



Graduate Diploma Programmes

**Finance
Management
Social Sciences**

**Student Programme Handbook
January Intake 2022**

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1. PROGRAMME OVERVIEW

GRADUATE DIPLOMA

This is a 3 term, full-time, 120-credit University programme that runs from September to June and January to August. It is suitable for students who have completed a first degree or diploma in their chosen field of postgraduate study or another subject but whose qualifications may not be sufficient for direct entry to master's level study. The Diploma is designed to introduce business finance, management, or social sciences through the medium of English. At the same time, participants will be able to improve their ability in English and develop their academic study skills.

1.1 EDUCATIONAL AIMS OF PROGRAMME

This programme aims to:

- Prepare graduates of the programme for further study in a range of finance, management, or social sciences and other related disciplines at Masters level. Emphasis will be placed on the integration of EAP teaching across the programme;
- Equip students with the critical writing and oral communications skills appropriate for work at Masters level in finance and other related disciplines;
- Provide effective systems of learning, academic guidance and pastoral support to encourage the academic, intellectual and personal development of students;
- Develop students' skills in problem solving, decision-making, critical thinking, team working and interaction including planning, managing priorities, managing time and negotiating;
- Equip students with the skills necessary to critically analyse, evaluate and synthesise business, finance and other information from a wide variety of sources.
- Provide the opportunity for students to formulate business, finance and other ideas and concepts independently and to communicate them in a clear and supported manner.

1.2 STRUCTURE

Programme Structure, Levels, Modules and Credits

NB The information in this section must be read in conjunction with the University General Regulations.

All candidates are required to take and satisfactorily complete the following compulsory modules to a value of 120 CATS points.

Graduate Diploma in Finance				
Category	Code	Title	Pre-Requisites	CATS
Compulsory	NTO3001	English Language and Study Skills	None	40
Compulsory	NTO3006	Financial and Economic Strategy	None	20
Compulsory	NTO3007	Accounting for Financial Management	None	20
Compulsory	NTO3008	Financial Econometrics	None	20
Compulsory	NTO3009	Financial Market Theory and Investment Analysis	None	20

Graduate Diploma in Management				
Category	Code	Title	Pre-Requisites	CATS
Compulsory	NTO3001	English Language and Study Skills	None	40

Compulsory	NTO3002	Business in an International Context	None	20
Compulsory	NTO3003	Empirical Enquiry & Critical thought	None	20
Compulsory	NTO3005	Exploring Culture	None	20
Compulsory	NTO3013	Business Management - Environment, Theory & Practice	None	20

Graduate Diploma in Social Sciences				
Category	Code	Title	Pre-Requisites	CATS
Compulsory	NTO3001	English Language and Study Skills	None	40
Compulsory	NTO3003	Empirical Enquiry & Critical Thought	None	20
Compulsory	NTO3005	Exploring Culture	None	20
Compulsory	NTO3014	Research Design	None	20
Compulsory	NTO3015	Foundations of Social Science	None	20

1.3 ASSESSMENT AND PROGRESSION

Examinations

The pass mark for coursework and examinations on academic modules shall be **40%**. The pass mark for English Language and Study Skills (NTO3001) shall be **50%** (comparable to IELTS 6.0) with no competence (reading, writing, listening and speaking) below 40.

Candidates who pass all but one module at the first sitting shall be permitted to retake that module at the next available opportunity for a maximum of a pass mark.

Arrangements will be made where necessary for resit examinations to be set and marked in the two weeks after the conclusion of the term, with advice being offered in advance of this to students whose grades appear likely to be marginal.

Candidates who fail two or more modules, or fail any module at the second attempt will be referred to the Student Progress Committee and may be required to withdraw from the University.

Progression

Holders of the Graduate Diploma award may progress to postgraduate study in Queen's University only if they have achieved, as a minimum requirement, **an average mark of at least 60% taken across all modules, with no individual academic module mark below 50%, and a result of 60% or greater - comparable to IELTS 6.5 - and with no competence (reading, writing, listening and speaking) below 40 in the English Language and Study Skills module (NTO3001).**

Candidates who achieve the minimum requirements for progression to postgraduate study shall be permitted to progress to a range of programmes in Queen's University. Examples of these include, but are not limited to:

Graduate Diploma in Finance*:

- MSc Accounting and Finance
- MSc Construction and Project Management
- MSc Economics
- MSc Finance
- MSc Risk and Investment Management**

Graduate Diploma in Management*:

- MSc Management
- MSc Construction and Project Management
- MSc Human Resource Management
- MSc Marketing
- MSc International Business***

Graduate Diploma in Social Sciences*:

- MA Arts Management
- MSc Children's Rights
- MA Conflict Transformation and Social Justice
- LLM Criminology and Criminal Justice
- MEd Educational Studies
- MSc Educational Leadership
- MA Film
- MA History
- LLM Human Rights and Criminal Justice
- LLM Human Rights Law
- MEd Inclusion and Special Needs Education
- LLM International Business Law
- MA International Relations
- MA Interpreting
- LLM or MLaw
- MA Politics
- MRes Social Science Research
- MA Translation
- MA Violence, Terrorism and Security
- MSc Youth Justice

**Available Masters Programmes are subject to change. Up to date information will be provided by the Queen's Progression Officer during the year. Candidates who possess the minimum requirements for progression to postgraduate study may be eligible to apply for admission to other University postgraduate taught programmes, dependent on their prior recognised Higher Education qualification(s), including programmes in Accounting, Economics and Finance offered by the Queen's University Management School. Such applications will be considered on a case-by-case basis.*

***Candidates wishing to progress onto the MSc Risk and Investment Management, in addition to the minimum requirements for progression to postgraduate study, should preferably have studied a quantitative discipline at undergraduate level or equivalent (e.g. finance, economics, mathematics, engineering, etc).*

****Candidates who possess, in addition to the minimum requirements for progression to postgraduate study, a prior recognised Higher Education qualification(s) in business and management, will be considered for entry to the MSc International Business programme.*

Awards

To be eligible for the award of the Graduate Diploma, candidates must pass ALL modules on the programme.

The mark awarded will be the weighted average of all modules (120 CATS).

Progression to Queen's University Belfast

Assured university placement: If you successfully complete the Graduate Diploma programme and meet the specified grades for entry to your selected degree programme (detailed in the INTO Brochure), you will be guaranteed entry to at least one of the designated postgraduate degree programmes at Queen's University Belfast.

If you do not pass all modules at the first sitting you shall be permitted to retake modules for a maximum of a pass mark (subject re-sits are capped at 50%).

2 SKILLS

2.1 Knowledge and Understanding

Learning Outcomes

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

- Critical understanding of the external environment within which 21st century organisations have to operate, including internationalisation, globalisation, international trade and balance of payments and the underlying financial structures within which trade is conducted;
- Appreciation of the different forms of empirical enquiry, the development of arguments and critical exploration; the concept of falsifiability; the empirical and rational bases of research; qualitative and quantitative methods; primary and secondary sources of evidence;
- Understanding of the ways in which individuals, organisations and communities frame their cultural context and the impact of this on the conduct of business across different regions and cultures;
- Appreciation of the historical context of present-day Ireland and the current political and economic frameworks with a particular focus upon Ireland and its role in a European context.
- Ability to identify, understand, critically analyse and help find and evaluate solutions to challenges in the conduct of business, finance, and social sciences.

Teaching and Assessment Methods

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

- 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.
- 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. Tutor moderated peer-informed assessment will contribute to the assessment of group work components.
- Both summative and formative assessment is used throughout all modules.
- 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 3 criteria in the University's published conceptual equivalents scale.
- Formative assessment will take three main forms; (i) weekly 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.

2.2 Subject Specific Skills

Learning Outcomes

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

- Understand the pervasive issues which inform the subject modules and the links across them: sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management;
- Comprehend primary research literature relating to areas of study, including areas in business and finance, and integrate information
- Interrogate and exploit bibliographic databases.

Teaching and Assessment Methods

A finance, management, or social science context permeates all modules. 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. Skills in the analysis and interpretation of information are developed in class exercises and set assignments and assessed through presentations and written reports. Students are referred to the primary literature in support of taught modules. Assessment is through formal examinations, individual assignments, presentations, case studies and group projects.

2.3 Cognitive Skills

Learning Outcomes

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

- Problem solving through the application of synthetic and analytic logical reasoning
- Independent enquiry, critical evaluation and interpretation, utilising peer reviewed journals
- The ability to use general, academic, and interdisciplinary databases to identify key sources, scholarly and peer reviewed publications
- Self-assessment and reflection, working with personal tutors and drawing on the content of the individual learning log.
- Understanding the relationship between argument and evidence.

Teaching and Assessment Methods

- Cognitive skills are developed across first and second term modules and focus particularly on problem solving and logical reasoning. Independent enquiry, critical evaluation and interpretation, abstraction and assimilation are key elements in all modules. 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.

2.4 Transferable Skills

Learning Outcomes

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

- The ability to construct arguments and exercise problem solving skills;
- The ability to apply critical reasoning and evaluate case studies against core theories.
- The ability to synthesise information/data from a variety of sources including from databases, books, journal articles and the internet;
- The preparation and communication of ideas in both written and presentational forms;
- The ability to work both independently and in groups;

- Organisation and time management as well as problem solving and critical analysis;
- The comprehension and use of relevant technologies.

Teaching and Assessment Methods

- Transferable skills development permeates the teaching and learning on the graduate diploma programme. Successful completion of coursework requires students to draw upon 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. critiques of journal articles, essays, PowerPoint or similar presentations, case studies) to demonstrate their learning.

3 MODULE ASSESSMENT

Formative Assessment

- 3.1 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.

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 Table 3-1.

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 3-1 Formative Assessment Guidance Marking Scale

Summative Assessment

- 3.2 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.
- 3.3 The table in Appendix A gives the weighted contribution of examination, practical and coursework (continuous) assessments to the overall score for each module. The module lecturer will further describe and clarify the form(s) of continuous assessment and contribution for each module.

Continuous (Coursework) Assessment

- 3.4 Continuous assessment may take different forms e.g. essays, case study work, written class tests, group work, presentations, portfolios or oral tests. There may be one or more continuous assessment component for any module.
- 3.5 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 3-1 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.
- 3.6 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

- 3.7 There are normally two types of assignment submission, either electronic submission only, or hardcopy submission plus electronic submission. Your module lecturer will inform you of the requirements for each assignment

4 ACADEMIC CALENDAR

Semester Dates

- 4.1 The 2022 academic year for students beginning their academic studies on the Graduate Diploma Programmes in January 2022 is organised across 2 semesters. The beginning and end dates of the semesters are given in Table 4.1. A calendar representation of the academic year is given in Table 4.2.

Term Dates and Attendance

- 4.2 Whilst the academic calendar of INTO Queens and Queens University Belfast currently operates according to the 2-semester structure shown, the enrolment and attendance terminology used for INTO programmes still refers to a traditional “3 term” academic year. Term start and end dates are determined by both holiday periods and by semester dates.
- 4.3 Students are expected to attend INTO Queen’s University Belfast between the beginning and end dates of each term in *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. 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 4.1, EXCEPT in the case of exceptional circumstances - the availability or pre-booking of cheaper flights is NOT specified as an exceptional circumstance.

		From	To	
Semester 1	Induction week	10 January 2022	14 January 2022	Term 1
	Teaching – 4 weeks	17 January 2022	11 February 2022	
	Reading week (no classes)	14 February 2022	18 February 2022	
	Teaching – 7 weeks	21 February 2022	8 April 2022	
	Interim Break	11 April 2022	22 April 2022	
	Semester 1 Exams	25 April 2022	29 April 2022	
Semester 2	Teaching – 11 weeks	2 May 2022	15 July 2022	Term 2
	Semester 2 Exams	18 July 2022	29 July 2022	
	Exam Boards	1 August 2022	12 August 2022	
	Progression	15 August 2022	19 August 2022	
	Results Release	22 August 2022	26 August 2022	
	Re-sit Exams	29 August 2022	2 September 2022	
	Re-sit Results Release	5 September 2022	9 September 2022	

Table 4-1 Semester and Key Dates 2022

2022	Pathway (JANUARY)
W/C	
10-Jan	Induction
17-Jan	S1-W1
24-Jan	S1-W2
31-Jan	S1-W3
07-Feb	S1-W4
14-Feb	Reading Week
21-Feb	S1-W5
28-Feb	S1-W6
07-Mar	S1-W7
14-Mar	S1-W8
21-Mar	S1-W9
28-Mar	S1-W10
04-Apr	S1-W11
11-Apr	Easter
18-Apr	Easter
25-Apr	Exams
02-May	S2-W1
09-May	S2-W2
16-May	S2-W3
23-May	S2-W4
30-May	S2-W5
06-Jun	S2-W6
13-Jun	S2-W7
20-Jun	S2-W8
27-Jun	S2-W9
04-Jul	S2-W10
11-Jul	S2-W11
18-Jul	Exams
25-Jul	Exams
01-Aug	Internal Boards
08-Aug	External Boards
15-Aug	Progression
22-Aug	Results Release
29-Aug	Resit exams
05-Sep	Resit Results

Table 4-2 Academic Calendar 2022

4.4 National holidays are called “Bank and Public Holidays”. The Centre will be closed on the dates of the Bank and Public holidays listed in the table below

Bank and Public Holiday	Date
St Patrick's Day	Thursday 17 th March 2022
Good Friday	Friday 15 th April 2022
Easter Monday	Monday 18 th April 2022
Early May Bank Holiday	Monday 2 nd May 2022
July Holidays	Tuesday 12 th + Wednesday 13 th July 2022

Table 4-3 Bank and Public Holidays 2022

5 ACADEMIC TUTORIALS

5.1 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.

5.2 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

5.3 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.

5.4 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.

5.5 Your tutor will contact you with times and dates of meetings.

5.6 Table 4-1 and Table 4-2 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.

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 4-1 Semester 1 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

Table 5-2 Semester 2 Academic Tutorial Schedule

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

6 STAFF CONTACT DETAILS

Title	Name	Role	email
Ms	Nuala Corr	Centre Director	n.corr@qub.ac.uk
Mr	Liam O'Hagan	Academic Director	l.ohagan@qub.ac.uk
Ms	Michelle Crawford	Programme Manager	michelle.crawford@qub.ac.uk
Ms	Orla McShane	Economics Teacher	o.mcshane@qub.ac.uk
Mr	Vincent Murphy	Accounting Teacher	v.murphy@qub.ac.uk
Ms	Uzma Shahid	Finance Teacher	uzma.shahid@qub.ac.uk
Ms	Rose Byrne	Business Teacher	r.byrne@qub.ac.uk
Dr	Sarah Harper	Business Teacher	s.harper@qub.ac.uk
Dr	Karen Johnston	Management Teacher	k.johnston@qub.ac.uk
Dr	Rox Magee	Management Teacher	r.c.magee@qub.ac.uk
Mr	Matthew Deighan	Social Sciences Teacher	matthew.deighan@qub.ac.uk
Ms	Jill Baker	ELSS Teacher	j.baker@qub.ac.uk
Ms	Fiona Craig	ELSS Teacher	f.craig@qub.ac.uk
Dr	David Bandy	Academic Support Manager	d.bandy@qub.ac.uk
Ms	Aine McComb	Head of Student Services	a.mccomb@qub.ac.uk
Ms	Beverley Quinn	Student Services Coordinator	beverley.quinn@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	Ciara Murray	Queen's Progression Officer	ciara.murray@qub.ac.uk
Ms	Laura Steele	Progression and Placement officer	l.steele@qub.ac.uk

Table 6-1 Staff Contact Details

7 GENERAL INFORMATION

- 7.1 The programme is subject to the University General Regulations
<http://www.qub.ac.uk/directorates/AcademicAffairs/GeneralRegulations/>
- 7.2 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

- 7.3 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

- 7.4 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.
- 7.5 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.
- 7.6 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.
- 7.7 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

- 7.8 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.
- 7.9 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.
- 7.10 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.

- 7.11 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

- 7.12 The University has developed specialised Assistive Technology provisions for students with disabilities over recent years. The main facilities are as follows:
- 7.13 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).
- 7.14 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.
- 7.15 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 Module Assessment

Graduate Diploma in Finance					
Module Code	Module Title	Credits	Core	Assessment	
				Coursework %	Examination %
NT03001	English Language and Study Skills	40	✓	40	60
NT03006	Financial and Economic Strategy	20	✓	35	65
NT03007	Accounting for Financial Management	20	✓	35	65
NT03008	Financial Econometrics	20	✓	40	60
NT03009	Financial Market Theory and Investment Analysis	20	✓	40	60

Graduate Diploma in Management					
Module Code	Module Title	Credits	Core	Assessment	
				Coursework %	Examination %
NT03001	English Language and Study Skills	40	✓	40	60
NT03002	Business in an International Context	20	✓	50	50
NT03003	Empirical Enquiry & Critical Thought	20	✓	100	0
NT03005	Exploring Culture	20	✓	50	50
NT03013	Business Management - Environment, Theory & Practice	20	✓	40	60

Graduate Diploma in Social Sciences					
Module Code	Module Title	Credits	Core	Assessment	
				Coursework %	Examination %
NT03001	English Language and Study Skills	40	✓	40	60
NT03015	Foundations of Social Science	20	✓	50	50
NT03003	Empirical Enquiry & Critical Thought	20	✓	100	0
NT03005	Exploring Culture	20	✓	50	50
NT03014	Research Design	20	✓	40	60

APPENDIX B Module Specifications

NT03001: English Language and Study Skills

Assessment	Reading, Writing, Speaking and Listening Skills assessed through examination and coursework. (40% coursework, 60% examinations)
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Assessment Structure					
	Writing	Reading	Listening	Speaking	Overall
Final Exam	15% 1 exam:	15% 1 exam: Seen and Unseen texts	15% 1 exam: Lecture	15% 1 exam Presentation	60%
Summative Coursework	10% Key Text One Key text Two	10% Reading Journal 2 articles (5% each)	10% Listening Log 2 lectures (5% each)	10% Seminar (groups of 3-5) Or Paired interview	40%
Overall	25%	25%	25%	25%	100%

Description

Compulsory elements
Attendance at all seminars and tutorials. All pieces of continuous assessment and the end of module exam. To pass the module, candidates must pass each of the five components (Language, Listening, Reading, Speaking and Writing) separately with a mark of at least 40%
Course Content
Students will develop the four key areas of competence in English: reading, writing, listening and speaking - with a particular emphasis on high level academic writing skills. The programme will use seminars, tutorials, discussion, written and electronic media and will create opportunities for students to speak publicly and engage in dialogue. Students will be formally assessed across all four skill areas. Module content will be based on management, finance, or social sciences material.

Learning Outcomes
On successful completion, students will be able 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, i.e. identify sources correctly and accurately; listen to lectures & other types of classroom discourse and take notes effectively for study and other academic purposes; participate confidently in seminars, presentations and classroom discussions. Interact with socio-cultural appropriateness with university faculty, staff & students as well as communicating in everyday situations inside and outside the university community.
Skills
On completion of this module students will have gained a range of English language skills; increased their ability to deal with complex language in both academic and non-academic contexts; learned a range of techniques to make study in English more efficient, established a grounding in the core protocols of academic discourse. They will be able to synthesise, analyse, and evaluate information from a variety of academic sources, and drawing on skills developed in the subject modules, apply critical thought in different situations (for example through journal readings or case study material conceptually linked to subject modules).

GRADUATE DIPLOMA IN FINANCE MODULES***NT03006: Financial and Economic Strategy***

Assessment	Assignment Essay – 25% Presentation – 5% Class Test – 5% Exam - 65%
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Compulsory elements

Attendance at all lectures, seminars and tutorials. Completed presentation, assignments and the end of module exam.

Course Content

1. Demand and supply
2. Elasticity and efficiency
3. Consumer behaviour: consumer choices and marginal utility theory of consumer choices
4. Firm behaviour: production, output and costs
5. Market structure
6. Public goods and common resources
7. Financial Environment
8. Uncertainty and information

Learning Outcomes

1. A knowledge and understanding of basic conceptual underpinnings and fundamental principles of microeconomics. 2. Ability to identify how a market economy works and the role of government within it. 3 Critical analysis of a range of main economic policy issues 4. Develop and apply the integration of language within a financial and economics context.

Skills

Problem solving using logical and quantitative skills; analytical and critical thought; evaluation of arguments and evidence. Writing and oral skills. Appropriate quantitative techniques. Language skills in an economics context.

NT03007: Accounting for Financial Management

Assessment	Assignment 1: Group Report (10%) Assignment 2: Class test (25%) Final Exam (65%)
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Compulsory elements
Attendance at all lectures, seminars and tutorials. Completed coursework, assignments and the end of module exam.
Course Content
<ol style="list-style-type: none"> 1. Introduction to management and cost accounting 2. Cost accumulation 3. Introduction to short-term decision-making: information for decision-making 4. Measuring costs and revenues for short-term decision-making 5. Decision-making under uncertainty 6. Long-term decision-making: capital investment decisions 7. Financial statement analysis
Learning Outcomes
<p>Appreciate the context in which management accounting exists and the influences thereon from the internal and external environment;</p> <p>Understand the role of management accounting in the provision of information for organisational planning, control and decision-making;</p> <p>Evaluate information and apply appropriate techniques to decisions on organisational planning and problem-solving for decision-making;</p> <p>Utilise skills of active learning and self-assessment;</p> <p>Be able to work in small groups and make tutorial presentations;</p> <p>Develop and apply the integration of language within an accounting context.</p>
Skills
<p>Skills in gathering and interpreting both qualitative and quantitative information; knowledge of the tools and techniques for the provision of timely, accurate and relevant information internally.</p> <p>Language skills in an accounting context.</p>

NT03008: Financial Econometrics

Assessment	Assignment – 40% Exam - 60%
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Compulsory elements
Attendance at all lectures, computer based practicals and tutorials. Completed assignments and the end of module exam.
Course Content
<ol style="list-style-type: none"> 1. Introduction to statistical methods 2. Sampling and hypothesis theory 3. Introduction to financial time series 4. Two variable regression model 5. Multiple regression analysis 6. Functional forms 7. Dummy variables 8. Relaxing the assumptions of the classical model: multicollinearity, heteroscedasticity and autocorrelation 9. Analysis of financial data
Learning Outcomes
<p>To develop the student's understanding of (a) statistical methods and formulae and (b) practical issues in estimation using computer software packages (such as Stata) and real data by accessing a ONS databank.</p> <p>Develop and apply the integration of language within a financial econometrics context.</p>
Skills
Statistical techniques, exercise solving, computing, practical issues in estimating economic relationships, gaining knowledge of actual economic data. Language skills in an economics and statistics context.

NT03009: Financial Market Theory and Investment Analysis

Assessment	Assignment – 20% Presentation – 10% Class Test – 10% Exam - 60%
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Compulsory elements
Attendance at all lectures, seminars and tutorials. Completed presentation, assignments, class test and the end of module exam.
Course Content
<ol style="list-style-type: none"> 1. Investment background 2. Introduction to market analysis and behaviour 3. Modern portfolio theory 4. The Capital Asset Pricing Model 5. Financing decisions 6. Capital structure 7. Derivative securities 8. Dividend policy

Learning Outcomes
<p>Appreciate the importance of corporate governance and the pivotal role played by the financial manager;</p> <p>understand the constraints faced when constructing portfolios to meet investors' financial objectives and evaluate alternative investment opportunities;</p> <p>Theoretical and practical understanding of CAPM and factor models;</p> <p>Appreciation of the risk and returns characteristics of the major asset classes and their importance when constructing portfolios to meet investors' investment objective(s);</p> <p>Apply valuation methodologies to the analysis of securities: equities, bonds, and derivatives;</p> <p>Understand how derivatives securities are used in risk-management;</p> <p>Critically evaluate portfolio evaluation methodologies and alternative financing and dividend options;</p> <p>Critically evaluate the relationship between financial information and capital market value; Develop and apply the integration of language within a financial context.</p>
Skills
<p>Quantitative analysis, problem solving, logical reasoning, ability to evaluate/interpret financial data. Language skills in a financial context.</p>

GRADUATE DIPLOMA IN MANAGEMENT/SOCIAL SCIENCES MODULES***NT03003: Empirical Enquiry and Critical Thought (GDM and GDSS)***

Assessment	Continuous Assessment – 100%
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Description

Compulsory elements
Attendance at all lectures, seminars and tutorials. Completed coursework, group and seminar contributions for assessment.
Course Content
The aim of the module is to develop students' skills and abilities to investigate, understand and interpret information as applied in a business and management context. The module has two specific objectives. Firstly, it introduces students to the philosophical and ethical underpinnings of business and management research (critical thought), as well as to a range of quantitative and qualitative data collection techniques used therein (empirical enquiry). Second, it seeks to help students apply these analysis skills to real-life case problems. This module analyses and evaluates each of the key stages in the research process drawing on an appropriate range of theory. It then critiques this theory as applied to the business environment.

Learning Outcomes
<p>This module provides opportunities for the learner to achieve the following:</p> <ul style="list-style-type: none"> • <i>Detailed Knowledge and Understanding of:</i> • The philosophical underpinnings of research design and relating philosophical traditions to particular research methodologies. • A range of different qualitative and quantitative research techniques that can be applied to research problems in business and management. • The strengths and weaknesses of different research techniques, and recognition of their usefulness in specific business environments. • Better understand and critically examine reports and papers that contain or make use of quantitative and/or qualitative data, analyses or results.
Skills
<p>This module provides opportunities for the learner to achieve the following:</p> <ul style="list-style-type: none"> • <i>Communicate effectively (oral and written).</i> • <i>Work effectively as an individual and as part of a team</i> • <i>Apply critical thinking and problem solving skills to a variety of different situations (for continuous assessment, examination and throughout the lecture and tutorial classes).</i> • <i>Competent use of information technology (word-processing and presentation packages).</i>

NT03002: Business in an International Context (GDM)

Assessment	Coursework – 50% Examination - 50%
Exam Session	Exam Session 2

Description

Compulsory elements
Attendance at all lectures, seminars and tutorials. Completed presentation for continuous assessment and the end of module exam.
Course Content
<p>The module seeks to introduce students to the key factors in the external environment in which businesses in the 21st century operate. The module will concentrate on key external forces, including: political, macroeconomic, socio-cultural, technological systems, national and international legal systems and organisational sustainability.</p> <p>Contemporary trends including internationalisation, globalisation and the multi-national enterprise will also be explored. The aim is to reflect on the challenges and opportunities that an increasingly integrated world presents to organisations.</p>
Learning Outcomes
<p>This module provides opportunities for the learner to achieve the following:</p> <ul style="list-style-type: none"> Analyse the interactions between the internal working of organisations and the external environment; Evaluate the external forces which may impact on the operation of organisations, nationally and internationally; Assess the impact and interaction between different parts of the external business environment; Evaluate the contemporary constraints and opportunities faced by organisations.
Skills
<p>This module provides opportunities for the learner to achieve the following:</p> <ul style="list-style-type: none"> Communicate effectively (oral and written). <i>Apply critical thinking and problem solving skills to a variety of different situations (for continuous assessment, examination and throughout the lecture and tutorial classes).</i> <i>Competent use of information technology (word-processing and presentation packages).</i>

NT03013: Business Management - Environment, Theory & Practice (GDM)

Assessment	Continuous assessment – 40% Exam – 60%
Exam Session	Exam Sessions 2

Compulsory elements	
Attendance at all lectures and tutorials. Completed assignments and exams.	
Course Content	
1	Management
2	Economics
3	Finance
4	Accounting

Supplementary Notes

Learning Outcomes
<p>By the end of this module students will be able to:</p> <ul style="list-style-type: none"> Assess a set of financial accounts and calculate key financial ratios Describe the fundamentals of economic theory and its relevance in the business sector Describe the key theories of management and leadership within the context of the organisational setting

Skills
<p>By the end of this module students will be able to:</p> <ul style="list-style-type: none"> <i>Communicate effectively (oral and written)</i> <i>Apply management and leadership theories in a business environment</i> <i>Apply critical thinking and problem solving skills to a variety of different situations (for continuous assessment, examination and throughout the lecture and tutorial classes)</i> <i>Assess a company's financial accounts in order to make effective financial decisions</i> <i>Competently use information technology (word-processing and presentation packages).</i>

NT03005: Exploring Culture (GDM and GDSS)

Assessment	Assignment – 50% Examination – 50%
Exam Session	Exam Session 2

Description

Compulsory elements
Attendance at all lectures, seminars and tutorials. Completed case study for continuous assessment and the end of module exam.
Course Content
The increasingly complex and global nature of businesses today brings many management challenges, not least in relation to understanding and appreciating the impact of national cultures in an organisational environment. This module provides a broader understanding of the relationship between social and cultural issues such as cultural diversity, ethnicity, cultural identity, cultural shock, and cultures colliding as applied to an organisation. The multifaceted nature of culture requires managers to recognise and address the challenges that stem from cultural diversity and its implications for the workplace.

Learning Outcomes
<p>This module provides opportunities for the learner to achieve the following:</p> <ul style="list-style-type: none"> • Evaluate how national culture impinges on organisations • Evaluate the relationship between national culture and organisational culture. • Assess a range of approaches and practices that are used to manage cultural diversity.
Skills
<p>This module provides opportunities for the learner to achieve the following:</p> <ul style="list-style-type: none"> • Communicate effectively (oral and written). • <i>Apply critical thinking and problem solving skills to a variety of different situations (for continuous assessment, examination and throughout the lecture and tutorial classes).</i> • <i>Competent use of information technology (word-processing and presentation packages).</i>

NT03014: Research Design (GDSS)

Assessment	Coursework – 100%
Exam Session	Exam Session 2

Description

Compulsory elements
Attendance at all lectures, seminars and tutorials. The module is assessed on the basis of continuous assessment.
Course Content
<p>This module will enable social sciences students to apply what they have learnt in the Empirical Enquiry and Critical Thought module and to focus on their proposed area for study at postgraduate level.</p> <p>The module aims to provide students with the skills to identify a research problem, develop a research question and choose an overall strategy that will integrate the different components of their proposed study in a coherent and logical way. An emphasis is placed on the critical choices to be made within the research process.</p>
Learning Outcomes
<p>This module provides opportunities for the learner to achieve the following:</p> <ul style="list-style-type: none"> • Successful completion of coursework requires students to draw upon 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.
Skills
<p>This module provides opportunities for the learner to achieve the following:</p> <ul style="list-style-type: none"> • Communicate effectively (oral and written). • <i>Apply critical thinking and problem solving skills to a variety of different situations (for continuous assessment, and throughout the lecture and tutorial classes).</i> • <i>Competent use of information technology (word-processing and presentation packages).</i>

NT03015: Foundations of Social Science (GDSS)

Assessment	Continuous assessment – 50% Exam – 50%
Exam Session	Exam Sessions 2

Compulsory elements
Attendance at all lectures and tutorials. Completed assignments and exams.
Course Content
<p>This module develops knowledge, understanding and skills in relation to the foundational ideas of social science. The origins of social scientific thinking are introduced through original texts and more modern syntheses and placed in a historical and contemporary content.</p> <p>Students are encouraged to see theorists and theories as complementary rather than replacements for each other. A key feature of the module is establishing the link between these foundational ideas and contemporary social science.</p>

Supplementary Notes
Learning Outcomes
<p>By the end of this module students will:</p> <ul style="list-style-type: none"> • Have an understanding of some of the core concepts within the social sciences; • Have studied original thinkers and been able to place them within context; • Made connections between foundational ideas and the contemporary world in the social sciences.
Skills
<p>By the end of this module students will be able to:</p> <ul style="list-style-type: none"> • <i>Communicate effectively (oral and written)</i> • <i>Apply key social science theories to an everyday environment</i> • <i>Apply critical thinking and problem solving skills to a variety of different situations (for continuous assessment, examination and throughout the lecture and tutorial classes)</i> • <i>Competently use information technology (word-processing and presentation packages).</i>

APPENDIX C Continuous Assessment 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	