen's, the Academic Director provides a response. You are entitled to see the report for your programme and should ask your Programme Manager how this will be made available. You should not contact the External Examiner directly.

International Year One in Management and Finance / Accounting	External Examiner name and institution
Business, Management, and Economics modules	Dr Ronald Ramlogan, Senior Research Fellow, University of Manchester.
Mathematics and Finance modules	Dr Andrew Urquhart, ICMA Centre, Henley Business School, University of Reading.
Accounting modules	Dr Anthony Wall, Senior Lecturer in Accounting, Ulster University.
English Language and Study Skills	Dr John Baird, University of Reykjavik.

Table 8: External Examiners

6 AWARD CRITERIA AND CLASSIFICATION

- 6.1 Successful completion of the International Year One in Management and Finance will result in the award of an International Diploma in Management and Finance. Successful completion of the International Year One in Accounting will result in the award of an International Diploma in Accounting. In order to successfully complete both programmes, students must accumulate 120 CATS points, comprised of 100 CATS points attained through passing 06 academic subject modules, and 20 CATS points awarded for passing the English Language and Study Skills (ELSS) module. Note that these criteria mean you must **PASS ALL MODULES** i.e. you **CANNOT FAIL any module**, if the award is to be given.
- 6.2 Candidates must achieve a minimum passing mark of 40% to be awarded the 20 CATS points for a full module, or 10 CATS points for a half module.
- 6.3 Candidates must achieve a minimum of 50% overall (equivalent to IELTS 6.0) with a minimum of 40% (equivalent to IELTS 5.5) in all skill components to be awarded the 20 CATS points for the English Language and Study Skills module.

Resit Examinations

- 6.4 A student who fails a module at the first sitting shall be permitted one further attempt to achieve a pass for that module. The module will normally be retaken at the next available opportunity. The mark available for resit academic modules will be CAPPED at the module PASS mark of 40%, or at a module PROGRESSION mark of 50%, depending on the student's intended progression route. An uncapped module mark may be permitted where special circumstances apply and have been deemed to be exceptional by the Examination Board. Please refer to Section 14 for more information on Special Circumstances.
- 6.5 Students who fail any module at the second attempt may be withdrawn from the programme.
- 6.6 In the case where a student has failed multiple modules, whilst the student will be offered the opportunity to resit all failed modules, the Examination Board may advise the student if it is not in their best interest to resit the modules.

7 PROGRESSION CRITERIA

- 7.1 Holders of the International Diploma may progress to Year Two of designated degree programmes at Queen's University Belfast only if they have achieved, as a minimum requirement, the level of performance in both academic modules and English Language and Study Skills, as summarized below:

Progression	English Language and Study Skills Module	Academic Subject Modules
To progress onto BSc Economics or BSc Economics with Finance	minimum of 60% overall (equivalent to IELTS 6.5) with minimum of 40% (equivalent to IELTS 5.5) in all components	50% in the Financial Institutions and Markets, Principles of Economics, and Mathematics for Finance.

		40% in Statistics for Business, Introduction to Financial and Management Accounting, and Price Theory.
To progress onto BSc Finance	minimum of 60% overall (equivalent to IELTS 6.5) with minimum of 40% (equivalent to IELTS 5.5) in all components	55% in Financial Institutions and Markets 50% in Principles of Economics, and Mathematics for Finance. 40% in Statistics for Business, and Introduction to Financial and Management Accounting, and Price Theory.
To progress onto BSc Business Management or BSc Business Economics	minimum of 60% overall (equivalent to IELTS 6.5) with minimum of 40% (equivalent to IELTS 5.5) in all components	50% in Management and Organisation, Principles of Economics, and The Business Environment 40% in Statistics for Business, Introduction to Financial and Management Accounting, and Marketing.
To progress onto BSc Accounting or BSc Economics with Accounting	minimum of 60% overall (equivalent to IELTS 6.5) with minimum of 40% (equivalent to IELTS 5.5) in all components	50% in Introduction to Management Accounting, Introduction to Financial Accounting, Introduction to Legal Study and Basic Contract Law, and Statistics for Business. 40% in Principles of Economics, and Accounting Information Systems.

Table 9: Progression Criteria

- 7.2 Holders of the International Diploma in Management and Finance or International Diploma in Accounting who do not meet the specified progression requirements for entry to Year Two will be considered for entry to Year One of degree programmes on a case by case basis.
- 7.3 Students on the extended (4 term or 5 Term) programme will have satisfactorily completed the Academic English (AE) programme with a minimum of 55% overall (IELTS 5.5 equivalent), before having progressed to study the academic and English Language and Study Skills modules.

8 ACADEMIC CALENDAR

Semester Dates

- 8.1 The 2020/21 academic year for students beginning their academic studies on the International Year One in Management and Finance and International Year One in Accounting in September 2020 is organized across 2 semesters. The beginning and end dates of the semesters are given in the following table. A calendar representation of the academic year is given on page 22.

Term Dates and Attendance

- 8.2 Whilst the academic calendar of INTO Queens and Queens University Belfast currently operates according to the 2 semester structure shown in **Error! Reference source not found.** (page 20), the enrolment and attendance terminology used for INTO programmes still refers to a traditional "3 term" academic year. Term start and end dates in **Error! Reference source not found.** are determined by both holiday periods and by semester dates.
- 8.3 Students are expected to attend INTO Queen's University Belfast between the beginning and end dates of each term in Table 10 inclusively i.e. students are expected to be present for classes and assessment or examination sessions from the first day of the beginning of each term and to attend for classes and assessment or examination sessions until the last day of each term, unless there is a set vacation period in the middle of a term. Authorisation will NOT be given to any student requesting late arrival after the start-of-term dates or early departure before the end-of-term dates, as given in Table 10, EXCEPT in the case of exceptional circumstances - the availability or pre-booking of cheaper flights is NOT specified as an exceptional circumstance.

		Begins	Ends	
Semester 1	Induction 1 week	Monday 13 September 2021	Friday 17 September 2021	Term 1
	Teaching 11 weeks	Monday 20 September 2021	Friday 10 December 2021	
	Reading Week	Monday 25 October 2021	Friday 29 October 2021	
	Revision Week	Monday 13 December 2021	Friday 17 December 2021	
	Christmas Holidays 3 weeks	Monday 20 December 2021	Friday 07 January 2022	
	Examinations 1 week	Monday 10 January 2022	Friday 14 January 2022	
Semester 2	Teaching 11 weeks	Monday 17 January 2022	Friday 08 April 2022	Term 2
	Reading Week	Monday 14 Feb 2022	Friday 18 Feb 2022	Term 3
	Easter Holidays 2 weeks	Monday 11 April 2021	Friday 22 April 2022	
	Examinations 4 weeks	Monday 25 April 2022	Friday 20 May 2022	
	Progression 1 week	Monday 23 May 2021	Friday 27 May 2021	
	Resit Examinations	Monday 30 May 2021	Friday 03 June 2021	
	Results Release	Monday 06 June 2022	Friday 10 June 2022	
	Resit Results Release	Monday 13 June 2022	Friday 17 June 2022	

Table 10: Semester and Key Dates 2021/22

IC Week	21/22	IYOMF and IYOA
Week	W/C	
1	13-Sep	Induction
2	20-Sep	S1-W1
3	27-Sep	S1-W2
4	04-Oct	S1-W3
5	11-Oct	S1-W4
6	18-Oct	S1-W5
7	25-Oct	Reading Week
8	01-Nov	S1-W6
9	08-Nov	S1-W7
10	15-Nov	S1-W8
11	22-Nov	S1-W9
12	29-Nov	S1-W10
13	06-Dec	S1-W11
14	13-Dec	Revision Week
15	20-Dec	Christmas
16	27-Dec	Christmas
17	03-Jan	Christmas
18	10-Jan	Exams
19	17-Jan	S2-W1
20	24-Jan	S2-W2
21	31-Jan	S2-W3
22	07-Feb	S2-W4
23	14-Feb	Reading Week
24	21-Feb	S2-W5
25	28-Feb	S2-W6
26	07-Mar	S2-W7
27	14-Mar	S2-W8
28	21-Mar	S2-W9
29	28-Mar	S2-W10
30	04-Apr	S2-W11
31	11-Apr	Easter
32	18-Apr	Easter
33	25-Apr	Exams
34	02-May	Exams
35	09-May	Internal Boards
36	16-May	External Boards
37	23-May	Progression
38	30-May	Resit Exams
39	06-Jun	Results Release**
40	13-Jun	Resit Results Release**

Table 11: Academic Calendar 2021/22

Bank and Public Holidays

8.4 National holidays are called "Bank and Public Holidays". The centre will be closed on the dates of the Bank and Public holidays listed in Table 12.

Bank and Public Holiday	Date
Christmas Day	Monday 27 December 2021 (substitute day)
Boxing Day	Tuesday 28 December 2020 (substitute day)
New Year's Day	Monday 03 January 2022
St Patrick's Day	Thursday 17 March 2022
Good Friday	Friday 15 April 2022
Easter Monday	Monday 18 April 2022
Early May Bank Holiday	Monday 02 May 2022
July Holidays	Tuesday 12 July 2022

Table 12: Bank and Public Holidays 2021/22

9 ACADEMIC TUTORIALS

- 9.1 As an INTO student you will be allocated a personal Academic Tutor for the duration of your programme. Your Academic Tutor will meet with you a number of times each semester, either individually or as part of a small group of tutees, to advise and guide you.
- 9.2 It is intended that your tutorial sessions will help you:
- Become a more effective, independent and confident self-directed learner.
 - Understand how you are learning and relate your learning to a wider context.
 - Articulate your personal goals and evaluate progress towards your achievement.
 - Encourage a positive attitude to learning throughout life
- 9.3 The aim is to help you to begin your studies, to reflect on and learn from feedback you receive, and to become more aware of your own learning style, strengths and weaknesses. Your tutor will discuss your progress and to give you any help or advice on matters relating to your studies or preparing for your university programme.
- 9.4 The tutorials are not a confidential discussion. In order to support you and give you the best possible advice your tutor may need to share information with other relevant members of staff such as the Programme Manager or the Welfare Officer.
- 9.5 Your tutor will contact you with times and dates of meetings.
- 9.6 Tables 13 and 14 outline an example schedule, showing the number and timings of academic tutorial meetings. It is important that you attend all scheduled meetings with your tutor.

Table 13: Semester 1 Academic Tutorial Schedule

Week 1-2	Overview of the tutorials process You will find out who your tutor is and they will contact you.
Week 2-4	First group meeting with tutor
Week 6-8	First individual meeting with tutor Bring all assignment feedback sheets and completed tutorial sheet

Table 14: Semester 2 Academic Tutorial Schedule

Week 1-2	Second individual meeting with tutor – post exam results
Week 5-8	Third individual meeting with tutor Discussion on progress and exam/assignments marks to date Bring all assignment feedback sheets and examination results Bring all assignment feedback sheets and completed tutorial sheet Discussion on progression options/predicted grades

- 9.7 If you have any problems with the process, please contact your tutor or the Programme Manager.

10 STAFF CONTACT DETAILS

Title	Name		Role	email
Ms	Aine	McComb	Head of Student Services	a.mccomb@qub.ac.uk
Dr	Fabiana	Fausto McCracken	Programme Manager	f.macedofausto@qub.ac.uk
Mr	Conall	McAleenan	Management teacher	c.mcaleenan@qub.ac.uk
Dr	Karen	Johnston	Management teacher	k.johnston@qub.ac.uk
Ms	Mary	Daly	Business teacher	mary.daly@qub.ac.uk
Ms	Rose	Byrne	Finance and Accounting teacher	r.byrne@qub.ac.uk
Dr	Roxana	Magee	Marketing teacher	r.c.magee@qub.ac.uk
Dr	Sarah	Harper	Business teacher	s.harper@qub.ac.uk
Ms	Orla	McShane	Economics teacher	o.mcshane@qub.ac.uk
Mr	Vincent	Murphy	Accounting teacher	v.murphy@qub.ac.uk
Dr	Phillip	Gillespie	Mathematics teacher	p.gillespie@qub.ac.uk
Ms	Adele	Crawford	English Language and Study Skills teacher	adele.crawford@qub.ac.uk
Ms	Erin	Wood	English Language and Study Skills teacher	e.schreck@qub.ac.uk
Ms	Cherry	Li	Chinese Language Support Officer	cherry.li@qub.ac.uk
Ms	Toni	Kingsberry	Accommodation and Welfare Officer	a.kingsberry@qub.ac.uk
Ms	Beverley	Quinn	Student Services Coordinator	beverley.quinn@qub.ac.uk
Dr	David	Bandy	Academic Support Manager	d.bandy@qub.ac.uk
Ms	Joanne	Myles	Academic Support Officer	j.myles@qub.ac.uk
Ms	Hannah	McBride	Academic Support Officer	h.mcbride@qub.ac.uk
Ms	Tsvety	Donova	Academic Support Officer	t.donova@qub.ac.uk
Ms	Nuala	Corr	Centre Director	n.corr@qub.ac.uk
Mr	Liam	O'Hagan	Academic Director	l.ohagan@qub.ac.uk
Ms	Ciara	Murray	Progression and Placement Officer	ciara.murray@qub.ac.uk

Table 16: Staff Contact Details

11 GENERAL INFORMATION

11.1 The programme is subject to the University General Regulations <http://www.qub.ac.uk/directorates/AcademicAffairs/GeneralRegulations/>

11.2 The information in this section is taken from the QUB International student's handbook. Further information can be obtained from the International Office at Queen's University Belfast.

Access to University Services

11.3 Students have access to the INTO Queen's Student Support Services as well as the University Health and Counselling Services, Students' Union, University Careers Service and Student Support Services. Students have access to all University libraries, University open access computer facilities and other resources at the INTO Centre.

Library Information

11.4 The University has a number of major libraries which registered students may use. As well as this, the individual schools and institutes have their own collections. Most of the books and pamphlets in the Library can be borrowed, but some categories of material are not available on loan.

11.5 In addition to its traditional libraries, the University also has its purpose built interdisciplinary McClay Library specifically designed to meet the needs of undergraduate students. In addition to providing multiple copies of recommended textbooks and course reading, a large number of the study places are equipped with PCs. The computing facilities enable students to use computer-based learning materials; commonly used software such as word processing, spreadsheets and database packages; bibliographic databases; electronic journals and other full-text material; access to the Library's CD-ROM network; and access to the Internet.

11.6 All books and journals in all branches of the Library are included in the Library's computer catalogue. There are dedicated terminals in all the branches and the catalogue is also accessible over the campus network. The Library also makes available a range of electronic information services for the retrieval of bibliographic, statistical and other data.

11.7 The University has six libraries, the opening hours of which are generally between 8.30am and 10.00 pm during the week and extended hours during the examination period. For further information please visit: www.qub.ac.uk/lib/

Computing Facilities

11.8 All international students will have access to email. You will be given your username and password to access your account when you register. This service is free. You can use any of the Student Computer Centres around the University to access the Internet. Assistance on using the Internet is provided at Orientation and daily in the Computer Centres.

11.9 Central computing facilities for students are provided in Student Computer Centres. There are thirteen Student Computer Centres with a total of 660 PCs all of which operate Windows NT. The majority of the Centres are within easy access of the central campus with 240 PCs in the Seamus Heaney Library. All students have access to e-mail and the Internet and have their own filestore account on the campus network. In addition to these central facilities, many schools have their own computing facilities. The University extensively uses email and the Web to communicate with, and provide information to, students. All Elms Village accommodation has internet access.

- 11.10 Computer Based Learning (CBL) materials are available on all the systems in the Student Computer Centres to help students become familiar with the core IT products. They include Introduction to PCs, Windows, Word, Excel, Access and PowerPoint.
- 11.11 During semester the Student Computer Centres are normally open from 9.00 am to 9.30 pm or 11.30 pm from Monday to Friday, with a number open on Saturday and Sunday.

Equipment and facilities for disabled students

- 11.12 The University has developed specialised Assistive Technology provisions for students with disabilities over recent years. The main facilities are as follows:
- 11.13 A dedicated equipment facility located in one of the Student Computer Centres. Students can make use of up-to-date technology (including CCTVs, scanners with synthesised speech and Braille printing options and associated PC hardware and software).
- 11.14 In the University's network of seven Student Computer Centres located throughout the campus over 600 work stations are available to any member of the academic community. Specialised software is available at all these locations to enlarge text and graphics on all existing installed packages. Specific software facilities are also available for use by those with visual impairment and dyslexia who have typing, spelling and reading difficulties.
- 11.15 IT provisions for deaf and hard of hearing students are housed in a new "Hearing Enhancement Technology Room", sited at the centre of the campus. Facilities include the following: a desktop PC, offering access to email, the Internet and standard applications; a laptop PC which can be borrowed, offering standard applications and the package HI LINC (designed to let deaf and hard of hearing students receive information in lectures simultaneously with other hearing students); printing and photocopying facilities; a minicom; an amplified handset; hearing-aid related supplies including batteries and a spare Phonic Ear Personal FM; a portable loop; and a monitor and video unit (suitable for playing and recording subtitled videos). A stock of video materials for use as courseware is also being developed.

APPENDIX A: SKILLS AND LEARNING OUTCOMES

1. Learning Outcomes

On successful completion of the **International Year One Programme in Management and Finance and the Extended International Year One Programme in Management & Finance**, students will be able to demonstrate an up-to-date knowledge and understanding of:

1. Mathematical and statistical methods and how to apply these to economic, financial and business data to solve a range of practical problems in business.
2. The nature and underlying theory behind different types of management structures, processes and practices and the relevance of both historical and contemporary approaches to the future of work organisation by practising managers.
3. The main management issues in marketing, human resources and operations.
4. Fundamental economic theory, the role of economics in business, public and private decision making and be able to apply the theory to analysis of the real world.
5. The functioning of markets and financial institutions as the foundation of the contemporary global economy and study the relationship between the main microeconomic principles and essential macroeconomic concepts.
6. The purposes for which accounting, economic and financial information is used in business, how that information is gathered, processed, and presented.
7. How to engage with academic texts using effective reading and note-taking strategies; produce academic writing that is accurate at both discourse and sentence level; understand policies and expectations related to academic integrity; listen and react to lectures & other types of classroom discourse; participate confidently in seminars, presentations and classroom discussions.

On successful completion of the **International Year One Programme in Accounting and the Extended International Year One Programme in Accounting**, students will be able to demonstrate an up-to-date knowledge and understanding of:

1. Mathematical and statistical methods and how to apply these to economic, financial and business data to solve a range of practical problems in business.
2. Fundamental economic theory, the role of economics in business, public and private decision making and be able to apply the theory to analysis of the real world.
3. The principles and practice of Financial and Management Accounting and Accounting Information Systems.
4. The cultural and historical context to English law, its institutions and practices, including the fundamentals of basic contract law.
5. How to engage with academic texts using effective reading and note-taking strategies; produce academic writing that is accurate at both discourse and sentence level; understand policies and expectations related to academic integrity; listen and react to lectures & other types of classroom discourse; participate confidently in seminars, presentations and classroom discussions.

Teaching and Assessment Methods

The following learning, teaching and assessment methods are used to enable students to achieve and demonstrate these outcomes:

1. Knowledge-based subject-specific learning and teaching is provided through lectures, seminars, tutorials, group work, directed reading, independent learning activities and computer-based learning materials.
2. Students' knowledge and understanding will be assessed through a combination of unseen examinations, formal essays, class tests, individual and group projects, as well as individual and group oral presentations
3. Tutor moderated peer-informed assessment will contribute to the assessment of group work components. Both summative and formative assessment is used throughout all modules.
4. Summative assessment takes a variety of forms. In several modules formal examinations are used to gauge and assess understanding and the acquisition of knowledge. Work required for summative assessment (whether in the form of examinations, individual essays, individual or group presentations) will be judged against the Level 1 criteria in the University's published conceptual equivalents scale.
5. Formative assessment will take three main forms; (i) regular assignments in most of the modules aimed at promoting subject-specific understanding, logic, accurate written and (where required) graphical representation of information, and good presentation (ii) frequent and regular discussion of key theories and academic readings to develop understanding, logical argument and critical assessment and (iii) timely feedback on the content and performance of student presentations.

2. Subject Specific Skills

Learning Outcomes

The International Year One in Management and Finance and the International Year One in Accounting provide opportunities for students to achieve the following outcomes:

1. Construct arguments and exercise problem-solving skills in the context of management, financial and economic theory.
2. Develop an ability to think in a logical manner, a confidence with numbers and an appreciation that working with data is integral to working in the business environment.
3. Read, analyse and critically evaluate management, finance and economic data.
4. Develop the intellectual and practical skills of the learner in the acquisition, analysis, interpretation and understanding of current business issues.

Teaching and Assessment Methods

Throughout the programme emphasis is placed on the integration of language learning, study skill development and the acquisition and/or re-orientation of subject knowledge. Summative assessment of subject-specific skills is an integral part of all subject modules and includes end-of-term exams, class tests, presentations, assignments and project-work.

Formative assessment of student learning occurs both in tutorial and small-group activities. Up-to-date management, finance and economic literature is integrated into the curriculum, and the ability to communicate, debate and critique the literature is developed within the ELSS modules and assessed in written and oral presentations both in the subject modules and in the ELSS module.

3. Cognitive Skills

Learning Outcomes

The programme provides opportunities for students to achieve the following outcomes:

1. Critical analysis, evaluation and interpretation of information, utilising up-to-date academic literature.
2. Understanding the relationship between argument and evidence.
3. Application of creative thinking, critical thinking and problem solving skills in a variety of contexts.
4. Logical reasoning, independent enquiry and the comprehension of abstract concepts.

Teaching and Assessment Methods

Cognitive skills are developed across first and second term modules and focus particularly on problem solving and logical reasoning. Critical analysis of up-to-date academic literature develops students' cognitive ability. Independent enquiry, critical evaluation and interpretation, abstraction and assimilation are key elements in all modules and are further reinforced in the Study Skills component of the English Language and Study Skills module. Self-assessment and reflection are developed by formative feedback particularly on tutorial presentations.

Assessment of cognitive skills, both summative and formative, occurs in the form of course assignments, oral presentations, project work and examinations.

4. Transferable Skills

Learning Outcomes

The programme provides opportunities for students to achieve the following outcomes:

1. The ability to present knowledge and demonstrate expertise in a coherent, effective and meaningful form.
2. The ability to construct and evaluate arguments, and to reach conclusions.
3. The ability to present quantitative and qualitative information together with analysis, argument and commentary in a form appropriate to different intended audiences.
4. The application and appropriate use of ICT: including PowerPoint, Excel, word-processing, e-mail, internet and subject - related software.
5. The preparation and communication of ideas in written, presentational and graphical forms.
6. The ability to work both independently and in groups and to demonstrate organisation and time management skills.
7. An awareness of the professional context in which business is conducted.

Teaching and Assessment Methods

Transferable skills development permeates the teaching and learning on International Year One programme. Successful completion of projects and coursework across modules requires students to gather additional information from a range of sources, select and assimilate relevant information and to complete tasks within deadlines.

ICT skills are consolidated throughout the course as an aid to report writing, visual presentation, literature searching and data handling. Although not formally assessed, qualities such as self-reliance, good time management and the ability to undertake independent study are fostered and encouraged throughout the course.

Assessment of coursework requires students to use a range of media (e.g. essays, PowerPoint or similar presentations, case studies) to demonstrate their learning.

APPENDIX B: REFERENCING GUIDE

Any written work should be referenced. Referencing comprises both in-text citations and a bibliography. A citation is a short form of reference within a piece of text to direct the reader to a full reference in the bibliography. The bibliography is all original source material, listed alphabetically by author surname, at the end of a piece of work.

While at INTO Queen's, you should follow the guide below, which provides Harvard style formats for references (in the bibliography) and citations (within text). If there is anything not covered in this guide or anything of which you are unsure, your teachers will be happy to help.

On progression to your university of choice, you should check the department's preferred form of referencing as there are often small differences across different organisations.

- **Bibliographies – Referencing a Book**

Surname of author, Initial(s) of first name(s). (Year) Title of the Book. (Edition). Place: Publisher. Note: only include an edition number if it is not the first edition of the book.

Examples:

Bentley, R., Dobson, A., Grant, M. and Roberts, D. (2006) British Politics in Focus. (2nd Edition). Ormskirk: Causeway Press.

Hague, R. and Harrop, M. (2007) Comparative Government and Politics: An Introduction. (7th Edition). Basingstoke: Palgrave MacMillan.

O'Driscoll, J. (2009) Britain for Learners of English. (2nd Edition). Oxford: Oxford University Press.

- **Bibliographies – Referencing a Chapter from an Edited Book**

Surname of the chapter's author, Initial(s) of first name(s). (Year) 'Title of the chapter' in Initial of editor's first name(s). Surname of editor (eds.) Title of the Book. Place: Publisher.

Example:

Pennington, M.C. (1990) 'A professional development focus for the language teaching practicum' in J.C. Richards and D. Nunan (eds.) Second Language Teacher Education. Cambridge: Cambridge University Press.

- **Bibliographies – Referencing a Journal Article**

Author's surname, Initial(s) of first name(s). (Year) 'Title of the article', Name of the Journal Volume number (issue number if available), pp. page range of the article.

Examples:

Michel, J.S. and Hargis, M.B. (2008) 'Linking mechanisms of work-family conflict and segmentations', *Journal of Vocational Behavior* 73, pp. 509-522.

Gutek, B.A., Searle, S. and Klepa, L. (1991) 'Rational versus gender role explanations for work-family conflict' *Journal of Applied Psychology* 76, pp. 560-568.

Chan, D.B., Lai, G., Ko, Y.C. and Boey, D.W. (2000) 'Work stress among six professional groups: the Singapore experience' *Social Science and Medicine* 50, pp. 1415-1432.

- **Bibliographies – Referencing a Website**

Authorship or Source. (Year) Title Web Page. Available at: include website address/URL[Uniform Resource Locator] (Accessed: date).

Examples:

The Economist. (2011) Diving into the rich pool: Imposing higher tax rates on the wealthy can have unintended consequences. Available at: www.economist.com (Accessed: 23 September 2011).

Kollewe, J. (2011) 'Troubled stock markets continue slide on Euro bank fears', *The Guardian*. Available at: www.guardian.co.uk (Accessed: 23 September 2011).

- **Citations**

There are several ways of making a citation – the emphasis within the sentence could be on the original source author or on what that author found.

Examples:

- a) O'Driscoll (2009:71) suggests that 'the British are comparatively unenthusiastic about making new laws'.

In this example, O'Driscoll is the author's surname, 2009 is the year of publication and 71 is the page number of the quotation that follows. The emphasis in the sentence is on O'Driscoll.

- b) British people have been found to have little interest in developing laws to cover all circumstances (O'Driscoll, 2009).

In this example, the emphasis is on what O'Driscoll found. The page number is not necessary here as there is no quotation. Please note that the full stop for the sentence appears after the citation.

- c) Hague and Harrop (2007:167) suggest that political participation 'is activity by individuals formally intended to influence who governs or the decisions taken by those who do'.

In this example, there are two authors. A page number is present as the sentence contains a quotation.

- d) Bentley et al. (2006) put forward a number of arguments for the current plurality system. These include: 'strong government', links between MP and constituents, 'easy to understand', 'provides a mandate' and 'it works' (Bentley et al., 2006:229).

In this example there are at least three authors. Where there are three or more authors of one publication, the first author is provided as normal but *et al.* is used in place of all other authors.

Please note that *et al.* is in italics as these words are Latin, not English, and that there is a full stop after 'al' since it is an abbreviated word. You should also notice that Bentley et al. are cited in two consecutive sentences as both sentences relate to those authors.

APPENDIX C: WRITING CONVENTIONS

Each academic discipline has its own style of writing. This usually varies because of the kind of evidence you use in the subject area. There are some conventions that most subjects share. Your tutor will expect you to know these.

- **Formality**

Academic writing is more formal than the way we normally speak or write. It shouldn't sound 'chatty.' Avoid words you would use in conversation such as 'you know,' 'I suppose,' 'that's over the top,' 'take this with a pinch of salt,' and text speech.

- **Caution**

Academics tend to be cautious in the way they write, as new research often disproves previous theories. Academic statements are usually qualified by words that show the writer is aware that there may be different interpretations of the evidence, e.g. 'One argument...', 'One possible reason for this...', 'The evidence suggests/tends to/may/might/appears to show...'

- **Avoidance of value judgements**

Words that express a value judgement, such as *normal*, *natural*, *nice*, *interesting*, *fantastic*, are avoided because the reader might have a different point of view.

- **Avoidance of abbreviations and contractions**

Write words and phrases out in full, e.g. *can't*, *didn't*, *isn't*, *they're* should be written as *cannot*, *did not*, *is not*, *they are*.

- **But/And/Because**

In academic English, '*but*' and '*and*' are not used at the beginning of sentences. For poetry and other creative writing, they may be used to start sentences. Avoid using *because* at the start of a sentence unless you know the rules governing this.

- **No apologies**

In assignments, avoid apologies such as 'I didn't have time to research this essay as well as I wanted...' or 'All the books were out of the library so the only ones I could read were...'

- **Choosing words carefully**

Academic writing is accurate and precise. Check that what you have written expresses the point clearly and without ambiguity. Check you are using technical terms correctly.

- **Avoiding wordiness and 'fog'**

Avoid using lots of unnecessary or long words or jargon to impress your tutors. State your points clearly and concisely and use the word limit well to give good examples and details.

- **Proofreading/ Reworking copy**

It is expected that you will go over and over your work, improving sections, looking for mistakes and checking that it reads well. Academic writing is not something you can usually rush at the last minute. The final copy should be error free.

APPENDIX D: ASSIGNMENT COVER SHEET



Assessment Cover Sheet

Student Name	
Student ID	
Subject	
Programme	
Lecturer/Tutor	
Date Submitted	
OFFICE USE ONLY	
Date Received	

Please keep an electronic copy of your assessment.

Plagiarism and Collusion

All forms of plagiarism and unauthorized collusion are regarded seriously by INTO Queen's and could result in penalties including failure and possible disciplinary actions.

Plagiarism: using another person's ideas, designs, words or works without appropriate acknowledgement.

Collusion: another person assisting in the production of an assessment submission without the express requirement, or consent or knowledge of the assessor.

DECLARATION

I declare that all material in this assessment is my own work and that I have given fully documented references to the work of others.

Signed: _____ Date: _____

STUDENT RECEIPT

Student Name	
Student ID	
Subject	
Programme	
Lecturer/Tutor	
Date Submitted	
OFFICE USE ONLY	
Date Received	

APPENDIX E: MODULE OUTLINES

Statistical Methods for Business (10 CATS)

Course Detail

Career	Undergraduate
Units	10
Grading Basis	Graded
Course Components	Lecture Required Seminar Required

Enrolment information

Typically offered	First Semester September and January start
Contact Teaching	40 hours (24 lecture hours + 16 seminar hours)
Assessment	Continuous assessment – 40% Exam – 60%
Exam Session	Exam Session 1

Description

Prerequisites
None
Co-requisites
None
Compulsory elements
Attendance at all lectures and seminars. Completed assignments and exams.

Course Content

Core Text: Francis, A (2004), *Business Mathematics and Statistics*, (6th Edition), Cengage Learning

Supplementary Texts

Keller, G (2011), *Statistics for Management and Economics*, (9th Edition), Cengage Learning

Referencing: Students must use the Harvard Referencing System for all work submitted. Please refer to Programme Handbook.

Specific Learning Outcomes

1. Descriptive statistics: Data collection and presentation

- Define and explain the difference between primary and secondary data
- Source successfully primary and secondary data
- Understand and avoid common problems with secondary data
- Understand sampling methodologies and be able to apply the appropriate method

2. Methods of summarising data

- Summarise data in frequency tables and cumulative frequency tables
- Describe the difference between bar charts and histograms (and use each appropriately)
- Draw and interpret frequency polygons/ curves
- Calculate the principle summary statistics (mean, median, mode, range, quartiles, inter-quartile range, variance, standard deviation) given a set of data/ simple frequency distribution/grouped frequency distribution
- Comment on skewness

3. Probability theory

- Understand the language of probability, e.g. outcome, event, etc.
- Understand the restrictions on probabilities within the sample space (e.g. $0 \leq Pr(A) \leq 1$)
- Understand the difference between theoretical and empirical probability
- Know and use the addition and multiplication rules
- Understand that tree diagrams help to clarify outcome paths and understand how to use them where appropriate
- Find the number of combinations and permutations that exist for given information
- Know and be able to use Bayes' Theorem

4. Frequency distributions

- Understand what is meant by a random variable
- Appreciate that behaviour of a random variable can often be summarised by a probability distribution
- Understand the purpose of and be able to solve problems using the Binomial distribution
- Understand the purpose of and be able to solve problems using the Poisson distribution
- Understand the purpose of and be able to solve problems using the Normal distribution
- Understand the relationship between the distributions

5. Sampling distributions

- Understand what is meant by the term "sampling distribution"
- Understand and be able to explain the Central Limit Theorem
- Be able to use sampling distribution of sample means, a proportion, and differences
- Be able to calculate confidence intervals
- Understand the difference between normal and t distribution
- Understand the uses of the χ^2 and F distributions
- Be able to use the appropriate distribution for a give situation

6. Hypothesis testing

- Recognise the importance of probability theory in drawing valid inferences from sample data
- Understand the purpose of hypothesis testing
- Understand Type I and Type II errors
- Recognise and apply appropriately one- and two-tailed tests
- Conduct hypothesis tests involving normal distribution and t distribution

1

7. Simple linear regression, correlation, and time series analysis

- Understand the purpose of regression and the language associated with regression
- Calculate a single variable regression line by the method of least squares and interpret regression parameters
- Measure the fit of the line by the coefficient of determination, R^2
- Using a regression for prediction
- Calculate a correlation coefficient and be able to interpret
- Relate a correlation coefficient to a graph of the two variables
- Use regression to estimate time series trend lines
- Calculate the time series trend by moving average method
- Calculate the seasonal variation and seasonally adjusted value
- Be able to forecast with time series data

8. Index numbers

- Understand how to represent a time series as an index and the purpose of doing so
- Understand and use the language of index numbers

- Price index numbers
- Quantity index numbers
- Apply knowledge of indexes to the economic, financial and business environment (e.g. RPI, FTSE, etc.)

N.B. The above Programme of Study may be subject to change.

Supplementary Notes

Learning Outcomes

On completion of this module, students should be able to:

- utilise a set of descriptive statistical methods in order to organise, summarise, and display data in a meaningful way
- demonstrate an understanding of the basic concepts of probability theory and the mathematical foundations of statistics
- apply discrete and continuous probability distributions to evaluate the probability of real world events
- construct confidence interval estimates for population parameters based on sample data
- understand reasoning and the foundations for classical inference involving confidence intervals and hypothesis testing
- apply and interpret basic regression and correlation analysis to estimate the nature and the strength of the linear relationship that may exist within bivariate data in the context of economics, finance and business
- interpret and communicate the results of a statistical analysis
- apply statistical methods in Economics, Finance and Business environment

Skills

This module will:

- help to develop a sound knowledge of fundamental statistical techniques required in Finance and Economics degrees

- familiarise students with the application of statistical methods to problems in Economics, Finance and Business
- Support the development of students' confidence in their numeracy and statistical skills and an appreciation of the need for accuracy in carrying out calculations
- Facilitate independent learning and time management skills.

Introduction to Financial and Management Accounting (20 CATS)

Course Detail

Career	Undergraduate
Units	20
Grading Basis	Graded
Course Components	Lecture Required Seminar Required

Enrolment information

Typically offered	Semester 1 September and January start
Contact Teaching	80 hours (48 lecture hours + 32 seminar hours)
Assessment	This module will be assessed by way of: Coursework 40% Examination 60%
Exam Session	Exam Session 1

Description

Prerequisites
None
Co-requisites
None
Compulsory elements

Attendance at all lectures and seminars. Essay submission and end of module exam.

Course Content

Financial Accounting

- Introduction to Financial Accounting Balance sheet equation and principles of double entry.
- Balancing off accounts and constructing the Trial Balance
- Final Accounts:
 - Trading Account
 - Profit & loss Account
 - Balance Sheet
- Complete full set of final accounts with appropriate adjustments.
- Accruals
- Prepayments
- Bad Debt and Provision for doubtful debts
- Depreciation:
 - Calculate the depreciation under a variety of Methods.
 - Account for the disposal of fixed assets
- Accounting and Incomplete Records
- Ratio Analysis

Management Accounting

- Introduction to Management Accounting;
- Functions of management accounting and key terms used
- Cost Assignment and Job and Product Costing
- Overhead costs
- Break-even, marginal and absorption costing
- Job costing and process costing
- Standard costing and variance analysis
- Budgets and Budgetary control
- Investment Appraisal

Supplementary Notes

Learning Outcomes

This module will provide a foundation in the basic principles of double entry bookkeeping and enable students to develop a basic understanding in the preparation of final accounts. In addition, this module will develop students' understanding of the nature and purpose of management accounting;

Specifically, on completion of this module, students will be able to:

- Apply the basic principles and concepts of accounting.
- Perform basic double entry bookkeeping techniques.
- Understand the role of Books of Original Entry in posting to the ledger.

- Prepare basic final accounts for a sole proprietor.
- Construct and apply costing information to assist the management decision making process.
- Demonstrate the importance of qualitative, non-financial information.
- Construct and explain the importance of budgeting in the planning, control and decision-making process.

Skills

This module will help students to:

- Develop the necessary management accounting skills to construct cost information and to interpret financial information for decision makers.
- Demonstrate basic written communication skills.
- Demonstrate basic problem-solving skills; including the use of numeric skills
- Demonstrate basic team/group working skills
- Develop time-keeping skills.

Principles of Economics (20 CATS)

Course Detail

Career	Undergraduate
Units	20
Grading Basis	Graded
Course Components	Lecture Required Seminar Required

Enrolment information

Typically offered	Semester 1 September and January start
Contact Teaching Methods	80 hours (48 lecture hours + 32 seminar hours)
Assessment	Continuous assessment – 40% Exam – 60%
Exam Session	Exam Session 1

Description

Prerequisites	None
Co-requisites	None
Compulsory elements	Attendance at all lectures and seminars. Completed assignments and exams.
Course Content	

Microeconomic topics:

1. An introduction to economics
 - Positives and normatives
 - Economic resources (i.e. factors of production)
 - Scarcity and choice
 - Economic systems – planned, mixed and free market
2. Demand
 - Definition and graph
 - Determinants of demand
 - Elasticities of demand (price, income and cross price)
3. Supply
 - Definition and graph
 - Determinants of supply
 - Price elasticity of supply
4. Equilibrium in a well-functioning free market
 - Finding equilibria using formulae, tables and graphs
 - When price is not at equilibrium (include here price ceilings and floors)
 - Changes to equilibrium
 - Interrelationships of markets
 - Functions of price and market efficiency
5. Product and costs
 - Total product, average product and marginal product
 - Total costs, average costs and marginal costs in the short run
 - Average costs in the long run
6. Market structures
 - Perfect competition
 - Monopoly
 - Monopolistic Competition
 - Oligopoly
7. Market failures
 - Externalities
 - Lack of competition
 - Information failures
 - Government interventions
 - Government failures

Macroeconomics:

1. Introduction to macroeconomics
 - Macroeconomic indicators
 - The circular flow of income
 - Closed economies without government
 - Closed economies with government
 - Open economies with government
2. Aggregate demand and aggregate supply
 - Components of aggregate demand
 - $C+I+G+X-M$
 - Classical view of AS
 - Keynesian view of AS
 - Macroeconomic equilibrium
 - Economic growth
3. Government intervention
 - Fiscal policy
 - Monetary policy
4. Inflation
 - Causes
 - Effects

- Remedies
5. Unemployment
 - Causes
 - Effects
 - Remedies
 6. International trade and an introduction to the Balance of Payments
 - Gains to trade – comparative advantage
 - Current accounts
 - Deficits and surpluses

Supplementary Notes

Learning Outcomes

On completion of this module, students should be able to:

- Understand how economic agents make decisions and interact
- Understand how the operation of the free market leads theoretically to efficient outcomes and when it can fail
- Apply the understanding of the market mechanism and market failure to empirical examples, including appropriate policy interventions
- Understand how the concentration of firms in an industry affects outcomes and apply this to empirical situations
- Understand the link between micro and macroeconomics
- Use economic theory to analyse macroeconomic issues
- Understand the linkages between areas of the economy and consequently analyse the impacts of government intervention (theoretically and empirically)
- Understand that economies do not operate in isolation and international policies will have domestic repercussions

Skills

The development of skills such as

- distilling empirical information, which can often be complex
- applying the appropriate theory to empirics and purpose of analysis
- an ability to analyse and interpret information from a variety of different sources
- an ability to work effectively as part of a team
- an ability to apply logical and numerical reasoning to solve problems
- effective planning and timekeeping
- critical thinking.

Management & Organisation: Theory & Practice (20 CATS)

Course Detail

Career	Undergraduate
Units	20
Grading Basis	Graded
Course Components	Lecture Required Seminar Required

Enrolment information

Typically offered	Semester 2 September and January start
Contact Teaching	80 hours (48 lecture hours + 32 tutorial hours)
Assessment	Coursework – 40% Final exam – 60%
Exam Session	Exam Session 2

Description

Prerequisites
None
Co-requisites
None
Compulsory elements

Attendance at all lectures and seminars. Completed assignment, presentation and end of module exam.

Course Content

1. Theoretical Approaches to the Study of Organisations and Management

- The development of managerial thought
- Management theory and how it relates to practice

2. Management Styles and Impact on Organisational Effectiveness

- Principles of management
- The roles and functions of the manager within a modern organisation

3. Individual Differences – Understanding Perception, Learning and Personality

- Factors that influence personality differences
- Major approaches to the study of personality
- The relationship between personality and behaviour and the impact on organisation behaviour.

4. Introduction to Motivation Theory and its Application in the Workplace

- The basic motivational process
- Origins of motivation theory
- Content theories of motivation
- The use of motivation techniques to enhance organisational performance

5. Group Behaviour

- The importance of groups and teams in organisations
- Stages of group development
- Factors influencing group cohesiveness and performance
- Group decision making

6. Organisational Structures

- Key features of organising: chains of command; span of control; tall and flat organisational configurations; centralisation versus decentralisation.
- Theories of organisational structure
- The effect of technology on structures

7. Leadership

- Differences between leadership and management
- Main developments in leadership theories - trait, behavioural and contingency
- Variables which influence leadership effectiveness.

8. Power and Authority in Organisations

- Definitions of power and authority and differences between the two concepts
- Sources of power and authority within organisations
- Impact of the use of power and authority on individual and organisational performance.

9. Organisational Culture

- The role of culture in organisational life
- Factors that determine an organisation's culture
- Strong and weak cultures

10. Organisational Stress

- The causes and consequences of organisational stress for both the individual and the organisation
- Strategies for managing organisational stress

11. Conflict Management

- The nature of conflict and the conflict process
- Transitions in conflict theory
- Strategies for managing organisational conflict.

Supplementary Notes

Learning Outcomes

On completion of this module, students should be able to:

- Describe the historical foundations of management and identify the different schools of management thought
- Understand and explain the nature of managerial work and the relationship between the study of organisations and management
- Demonstrate knowledge and understanding of the factors which influence the behaviour of individuals and groups within organisations.
- Describe the concept of motivation and explain the differences between content and process theories of motivation

- Identify and evaluate different organisational structures and outline factors which influence organisational structure
- Explain and evaluate the relative merits of different leadership styles and describe the concepts of organisational power and authority
- Explain the nature and development of organisational culture and its impact on the behaviour of individuals

Skills

This module will:

- help to develop the cognitive and analytical skills required in Business degrees
- facilitate students' understanding of the rationale behind many of the key theories in the disciplines and allow students to effectively interpret and evaluate management systems and organisational problems
- enable students to exercise appropriate judgement in the planning, selection and presentation of information
- enable students to develop effective communication skills including the ability to present qualitative and quantitative data in an appropriate form
- help to develop written communication skills especially essay writing
- enable students to demonstrate personal and interpersonal skills including initiative, independence, and working as part of a team
- enable students to apply critical thinking skills to a variety of different situations
- facilitate independent learning and time management.

SUMMARY DESCRIPTION

Organisations are highly-complex social systems comprising many interdependent and inter-related variables. Effective management requires an understanding of the impact of individual and group behaviour on organisational performance. Similarly, organisational structure, culture and leadership has a strong impact on individual and group behaviour and organisational performance. This module aims to introduce students to the study of organisations and the function of management in the modern work environment. It introduces the concept of organisation behaviour and provides students with knowledge and understanding of the internal dynamics of an organisation.

The Business Environment (20 CATS)

Course Detail

Career	Undergraduate
Units	20
Grading Basis	Graded
Course Components	Lecture Required Seminar Required

Enrolment information

Typically offered	Semester 2 September and January start
Contact Teaching	80 hours (48 lecture hours + 36 seminar hours)
Assessment	Coursework – 40% Final exam – 60%
Exam Session	Exam Session 2

Description

Prerequisites	None
Co-requisites	None
Compulsory elements	Attendance at all lectures and seminars. Essay submission and end of module exam.

Course Content

1. Globalisation

- Students will be able to analyse the process of globalisation and how it affects markets and production
- Students will comprehend and discuss the concept of the global village. They will evaluate the challenges and opportunities that an increasingly integrated world presents to business
- Students will understand how multi-layered and multi-dimensional the global business environment has become and examine the firms' role in this
- Students shall analyse arguments on both sides of the globalisation debate (to include arguments for and against free trade)

2. Multinational Corporations

- Students shall understand why companies engage in international business
- Students will explore emerging economies and the MNC's role with respect to Foreign Direct Investment
- Students will be able to discuss the impact of MNC activity on both home and host nations with an understanding of the competitive environment

3. Business Strategy and Stakeholders

- Students shall understand the nature of the firm and management functions as a point of reference
- Students will be able to understand the key stakeholders involved and business strategies employed to address the needs of all interested parties

4. Introduction to the PESTLE Framework

- Students will be introduced to the PESTLE Framework and will understand that it is a valuable tool in helping analyse the environment in which a business operates
- Students will discuss the components of the PESTLE model and how each aspect helps build a picture of the different environments in which the modern firm operates

5. The Political Environment (to include minimising political risk)

- Students should acquire knowledge and understanding of the role of the state and will be able to apply this for international business purposes e.g. the significance of national boundaries
- Students will be able to comprehend the importance of national politics and international politics to business activity – the relationship between business and government
- Students will understand the origins of political risk within and across nations

- Students shall analyse how managers can reduce the impact of political risk in international business operations

6. The Socio-cultural Framework

- Students will explore and discuss several broad societal features and trends in a global context e.g. the ageing of society, migration, urbanisation, labour relations and gender in the workplace
- Students will be able to understand what (civil) society is, how it can be defined and how the relationship between business and society can be conceptualised
- Students will apply their knowledge on changing societies for case study purposes

7. The Impact of Culture on International Business

- Students will explore the key elements of culture and how they affect business policies and practices
- Students will explore the idea of national culture versus corporate culture and analyse the strength and impact of both elements on business activity
- Students shall analyse Hofstede's cultural dimension model and assess its usefulness for modern business – how firms can address these issues

8. The Role of Technology in International Business

- Students will understand the role of technology and innovation as a key driver of globalisation – new product development
- Students should be able to identify the opportunities and threats that technology provides for international business
- Students will analyse the rise of national innovation systems and the Internet of Things (e.g. automated decision support/future IoT security technologies) with case studies selected

9. The Legal Environment

- Students will understand how a business seeks to operate under the national legal system and conducts activity within an international legal framework
- Students will examine the legalities involved in international business and understand the different types of law that firms face
- Students will explore current key legislation (e.g. Sale of Goods Act) and how this supports and constrains business activity
- Students will understand the role of the regulator in helping monitor anti-competitive practice

10. Business Ethics – Corporate Social Responsibility

- Students will explore MNC activity and the impact of firms on the ecological environment

- Students will analyse and discuss the key challenges facing all societies today and the level of response deemed to be appropriate from business
- Students will understand the role of firms in protecting the environment and the growing number of initiatives related to environmental protection at all levels

Supplementary Notes

Learning Outcomes

On completion of this module, students should be able to:

- Identify the features of the business environment and analyse the impact on business of changes in this environment
- Know the contemporary constraints and opportunities faced by organisations
- Understand external forces which may impact on the operation of organisations
- Understand the interaction between different parts of the external business environment
- Understand interactions between internal working of organisations and the external environment
- Explain the concept of corporate social responsibility
- Apply the learning acquired to other elements of the Business degree programme

Skills

By the end of this module students will be able to:

- Communicate effectively (both orally and in written essays and reports)
- Apply critical thinking and problem-solving skills to a variety of different situations (for continuous assessment, examination and throughout the lecture and tutorial classes)
- Distinguish between fact and opinion, and assess information from a variety of academic and non-academic sources, e.g. textbooks, academic journals, corporate websites, industry forums etc.
- Analyse and interpret information from a variety of sources and to reference all sources appropriately within their work
- Confidently participate in presenting group work and making arguments, judgements and recommendations on the basis of available evidence

Marketing (10 CATS)

Course Detail

Career	Undergraduate
Units	10
Grading Basis	Graded
Course Components	Lecture Required Seminar Required

Enrolment information

Typically offered	Semester 2 September and January start
Contact Teaching	40 hours (24 lecture hours + 16 seminar hours)
Assessment	Coursework – 30% Final exam – 70%
Exam Session	Exam Session 2

Description

Prerequisites
None
Co-requisites
None
Compulsory elements
Attendance at all lectures and seminars. Completed coursework and the end of module exam.

Course Content

This introductory module in Marketing aims to provide students with an overview of key theoretical and practical aspects of marketing in an international business context. Students will become familiarised with:

1. market research,
2. developing the marketing mix,
3. branding strategies,
4. managing digital technology in marketing and
5. sustainable/ethical marketing.

Supplementary Notes

Learning Outcomes

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

1. Apply critical thinking and problem solving skills in a range of formative and summative exercises and assessments;
2. Work independently and in groups to present arguments, judgements and recommendations;
3. Develop relevant written and oral communication skills in marketing;
4. Select, use, and critique relevant bibliographical information;
5. Reflect upon own work and the work of peers to identify points for continuous improvement and development.

Skills

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

1. Work independently and in groups;
2. Develop relevant written and oral communication skills in marketing;
3. Select, use, and critique relevant bibliographical information;
4. Reflect upon own work and the work of peers and identify points for improvement.

Financial Institutions and Markets (20 CATS)

Course Detail

Career	Undergraduate
Units	20
Grading Basis	Graded
Course Components	Lecture Required Seminar Required

Enrolment information

Typically offered	Semester 2 September and January start
Contact Teaching Methods	80 hours (48 lecture hours + 36 seminar hours)
Assessment	Continuous assessment – 40% Exam – 60%
Exam Session	Exam Session 2

Description

Prerequisites
None
Co-requisites
None
Compulsory elements
Attendance at all lectures and seminars. Completed assignments and exams.

Course Content

The module will cover the following topics:

1. An introduction to financial markets and institutions

- Key forms of market (equity, bond, money, derivatives, foreign exchange)
- Understand the assets involved in each market - introductory understanding of money and capital markets
- Key types of financial intermediaries (banks and other financial institutions) – an introduction
- Why financial intermediaries exist
- Understand the role of financial intermediaries within the financial system
- Transfer of funds from those without productive opportunities to those with productive opportunities
- Understand that financial intermediaries will naturally evolve
- Consider the role financial markets and institutions play in a developed economy

2. Conflicts of interest

- Transaction costs, risk sharing and asymmetric information
- Understand and define asymmetric information
- Identify how this situation may arise with examples
- Adverse selection and moral hazard
- Understand and define both terms
- Apply the problems to real world markets, e.g. insurance
- Debt versus Equity considerations
- Solutions to dilute the problems of asymmetric information
- Agency problems
- Understand and define the principal-agent conflict
- Identify conflicts of interest in the markets and how they may arise
- Identify, explain and evaluate potential solutions to reduce conflicts of interest

3. Financial intermediaries in depth

- Commercial banks: function, balance sheet, financial innovation
- Non-commercial banks, insurance companies and pension funds
- Understand and explain the particular roles, functions and constraints associated with each of the above

4. The markets

- Money and capital markets defined, their purpose and actors
- Understand and explain the various instruments involved within each market
- Understand the process of issuing equity: IPOs; SEOs
- Ordinary versus preference shares
- Stock market indexes – an introduction
- Understand the valuation of bonds and equity
- Published bond information – an introduction

5. Money and interest rates

- Defining money
- Understand and explain what is and is not considered to be money
- The time value of money
- Define and explain the time value of money
- Apply the concept in calculations
- Interest rate determination and structure
- Understand the operation of demand and supply with emphasis placed on the role of central bank and government
- Understand and explain why lenders and borrowers face differing interest rates
- Relevance of interest rates to bonds
- Understand and explain the effect of interest rates on bond yields

6. Central banks and monetary policy

- Functions of a central bank (to include tools, goals and targets of monetary policy)
- Monetary policy: emphasis placed on open market operations
- CB independence
- Explain and evaluate the case for an independent CB
- Bank of England as a case study
- Federal Reserve as a case study
- European Central Bank – an introduction

7. Financial Regulation and its role in Financial Crises

- Identify and explain the purpose of financial regulation
- Understand and explain UK financial regulation
- Recognise key policies that have global impact (e.g. Basel Accords)
- Explain and evaluate the case for a central bank as primary regulator; versus an independent body
- Understand the causes of financial crises and how they bring chaos to the markets
- Explain the role and shortcomings of financial regulation within the context of global financial crises

Supplementary Notes

Learning Outcomes

On completion of this module, students should be able to:

- Understand what is meant by financial institutions and markets, their linkages and their purpose
- Understand that conflicts of interest lead to problems such as adverse selection and moral hazard; and be able to discuss the effectiveness of potential remedies
- Understand how interest rates are determined and apply this understanding to related topics, such as bond markets
- Appreciate the potential functions of central banks and understand that there is no “one-size fits all” definition of central banking

- Apply arguments for and against central bank independence to the BoE and the ECB and understand their functions (students should understand these functions in the context of current economic circumstances)
- Evaluate monetary unions with particular reference to the EU
- Understand the role of financial regulation and apply this understanding to analysis of the global financial crisis (and emergence from crisis)

Skills

- Ability to present knowledge and demonstrate expertise in a coherent, effective and meaningful form.
- Synthesise information/data from a variety of sources.
- Independent learning, communication and time management.
- Ability to work flexibly with others as part of a team.
- Logical reasoning (including numerical skills).

Mathematics for Finance (20 CATS)

Course Detail

Career	Undergraduate
Units	20
Grading Basis	Graded
Course Components	Lecture Required Seminar Required

Enrolment information

Typically offered	Semester 2 September and January start
Contact Teaching	80 hours (48 lecture hours and 36 seminar hours)
Assessment	Coursework – 30% Final exam – 70%
Exam Session	Exam Session 2

Description

Prerequisites
Statistics for Business
Co-requisites
None
Compulsory elements
Attendance at all lectures and seminars. Completed class test and the end of module exam.

Course Content

1. Functions

- Review basic concepts in linear algebra, relating to linear equations

2. Matrices

- Matrix algebra (addition, subtraction and multiplication)
- Finding the determinant of a matrix
- Finding the inverse of a matrix
- Solve simultaneous equations (up to 3 equations)

3. Differentiation and further differentiation

- Chain rule; product rule; quotient rule
- Application of further differentiation relating to optimisation

4. Partial differentiation

- Differentiating functions with at least two independent variables
- Optimisation

5. Constrained optimisation

- Substitution method
- Lagrange Multiplier Method

6. Expected utility and choice under uncertainty

- Understand why the existence of capital markets improves welfare
- Appreciate the Fisher Separation Theorem and its implication for the agency conflict
- Understand the different forms of risk preference using diagrams and utility function
- Understand mean-variance ranking

7. Portfolio risk and return

- Calculate and interpret the mean, variance, and covariance or correlation of asset returns
- Calculate and interpret portfolio standard deviation
- Understand the minimum-variance and efficient frontiers of risky assets
- Understand the implications of combining a risk-free asset with a portfolio of risky assets
- Capital asset pricing model (CAPM)

8. Investment appraisal techniques

- Net present value (NPV)
- Internal rate of return (IRR)
- Payback period methods
- Compare the NPV and IRR methods when evaluating independent and mutually exclusive projects, and describe the problems associated with each of the evaluation methods

9. Discounting and pricing of bonds

- Present value; future value
- Compound interest
- Discounting method
- Price and yield to maturity of zero coupon bonds
- Price and yield to maturity of coupon bonds

10. Cost of capital

- Introduction to capital structure
- Cost of equity using the CAPM approach, the dividend discount model approach
- Cost of debt
- Calculate and interpret the weighted average cost of capital (WACC) of a company

Supplementary Notes

Learning Outcomes

On completion of this module, students should be able to:

- utilise the basic mathematical methods and techniques in financial analysis, such as discounting method, asset pricing, and calculus;
- develop numeracy skills and integrate knowledge of mathematics with finance;
- demonstrate an understanding of appropriate concepts in finance in decision making context;
- appreciate and apply different investment appraisal techniques in decision making;
- understand and apply discounting methods in pricing of financial securities.

Skills

- This module will help to develop the numerical, cognitive and analytical skills required in Economics- or Finance-based degrees. It will help to enable the student's understanding of the rationale behind many of the key theories in the disciplines and allow the student to effectively interpret economic systems and financial problems. In particular, the work on matrices will also prepare the student for higher level modules in econometrics.
- Students will in general develop time management skills and through classroom activities will develop the ability to work effectively within a team.

Price Theory (10 CATS)

Course Detail

Career	Undergraduate
Units	10
Grading Basis	Graded
Course Components	Lecture Required Seminar Required

Enrolment information

Typically offered	Semester 2 September and January start
Contact Teaching	40 hours (24 lecture hours + 16 seminar hours)
Assessment	Coursework – 30% Final exam – 70%
Exam Session	Exam Session 2

Description

Prerequisites
Principles of Economics
Co-requisites
None
Compulsory elements
Attendance at all lectures and seminars. Completed class test and the end of module exam.
Course Content

1. Market analysis

- Demand function; supply function
- Market equilibrium of a single market
- Market surplus / shortage
- Consumer surplus; producer surplus; deadweight loss
- Market equilibrium of two related markets
- Impact of tax per unit (tax burden)

2. Consumer utility theory

- Utility function and budget line
- Marginal utility
- Marginal Rate of Substitution (MRS)
- Optimal consumption bundle

3. Firm's behaviour

- Costs functions
- Short-run production function
- Long-run production function (i.e., isoquant function)
- Isocost line
- Optimal production choice
- Returns to scale
- Marginal Rate of Technical Substitution (MRTS)
- Application of further differentiation ($MR=P(1+1/E)$; $MC=w/MPL$; relationship between APL and MPL; relationship between ATC and MC)

4. Elasticity

- Point price elasticity
- Relationship between Price Elasticity of Demand and Total Revenue
- Own-price elasticity of demand; cross-price elasticity of demand; income elasticity of demand
- Optimization
- Application in calculation of MRS and MRTS

5. Constrained optimisation

- Substitution method
- Lagrange Multiplier Method
- Application relating perfect competition market and monopoly market

Supplementary Notes

Learning Outcomes

- utilise the basic mathematical methods and techniques in economic analysis
- develop numeracy skills and integrate knowledge of mathematics in economics
- demonstrate an understanding of appropriate concepts in economics in decision making context
- understand market structures and use mathematical methods in market pricing strategy
- apply marginal analysis in elasticity, profit maximisation, consumer utility analysis and firm's behaviour analysis

Skills

- help to develop the numerical, cognitive and analytical skills required in Economics- or Finance-based degree.

- help to enable the student's understanding of the rationale behind many of the key theories in the disciplines and allow the student to effectively interpret economic systems and problems.
- develop students time management and independent learning skills

Introduction to Financial Accounting (20 CATS)

Course Detail

Career	Undergraduate
Units	20
Grading Basis	Graded
Course Components	Lecture Required

Enrolment information

Typically offered	Semester September and January start
Contact Teaching	80 hours
Assessment	This module will be assessed by way of: Coursework - 25% (End of Semester One Test and one Assignment) Final Examination - 75%
Exam Session	Exam Session 1

Description

Prerequisites	
None	
Co-requisites	
None	
Compulsory elements	
Attendance at all lectures and seminars. Essay submission and end of module exam.	
Course Content	

Financial Accounting

- Introduction to Financial Accounting: definitions, concepts
- The accounting equation and main financial statements
- International Accounting Standards
- Principles of double entry
- Preparing the income statement and statement of financial position for a sole trader
- Depreciation
- Calculate the depreciation under a variety of methods
- Balancing off accounts and constructing the Trial Balance
- Day books, errors and suspense accounts, control accounts, VAT
- Bank reconciliations/ incomplete accounts
- Final Accounts:
- Accruals
- Prepayments
- Bad debt and provision for doubtful debts
- Account for the disposal of fixed assets
- Accounting and Incomplete Records
- Inventory valuation
- Accounting for Partnerships
- Ratio Analysis

Supplementary Notes

Learning Outcomes

This module will provide a foundation in the basic principles of double entry bookkeeping and enable students to develop a basic understanding in the preparation of final accounts. In addition, this module will develop students' understanding of the nature and purpose of management accounting;

Specifically, on completion of this module, students will be able to:

- Apply the basic principles and concepts of accounting.
- Perform basic double entry book-keeping techniques.
- Understand the role of Books of Original Entry in posting to the ledger.
- Prepare basic final accounts for a sole proprietor.
- Prepare Partnership Accounts.
- Demonstrate the importance of qualitative, non-financial information.
- Conduct ratio analysis on completed accounts

Skills

This module will help students to

- Develop the necessary financial accounting skills to construct cost information and to interpret financial information for decision makers.
- Demonstrate basic written communication skills.
- Demonstrate basic problem solving skills; including the use of numeric skills
- Demonstrate basic team/group working skills
- Develop time-keeping skills.

Introduction to Management Accounting (20 CATS)

Course Detail

Career	Undergraduate
Units	20
Grading Basis	Graded
Course Components	Lecture Required Seminar Required

Enrolment information

Typically offered	Semester 2 September and January start
Contact Teaching Methods	80 hours
Assessment	This module will be assessed by way of: Coursework 25% (presentation and student portfolio) Examination 75%
Exam Session	Exam Session 2

Description

Prerequisites
None
Co-requisites
None
Compulsory elements
Attendance at all lectures and seminars. Essay submission and end of module exam.
Course Content

Management Accounting

- Introduction to Management Accounting;
- Functions of management accounting and key terms and concepts used and cost terms
- Cost accumulation - cost assignment
- Cost accumulation - job costing
- Cost accumulation - process costing
- Cost accumulation - process costing, joint and by-products
- Overhead costs
- Income effective of alternative cost accumulation systems – break even and marginal v absorption costing
- Information for decision making – CVP analysis
- Introduction to short term decision making
- Introduction to long term decision making
- Introduction to budgets and budgetary control

Supplementary Notes

Learning Outcomes

This module aims at developing students' ability to understand and evaluate the role of management accounting and their technical and analytical skills in relation to cost accumulation and cost determination for short-term and strategic decision-making.

By the end of the module students will be able to:

appreciate the context in which management accounting exists and how it is influenced by the internal and external environment,
evaluate the role of management accounting in the provision of information for organisational

Skills

This module will help students to

- Develop the necessary management accounting skills to construct cost information and to interpret financial information for decision makers.
- Demonstrate basic written communication skills.
- Demonstrate basic problem solving skills; including the use of numeric skills
- Demonstrate basic team/group working skills
- Develop time-keeping skills.

Introduction to Legal Study and Basic Contract Law (20 CATS)

Course Detail

Career	Undergraduate
Units	20
Grading Basis	Graded
Course Components	Lecture Required Seminar Required

Enrolment information

Typically offered	Semester 2 September and January start
Contact Teaching	80 hours (48 lecture hours + 36 seminar hours)
Assessment	Coursework – 25% Final exam – 75%
Exam Session	Exam Session 2

Description

Prerequisites
Accounting
Co-requisites
None
Compulsory elements
Attendance at all lectures and seminars. Coursework submission and end of module exam.

Course Content

1. Introduction to Legal Study
2. Introduction to Contract
3. Enforcement and Enforceability
4. Reality of Consent
5. Terms of Contract
6. Discharge of Contract

Introduction to Specific Contracts

7. Partnership and Agency
8. Sale of Goods
9. Consumer Credit
10. Tort
11. Special Relationships

Supplementary Notes

Learning Outcomes

This course aims to provide students with a basic knowledge of the system of law in effect in Northern Ireland, as well as an understanding of the main principles of commercial/contract law. In doing so, the requirements for exemption from professional examination for the related topics in the syllabi of the CAI and ACCA are met.

At the end of this module students should have a basic knowledge and understanding of:

1. the legal system in Northern Ireland;
2. the law of contract (including, in particular, three specific types of contract, being contracts for the sale of goods, consumer credit contracts and contracts of employment);
3. commercial law, focusing on concepts of legal personality and the law of agency, the banker/customer relationship, landlord and tenant relationship, the employer/employee relationship, and the issues of planning law and money laundering;
4. liability for negligence in tort, concentrating on the potential liability of accountants for professional negligence; health and safety legislation, data protection and industry specific legislation.

Skills

This module will help students to:

- Demonstrate basic written communication skills.
- Develop both their essay writing and analytic skills.
- Demonstrate basic team/group working skills
- Develop time-keeping skills.

Accounting Information Systems (10 CATS)

Course Detail

Career	Undergraduate
Units	10
Grading Basis	Graded
Course Components	Lecture Required Seminar Required

Enrolment information

Typically offered	Semester 2 September and January start
Contact Teaching	40 hours (24 lecture hours + 10 seminar hours + 6 practical hours)
Assessment	Coursework – 25% Final exam – 75%
Exam Session	Exam Session 2

Description

Prerequisites
Accounting
Co-requisites
None
Compulsory elements
Attendance at all lectures, seminars and computer based practical. Coursework submission and end of module exam.

Course Content

1. Introduction to Accounting Information Systems
2. a. Systems Documentation
 b. The Revenue Cycle
3. a. The Expenditure Cycle
 b. The HR/Payroll Cycle
4. a. The Production Cycle
 b. The General Ledger & Reporting System
5. The Technology Toolbox
6. Data Processing and Information Management
7. E-commerce and Regulation
8. Risk and Ethics
9. Internal Control and Security
10. Computer Assisted Audit Techniques
11. AIS development

Supplementary Notes

Learning Outcomes

The aims of the module are to provide students with an appreciation of the current issues in information technology together with a theoretical and practical understanding of the process of developing and implementing an information system to support the activities of the accountant.

At the end of this module students should be able to:

1. Understand the flow of accounting data and information in business organisations in general and in accounting systems in particular.
2. Understand how information technology is used in information processing.
3. Understand how information systems are developed, implemented and maintained.
4. Demonstrate awareness of security and control issues in accounting information systems.
5. Demonstrate awareness of ethical and legal issues in information system development.
6. Demonstrate competence in the use of popular accounting applications
7. Work effectively in small groups and make effective presentations.

Skills

This module will help students to;

- Understand how to develop, maintain and improve accounting information systems.
- Have an awareness of the basic components of accounting information systems and how information technology affects the nature of business in general and accounting in particular.
- Understand how businesses are responding to an increasingly competitive environment by re-examining every internal activity and the impact that this has for the accountant.
- Demonstrate basic written communication skills.
- Develop time-keeping skills.

Diploma English Language and Study Skills (20 CATS)

Course Detail

Career	Undergraduate
Units	20
Grading Basis	Graded
Course Components	Class Required Tutorial Required

Enrolment information

Typically offered	Year Long September and January Start
Contact Teaching Methods	Class – 104 hours Tutorial – 26 hours
Assessment	Coursework – 40% (to include poster/group presentation and portfolio) Final examination – 60%; 4 exams as follows: Speaking – 45 minutes Listening – 60 minutes Writing – 90 minutes Reading – 90 minutes
Exam Session	Exam Session 2

Description

Prerequisites	None
Co-requisites	None
Compulsory elements	

Attendance of all classes and tutorials. Completed presentation, assignments and end of module exams.

Course Content

1. Academic Writing Skills
2. Academic Reading Skills
3. Lecture and Note-taking Skills
4. Seminar and Presentation Skills
5. Independent Learning and Study Skills
6. Tutorials

Supplementary Notes

Compulsory element of the International Diploma in Management and Finance. The English Language & Study Skills module includes classes that closely support the content-based Modules. These support classes provide an opportunity for the English and content teachers to prepare students for content-based lectures and to follow up on relevant language development and skills

Learning Outcomes

Overall

1. Demonstration of English language ability at a level equivalent to at least 65% with 55% minimum in all language components/sub-skills (reading, writing, speaking and listening).

Academic Writing Skills

2. Competent use of a good range of sentence and grammatical structures and vocabulary; register and style appropriate to task.
3. Ability to organise, structure, revise, edit and proof-read an academic text.
4. Proficient control of in-text citation and bibliographical referencing adhering to academic conventions.
5. Understanding of the issue of plagiarism and how this can be avoided.

Academic Reading Skills

6. Ability to read and understand academic texts appropriate to the subject discipline.
7. Use of appropriate reading strategies.
8. An analytical approach to a range of source materials.

Lecture and Note-taking Skills

9. Ability to follow the structure of an academic lecture, identify main points and key information, demonstrate effective note-taking skills, and synthesise in a verbal or written summary.

Seminar and Presentation Skills; Tutorials

10. Development of spoken grammar and vocabulary with regard to both academic and social situations.
11. Preparation and delivery of an oral presentation suitable for an undergraduate study environment.
12. Active engagement in seminar, tutorial and group discussions.
13. Awareness of levels of formality in spoken English.

Independent Learning and Study Skills

14. Effective time management.
15. Recognition of learning requirements and engagement in active learning strategies to meet these.
16. Knowledge and understanding of Western culture for living and studying in the UK.

Skills

Develop note-taking skills: recognising explicit discourse markers that signal key and specific information, e.g.: definition, exemplification, comparison and contrast

Demonstrate some basic summarising skills – e.g. give an outline of appropriately adapted texts, or summarize and paraphrase simple/adapted texts

Use a reasonable range of skills and strategies for writing academic texts

Complete increasingly complex coursework using the writing process, adapting in response to feedback

Develop skills in planning and time management, strategies for revision and exams, and working effectively as part a group

NOTES:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

A series of 20 horizontal dotted lines spaced evenly down the page, intended for handwriting practice.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....