



TAYLOR'S UNIVERSITY

Wisdom • Integrity • Excellence



**TAYLOR'S BUSINESS SCHOOL
TAYLOR'S UNIVERSITY, MALAYSIA**

**BRISTOL BUSINESS SCHOOL
UNIVERSITY OF THE WEST OF ENGLAND, BRISTOL**

PROGRAMME GUIDE 2011 for the TU/UWE Dual Award Programmes

DISCLAIMER

This publication contains information which is current as at 18 February 2011. Changes in circumstances after this date may impact upon the accuracy or currency of the information. The Universities take all due care to ensure that the information contained here is accurate, but reserves the right to vary any information described in this publication without notice.

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INTRODUCTION

WELCOME TO STUDENTS

Dear Students,

Welcome to Taylor's Business School, Taylor's University, Malaysia and Bristol Business School, University of the West of England, Bristol.

We believe students will find the contents useful as a source of information for the dual award specific details. This guide has been prepared with students in mind and sets in detail what every student should know about the dual awards programme and its activities.

You have registered to take a Taylor's University/UWE dual awards with many hopes and aspirations. We are here to help you work towards achieving them.

WHAT IS TAYLOR'S UNIVERSITY /UWE DUAL AWARDS?

When you register for a Taylor's University/UWE dual award you will undertake a programme of study which, if you are successful and meet all of the requirements, will lead to you being granted an award from Taylor's University and an award from University of West of England. You will receive two Certificates of award, one from Taylor's University and one from University of West of England.

You will spend the first year of your programme at Taylor's University. You can then choose to continue your programme at Taylor's University or you can transfer to UWE to study year 2. You can complete the first two years at Taylor's University and then transfer to UWE to complete year 3. You could complete all three years at Taylor's University. UWE students can choose to come to Taylor's University to study year 2 or 3, or both, of their programme.

If you are studying at Taylor's University you will take Taylor's University modules. If you are studying at UWE you will take UWE modules. The Taylor's University/UWE Dual Awards Framework has taken Taylor's University and UWE programmes and mapped the programme and module learning outcomes to ensure that wherever you study you will be achieving the learning outcomes of both the UWE and the Taylor's University programmes and awards. A mapping diagram for each of the programmes offered is included in this Programme Guide. The title of the award you receive from Taylor's University may be slightly different from the title of the award you receive from UWE because of different conventions.

The aim of dual awards is to provide a cross cultural student experience within the local context of either TU or UWE. During the course of the programme you will have opportunities to work with staff and students from both TU and UWE through staff visits, the use of technology and also the students' short visit programme.

In 2011 Taylor's Business School and UWE Business School are offering the following dual awards:

Taylor's University award	UWE award
BBus(Hons) (Business Administration)	BA(Hons) Business Studies
BBus(Hons) (Human Resource Management)	BA(Hons) Business Studies with Human Resource Management
BBus(Hons) (International Business)	BA(Hons) International Business
BBus(Hons) (International Business and Marketing)	BA(Hons) Business Studies with Marketing

Throughout the duration of your study, you will be registered as both a Taylor's University and a UWE student. Therefore, you are strongly advised to familiarise themselves with the information provided in this guide about Taylor's University and UWE. Weblinks you will need are:

www.uwe.ac.uk

www.taylors.edu.my/programme/handbook (but do we need to see how the student handbook relates to the Dual Awards Framework to try to avoid confusion for both staff and students?)

You need to be aware that the Taylor's University/UWE dual awards are governed by the Dual Award Academic Regulatory Framework which is a variation to both Taylor's University and UWE Academic Regulations and Procedures. The Dual Award Academic Regulatory Framework (DAARF) is included in full in this Programme Guide. You need to familiarise yourself with these regulations as these may differ in some ways to the regulations that apply to students who are not taking a programme of study leading to a Taylor's University/UWE dual awards.

You may find being both a Taylor's University and a UWE student confusing at first, but you are in a unique position and you will have the benefit of what both Taylor's University and UWE offers their students whether you are actually studying at Taylor's University or UWE. If you have any queries about the dual award you should contact the following in the first instance:

TAYLOR'S UNIVERSITY

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Ms. Vinitha Guptan <i>Dean</i> (Taylor's Business School)	vinitha.guptan@taylors.edu.my
Ms. Leow Yen Mee <i>Programme Director</i> (Taylor's Business School))	yenmee.leow@taylors.edu.my

UWE

Name, Designation	Email
Dr. Jane Harrington <i>Pro Vice-Chancellor and Executive Dean</i> (Bristol Business School)	jane.harrington@uwe.ac.uk
Dr. Mary Bishop <i>Leader of International Programmes and Partnerships</i> (Bristol Business School)	mary2.bishop@uwe.ac.uk

GLOSSARY OF TERMS

Bachelor of Honours Degree	:	An award granted on successful completion of an approved undergraduate academic degree, which normally requires not less than 120 credit hours over a period of three years of full-time study after a pre-university qualification. For a UWE Bachelor degree, not less than 360 credits in total are required. The TU credits have been matched for equivalence to UWE credits for the dual awards.
Dual Awards	:	A collaborative arrangement whereby on completion of a single Programme of study students receive separate awards from both TU and UWE. Each institution is responsible for ensuring that students meet the requirements of its own award.
Semesters (at Taylor's University)	:	An academic year is divided into two semesters, each consisting normally of 18 weeks of academic period. This includes 14 teaching weeks, 1 week of mid-semester break, 1 study week, and 2 weeks of examinations.
Credit Hours	:	All of the Taylor's University and UWE modules are allocated credit hours as per the Malaysian Qualifications Agency (MQA) guidelines (at Taylor's University) and in accordance with UWE Academic Regulations and Procedures. Credit hours are a measure of the notional amount of study required for a particular module. Credit hours, accumulated as the students progress through their programme of study, are earned when they pass a module. <i>Please refer to the Programme Structure for Taylor's University credit hours and equivalent UWE credit..</i>
Assessment	:	A generic term for a set of processes that measure the students' achievement of the intended learning outcomes in terms of knowledge acquired, understanding developed, skills gained and attributes demonstrated. These assessments may include written, aural and oral examinations, essays, class tests, portfolio, project paper and practical activities.
Grade Point Average (GPA)	:	For the Taylor's University award, GPA is calculated for every semester. It is the ratio of the summation of the product of credit hours and grade points of all the modules in a particular semester to the total number of credit points in the semester.
Cumulative Grade Point Average (CGPA)	:	For the Taylor's University award the CGPA gives an overview of the students' performance over the period of their studies. It is the ratio of the summation of the product of credit hours and grade points of all the modules from the first to the current semester to the total number of credit hours thus far.
Class of award/Classification	:	It is a means of distinguishing the differences in achievement by individual students of the intended learning outcomes for the degree programme. Taylor's University and UWE have different systems for determining the class of award. Details of these are given in this Programme Guide.
Project / Dissertation	:	The formal and substantial report / outcome of a study, which is carried out under supervision and presented in a given format. It is an essential component of the degree programme.
Internship	:	The Internship is a phase of professional preparation which enables students to assume leadership in a variety of settings to progress to managerial

responsibilities, and to gain "hands on" professional experience under the guidance of experienced supervisors from the company and the institution. How it contributes to a Taylor's University/UWE dual awards is detailed in this Programme Guide.

Prerequisite module : A module of which a student must take and pass, or be credited with, before proceeding to another specified module.

Corequisite module : A module of which a student can enrol in only if they concurrently enrol for one or more other specified related module (e.g. a theory module and a related practical module).

These are some of the key terms. Depending on where you are studying, at UWE or at Taylor's University , you may find that terms are different. Taylor's University and UWE will ensure that you will be made familiar with the terms used in the institution in which you are studying.

THE SCHOOLS

VISION

To have professional and ethical business leaders in their fields of studies with the ability to adapt to the ever-changing globalised business environment.

MISSION

To prepare our students to face the challenges in the globalised business environment, the schools provide opportunities for them to learn effectively in various ways and equipping them with Taylor's Graduate Capabilities.

AIMS

- (1) To impart knowledge to students and develop their skills through various teaching, learning and assessment methods;
- (2) To develop graduates who are knowledgeable and aware of world-wide current business issues;
- (3) To instil professional ethics into our graduates
- (4) To instil social values into our graduates who will contribute back to society;
- (5) To encourage a desire for continuous improvement and life-long learning.

TAYLOR'S BUSINESS SCHOOL: HISTORY

Welcome to Taylor's Business School (TBS)! Through our unique Taylor's University Approach to Business, we produce graduates who are ever ready to face the business world. An emphasis on industry-relevant curriculum and a range of quality business programmes have resulted in the high demand for our graduates, many of whom are employed upon graduation.

TBS has a long history of excellence, working with well-known universities such as the University of Sheffield, UK, and the University of Technology, Sydney, Australia in offering business degrees. Our current partners are the University of the West of England (UWE), UK and the University of South Australia (UniSA), Australia.

In 1997, the Foundation in Business, better known as the Taylor's Business Foundation (TBF) was introduced and has since been well-accepted by many universities as a pre-university programme. The Taylor's Diploma in Business was the next home-grown programme to join the TBS family, in April 2007. Thus, it is no surprise that as TBS continues to grow; our very own business degrees had its inaugural intake in February 2010.

The ultimate goal of Taylor's University is *to educate the youth of the world to take their productive place as leaders in the global community*. TBS has grown sufficiently that we now conduct both home-grown and franchise business programmes.

The School offers four Dual Award business degree programmes:

- (1) B. Business (Hons.) Business Administration
- (2) B. Business (Hons.) Human Resource Management
- (3) B. Business (Hons.) International Business
- (4) B. Business (Hons.) International Business and Marketing

University of the West of England, Faculty of Business and Law: Bristol Business School

Bristol Business School (BBS) is one the UK's leading post-'92 university business schools with a comprehensive academic provision, a strong regional and national position and an increasing international reputation. It is one of the largest schools in the UK with around 4,000 students and 200 staff. BBS is part of the Faculty of Business and Law at UWE, which comprises approximately 5,700 students and 300 staff. The Faculty of Business and Law is one of four faculties in the University of the

West of England and will play a major role in the further development of the university which aims to be engaged, enterprising, regionally focused and globally connected.

The Faculty of Business and Law has a strong commitment to academic excellence in teaching and research with a strong orientation towards collaboration with business, the professions, public and voluntary sector organisations, schools, and international institutions. BBS is widely regarded as one of the leading post '92 business schools for research.

Bristol Business School has received accolades from many professional bodies: its MBA programme is one of an elite group in the country to have been accredited by the Association of MBAs (AMBA). Bristol Business School has been recognised as a Centre of Excellence by the Chartered Institute of Personnel and Development (CIPD) and it is also a Chartered Institute of Management Accountants (CIMA) learning quality partner.

Programmes

Bristol Business School offers a comprehensive range of full-time and part-time undergraduate, postgraduate, higher research and professional programmes in accounting and finance, economics, enterprise, human resource management, leadership and management and marketing. Its focus is on enabling students to develop a rounded understanding of their module, its connections to the wider world and the graduate skills, attributes and abilities that will help them achieve their goals. A particular feature of its programmes is the links to the world of work including through our highly successful undergraduate placement scheme, work-based projects and growing number of Knowledge Transfer Partnership (KTP) projects.

Location

It is the only university business school based in the historic City of Bristol. Situated 120 miles west of London (90 minutes by train), Bristol is regarded as the capital of the South West of England and offers a unique quality of life and a real diversity of experiences to be discovered. A multi-cultural, waterfront city surrounded by the countryside, it's a place that offers the best of both worlds on a manageable scale.

Campus

Bristol Business School is located on the main University campus at Frenchay, five miles north of the city centre. UWE is committed to providing first class campus facilities and recent developments at Frenchay include a multi-million pound Student Village, Centre for Sport, new cinema facilities, University Health Centre, and the opening of the new UWE Exhibition and Conference Centre. This is just the first phase of the exciting New Campus Project, which aims to position UWE as one of the largest modern university campuses in the UK. The new campus aims to create a new and innovative learning environment for staff and students as well as providing services open to the local community to transform the way the University operates.

Further Information

Visit our website for more information at <http://www.uwe.ac.uk/bbs/>

THE PROGRAMMES

Bachelor of Business (Honours) (Taylor's University) and Bachelor of Arts (Honours) (UWE) degrees are multidisciplinary in nature and can lead to many possible careers, whether in business or in the public sectors. The programmes offered as part of the Taylor's University/UWE Dual Awards Framework aim to help students develop detailed knowledge of business and management practices, can critically evaluate that knowledge and finally apply it in their future career. The integrative nature and overall emphasis in the programme is on active participation and interaction between students and academics. Through the three year programme, besides the sound knowledge in the specific discipline, business students will also develop soft skills in key business areas such as presentations, project management, team work, entrepreneur skills, working to deadlines, problem solving and decision making which are the outcomes of our Taylor's Graduate Capabilities (TU) and the Graduate Development Programme (UWE) which have been embedded in our curricula.

PROGRAMME EXPERIENCE

A variety of teaching and learning strategies are employed to maximise the student's learning experience through lectures, practical training, demonstrations, tutorials, workshops and field trips to companies for example. Participation in extra-curricular activities and clubs complement academic pursuits in preparing our students to take their roles as leaders in the global community.

The aims of the teaching and learning strategies are to equip students with sufficient academic rigour to prepare them for degree education at an appropriate level. The programmes of study provide students with the relevant intellectual challenge and develop transferable skills for a lifetime of employment.

MODULE OUTLINE

The module outline provides a brief outline of a particular module to be taught, including all the tasks assessed to provide grades and marks for the module. This is relevant to all students enrolled on any module of the programmes.

- a) The module outline is made available to students at the beginning of the semester on BB7. Lecturers normally go through the contents of the outline with the students during the first class of their respective modules in a semester.
- b) The module outline contains the following information:
 - i. Details of the syllabus, learning outcomes, prerequisites and delivery of the course.
 - ii. Name and email address of the member of faculty teaching the module and other internal and external approved members of faculty involved in the delivery of the module, where applicable.
 - iii. The assessment plan with details and requirements of each academic activity that contributes marks towards the module, and the relationship of the assessments to module objectives and learning outcomes.
 - iv. The submission deadlines for assignments and the timelines for the return of, and feedback on students' work.
 - v. Details and requirements for referencing.
 - vi. Details of the examination, including the structure and skills to be assessed and duration of the examination.
 - vii. Reference to academic integrity with examples relevant to the module and a reminder that a student's work may be checked for plagiarism.
 - viii. Template of feedback proforma.
 - ix. Any additional requirements pertinent to the module.

PROGRAMME STRUCTURES AND CONTENT

BACHELOR OF BUSINESS (HONS) (BUSINESS ADMINISTRATION)/ BACHELOR OF ARTS (HONS) BUSINESS STUDIES

Objectives

This programme enables students to gain **an understanding of how to create tomorrow's success with today's strategy** in terms of business administration and management. Students are equipped to excel as holistic and progressive thinkers in all areas of today's dynamic and demanding new business environment. Students are encouraged to engage critically with management practice in a way that is grounded in a thorough appreciation of the mechanics of contemporary organisations. Through the project, students will explore and develop entrepreneur skills and learn how to start up a small business.

Upon successful completion, students will graduate with the two awards (TU and UWE) as identified above. At the end of the programme, students will have met the learning outcomes from both awards and have achieved two sets of credit. The learning outcomes and credits are detailed below.

Learning Outcomes

After completion of the programme, graduates will be able to:

- Understand the basic business models and how best to apply these models based on the type of business and other factors.
- Identify, analyse business problems and evaluate alternative solutions as well as possible scenarios to see how they could impact the business.
- Master effective skills for communicating, time organisation, problem-solving and computer skills.
- Apply effective management skills and knowledge in running a successful enterprise.
- Contribute to society at large by enhancing life-long learning skills and personal development.

Programme Structure for BBus (Hons) (Business Administration) by Semester at Taylor's University

YEAR 1 : Semester 1				
MODULE CODE	MODULE NAME	PREREQUISITES	TU CREDIT HOURS	EQUIVALENT UWE CREDIT
BUS1104	Introduction to Accounting	None	4	12
BUS1604	Microeconomics	None	4	12
BUS1804	Quantitative Methods for Business	None	4	12
BUS1504	English for Business Purposes	None	4	12
BUS1404	Introduction to Management	None	4	12
Total credit for the semester			20	60
YEAR 1 : Semester 2				
MODULE CODE	MODULE NAME	PREREQUISITES	TU CREDIT HOURS	EQUIVALENT UWE CREDIT
BUS1204	Introduction to Finance	None	4	12
BUS1524	Organisational Behaviour	None	4	12
BUS1614	Macroeconomics	BUS1604	4	12
BUS1514	Business Communication	BUS1504	4	12
BUS1704	Management Information Systems	None	4	12
MPW2143 / MPW2153	Islamic Studies / Moral Education	None	3	N/A
Total credit for the semester			23	60

YEAR 2 : Semester 3				
MODULE CODE	MODULE NAME	PREREQUISITES	TU CREDIT HOURS	EQUIVALENT UWE CREDIT
BUS2104	Management Accounting	BUS1104	4	12
BUS2304	Principles of Marketing	None	4	12
BUS2534	Production and Operation Management	None	4	12
BUS2514	Introduction to International Business	None	4	12
BUS2404	Human Resource Management	None	4	12
MPW2133	Malaysian Studies	None	3	N/A
	Total credit for the semester		23	60
YEAR 2 : Semester 4				
MODULE CODE	MODULE NAME	PREREQUISITES	TU CREDIT HOURS	EQUIVALENT UWE CREDIT
BUS2204	Corporate Finance	BUS1204	4	12
BUS2014	Business Ethics and Values	None	4	12
BUS2004	Business Law	None	4	12
BUS2334	Direct Marketing	BUS2304	4	12
BUS2454	Supply Chain Management	None	4	12
MPW2113	Bahasa Kebangsaan A	None	3	N/A
	Total credit for the semester		23	60
YEAR 3 : Semester 5				
MODULE CODE	MODULE NAME	PREREQUISITES	TU CREDIT HOURS	EQUIVALENT UWE CREDIT
BUS3484	Organisational Studies	BUS1524	4	12
BUS3494	Organisational Management	BUS1404/BUS1524	4	12
BUS3454	Transnational Management	None	4	12
BUS3952	Research Methods	None	2	6
BUS3906	Project	BUS1404; BUS2534;BUS2014	6	18
	Total credit for the semester		20	60
YEAR 3 : Semester 6				
MODULE CODE	MODULE NAME	PREREQUISITES	CREDIT HOURS	EQUIVALENT UWE CREDIT
BUS3404	Strategic Management	BUS1404	4	12
BUS3464	Cross Cultural Management	None	4	12
	Elective 1		4	12
	Elective 2		4	12
	Elective 3		4	12
	Total credit for the semester		20	60
	Total credit for the programme		129	360

ELECTIVES FOR THE PROGRAMME				
MODULE CODE	MODULE NAME	PREREQUISITES	CREDIT HOURS	EQUIVALENT UWE CREDIT
BUS3334	International Marketing	BUS2304	4	12
BUS3424	International Human Resource Management	None	4	12
BUS3204	International Finance	None	4	12
BUS3504	Entrepreneurship and Small Business	None	4	12
	Total credit for the electives (3)		12	36

Students transferring to UWE for the final year will study the following modules at UWE. All modules are taught over the full academic year:

MODULE CODE	MODULE NAME	PREREQUISITES	UWE Credit
UMSCC3-20-3	Strategic Management	None	20
UMOCOA-20-3	Organisation Analysis	None	20
UMSCMD-40-3	Developing Business Knowledge	None	40
Various	Two x Option Modules*	None	2 x 20
		Total credit	120

*A full list of option modules, plus the structure of the BA (Hons) Business Studies award from UWE is available at <http://www.uwe.ac.uk/bbs/students/options/structures.shtml>

COMPULSORY MODULES		
BUS1104	Introduction to Accounting	4 Credits
	This module is both an introduction to the technical aspects of financial accounting and also to the financial community. As a member of the financial community you will be expected to be up-to-date on current business and financial events.	
BUS1604	Microeconomics	4 Credits
	In a continuously ever changing globalised business environment, businesses need to make quick, well informed and correct decisions in order to survive. This module is concerned about the principles of microeconomics as they apply to the business environment. The module outlines the various microeconomic tools of analysis and analytical frameworks that are essential for business students to learn and understand to enable them to comprehend the economic environment of business in a structured way. It complements other Year One business modules and provides a basis for Year Two and Three modules in both business and economics.	
BUS1804	Quantitative Methods for Business	4 Credits
	This module is designed to provide students with an appreciation of the application of analytical tools to business decision contexts. It also develops students' abilities to access and critically interpret statistics and business information. The module places strong emphasis on developing a clear theoretical understanding of various analytical tools. This is particularly true in business where learning to deal with randomness, variation and uncertainty is a vital skill for anyone intending to apply their knowledge in any employment. Students will also gain an introduction to many of the quantitative techniques which will be used throughout their further studies in their chosen discipline.	
BUS1504	English for Business Purposes	4 Credits
	English for Business Purposes equips students with the necessary skills for tertiary studies by developing their strategies and skills for academic purposes. Students are exposed to various reading texts and equipped with the necessary skills to write well structured academic essays. Listening and speaking skills are also focused on to ensure effective interpersonal communication. Throughout this course, emphasis is placed on academic integrity.	
BUS1404	Introduction to Management	4 Credits
	This module is designed to provide the candidate with the basic concepts and principles of management in organisations. It focuses on the context of managerial activity and covers the four major functions of management i.e. planning, organizing, leading and controlling and places them in a historical, political and economic context.	
BUS1204	Introduction to Finance	4 Credits
	This module introduces main concepts and methods associated with financial decision-making for individuals and enterprises: the concept of cash flow valuation, evaluation of financial performance, valuation of securities, risk and returns, capital budgeting, and an overview of international finance.	
BUS1524	Organisational Behaviour	4 Credits

	This module is designed to provide the candidate with an introduction to psychological and behavioural approaches to the study of work and organisations. The course introduces some of the basic analytical tools and concepts from the fields of organisational behaviour and work psychology that encourage an understanding of the behaviour of individuals and groups in the workplace.	
BUS1614	Macroeconomics	4 Credits
	In an increasingly globalised world, countries and their governments need to be able to make quick, well informed and correct decisions in order to achieve their macroeconomic objectives. This module looks into the workings of a domestic economy and the policies that governments may implement to improve the business environment. The module outlines the various macroeconomic tools of analysis and analytical frameworks that are essential for business students to learn and understand to enable them to comprehend the national and global economy in a structured way. It complements other Year One business modules and provides a basis for Year Two and Three modules in both business and economics.	
BUS1514	Business Communication	4 Credits
	Business Communication equips students with the necessary written and spoken skills for effective business communication. Students are exposed to various business correspondences and taught practical strategies to write convincing messages. Students are also taught to strategise, and to use appropriate and ethical approaches in writing not only routine messages, but also persuasive and negative messages. Listening and speaking skills are also focused on to ensure effective interpersonal communication. This course also emphasises the need for business communication to be seen in a global context where various considerations such as technological advances and ethical considerations play a vital role in ensuring that all business messages achieve their aims in a positive manner.	
BUS1704	Management Information Systems	4 Credits
	This module introduces students to the key marketing concepts and strategies employed by marketers in facing the challenges in a dynamic business environment. It develops an understanding of the overall process of planning, implementation and control in the contemporary business environment. This course provides students with the needed conceptual skills to identify, analyse and solve marketing problems. This course also provides a foundation for those who intend to further study in the marketing field or other business related courses.	
BUS2304	Principles of Marketing	4 Credits
	This module provides an introduction to management information systems (MIS) that business students will find vital to their professional success. It is neither solely a technology course, nor a business course, but necessarily a combination of both. In essence, it aims to equip students with fundamental knowledge that allow them to critically understand and assess future technological movements, problems and concepts that they will face in their professional careers.	
BUS2534	Production and Operation Management	4 Credits
	This module details the management perspective on the production and operations function in a business. It provides a strong review of the important concepts which underpin the POM task, and sets the relevant issues and techniques within the broader context of the management and control of the whole business. Contemporary topics on global competition, quality management, customer service and JIT, their influences are discussed.	
BUS2004	Business Law	4 Credits
	This module provides the foundation for all law modules in the Bachelor of Business. It provides students with an overview of the Malaysian legal system and a basic coverage of the underlying legal principles governing business. The substantive laws covered in this module includes the Law of Contract, the Law of Torts, Sales of goods, the Law of agency, insurance, employment law and business organisations. Students will have the opportunity to develop skills in critically analysing legal problems and issues affecting business and applying the legal principles in solving these issues.	
BUS3404	Strategic Management	4 Credits

	This module is designed to provide the candidate with a comprehensive understanding on how organisations are managed strategically with the emphasis of putting theory into practice. The major areas in strategic management that includes strategy formulation, implementation and evaluation are taught together with appropriate case analysis.	
BUS3952	Research Methods	2 Credits
	This course examines research designs commonly used in business decision making. Topics include research design, implementation and finally interpretation of research as these are related to problems in an organisational setting. This course will also cover issues on access and research ethics. This course provides a guide to the research process and the needed knowledge and skills to undertake research as well as highlights some common research pitfalls. At the end of this course, students will learn a range of research approaches, strategies and methods in handling their research projects. Skill development in statistical applications software is also one of the objectives of this course. Students are required to submit a research proposal as part of the course requirements.	
BUS3906	Project (Business Administration)	6 Credits
	In order to survive, companies today must continue to do research to ensure that they stay ahead of the game. Many things are examined, such as the research and the purpose, the problems under investigation, parties involved in conducting the research, and methods used to conduct the research. The purpose of this course is to provide students with the experience to specialise in business administration. The course aims to provide students the opportunity to integrate what they have learnt and to apply the various business concepts and skills in order to successfully produce a 10,000-word project paper. Students are required to work independently (with the assistance of a supervisor). This module will develop students' time management skills, analytical skills, research skills and ability to write up their study in a clear and structured way.	
CORE MODULES		
BUS2104	Management Accounting	4 Credits
	This module is an introduction to the basic techniques of management accounting and its role in the manufacturing and service business environments. Management accounting techniques are applied in all organisations. Students learn that with the current competitive business environment, good application of costing system would help organisations to compete.	
BUS2514	Introduction to International Business	4 Credits
	The course is designed to provide students with an insight into International Business. It covers a practical framework for understanding the key issues, current relevant principles and concepts to be considered in doing business abroad. The goal of the course is to help students to understand the basic principles of international business and their impact on the world's economy. International Business introduces students to various issues and challenges associated with the formulation and implementation of strategies in business organisations whose operations stretch across national borders. Throughout the course, students will be systematically introduced to the complexities and challenges of leading and managing a "global" company. Further, the course will provide students with an opportunity to integrate business decisions with the ethical and social responsibility considerations inherent to playing on a global field.	
BUS2404	Human Resource Management	4 Credits
	This course helps students develop an understanding of the fundamentals of human resource management. It explores the central, strategic role that human resource plays in making organisations more competitive. Students will be exposed to the human resource concepts, functions and practices including recruitment and selection, training and development, compensation and benefits, performance management, employee rights, health and safety, industrial relations and trade unions.	
BUS2334	Direct Marketing	4 Credits
	This course examines the nature and scope of direct and database marketing. It develops	

	students' skills in designing and implementing direct marketing in consumer and business-to-business markets within the context of integrated marketing communications strategy. Areas explored include: segmentation strategies, customer acquisition and retention strategies, customer life time valuation and loyalty creation, direct marketing tactics and the role if Internet and industry trend.	
BUS2204	Corporate Finance	4 Credits
	Examines the various analytical techniques used in capital budgeting decisions and the capital structure decisions. Capital structure, estimation of cost of capital and the dividend decisions are examined from an empirical and theoretical viewpoint. Other topics include the dividend decisions and the relationship between financing decisions and the cost of capital.	
BUS2014	Business Ethics and Values	4 Credits
	This module provides an understanding of the ethical issues and dilemmas affecting managers in organisations and developing an appreciation for, professional responsibility and integrity. It aims to raise awareness of the practical issues facing people in business, introduce a framework or guidelines for analysis and decision making, and enhance students' ability in reasoning towards resolving the dilemmas based on ethical principles. The discussions of ethical issues are used as an avenue for further improvement in analytical and communication skills.	
BUS3484	Organisational Studies	4 Credits
	This module is designed to provide the candidate with the capacity to analyze an organisation from a multiple perspective framework that involves 'reading' the organisations and interpreting organisational situations from these different perspectives so as to understand better how the organisation functions.	
BUS3494	Organisational Management	4 Credits
	This module is designed to provide the candidate with a deeper understanding and comprehension about organisations and organizing. Managing work in terms of structure, culture, change, political behaviour, leadership, motivation and strategic choices are analyzed using an integrated approach.	
BUS3454	Transnational Management	4 Credits
	This module focuses on management's challenge associated with developing strategies, designing organisations and managing operations of companies whose activities stretch across national boundaries. Operating in an international arena will provide various opportunities for the company. This is because having worldwide operations not only gives a company access to new markets and specialized resources but it also opens up new sources of information as well as knowledge and broadens the options of strategic moves the company might make in competing with its domestic and international rivals. Like any other opportunities provided by cross-border management, companies will still have to face the challenges of managing strategy, organisation and operations that are innately complex diverse and uncertain. In this module a conceptual baseline would provide for a more detailed discussion of the various issues faced in the cases presented. Some typical attitudes and mentalities would normally shape the actions of managers in MNCs (Multi National companies) and suggest how these attitudes and mentalities evolve as their off-shore operations progress from the state of initial investments to a fully integrated worldwide network of affiliates.	
BUS2454	Supply Chain Management	4 credits
	Supply Chain (SC) is a network of business entities consisting of suppliers' suppliers, suppliers, customers and customers' customers. Supply chain management deals with the management of material flows, information flows and financial flows that cut across multiple business entities (companies). The co-ordination and integration of these flows both within and across companies are critical to compete successfully in today's market place. Companies have always acknowledged the fact that the integration and co-ordination among multiple functional areas will create competitive advantages. Having said that one might ask "What is so new about SCM?". The answer lies in the dimension, viz., extended enterprise integration (coordination). As companies become more global and the competitive pressures are more intense, companies must think beyond functional integration and need to think for integration and co-ordination at extended enterprise level. An increasing number of Fortune 500	

	companies such as Chrysler, Hewlett Packard, IBM, P&G, Unilever, and Xerox have been stressing importance of SCM and are leveraging advances in IT and opportunities to form strategic alliances to tightly integrate their supply chain. Considering these developments in business environment, this course aims to introduce you to the field of SCM.	
BUS3464	Cross Cultural Management	4 credits
	This course examines organisational and individual behaviours, structures and management practices in multinationals and in business situations involving cross cultural interactions. This will be helpful to anyone as it equips one with both analytical and practical skills to help in the management of multinational firms. The focus is on the management of cultural differences. This challenge is not unique to multinationals as many domestic firms also face multicultural environments (e.g., ethnically diverse employees and/or customers). A variety of theories relate culture to behaviour in general and management in particular. An analytical framework facilitates adaptation of managerial practices and organisational structures to cultural differences. There is a focus on the practical application of the framework to shaping individual and organisational behaviours. There will be special attention paid to the following areas: organisational design, negotiation processes, and communications. It is hoped that through simulations and exercises, students will develop their skills of communicating and managing in diverse cultural environments and in cross cultural situations.	
ELECTIVES		
BUS3334	International Marketing	4 Credits
	This module is designed to introduce students to advanced marketing concepts and practices in a global business environment. A comprehensive overview of the dynamics and trends in international marketing include market analysis, strategic planning, market selection and entry strategies, product positioning, integrated marketing communications, distribution, and pricing. Special emphasis will be placed on the development and delivery of international marketing plan where students have the opportunity to work with a Malaysian firm. The course addresses the skills necessary for evaluating, developing, and delivering marketing programmes for a global and multicultural audience.	
BUS3204	International Finance	4 Credits
	This module introduces main concepts and methods associated with international financial decision-making for multinational business: the concept of multinational financial management, FOREX, risk analysis and tools, financing foreign trade, international portfolio investment and corporate strategy.	
BUS3504	Entrepreneurship and Small Business	4 Credits
	This module is for students who wish to learn the principles and processes of small business and entrepreneurship. It is designed for individuals interested in starting a new business venture, acquiring an existing business, or working in industries that serve entrepreneurs. The course provides an overview of the many principles and processes of entrepreneurship and small business management. Topics of the course will include: Identifying the characteristics of entrepreneurs, sources of information about entrepreneurship and small business; identifying innovations, conducting a feasibility analysis, developing and understanding the uses for a formal business plan, financing, organizing, and operating a new business.	
BUS3424	International Human Resource Management	4 Credits
	Human resource management issues play a significant role in strategy and decision making-whether a company is considering its international presence, transitioning to a global entity or acquiring new business lines. Students will examine the critical role that HRM plays in the competitive and collaborative world of international business. The course topics include strategic HRM in multinational companies, international staffing, managing expatriate, international compensation, careers and repatriation, issues in the management of industrial relations in international firms, contemporary and emerging issues in international human resource management.	
MQA COMPULSORY MODULES		

MPW 2133	Malaysian Studies	3 Credits
	This course is compulsory for all Malaysian students. This course Introduces students to the history of Malaysia, its social and political systems and structures. It also looks at the country in a world context, besides covering some of the important and current issues in the international and local arena.	
MPW 2113	Bahasa Kebangsaan A	3 Credits
	Bahasa Kebangsaan A is compulsory for Malaysian students who do not obtain a credit in Bahasa Malaysia at SPM level. It is designed to increase students' proficiency in the national language. Focus is on the four key linguistic skills: reading, writing, listening and speaking.	
MPW 2143	Islamic Studies	3 Credits
	This course is compulsory for Muslim (Malaysian) students; Islamic Studies provide a greater understanding of the Islamic religion and its importance and relevance to society.	
MPW 2153	Moral Education	3 Credits
	This course is compulsory for non-Muslim (Malaysian) students; Moral Education is designed to introduce students to the ethical and philosophical concepts, theories and systems of morality.	

Structure diagram: UWE BA (Hons) Business Studies/ Taylor's University BBus (Hons) Business Administration

A full list of option modules, plus the structure of the BA (Hons) Business Studies award from UWE is available at <http://www.uwe.ac.uk/bbs/students/options/structures.shtml>

Level 3

Organisation Analysis UMOCAA-20-3	Strategic Management UMSCC3-20-3	Developing Business Knowledge UMSCMD-40-3	<i>One from Level 3 Option list***</i>	<i>One from Level 3 Option list***</i>
Organisational Studies BUS3484; Organisational Management BUS3494	Strategic Management BUS3404; Cross Cultural Management BUS3464	Transnational Management BUS3454; Research Methods BUS3952 Project BUS3904;	International Marketing BUS3334; International Finance BUS3204	International Human Resource Management BUS3424; Entrepreneurship and Small Business BUS3504

Level 2

Human Resource Management UMPCNM-20-2	International Business UMSCUF-20-2	Marketing UMKC7Q-20-2	Managing Finance UMAC3C-20-2	Operations and Business Systems Management UMMC9B-20-2	<i>One from Level 2 Option list***</i>
Human Resource Management BUS2404; Business Ethics and Values BUS2014	Introduction to International Business BUS2514	Principles of Marketing BUS2304; Direct Marketing BUS 2334	Management Accounting BUS2104; Corporate Finance BUS2204	Production and Operation Management BUS2534;	Business Law BUS2004; Supply Chain Management BUS2454

Level 1

Business Information Technology Management UMMC95-20-1	The Political Economy of Work UMPC4V-20-1	Global Business Context UMED7A-20-1	Understanding Financial Information UMAC33-20-1	Management and Organisational Behaviour UMOCA8-20-1	Business Statistics and Decision Making UFQEEQ-20-1
Management Information Systems BUS1704; Business Communication BUS1514	Introduction to Management BUS1404	Macro Economics BUS1614; Micro Economics BUS1604	Introduction to Accounting BUS1104; Introduction to Finance BUS1204	Organisational Behaviour BUS1524; English for Business Purpose BUS1504	Quantitative Methods for Business BUS1804

Legend:

UWE module
Taylor's University modules

**Level 2 Options

These vary but may include :
 Law and Equality at Work (UMPCM6-20-2);
 Tax and Tax Planning (UMAC3A-20-2);
 Tourism Business Applications (UMSC9C-20-2)
 Business Information Systems Development (UMMCRU-20-2);
 Market Analysis for Private Investors (UMAC3G-20-2)

***Level 3 Options

These vary but may include :
 Asian Business (UMSCUG-20-3);
 International Business in the Emerging Markets (UMSCC6-20-3);
 International Marketing Management (UMKC7V-20-3);
 International HRM (UMPCNQ-20-3); Foreign Language Unit (ULP)

BACHELOR OF BUSINESS (HONS) (HUMAN RESOURCE MANAGEMENT)/ BACHELOR OF ARTS (HONS) BUSINESS STUDIES WITH HUMAN RESOURCE MANAGEMENT

Objectives

This programme enables students to combine the study of human resources as a distinct field of expertise with the study of more general business concepts and management techniques. The programme looks at a wide range of key concepts and techniques in Human Resource such as, election to ensure you get the right people in the right jobs, developing their human resources, utilising, maintaining and compensating their services in tune with the job and organisational requirement, how organisations can deal with stress amongst employees, conflict management, trends and changes in HRM in an increasingly globalised world, and so on. This programme is an ideal preparation for careers in HR and business, as well as many other possible careers. It combines the study of human resources as a distinct field of expertise with more general business concepts and management techniques.

Upon successful completion, students will graduate with the two awards (Taylor's University and UWE) as identified above. At the end of the programme students will have met the learning outcomes from both awards and have achieved two sets of credit. The learning outcomes and credits are detailed below.

Learning Outcomes

After completion of the programme, graduates will be able to:

- Understand wide range of perspectives, principles, practices and contemporary issues as well as management techniques in managing human resources at the workplace.
- Appreciate the global trends with cross cultural and transnational management in the international arena.
- Keep up to date with the new roles and responsibilities of HRM in today's increasingly globalised world, which include providing workforce diversity, helping organisations manage stress amongst employees and **international personnel strategies for multinational companies**
- **Master time management, analytical, research and effective communication skills.**
- Contribute to society at large by enhancing life-long learning skills and personal development.

Programme Structure for the BBus (Hons) (Human Resource Management) by Semester at Taylor's University

YEAR 1 : Semester 1				
MODULE CODE	MODULE NAME	PREREQUISITES	TU CREDIT HOURS	EQUIVALENT UWE CREDIT
BUS1104	Introduction to Accounting	None	4	12
BUS1604	Microeconomics	None	4	12
BUS1804	Quantitative Methods for Business	None	4	12
BUS1504	English for Business Purposes	None	4	12
BUS1404	Introduction to Management	None	4	12
Total credit for the semester			20	60
YEAR 1 : Semester 2				
MODULE CODE	MODULE NAME	PREREQUISITES	TU CREDIT HOURS	EQUIVALENT UWE CREDIT
BUS1204	Introduction to Finance	None	4	12
BUS1524	Organisational Behaviour	None	4	12
BUS1614	Macroeconomics	BUS1604	4	12
BUS1514	Business Communication	None BUS1504?	4	12
BUS1704	Management Information Systems	None	4	12
MPW2143 / MPW2153	Islamic Studies / Moral Education	None	3	N/A
Total credit for the semester			23	60

YEAR 2 : Semester 3				
MODULE CODE	MODULE NAME	PREREQUISITES	TU CREDIT HOURS	EQUIVALENT UWE CREDIT
BUS2104	Management Accounting	BUS1104	4	12
BUS2304	Principles of Marketing	None	4	12
BUS2534	Production and Operation Management	None	4	12
BUS2414	Human Relations in Organisation	None	4	12
BUS2404	Human Resource Management	None	4	12
MPW2133	Malaysian Studies	None	3	N/A
Total credit for the semester			23	60
YEAR 2 : Semester 4				
MODULE CODE	MODULE NAME	PREREQUISITES	TU CREDIT HOURS	EQUIVALENT UWE CREDIT
BUS2434	Employee Resource and Staffing	BUS2404	4	12
BUS2014	Business Ethics and Values	None	4	12
BUS2004	Business Law	None	4	12
BUS2334	Direct Marketing	BUS2304	4	12
BUS2714	Human Resource Information Systems	BUS2404;BUS1704	4	12
MPW2113	Bahasa Kebangsaan A	None	3	N/A
Total credit for the semester			23	60
YEAR 3 : Semester 5				
MODULE CODE	MODULE NAME	PREREQUISITES	TU CREDIT HOURS	EQUIVALENT UWE CREDIT
BUS3484	Organisational Studies	BUS1524	4	12
BUS3414	Compensation and Benefits	BUS2404	4	12
BUS3474	Workforce Diversity	None	4	12
BUS3952	Research Methods	None	2	6
BUS3916	Project	BUS2404; BUS2434;BUS3414;BUS3004	6	18
Total credit for the semester			20	60
YEAR 3 : Semester 6				
MODULE CODE	MODULE NAME	PREREQUISITES	TU CREDIT HOURS	EQUIVALENT UWE CREDIT
BUS3404	Strategic Management	BUS1404	4	12
BUS3464	Cross Cultural Management	None	4	12
BUS3424	International HRM	None	4	12
BUS3004	Employment Law in Malaysia	BUS2404	4	12
BUS3434	Human Resource Development	BUS2404	4	12
Total credit for the semester			20	60
Total credit for the programme			129	360

Students transferring to UWE for the final year will study the following modules at UWE. All modules are taught over the full academic year:

MODULE CODE	MODULE NAME	PREREQUISITES	UWE Credit
UMSCC3-20-3	Strategic Management	None	20
UMOCOA-20-3	Organisation Analysis	None	20
UMSCMD-40-3	Developing Business Knowledge	None	40
UMPCNP-20-3	Business and Labour History	None	20
UMPCNQ-20-3	International HRM	None	20
Total credit			120

The structure of the BA (Hons) Business Studies with HRM award from UWE is available at <http://www.uwe.ac.uk/bbs/students/options/structures.shtml>

COMPULSORY MODULES		
BUS1104	Introduction to Accounting	4 Credits
	This module is both an introduction to the technical aspects of financial accounting and also to the financial community. As a member of the financial community you will be expected to be up-to-date on current business and financial events. Now is a good time to start a regular habit of reading the accounting and financial press.	
BUS1604	Microeconomics	4 Credits
	In a continuously ever changing globalised business environment, businesses need to make quick, well informed and correct decisions in order to survive. This module is concerned about the principles of microeconomics as they apply to the business environment. The module outlines the various microeconomic tools of analysis and analytical frameworks that are essential for business students to learn and understand to enable them to comprehend the economic environment of business in a structured way. It complements other Year One business modules and provides a basis for Year Two and Three modules in both business and economics.	
BUS1804	Quantitative Methods for Business	4 Credits
	This module is designed to provide students with an appreciation of the application of analytical tools to business decision contexts. It also develops students' abilities to access and critically interpret statistics and business information. The module places strong emphasis on developing a clear theoretical understanding of various analytical tools. This is particularly true in business where learning to deal with randomness, variation and uncertainty is a vital skill for anyone intending to apply their knowledge in any employment. Students will also gain an introduction to many of the quantitative techniques which will be used throughout their further studies in their chosen discipline.	
BUS1504	English for Business Purposes	4 Credits
	English for Business Purposes equips students with the necessary skills for tertiary studies by developing their strategies and skills for academic purposes. Students are exposed to various reading texts and equipped with the necessary skills to write well structured academic essays. Listening and speaking skills are also focused on to ensure effective interpersonal communication Throughout this course, emphasis is placed on academic integrity.	
BUS1404	Introduction to Management	4 Credits
	This module is designed to provide the candidate with the basic concepts and principles of management in organisations. It focuses on the context of managerial activity and covers the four major functions of management i.e. planning, organizing, leading and controlling and places them in a historical, political and economic context.	
BUS1204	Introduction to Finance	4 Credits
	This module introduces main concepts and methods associated with financial decision-making for individuals and enterprises: the concept of cash flow valuation, evaluation of financial performance, valuation of securities, risk and returns, capital budgeting, and an overview of international finance.	
BUS1524	Organisational Behaviour	4 Credits
	This module is designed to provide the candidate with an introduction to psychological and behavioural approaches to the study of work and organisations. The course introduces some of the basic analytical tools and concepts from the fields of organisational behaviour and work psychology that encourage an understanding of the behaviour of individuals and groups in the workplace.	
BUS1614	Macroeconomics	4 Credits
	In an increasingly globalised world, countries and their governments need to be able to make quick, well informed and correct decisions in order to achieve their macroeconomic objectives. This module looks into the workings of a domestic economy and the policies that governments may implement to improve the business environment. The module outlines the various macroeconomic tools of analysis and analytical frameworks that are essential for business students to learn and understand to enable them to comprehend the national and global economy in a structured way. It complements other Year One business modules and provides a basis for Year Two and Three modules in both business and economics.	

BUS1514	Business Communication	4 Credits
	Business Communication equips students with the necessary written and spoken skills for effective business communication. Students are exposed to various business correspondences and taught practical strategies to write convincing messages. Students are also taught to strategise, and to use appropriate and ethical approaches in writing not only routine messages, but also persuasive and negative messages. Listening and speaking skills are also focused on to ensure effective interpersonal communication. This course also emphasises the need for business communication to be seen in a global context where various considerations such as technological advances and ethical considerations play a vital role in ensuring that all business messages achieve their aims in a positive manner.	
BUS1704	Management Information Systems	4 Credits
	This module introduces students to the key marketing concepts and strategies employed by marketers in facing the challenges in a dynamic business environment. It develops an understanding of the overall process of planning, implementation and control in the contemporary business environment. This course provides students with the needed conceptual skills to identify, analyse and solve marketing problems. This course also provides a foundation for those who intend to further study in the marketing field or other business related courses.	
BUS2304	Principles of Marketing	4 Credits
	This module provides an introduction to management information systems (MIS) that business students will find vital to their professional success. It is neither solely a technology course, nor a business course, but necessarily a combination of both. In essence, it aims to equip students with fundamental knowledge that allows them to critically understand and assess future technological movements, problems and concepts that they will face in their professional careers.	
BUS2534	Production and Operation Management	4 Credits
	This module details the management perspective on the production and operations function in a business. It provides a strong review of the important concepts which underpin the POM task, and sets the relevant issues and techniques within the broader context of the management and control of the whole business. Contemporary topics on global competition, quality management, customer service and JIT, their influences are discussed.	
BUS2004	Business Law	4 Credits
	This module provides the foundation for all law modules in the Bachelor of Business. It provides students with an overview of the Malaysian legal system and a basic coverage of the underlying legal principles governing business. The substantive laws covered in this module include the Law of Contract, the Law of Torts, Sales of goods, the Law of agency, insurance, employment law and business organisations. Students will have the opportunity to develop skills in critically analysing legal problems and issues affecting business and applying the legal principles in solving these issues.	
BUS3404	Strategic Management	4 Credits
	This module is designed to provide the candidate with a comprehensive understanding on how organisations are managed strategically with the emphasis of putting theory into practice. The major areas in strategic management that includes strategy formulation, implementation and evaluation are taught together with appropriate case analysis.	
BUS3952	Research Methods	2 Credits
	This course examines research designs commonly used in business decision making. Topics include research design, implementation and finally interpretation of research as these are related to problems in an organizational setting. This course will also cover issues on access and research ethics. This course provides a guide to the research process and the needed knowledge and skills to undertake research, as well as highlights some common research pitfalls. At the end of this course, students will learn a range of research approaches, strategies and methods in handling their research projects. Skill development in statistical applications software is also one of the objectives of this course. Students are required to submit a research proposal as part of the course requirements.	
BUS3916	Project (Human Resource Management)	6 Credits
	This 10,000-word project aims to provide students with a structured way for independent learning and exploring a marketing issue of their own choice in greater detail. Students are	

	required to undertake an original piece of work that is academic and has managerial relevance to marketing. This module will develop students' time management skills, analytical skills, research skills and students' ability to write up their study in a clear and structured way.	
CORE MODULES		
BUS2114	Management Accounting	4 Credits
	This module is an introduction to the basic techniques of management accounting and its role in the manufacturing and service business environments. Applications of management accounting techniques to all the organisations. Students able to learn that with the current competitive business environment good application of costing system would help organisations to compete.	
BUS2414	Human Relations in Organisation	4 Credits
	Human resource is the main asset in organizations. Typically, an efficient management requires in-depth knowledge of human behaviour. This course will explore several aspects of management and development of human resource specifically those related to individual relations between an individual and other individuals in the organization. Among other aspects which are covered by the course are human relations theory, communications, motivation, conflict, leadership and performance evaluation. In addition, the course will discuss the main issues of human relation in administration. Students will assess their human relations strengths and weaknesses and identify opportunities to substantively increase individual contribution to the organization and achieve higher levels of personal fulfilment in their career and life.	
BUS2404	Human Resource Management	4 Credits
	This course helps students develop an understanding of the fundamentals of human resource management. It explores the central, strategic role that human resource plays in making organisations more competitive. Students will be exposed to the human resource concepts, functions and practices including recruitment and selection, training and development, compensation and benefits, performance management, employee rights, health and safety, industrial relations and trade unions.	
BUS2714	Human Resource Information Systems	4 Credits
	This course provides students with an understanding of Human Resource Information Systems (HRIS) and allows them to build on their knowledge of human resource management from a practical perspective. Through a series of hands-on laboratory sessions, lectures and tutorial exercises students will explore the use of information technology to design, develop and implement an information system project for the strategic management of an organisation's human resources. The application of HRIS and its potential for enhancing organisational performance is emphasized. Topics include database and system development concepts; HRIS project and transition management; and the HRIS applications in the areas of: human resource administration and legal compliance, job analysis, recruitment and selection, training and development, performance appraisal, compensation and benefits, and occupational health and safety. This course also explores information security and privacy issues as well as increasingly important international human resource management.	
BUS2014	Business Ethics and Values	4 Credits
	This module provides an understanding of the ethical issues and dilemmas affecting managers in organisations and developing an appreciation for professional responsibility and integrity. It aims to raise awareness of the practical issues facing people in business, introduce a framework or guidelines for analysis and decision making, and to enhance students' ability in reasoning towards resolving the dilemmas based on ethical principles. The discussions of ethical issues are used as an avenue for further improvement in analytical and communication skills.	
BUS2434	Employee Resource and Staffing	4 Credits
	The primary focus of this course is to examine current practices for acquiring, deploying and retaining talent in the evolving 21 st century workforce. Students will use the most up-to-date aspects of the current issues and methodologies used in recruiting and selecting employees for organisations as essential components of strategic human resources planning, with an emphasis on their strategic role in enhancing organisational performance at all levels. Topics include staffing model and strategy, legal requirement to staffing policies, manpower planning, job analysis, external and internal recruitment, selection and measurement, final match and retention strategies.	

BUS2334	Direct Marketing	4 Credits
	This module is for students who wish to learn the principles and processes of small business and entrepreneurship. It is designed for individuals interested in starting a new business venture, acquiring an existing business, or working in industries that serve entrepreneurs. The course provides an overview of the many principles and processes of entrepreneurship and small business management. Topics of the course will include: Identifying the characteristics of entrepreneurs, sources of information about entrepreneurship and small business; identifying innovations, conducting a feasibility analysis, developing and understanding the uses for a formal business plan, financing, organizing, and operating a new business.	
BUS3414	Compensation and Benefits	4 Credits
	This course addresses how organisations use compensation management practices to drive strategic business success. It covers theoretical concepts and organisational practices useful in developing and maintaining a motivated, committed and competent workforce. In this course, students will learn how organisations operate to attract, retain and motivate a competent workforce. Further students will gain an understanding of how to assess reward and appraisal systems in terms of the criteria of equity and cost effectiveness and how to assess and diagnose compensation management issues and problems and in order to develop appropriate solutions.	
BUS3004	Employment Law in Malaysia	4 Credits
	This course is designed to increase the students' awareness of legal issues that they will encounter in the extensive and growing body of law regulating the employment relationship and influencing virtually every area of the field of Human Resource Management. Students will explore, analyze and interpret various aspects of laws surrounding current employment issues. Topics to be discussed include the essential aspects of the Employment Act 1955, Children and Young Persons Act 1966, Employees Provident Fund Act 1991, Employees Social Security Act 1969, Workmen's Compensation Act 1952, Wage Council Act 1947 and Occupational Safety and Health Act 1994.	
BUS3474	Workforce Diversity	4 Credits
	As we enter the 21 st century, workforce diversity has become an essential business concern. In the so-called information age, the greatest assets of most companies are now on two feet (or a set of wheels). Undeniably, there is a talent war raging. No company can afford to unnecessarily restrict its ability to attract and retain the very best employees available. Generally speaking, the term "Workforce Diversity" refers to policies and practices that seek to include people within a workforce who are considered to be, in some way, different from those in the prevailing constituency. In most aspects, diversity brings valuable new ideas and perspectives to all types of teams. It is present in all areas of public life therefore it is important to learn about it in order to be effective leaders. It takes our very own personal leadership to be closer to others and we as individuals can learn from diversity initiatives. This module has been identified as being crucial and could help an organisation achieve competitive advantage. As such this course is aimed at introducing you as well as creating awareness of the emergence of diversity in the modern workplace.	
BUS3434	Human Resource Development	4 Credits
	This course aims to prepare students for the challenging task of training and developing effective employees in the workplace. Theoretical and practical approaches to training and development of employees in organisations will be examined. The topics covered in this course provide students with a solid background in the fundamentals of training and development including needs assessment, transfer of training, designing a learning environment, methods and evaluation.	
BUS3484	Organisational Studies	4 Credits
	This module is designed to provide the candidate with the capacity to analyze an organisation from a multiple perspective framework that involves 'reading' the organisations and interpreting organisational situations from these different perspectives so as to understand better how the organisation functions.	
BUS3424	International Human Resource Management	4 Credits
	Human resource management issues play a significant role in strategy and decision making-whether a company is considering its international presence, transitioning to a global entity or acquiring new business lines. Students will examine the critical role that HRM plays in the	

	competitive and collaborative world of international business. The course topics include strategic HRM in multinational companies, international staffing, managing expatriate, international compensation, careers and repatriation, issues in the management of industrial relations in international firms, contemporary and emerging issues in international human resource management.	
BUS3464	Cross Cultural Management	4 credits
	This course examines organisational and individual behaviours, structures and management practices in multinationals and in business situations involving cross cultural interactions. This will be helpful to anyone as it equips one with both analytical and practical skills to help in the management of multinational firms. The focus is on the management of cultural differences. This challenge is not unique to multinationals as many domestic firms also face multicultural environments (e.g., ethnically diverse employees and/or customers). A variety of theories that relate culture to behaviour in general and management in particular. An analytical framework that facilitates adaptation of managerial practices and organisational structures to cultural differences. A focus on the practical application of the framework to shaping individual and organisational behaviours. There will be special attention paid to the following areas: organisational design, negotiation processes, and communications. It is hoped that through simulations and exercises students will develop their skills of communicating and managing in diverse cultural environments and in cross cultural situations.	
MQA COMPULSORY MODULES		
MPW 2133	Malaysian Studies	3 Credits
	This course is compulsory for all Malaysian students. This course Introduces students to the history of Malaysia, its social and political systems and structures. It also looks at the country in a world context, besides covering some of the important and current issues in the international and local arena.	
MPW 2113	Bahasa Kebangsaan A	3 Credits
	Bahasa Kebangsaan A is compulsory for Malaysian students who do not obtain a credit in Bahasa Malaysia at SPM level. It is designed to increase students' proficiency in the national language. Focus is on the four key linguistic skills: reading, writing, listening and speaking.	
MPW 2143	Islamic Studies	3 Credits
	This course is compulsory for Muslim (Malaysian) students; Islamic Studies provide a greater understanding of the Islamic religion and its importance and relevance to society.	
MPW 2153	Moral Education	3 Credits
	This course is compulsory for non-Muslim (Malaysian) students; Moral Education is designed to introduce students to the ethical and philosophical concepts, theories and systems of morality.	

Structure diagram: UWE BA (Hons) Business Studies with Human Resource Management/ Taylor's University BBus (Hons) Human Resource Management

A full list of option modules, plus the structure of the BA (Hons) Business Studies award from UWE is available at <http://www.uwe.ac.uk/bbs/students/options/structures.shtml>

Level 3

Organisation Analysis UMOCAA-20-3	Strategic Management UMSCC3-20-3	Developing Business Knowledge UMSCMD-40-3	Business and Labour History UMPCNP-20-3	International HRM UMPCNQ-20-3
Organisational Studies BUS3484; Human Resource Development BUS3914	Strategic Management BUS3404; Cross Cultural Management BUS3464	Compensation and Benefits BUS3414; Research Methods BUS3952 Project BUS3916;	Employment Law in Malaysia BUS3004;	International Human Resource Management BUS3424; Workforce Diversity BUS3474

Level 2

Human Resource Management UMPCNM-20-2	Employee Relations UMPCNN-20-2	Marketing UMKC7Q-20-2	Managing Finance UMAC3C-20-2	Operations and Business Systems Management UMMC9B-20-2	Law and Equality at Work UMPCM6-20-2
Human Resource Management BUS2404; Business Ethics and Values BUS2014	Human Relations in Organizations BUS2414; Employee Resource and Staffing BUS2434	Principles of Marketing BUS2304; Direct Marketing BUS 2334	Management Accounting BUS2104;	Production and Operation Management BUS2534; Human Resource Information Systems BUS2714	Business Law BUS2004

Level 1

Business Information Technology Management UMMC95-20-1	The Political Economy of Work UMPC4V-20-1	Global Business Context UMED7A-20-1	Understanding Financial Information UMAC33-20-1	Management and Organisational Behaviour UMOCA8-20-1	Business Statistics and Decision Making UFQEEQ-20-1
Management Information Systems BUS1704; Business Communication BUS1514	Introduction to Management BUS1404	Macro Economics BUS1614; Micro Economics BUS1604	Introduction to Accounting BUS1104; Introduction to Finance BUS1204	Organisational Behaviour BUS1524; English for Business Purpose BUS1504	Quantitative Methods for Business BUS1804

Legend:

UWE module
Taylor's University modules

BACHELOR OF BUSINESS (HONS) (INTERNATIONAL BUSINESS)/ BACHELOR OF ARTS (HONS) INTERNATIONAL BUSINESS

Objectives

This programme emphasizes the operation of organisations within an international and global context. It introduces students to the latest business concepts and management techniques while exploring how businesses operate across borders and how they are affected by and contribute to increasing globalisation. The programme critically explores the complex and dynamic interplay between organisations and business systems and culture, ethnicity, world trade and financial markets. The programme considers how businesses compete within such an environment by focusing on how international organisations produce, promote, and distribute goods and services. These powerful and dynamic international/global forces make the planning and implementation of competitively successful strategies especially challenging.

Upon successful completion, students will graduate with the two awards (TU and UWE) as identified above. At the end of the programme students will have met the learning outcomes from both awards and have achieved two sets of credit. The learning outcomes and credits are detailed below.

Learning Outcomes

After completion of the programme, graduates will be able to:

- Understand the latest business concepts and management techniques from within an international context.
- Explore the dynamic interplay between organisations and business systems with culture, ethnicity, world trade and financial markets and hence use the best ways to conduct business in different countries.
- Apply knowledge of the laws, foreign exchange, tariffs, import and export regulations, trade agreements, and financial practices when trading with foreign countries.
- Develop strategies and organisation design for the successful management of operations of companies whose activities stretch across national boundaries.
- Contribute to society at large by enhancing life-long learning skills and personal development.

Programme Structure for the BBus (Hons) (International Business) by Semester at Taylor's University

YEAR 1 : Semester 1				
MODULE CODE	MODULE NAME	PREREQUISITES	TU CREDIT HOURS	EQUIVALENT UWE CREDIT
BUS1104	Introduction to Accounting	None	4	12
BUS1604	Microeconomics	None	4	12
BUS1804	Quantitative Methods for Business	None	4	12
BUS1504	English for Business Purposes	None	4	12
BUS1404	Introduction to Management	None	4	12
Total credit for the semester			20	60
YEAR 1 : Semester 2				
MODULE CODE	MODULE NAME	PREREQUISITES	TU CREDIT HOURS	EQUIVALENT UWE CREDIT
BUS1204	Introduction to Finance	None	4	12
BUS1524	Organisational Behaviour	None	4	12
BUS1614	Macroeconomics	BUS1604	4	12
BUS1514	Business Communication	None	4	12
BUS1704	Management Information Systems	None	4	12
MPW2143 / MPW2153	Islamic Studies / Moral Education	None	3	N/A
Total credit for the semester			23	60

YEAR 2 : Semester 3				
MODULE CODE	MODULE NAME	PREREQUISITES	TU CREDIT HOURS	EQUIVALENT UWE CREDIT
BUS2004	Business Law	None	4	12
BUS2304	Principles of Marketing	None	4	12
BUS2534	Production and Operation Management	None	4	12
BUS2514	Introduction to International Business	None	4	12
BUS2404	Human Resource Management	None	4	12
MPW2133	Malaysian Studies	None	3	N/A
	Total credit for the semester		23	60
YEAR 2 : Semester 4				
MODULE CODE	MODULE NAME	PREREQUISITES	TU CREDIT HOURS	EQUIVALENT UWE CREDIT
BUS2524	Export Practices and Management	BUS2514	4	12
BUS2014	Business Ethics and Values	None	4	12
BUS2544	Intercultural Communication for Business	None	4	12
BUS2334	Direct Marketing	BUS2304	4	12
BUS2454	Supply Chain Management	None	4	12
MPW2113	Bahasa Kebangsaan A	None	3	N/A
	Total credit for the semester		23	60
YEAR 3 : Semester 5				
MODULE CODE	MODULE NAME	PREREQUISITES	TU CREDIT HOURS	EQUIVALENT UWE CREDIT
BUS3484	Organisational Studies	BUS1524	4	12
BUS3494	Organisational Management	BUS1404/BUS1524	4	12
BUS3454	Transnational Management	None	4	12
BUS3952	Research Methods	None	2	6
BUS3926	Project	BUS2514;BUS2014	6	18
	Total credit for the semester		20	60
YEAR 3 : Semester 6				
MODULE CODE	MODULE NAME	PREREQUISITES	TU CREDIT HOURS	EQUIVALENT UWE CREDIT
BUS3404	Strategic Management	BUS1404	4	12
BUS3204	International Finance	None	4	12
BUS3464	Cross Cultural Management	None	4	12
BUS3334	International Marketing	BUS2304	4	12
	Elective		4	12
	Total credit for the semester		20	60
	Total credit for the programme		129	360
ELECTIVES FOR THE PROGRAMME				
MODULE CODE	MODULE NAME	PREREQUISITES	TU CREDIT HOURS	EQUIVALENT UWE CREDIT
BUS3014	International Business Law	None	4	12
BUS3514	International Business Issues and Policies	None	4	12
	Total credit for the elective (1)		4	12

Students transferring to UWE for the final year will study the following modules at UWE. All modules are taught over the full academic year:

MODULE CODE	MODULE NAME	PREREQUISITES	UWE Credit
UMSCC3-20-3	Strategic Management	None	20
UMOCOA-20-3	Organisation Analysis	None	20
UMSCMD-40-3	Developing Business Knowledge	None	40
UMSCUE-20-2	Advanced Topics in International Business	None	20
Various	1 x Option Module*	None	20
		Total credit	120

*A full list of option modules, plus the structure of the BA (Hons) International Business award from UWE is available at <http://www.uwe.ac.uk/bbs/students/options/structures.shtml>

COMPULSORY MODULES		
BUS1104	Introduction to Accounting	4 Credits
	This module is both an introduction to the technical aspects of financial accounting and also to the financial community. As a member of the financial community you will be expected to be up-to-date on current business and financial events. Now is a good time to start a regular habit of reading the accounting and financial press.	
BUS1604	Microeconomics	4 Credits
	In a continuously ever changing globalised business environment, businesses need to make quick, well informed and correct decisions in order to survive. This module is concerned about the principles of microeconomics as they apply to the business environment. The module outlines the various microeconomic tools of analysis and analytical frameworks that are essential for business students to learn and understand to enable them to comprehend the economic environment of business in a structured way. It complements other Year One business modules and provides a basis for Year Two and Three modules in both business and economics.	
BUS1804	Quantitative Methods for Business	4 Credits
	This module is designed to provide students with an appreciation of the application of analytical tools to business decision contexts. It also develops students' abilities to access and critically interpret statistics and business information. The module places strong emphasis on developing a clear theoretical understanding of various analytical tools. This is particularly true in business where learning to deal with randomness, variation and uncertainty is a vital skill for anyone intending to apply their knowledge in any employment. Students will also gain an introduction to many of the quantitative techniques which will be used throughout their further studies in their chosen discipline.	
BUS1504	English for Business Purposes	4 Credits
	English for Business Purposes equips students with the necessary skills for tertiary studies by developing their strategies and skills for academic purposes. Students are exposed to various reading texts and equipped with the necessary skills to write well structured academic essays. Listening and speaking skills are also focused on to ensure effective interpersonal communication. Throughout this course, emphasis is placed on academic integrity.	
BUS1404	Introduction to Management	4 Credits
	This module is designed to provide the candidate with the basic concepts and principles of management in organisations. It focuses on the context of managerial activity and covers the four major functions of management i.e. planning, organizing, leading and controlling and places them in a historical, political and economic context.	
BUS1204	Introduction to Finance	4 Credits
	This module introduces main concepts and methods associated with financial decision-making for individuals and enterprises: the concept of cash flow valuation, evaluation of financial performance, valuation of securities, risk and returns, capital budgeting, and an overview of international finance.	

BUS1524	Organisational Behaviour	4 Credits
	This module is designed to provide the candidate with an introduction to psychological and behavioural approaches to the study of work and organisations. The course introduces some of the basic analytical tools and concepts from the fields of organisational behaviour and work psychology that encourage an understanding of the behaviour of individuals and groups in the workplace.	
BUS1614	Macroeconomics	4 Credits
	In an increasingly globalised world, countries and their governments need to be able to make quick, well informed and correct decisions in order to achieve their macroeconomic objectives. This module looks into the workings of a domestic economy and the policies that governments may implement to improve the business environment. The module outlines the various macroeconomic tools of analysis and analytical frameworks that are essential for business students to learn and understand to enable them to comprehend the national and global economy in a structured way. It complements other Year One business modules and provides a basis for Year Two and Three modules in both business and economics.	
BUS1514	Business Communication	4 Credits
	Business Communication equips students with the necessary written and spoken skills for effective business communication. Students are exposed to various business correspondences and taught practical strategies to write convincing messages. Students are also taught to strategise, and to use appropriate and ethical approaches in writing not only routine messages, but also persuasive and negative messages. Listening and speaking skills are also focused on to ensure effective interpersonal communication. This course also emphasises the need for business communication to be seen in a global context where various considerations such as technological advances and ethical considerations play a vital role in ensuring that all business messages achieve their aims in a positive manner.	
BUS1704	Management Information Systems	4 Credits
	This module introduces students to the key marketing concepts and strategies employed by marketers in facing the challenges in a dynamic business environment. It develops an understanding of the overall process of planning, implementation and control in the contemporary business environment. This course provides students with the needed conceptual skills to identify, analyse and solve marketing problems. This course also provides a foundation for those who intend to further study in the marketing field or other business related courses.	
BUS2304	Principles of Marketing	4 Credits
	This module provides an introduction to management information systems (MIS) that business students will find vital to their professional success. It is neither solely a technology course, nor a business course, but necessarily a combination of both. In essence, it aims to equip students with fundamental knowledge that allows them to critically understand and assess future technological movements, problems and concepts that they will face in their professional careers.	
BUS2534	Production and Operation Management	4 Credits
	This module details the management perspective on the production and operations function in a business. It provides a strong review of the important concepts which underpin the POM task, and sets the relevant issues and techniques within the broader context of the management and control of the whole business. Contemporary topics on global competition, quality management, customer service and JIT, their influences are discussed.	
BUS2004	Business Law	4 Credits
	This module provides the foundation for all law modules in the Bachelor of Business. It provides students with an overview of the Malaysian legal system and a basic coverage of the underlying legal principles governing business. The substantive laws covered in this module include the Law of Contract, the Law of Torts, Sales of goods, the Law of agency, insurance, employment law and business organisations. Students will have the opportunity to develop skills in critically analysing legal problems and issues affecting business and applying the legal principles in solving these issues.	

BUS3404	Strategic Management	4 Credits
	This module is designed to provide the candidate with a comprehensive understanding on how organisations are managed strategically with the emphasis of putting theory into practice. The major areas in strategic management that includes strategy formulation, implementation and evaluation are taught together with appropriate case analysis.	
BUS3952	Research Methods	2 Credits
	This course examines research designs commonly used in business decision making. Topics include research design, implementation and finally interpretation of research as these are related to problems in an organizational setting. This course will also cover issues on access and research ethics. This course provides a guide to the research process and the needed knowledge and skills to undertake research, as well as highlights some common research pitfalls. At the end of this course, students will learn a range of research approaches, strategies and methods in handling their research projects. Skill development in statistical applications software is also one of the objectives of this course. Students are required to submit a research proposal as part of the course requirements.	
BUS3926	Project (International Business)	6 Credits
	In order to survive, companies today must continue to do research to ensure that they stay ahead of the game. Many things are examined, such as the research and the purpose, the problems under investigation, parties involved in conducting the research and methods used to conduct the research. The purpose of this course is to provide students with the experience required to specialise in business administration. The course aims to provide students with the opportunity to integrate what they have learnt and apply various business concepts and skills into successfully producing a 10,000-word project paper. Students are required to work independently (with the assistance of a supervisor) This module will develop students' time management skills, analytical skills, research skills and ability to write up their study in a clear and structured way.	
	CORE MODULES	
BUS2334	Direct Marketing	4 Credits
	This course examines the nature and scope of direct and database marketing. It develops students' skills in designing and implementing direct marketing in consumer and business-to-business markets within the context of integrated marketing communications strategy. Areas explored include: segmentation strategies, customer acquisition and retention strategies, customer life time valuation and loyalty creation, direct marketing tactics and the role if Internet and industry trend.	
BUS2514	Introduction to International Business	4 Credits
	The course is designed to provide students with an insight into International Business. It covers a practical framework for understanding the key issues, current relevant principles and concepts to be considered in doing business abroad. The goal of the course is to help students to understand the basic principles of international business and their impact on the world's economy. International Business introduces students to various issues and challenges associated with the formulation and implementation of strategies in business organisations whose operations stretch across national borders. Throughout the course, students will be systematically introduced to the complexities and challenges of leading and managing a "global" company. Further, the course will provide students with an opportunity to integrate business decisions with the ethical and social responsibility considerations inherent to playing on a global field.	
BUS2404	Human Resource Management	4 Credits
	This course helps students develop an understanding of the fundamentals of human resource management. It explores the central, strategic role that human resource plays in making organisations more competitive. Students will be exposed to the human resource concepts, functions and practices including recruitment and selection, training and development, compensation and benefits, performance management, employee rights, health and safety, industrial relations and trade unions.	

BUS2524	Export Practices and Management	4 Credits
	<p>There are new opportunities & challenges arising in global marketing and exporting. In order for any organisation to take advantage of the opportunities present as well as to rise above the challenges faced, it has to be adaptable to changes. Opportunities are expanding as international trade continues to grow rapidly. The role of ecommerce is to enable even the smallest business to find potential customers and means of distribution across the globe. The challenges of it would be increased competition, disruptions of trade flows (military), natural disasters etc.</p> <p>This course focuses on the marketing decisions as well as the management processes involved in developing export and other types of international marketing operations. Some of the areas that will be covered include the most important emerging markets (China & India) in the modern business world, the increased importance of cultural differences in all aspects of exporting, the management of the Supply Chain and logistics.</p>	
BUS2014	Business Ethics and Values	4 Credits
	<p>This module provides an understanding of the ethical issues and dilemmas affecting managers in organisations and developing an appreciation for, professional responsibility and integrity. It aims to raise awareness of the practical issues facing people in business, introduce a framework or guidelines for analysis and decision making, and to enhance students' ability in reasoning towards resolving the dilemmas based on ethical principles. The discussions of ethical issues are used as an avenue for further improvement in analytical and communication skills.</p>	
BUS2544	Intercultural Communication for Business	4 Credits
	<p>This course introduces students to the role of cultural patterns, and cultural profiles of nations in different parts of the world. At the end of the course, students will be able to increase their understanding of the relationship between culture and communication from various cultural backgrounds. They will be able to identify and analyze the role of cultural patterns and obstacles to competent intercultural collaboration in the development of intercultural group working relationships, thus making business deals easier and avoiding costly misunderstandings.</p>	
BUS3334	International Marketing	4 Credits
	<p>This module is designed to introduce students to advanced marketing concepts and practices in a global business environment. A comprehensive overview of the dynamics and trends in international marketing include market analysis, strategic planning, market selection and entry strategies, product positioning, integrated marketing communications, distribution, and pricing. Special emphasis will be placed on the development and delivery of international marketing plan where students have the opportunity working with a Malaysian firm. The course addresses the skills necessary for evaluating, developing, and delivering marketing programmes for a global and multicultural audience.</p>	
BUS3454	Transnational Management	4 Credits
	<p>This module focuses on management's challenge associated with developing strategies, designing organisations and managing operations of companies whose activities stretch across national boundaries. Operating in an international arena will provide various opportunities for the company. This is because having worldwide operations not only gives a company access to new markets and specialized resources but it also opens up new sources of information as well as knowledge and broadens the options of strategic moves the company might make in competing with its domestic and international rivals. Like any other opportunities provided by cross-border management, companies will still have to face the challenges of managing strategy, organisation and operations that are innately complex diverse and uncertain. In this module a conceptual baseline would provide for a more detailed discussion of the various issues faced in the cases presented. Some typical attitudes and mentalities would normally shape the actions of managers in MNCs (Multi National companies) and suggest how these attitudes and mentalities evolve as their off-shore operations progress from the state of initial investments to a fully integrated worldwide network of affiliates.</p>	
BUS3464	Cross Cultural Management	4 credits
	<p>This course examines organisational and individual behaviours, structures and management practices in multinationals and in business situations involving cross cultural interactions. This will be helpful to anyone as it equips one with both analytical and practical skills to help in the</p>	

	management of multinational firms. The focus is on the management of cultural differences. This challenge is not unique to multinationals as many domestic firms also face multicultural environments (e.g., ethnically diverse employees and/or customers). A variety of theories that relate culture to behaviour in general and management in particular. An analytical framework that facilitates adaptation of managerial practices and organisational structures to cultural differences. A focus on the practical application of the framework to shaping individual and organisational behaviours. There will be special attention paid to the following areas: organisational design, negotiation processes, and communications. It is hoped that through simulations and exercises students will develop their skills of communicating and managing in diverse cultural environments and in cross cultural situations.	
BUS3484	Organisational Studies	4 Credits
	This module is designed to provide the candidate with the capacity to analyze an organisation from a multiple perspective framework that involves 'reading' the organisations and interpreting organisational situations from these different perspectives so as to understand better how the organisation functions.	
BUS3494	Organisational Management	4 Credits
	This module is designed to provide the candidate with a deeper understanding and comprehension about organisations and organizing. Managing work in terms of structure, culture, change, political behaviour, leadership, motivation and strategic choices are analyzed using an integrated approach.	
BUS3204	International Finance	4 Credits
	This module introduces main concepts and methods associated with international financial decision-making for multinational business: the concept of multinational financial management, FOREX, risk analysis and tools, financing foreign trade, international portfolio investment and corporate strategy.	
BUS2454	Supply Chain Management	4 Credits
	Supply Chain (SC) is a network of business entities consisting of suppliers' suppliers, suppliers, customers and customers' customers. Supply chain management deals with the management of material flows, information flows and financial flows that cut across multiple business entities (companies). The co-ordination and integration of these flows both within and across companies are critical to compete successfully in today's market place. Companies have always acknowledged the fact that the integration and co-ordination among multiple functional areas will create competitive advantages. Having said that one might ask "What is so new about SCM?". The answer lies in the dimension, viz., extended enterprise integration (coordination). As companies become more global and the competitive pressures are more intense, companies must think beyond functional integration and need to think for integration and co-ordination at extended enterprise level. An increasing number of Fortune 500 companies such as Chrysler, Hewlett Packard, IBM, P&G, Unilever, and Xerox have been stressing importance of SCM and are leveraging advances in IT and opportunities to form strategic alliances to tightly integrate their supply chain. Considering these developments in business environment, this course aims to introduce you to the field of SCM.	
ELECTIVES		
BUS3514	International Business Issues and Policies	4 Credits
	The international business issues and policy is the capstone course for the International Business major. In this course, we will examine both the principles associated with the formation and implementation of business strategy, as well as the latest research about business strategy, which challenges traditional ways of thinking. We will apply those ideas via case studies and simulations. Globalisation means that almost every company is affected by competition from foreign enterprises. Many firms are seeking opportunities to enter new foreign markets and expand in ones they already have penetrated. Managing in a globalizing environment requires knowledge of the regulatory and policy systems of international trade. This module provides this essential	

	knowledge explaining both the theoretical and practical dimensions. The broad aim is to provide insight into current issues that play a dramatic role in the business landscape and to understand the current challenges facing businesses as constituents in the broader societal context. In addition students will be familiar with the strategic and management issues currently faced by various organisations through a consideration of the structure and challenges of the industry at the global, national and provincial levels.	
BUS3014	International Business Law	4 Credits
	As business is faced with an increasingly competitive global market, some understanding of the legal issues raised by international business transactions is essential. Law supplies the rules for governing the intense competition for business in the global market. Nations enter into treaties and other agreements with other countries that govern competition and the way goods and technology are sold from one country to the next. This module focuses on issues ranging from sources of international Law, International Organisations and Agreements Affecting Trade, The European Union, The North American Free Trade Agreement, Foreign sales, Licenses or franchises, Direct Foreign Investment, Expropriation and nationalization, Export Controls, Pressures for Bribes, Conflicts with US Antitrust laws, Suing Foreign Governments, Firms and International arbitration.	
MQA COMPULSORY MODULES		
MPW 2133	Malaysian Studies	3 Credits
	This course is compulsory for all Malaysian students. This course Introduces students to the history of Malaysia, its social and political systems and structures. It also looks at the country in a world context, besides covering some of the important and current issues in the international and local arena.	
MPW 2113	Bahasa Kebangsaan A	3 Credits
	Bahasa Kebangsaan A is compulsory for Malaysian students who do not obtain a credit in Bahasa Malaysia at SPM level. It is designed to increase students' proficiency in the national language. Focus is on the four key linguistic skills: reading, writing, listening and speaking.	
MPW 2143	Islamic Studies	3 Credits
	This course is compulsory for Muslim (Malaysian) students; Islamic Studies provide a greater understanding of the Islamic religion and its importance and relevance to society.	
MPW 2153	Moral Education	3 Credits
	This course is compulsory for non-Muslim (Malaysian) students; Moral Education is designed to introduce students to the ethical and philosophical concepts, theories and systems of morality.	

Structure diagram: UWE BA (Hons) international Business/ Taylor's University BBus (Hons) International Business

A full list of option modules, plus the structure of the BA (Hons) Business Studies award from UWE is available at <http://www.uwe.ac.uk/bbs/students/options/structures.shtml>

Level 3

Organisation Analysis UMOCAA-20-3	Strategic Management UMSCC3-20-3	Developing Business Knowledge UMSCMD-40-3	Advanced Topics in International Business UMSCUE-20-3	One from Level 3 Option list***
Organisational Studies BUS3484; Organisational Management BUS3494	Strategic Management BUS3404; Cross Cultural Management BUS3464	Transnational Management BUS3454; Research Methods BUS3952 Project BUS3926;	International Marketing BUS3334; International Finance BUS3204	International Business law BUS3024; International Business Issues and Policies BUS3514

Level 2

Human Resource Management UMPCNM-20-2	International Business UMSCUF-20-2	Marketing UMKC7Q-20-2	Intercultural Communications and Business UPUQQA-30-2	Operations and Business Systems Management UMMC9B-20-2	Managing Finance UMAC3C-20-2 OR Foreign Language (ULP)
Human Resource Management BUS2404; Business Ethics and Values BUS2014	Introduction to International Business BUS2514	Principles of Marketing BUS2304; Direct Marketing BUS 2334	Export Practices and Management BUS2524; Intercultural Communications for Business BUS2544	Production and Operation Management BUS2534; Supply Chain Management BUS2454	Business Law BUS2004

Level 1

Business Information Technology Management UMMC95-20-1	The Political Economy of Work UMPC4V-20-1	Global Business Context UMED7A-20-1	Understanding Financial Information UMAC33-20-1	Management and Organisational Behaviour UMOCA8-20-1	Business Statistics and Decision Making UFAQEEQ-20-1 OR Foreign Language (ILP)
Management Information Systems BUS1704; Business Communication BUS1514	Introduction to Management BUS1404	Macro Economics BUS1614; Micro Economics BUS1604	Introduction to Accounting BUS1104; Introduction to Finance BUS1204	Organisational Behaviour BUS1524; English for Business Purpose BUS1504	Quantitative Methods for Business BUS1804

Legend:

UWE module
Taylor's University modules

***Level 3 Options

Economic Issues in International Business (UMEND3-20-3)
 Asian Business (UMSCUG-20-3)
 International Business in the Emerging Markets (UMSCC6-20-3)
 International Marketing Management (UMKC7V-20-3)
 International HRM (UMPCNQ-20-3)
 Foreign Language Unit (ULP)

BACHELOR OF BUSINESS (HONS) (INTERNATIONAL BUSINESS AND MARKETING)/ BACHELOR OF ARTS (HONS) BUSINESS STUDIES WITH MARKETING

Objectives

This programme focuses on the ever increasing role of marketing in determining the success of large international businesses. Within international organisations marketing needs to be seen as the key activity in creating customer focus and in delivering the value added required to acquire an international competitive advantage. This is a combined qualification which provides graduates a wide range of empirical generalizations and strategies to succeed globally.

Upon successful completion, students will graduate with the two awards (TU and UWE) as identified above. At the end of the programme students will have met the learning outcomes from both awards and have achieved two sets of credit. The learning outcomes and credits are detailed below.

Learning Outcomes

After completion of the programme, graduates will be able to:

- Understand advanced marketing concepts and practices in a global business environment.
- Customise marketing strategies to captivate different audiences across the globe to help companies maximise sales and profits.
- Create better customer focus and deliver value added services in multinational organisations.
- Develop and deliver international marketing plan to help companies achieve competitive advantage.
- Contribute to society at large by enhancing life-long learning skills and personal development.

Programme Structure for the BBus (Hons) (International Business and Marketing) by Semester at Taylor's University

YEAR 1 : Semester 1				
MODULE CODE	MODULE NAME	PREREQUISITES	TU CREDIT HOURS	EQUIVALENT UWE CREDIT
BUS1104	Introduction to Accounting	None	4	12
BUS1604	Microeconomics	None	4	12
BUS1804	Quantitative Methods for Business	None	4	12
BUS1504	English for Business Purposes	None	4	12
BUS1404	Introduction to Management	None	4	12
	Total credit for the semester		20	60
YEAR 1 : Semester 2				
MODULE CODE	MODULE NAME	PREREQUISITES	TU CREDIT HOURS	EQUIVALENT UWE CREDIT
BUS1204	Introduction to Finance	None	4	12
BUS1524	Organisational Behaviour	None	4	12
BUS1614	Macroeconomics	BUS1604	4	12
BUS1514	Business Communication	None	4	12
BUS1704	Management Information Systems	None	4	12
MPW2143 / MPW2153	Islamic Studies / Moral Education	None	3	N/A
	Total credit for the semester		23	60
YEAR 2 : Semester 3				
MODULE CODE	MODULE NAME	PREREQUISITES	TU CREDIT HOURS	EQUIVALENT UWE CREDIT
BUS2004	Business Law	None	4	12
BUS2304	Principles of Marketing	None	4	12
BUS2534	Production and Operation Management	None	4	12
BUS2514	Introduction to International Business	None	4	12

BUS2104	Management Accounting	None	4	12
MPW2133	Malaysian Studies	None	3	N/A
Total credit for the semester			23	60
YEAR 2 : Semester 4				
MODULE CODE	MODULE NAME	PREREQUISITES	TU CREDIT HOURS	EQUIVALENT UWE CREDIT
BUS2524	Export Practices and Management	BUS2514	4	12
BUS2014	Business Ethics and Values	None	4	12
BUS2334	Direct Marketing	BUS2304	4	12
	Elective 1		4	12
	Elective 2		4	12
MPW2113	Bahasa Kebangsaan A	None	3	N/A
Total credit for the semester			23	60
YEAR 3 : Semester 5				
MODULE CODE	MODULE NAME	PREREQUISITES	TU CREDIT HOURS	EQUIVALENT UWE CREDIT
BUS3484	Organisational Studies	BUS1524	4	12
BUS3494	Organisational Management	BUS1404/BUS1524	4	12
BUS3454	Transnational Management	None	4	12
BUS3952	Research Methods	None	2	6
BUS3946	Project	BUS2304;BUS2514;BUS2014	6	18
Total credit for the semester			20	60
YEAR 3 : Semester 6				
MODULE CODE	MODULE NAME	PREREQUISITES	TU CREDIT HOURS	EQUIVALENT UWE CREDIT
BUS3404	Strategic Management	BUS1404	4	12
BUS3464	Cross Cultural Management	None	4	12
	Elective 3		4	12
	Elective 4		4	12
	Elective 5		4	12
Total credit for the semester			20	60
Total credit for the programme			129	360
ELECTIVES FOR THE PROGRAMME				
Electives 1 and 2 from the following:				
MODULE CODE	MODULE NAME	PREREQUISITES	TU CREDIT HOURS	EQUIVALENT UWE CREDIT
BUS2344	Consumer Behaviour	BUS2304	4	12
BUS2314	Services Marketing	BUS2304	4	12
BUS2324	Business to Business Marketing	BUS2304	4	12

Electives 3, 4 and 5 from the following:				
MODULE CODE	MODULE NAME	PREREQUISITES	TU CREDIT HOURS	EQUIVALENT UWE CREDIT
BUS3334	International Marketing	BUS2304	4	12
BUS3014	International Business Law	None	4	12
BUS3514	International Business Issues and Policies	None	4	12
BUS3204	International Finance	None	4	12
BUS3344	Market Analysis and Decision Making	BUS2304; BUS2344	4	12
Total credit for the elective (5)			20	60

Students transferring to UWE for the final year will study the following modules at UWE. All modules are taught over the full academic year:

MODULE CODE	MODULE NAME	PREREQUISITES	UWE Credit
UMSCC3-20-3	Strategic Management	None	20

UMOCOA-20-3	Organisation Analysis	None	20
UMSCMD-40-3	Developing Business Knowledge	None	40
Various	2 x Marketing Option Modules*	None	2 x 20
		Total credit	120

*A full list of option modules, plus the structure of the BA (Hons) Business Studies with Marketing award from UWE is available at <http://www.uwe.ac.uk/bbs/students/options/structures.shtml>

COMPULSORY MODULES			
BUS1104	Introduction to Accounting		4 Credits
	This module is both an introduction to the technical aspects of financial accounting and also to the financial community. As a member of the financial community you will be expected to be up date on current business and financial events. Now is a good time to start a regular habit of reading the accounting and financial press.		
BUS1604	Microeconomics		4 Credits
	In a continuously ever changing globalised business environment, businesses need to make quick, well informed and correct decisions in order to survive. This module is concerned about the principles of microeconomics as they apply to the business environment. The module outlines the various microeconomic tools of analysis and analytical frameworks that are essential for business students to learn and understand to enable them to comprehend the economic environment of business in a structured way. It complements other Year One business modules and provides a basis for Year Two and Three modules in both business and economics.		
BUS1804	Quantitative Methods for Business		4 Credits
	This module is designed to provide students with an appreciation of the application of analytical tools to business decision contexts. It also develops students' abilities to access and critically interpret statistics and business information. The module places strong emphasis on developing a clear theoretical understanding of various analytical tools. This is particularly true in business where learning to deal with randomness, variation and uncertainty is a vital skill for anyone intending to apply their knowledge in any employment. Students will also gain an introduction to many of the quantitative techniques which will be used throughout their further studies in their chosen discipline.		
BUS1504	English for Business Purposes		4 Credits
	English for Business Purposes equips students with the necessary skills for tertiary studies by developing their strategies and skills for academic purposes. Students are exposed to various reading texts and equipped with the necessary skills to write well structured academic essays. Listening and speaking skills are also focused on to ensure effective interpersonal communication Throughout this course, emphasis is placed on academic integrity.		
BUS1404	Introduction to Management		4 Credits
	This module is designed to provide the candidate with the basic concepts and principles of management in organisations. It focuses on the context of managerial activity and covers the four major functions of management i.e. planning, organizing, leading and controlling and places them in a historical, political and economic context.		
BUS1204	Introduction to Finance		4 Credits
	This module introduces main concepts and methods associated with financial decision-making for individuals and enterprises: the concept of cash flow valuation, evaluation of financial performance, valuation of securities, risk and returns, capital budgeting, and an overview of international finance.		
BUS1524	Organisational Behaviour		4 Credits
	This module is designed to provide the candidate with an introduction to psychological and behavioural approaches to the study of work and organisations. The course introduces some of the basic analytical tools and concepts from the fields of organisational behaviour and work psychology that encourage an understanding of the behaviour of individuals and groups in the		

	workplace.	
BUS1614	Macroeconomics	4 Credits
	In an increasingly globalised world, countries and their governments need to be able to make quick, well informed and correct decisions in order to achieve their macroeconomic objectives. This module looks into the workings of a domestic economy and the policies that governments may implement to improve the business environment. The module outlines the various macroeconomic tools of analysis and analytical frameworks that are essential for business students to learn and understand to enable them to comprehend the national and global economy in a structured way. It complements other Year One business modules and provides a basis for Year Two and Three modules in both business and economics.	
BUS1514	Business Communication	4 Credits
	Business Communication equips students with the necessary written and spoken skills for effective business communication. Students are exposed to various business correspondences and taught practical strategies to write convincing messages. Students are also taught to strategise, and to use appropriate and ethical approaches in writing not only routine messages, but also persuasive and negative messages. Listening and speaking skills are also focused on to ensure effective interpersonal communication. This course also emphasises the need for business communication to be seen in a global context where various considerations such as technological advances and ethical considerations play a vital role in ensuring that all business messages achieve their aims in a positive manner.	
BUS1704	Management Information Systems	4 Credits
	This module introduces students to the key marketing concepts and strategies employed by marketers in facing the challenges in a dynamic business environment. It develops an understanding of the overall process of planning, implementation and control in the contemporary business environment. This course provides students with the needed conceptual skills to identify, analyse and solve marketing problems. This course also provides a foundation for those who intend to further study in the marketing field or other business related courses.	
BUS2304	Principles of Marketing	4 Credits
	This module provides an introduction to management information systems (MIS) that business students will find vital to their professional success. It is neither solely a technology course, nor a business course, but necessarily a combination of both. In essence, it aims to equip students with fundamental knowledge that allows them to critically understand and assess future technological movements, problems and concepts that they will face in their professional careers.	
BUS2534	Production and Operation Management	4 Credits
	This module details the management perspective on the production and operations function in a business. It provides a strong review of the important concepts which underpin the POM task, and sets the relevant issues and techniques within the broader context of the management and control of the whole business. Contemporary topics on global competition, quality management, customer service and JIT, their influences are discussed.	
BUS2004	Business Law	4 Credits
	This module provides the foundation for all law modules in the Bachelor of Business. It provides students with an overview of the Malaysian legal system and a basic coverage of the underlying legal principles governing business. The substantive laws covered in this module include the Law of Contract, the Law of Torts, Sales of goods, the Law of agency, insurance, employment law and business organisations. Students will have the opportunity to develop skills in critically analysing legal problems and issues affecting business and applying the legal principles in solving these issues.	
BUS3404	Strategic Management	4 Credits
	This module is designed to provide the candidate with a comprehensive understanding on how organisations are managed strategically with the emphasis of putting theory into practice. The major areas in strategic management that includes strategy formulation, implementation and evaluation are taught together with appropriate case analysis.	

BUS3952	Research Methods	2 Credits
	This course examines research designs commonly used in business decision making. Topics include research design, implementation and finally interpretation of research as these are related to problems in an organizational setting. This course will also cover issues on access and research ethics. This course provides a guide to the research process and the needed knowledge and skills to undertake research, as well as highlights some common research pitfalls. At the end of this course, students will learn a range of research approaches, strategies and methods in handling their research projects. Skill development in statistical applications software is also one of the objectives of this course. Students are required to submit a research proposal as part of the course requirements.	
BUS3946	Project (International Business & Marketing)	6 Credits
	In order to survive, companies today must continue to do research to ensure that they stay ahead of the game. Many things are examined, such as the research and the purpose, the problems under investigation, parties involved in conducting the research, and methods used to conduct the research. The purpose of this course is to provide students with the experience to specialise in business administration. The course aims to provide students the opportunity to integrate what they have learnt and to apply the various business concepts and skills in order to successfully produce a 10,000-word project paper. Students are required to work independently (with the assistance of a supervisor). This module will develop students' time management skills, analytical skills, research skills and students' ability to write up their study in a clear and structured way.	
	CORE MODULES	
BUS2334	Direct Marketing	4 Credits
	This course examines the nature and scope of direct and database marketing. It develops students' skills in designing and implementing direct marketing in consumer and business-to-business markets within the context of integrated marketing communications strategy. Areas explored include: segmentation strategies, customer acquisition and retention strategies, customer life time valuation and loyalty creation, direct marketing tactics and the role if Internet and industry trend.	
BUS2514	Introduction to International Business	4 Credits
	The course is designed to provide students with an insight into International Business. It covers a practical framework for understanding the key issues, current relevant principles and concepts to be considered in doing business abroad. The goal of the course is to help students to understand the basic principles of international business and their impact on the world's economy. International Business introduces students to various issues and challenges associated with the formulation and implementation of strategies in business organisations whose operations stretch across national borders. Throughout the course, students will be systematically introduced to the complexities and challenges of leading and managing a "global" company. Further, the course will provide students with an opportunity to integrate business decisions with the ethical and social responsibility considerations inherent to playing on a global field.	
BUS2104	Management Accounting	4 Credits
	This module is an introduction to the basic techniques of management accounting and its role in the manufacturing and service business environments. Applications of management accounting techniques to all the organisations. Students able to learn that with the current competitive business environment good application of costing system would help organisations to compete.	
BUS2524	Export Practices and Management	4 Credits
	There are new opportunities & challenges arising in global marketing and exporting. In order for any organisation to take advantage of the opportunities present as well as to rise above the challenges faced, it has to be adaptable to changes. Opportunities are expanding as international trade continues to grow rapidly. The role of ecommerce is to enable even the smallest business to find potential customers and means of distribution across the globe. The challenges of it would be increased competition, disruptions of trade flows (military), natural	

	<p>disasters etc.</p> <p>This course focuses on the marketing decisions as well as the management processes involved in developing export and other types of international marketing operations. Among areas that will be touched upon would include the most important emerging markets (China & India) in the modern business world, the increased importance of cultural differences in all aspects of exporting, the management of the Supply Chain and logistics.</p>	
BUS2014	Business Ethics and Values	4 Credits
	<p>This module provides an understanding of the ethical issues and dilemmas affecting managers in organisations and developing an appreciation for, professional responsibility and integrity. It aims to raise awareness of the practical issues facing people in business, introduce a framework or guidelines for analysis and decision making, and enhance students' ability in reasoning towards resolving the dilemmas based on ethical principles. The discussions of ethical issues are used as an avenue for further improvement in analytical and communication skills.</p>	
BUS3454	Transnational Management	4 Credits
	<p>This module focuses on management's challenge associated with developing strategies, designing organisations and managing operations of companies whose activities stretch across national boundaries. Operating in an international arena will provide various opportunities for the company. This is because having worldwide operations not only gives a company access to new markets and specialized resources but it also opens up new sources of information as well as knowledge and broadens the options of strategic moves the company might make in competing with its domestic and international rivals. Like any other opportunities provided by cross-border management, companies will still have to face the challenges of managing strategy, organisation and operations that are innately complex diverse and uncertain. In this module a conceptual baseline would provide for a more detailed discussion of the various issues faced in the cases presented. Some typical attitudes and mentalities would normally shape the actions of managers in MNCs (Multi National companies) and suggest how these attitudes and mentalities evolve as their off-shore operations progress from the state of initial investments to a fully integrated worldwide network of affiliates.</p>	
BUS3464	Cross Cultural Management	4 credits
	<p>This course examines organisational and individual behaviours, structures and management practices in multinationals and in business situations involving cross cultural interactions. This will be helpful to anyone as it equips one with both analytical and practical skills to help in the management of multinational firms. The focus is on the management of cultural differences. This challenge is not unique to multinationals as many domestic firms also face multicultural environments (e.g., ethnically diverse employees and/or customers). A variety of theories that relate culture to behaviour in general and management in particular. An analytical framework that facilitates adaptation of managerial practices and organisational structures to cultural differences. A focus on the practical application of the framework to shaping individual and organisational behaviours. There will be special attention paid to the following areas: organisational design, negotiation processes, and communications. It is hoped that through simulations and exercises students will develop their skills of communicating and managing in diverse cultural environments and in cross cultural situations.</p>	
BUS3484	Organisational Studies	4 Credits
	<p>This module is designed to provide the candidate with the capacity to analyze an organisation from a multiple perspective framework that involves 'reading' the organisations and interpreting organisational situations from these different perspectives so as to understand better how the organisation functions.</p>	
BUS3494	Organisational Management	4 Credits
	<p>This module is designed to provide the candidate with a deeper understanding and comprehension about organisations and organizing. Managing work in terms of structure, culture, change, political behaviour, leadership, motivation and strategic choices are analyzed using an integrated approach.</p>	

	ELECTIVES	
BUS3514	International Business Issues and Policies	4 Credits
	<p>"International Business Issues and Policies" is the capstone course for the International Business major. In this course, we will examine both the principles associated with the formation and implementation of business strategy, as well as the latest research about business strategy, which challenges traditional ways of thinking. Those ideas will be applied via case studies and simulations.</p> <p>Globalization means that almost every company is affected by competition from foreign enterprises. Many firms are seeking opportunities to enter new foreign markets and expand the ones that they have already penetrated. Managing in a globalised environment requires knowledge of the regulatory and policy systems of international trade. This module provides this essential knowledge explaining both the theoretical and practical dimensions. The broad aim is to provide insight into current issues that play a dramatic role in the business landscape and to understand the current challenges facing businesses as constituents in the broader societal context. In addition, students will be familiar with the strategic and management issues currently faced by various organizations through a consideration of the structure and challenges of the industry at the global, national and provincial levels.</p>	
BUS3014	International Business Law	4 Credits
	<p>As business is faced with an increasingly competitive global market, some understanding of the legal issues raised by international business transactions is essential. Law supplies the rules for governing the intense competition for business in the global market. Nations enter into treaties and other agreements with other countries that govern competition and the way goods and technology are sold from one country to the next. This module focuses on a range of issues including sources of international Law, International Organizations and Agreements Affecting Trade, The European Union, The North American Free Trade Agreement, Foreign sales, Licenses or franchises, Direct Foreign Investment, Expropriation and nationalization, Export Controls, Pressures for Bribes, Conflicts with US Antitrust laws, Suing Foreign Governments, Firms and International arbitration.</p>	
BUS2324	Business to Business Marketing	4 Credits
	<p>This module focuses on marketing relationships between organisations. This provides an overview of business markets environment - particularly the formation, coordination and management of business to business relationships. It further looks into relational management which includes negotiation, selling, purchasing, distribution management and communication modes, the contributions of the IT revolution and the benefits emerging from relationships.</p>	
BUS2344	Consumer Behaviour	4 Credits
	<p>The field of consumer behaviour attempts to explain and predict the ways in which consumers think and behave in given situations. Consumer Behaviour investigates the manner that people interact with products and their marketing environment. This can include the purchase of products, the consumption of services, or the disposal of goods. Understanding consumers enables marketers to more effectively meet the needs of buyers in the market, and be more successful in the market. This course focuses on studying the process of consumer decision making and the resulting implications for marketing strategy. Concepts and theories covered in this course are essential for consumer analysis and the development of effective marketing strategies. To understand consumer behaviour, it is important to understand some concepts and theories borrowed from fields such as psychology, sociology, economics, etc. In addition during this course students will explore, many social, cultural and marketing factors that influence the selection and usage of products and services.</p>	
BUS2314	Services Marketing	4 Credits
	<p>This course introduces several unique characteristics of services that require a distinctive approach to marketing strategy - both in its development and execution. Students will be exposed to organizational effort in improving service quality, increasing and maintaining customer satisfaction levels, generating customer loyalty, managing the service demand and creating a healthy service culture within the firm. The 7 Ps of the 'Services Marketing Mix' (the traditional 4 Ps plus people, processes, and physical evidence) will be elaborated in examining</p>	

	successful internal marketing in addition to the more traditional customer-focused external marketing.	
BUS3344	Marketing Analysis and Decision Making	4 Credits
	Models of marketing phenomena are used to provide information that may be applied in decision-making and in determining the likely consequences of marketing actions. This module introduces the conceptual and practical issues in developing models to aid in decision making in marketing. It considers a wide range of problems, with students developing practical skills in model building in applied computer sessions.	
BUS3334	International Marketing	4 Credits
	This module is designed to introduce students to advanced marketing concepts and practices in a global business environment. A comprehensive overview of the dynamics and trends in international marketing include market analysis, strategic planning, market selection and entry strategies, product positioning, integrated marketing communications, distribution, and pricing. Special emphasis will be placed on the development and delivery of international marketing plan where students have the opportunity working with a Malaysian firm. The course addresses the skills necessary for evaluating, developing, and delivering marketing programmes for a global and multicultural audience.	
BUS3204	International Finance	4 Credits
	This module introduces main concepts and methods associated with international financial decision-making for multinational business: the concept of multinational financial management, FOREX, risk analysis and tools, financing foreign trade, international portfolio investment and corporate strategy.	
MQA COMPULSORY MODULES		
MPW 2133	Malaysian Studies	3 Credits
	This course is compulsory for all Malaysian students. This course Introduces students to the history of Malaysia, its social and political systems and structures. It also looks at the country in a world context, besides covering some of the important and current issues in the international and local arena.	
MPW 2113	Bahasa Kebangsaan A	3 Credits
	Bahasa Kebangsaan A is compulsory for Malaysian students who do not obtain a credit in Bahasa Malaysia at SPM level. It is designed to increase students' proficiency in the national language. Focus is on the four key linguistic skills: reading, writing, listening and speaking.	
MPW 2143	Islamic Studies	3 Credits
	This course is compulsory for Muslim (Malaysian) students; Islamic Studies provide a greater understanding of the Islamic religion and its importance and relevance to society.	
MPW 2153	Moral Education	3 Credits
	This course is compulsory for non-Muslim (Malaysian) students; Moral Education is designed to introduce students to the ethical and philosophical concepts, theories and systems of morality.	

Structure diagram: UWE BA (Hons) Business Studies with Marketing/ Taylor's University BBus (Hons) International Business and Marketing

A full list of option modules, plus the structure of the BA (Hons) Business Studies award from UWE is available at <http://www.uwe.ac.uk/bbs/students/options/structures.shtml>

Level 3

Organisation Analysis UMOCAA-20-3	Strategic Management UMSCC3-20-3	Developing Business Knowledge UMSCMD-40-3	<i>One from Level 3 Option list***</i>	<i>One from Level 3 Option list***</i>
Organisational Studies BUS3484; Organisational Management BUS3494	Strategic Management BUS3404; Cross Cultural Management BUS3464	Transnational Management BUS3454; Research Methods BUS3952 Project BUS3946;	International Marketing BUS3334; International Finance BUS3204 Market Analysis and Decision Making BUS3344	International Business Law BUS3024; International Business Issues and Policies BUS3514

Level 2

Human Resource Management UMPCNM-20-2	International Business UMSCUF-20-2	Marketing UMKC7Q-20-2	Managing Finance UMAC3C-20-2	Operations and Business Systems Management UMMC9B-20-2	Marketing Research UMKC7U-20-2
Business Ethics and Values BUS2014	Introduction to International Business BUS2514 Business Law BUS2004	Principles of Marketing BUS2304; Direct Marketing BUS 2334	Management Accounting BUS2104;	Export Practices and Management BUS2524; Production and Operation Management BUS2534;	Consumer Behaviour BUS2344; Service Marketing BUS2314; Business to Business Marketing BUS2324

Level 1

Business Information Technology Management UMMC95-20-1	Introduction to Marketing UMKCPD-20-1	Global Business Context UMEDX5-20-1	Understanding Financial Information UMACXB-20-1	Management and Organisational Behaviour UMOCX7-20-1	Business Statistics and Decision Making for Marketing UFQEER-20-1
Management Information Systems BUS1704; Business Communication BUS1514	Introduction to Management BUS1404	Macro Economics BUS1614; Micro Economics BUS1604	Introduction to Accounting BUS1104; Introduction to Finance BUS1204	Organisational Behaviour BUS1524; English for Business Purpose BUS1504	Quantitative Methods for Business BUS1804

Legend:

UWE module
Taylor's University modules

***Level 3 Options

These vary but may include:

Direct and Database Marketing (UMKCME-20-3); Business and Services Marketing (UMKC7Y-20-3); International Marketing Management (UMKC7V-20-3), Charity Fundraising Management (UMKCMB-20-3);

ACADEMIC CALENDAR FOR DUAL AWARD STUDENTS

ACADEMIC CALENDAR AT TU

Calendar Activities	Feb 2011 Intake	July 2011 Intake
Orientation day	Tue 21 – Thu 24 Feb	Mon 25 – Fri 29 Jul
Classes commence	Mon 28 Feb Week 1	Mon 1 Aug Week 1
Final day to add modules and to withdraw from a module and have the fees carried forward to the next semester	Fri 11 Mar Week 2	Fri 12 Aug Week 2
Final day to withdraw from a module without a notation on your transcript	Fri 25 Mar Week 4	Fri 26 Aug Week 4
Final date to withdraw from a module with a Withdraw – Not Fail (WD) notation on the transcript	Friday 15 Apr Week 7/ Mid-semester	Fri 23 Sept Week 7/ Mid-semester
Mid-semester break / *Hari Raya break / **Deepavali break	Sat 16 – Sun 24 Apr	*Sat 27 Aug – Sun 4 Sep & **Sat 22 – Sun 30 Oct
Classes recommence	Mon 25 Apr Week 8	*Mon 5 Sept / **Tue 1 Nov *Week 5 / **Week 12
Final date to withdraw from a module with a Withdraw – Fail (F(W)) notation on the transcript	Fri 17 Jun before Final Examination	Fri 25 Nov before Final Examination
Provisional final examination timetable published	Mon 23 May 4 Weeks to Final Examination	Mon 31 Oct 4 Weeks to Final Examination
Final examination timetable published	Mon 6 Jun 2 Weeks to Final Examination	Mon 14 Nov 2 Weeks to Final Examination
Study leave	Sat 11 – Sun 19 Jun	Sat 19 – Sun 27 Nov
Final examination	Mon 20 Jun – Fri 01 Jul	Mon 28 Nov – Fri 09 Dec
Release of results	Mon 18 Jul Week 3 After Final Examination	Mon 02 Jan 2012 Week 4 After Final Examination
Semester break	Sat 02 – Sun 31 Jul	Sat 10 Dec – Sun 19 Feb

ACADEMIC CALENDAR AT UWE

THE UWE ACADEMIC CALENDAR IS QUITE DIFFERENT WITH ORIENTATION IN SEPTEMBER. STUDENTS WHO TRANSFER TO UWE FOR THE FINAL YEAR WILL BE OPERATING UNDER THE UWE CALENDAR. FURTHER DETAILS CAN BE FOUND ON THE WEBSITE AT [HTTP://WWW.UWE.AC.UK/BBS/](http://www.uwe.ac.uk/bbs/)

TEACHING, LEARNING AND ASSESSMENT

TEACHING AND LEARNING FRAMEWORK

Teaching and learning philosophy

The teaching and learning philosophy which underpins the dual awards programmes delivered at both TU and UWE is student-centred, focusing on the student's needs, abilities, interests and learning styles, with the teacher as a facilitator of learning. This is developed through an intentional-learning based approach, with students gaining an explicit understanding of their own approach to learning as well as confidence in their discipline-specific knowledge-base. Students are encouraged to use active techniques (such as research as well as real-world problem solving) to create new knowledge and to constantly assess how any learning activity is helping them to gain understanding. Learning and student assessment activities employ a variety of strategies that consider different learning styles, which allow students to integrate and apply skills and knowledge and then reflect on the relative success of similar solutions in different situations. Ultimately, one of the aims of the programmes, whether studied at UWE or Taylor's University is to enable students to progress to a high level of autonomy in their learning and to view that learning as an ongoing process over which they have some control, about which they are able to make active choices, and which they are free to challenge.

To achieve this, an appropriate blend of learning approaches and opportunities have been integrated throughout the programmes with an overall emphasis on active student participation. Both the UWE and TU 'blend' consists of face to face learning in large and small groups (lectures and workshops) supported by on-line learning through the institutional Virtual Learning Environment, together with exposure to real life examples through case studies, occasional organisational visits and guest practitioner speakers. There is a significant requirement for students to work independently throughout the programme – both individually and in groups – with the level of independence increasing as the student moves from level 1 to level 3.

The TU Teaching and Learning Framework is the definitive guide to the teaching and learning goals, philosophy, approach and strategies at TU.

The UWE Learning, Teaching and Assessment strategy is at the heart of the UWE mission and will inform, and in turn be informed by, a wide range of other UWE policies and strategies, the full strategy can be found at <http://acreg.uwe.ac.uk/taas1.asp>

TAYLOR'S GRADUATE CAPABILITIES AND WHAT IT MEANS TO BE A UWE GRADUATE

The teaching and learning approach at TU is focused on developing the Taylor's Graduate Capabilities in its students, capabilities that encompass the knowledge, cognitive capabilities and soft skills of our graduates. Similarly, at UWE, the Graduate Development Programme begins in level 1 with a focus on the generic skills required in a university environment, developing in level 2 to focus on students' understanding of the employment market and the skills they need to develop through work and volunteer experience and in level 3 centering around the developing the 'job ready graduate'.

As dual TU/UWE graduates, students are expected to be able to demonstrate a range of cognitive and intellectual skills together with techniques specific to business and management. They should also demonstrate relevant personal and interpersonal skills. Both the Taylor's Graduate Capabilities and the UWE Graduate Development Programme are designed to ensure the students are prepared to do just this.

Full details of the Taylors Graduate Capabilities and UWE's Graduate Development Programme can be found at the following websites respectively:

- http://www.taylors.edu.my/en/university/about_taylors/graduate_capabilities
- <http://www.uwe.ac.uk/gdp/>

ASSESSMENT STRATEGY

Assessment is an integral part of the teaching and learning process. The range of assessments used in a programme will:

- test the students' ability to integrate concepts theories and practice
- ascertain their learning strengths and weaknesses and continuing development needs;
- expose them to a variety of assessment methods in order to promote the growth of their life-long learning skills.

Taylor's University modules will be assessed in accordance with Taylor's University Regulations. UWE modules will be assessed in accordance with UWE Academic Regulations and Procedures.

All assessment is developed by both Taylors and UWE in collaboration. Quality is assured jointly by the two institutions and the level of assessment at Taylor's University is comparable with that of UWE and vice versa.

Fair Assessment

The following is performed to ensure fair assessment:

- i. Marking and grading in accordance with clearly communicated criteria.
- ii. Appropriate internal and external moderation procedures, wherever applicable.
- iii. An appropriate range of types and modes of assessment.
- iv. Reasonable accommodation for students with a verified disability, medical or other condition.
- v. Consistency in assessments through cooperative planning.

ASSESSMENT OF TAYLOR'S UNIVERSITY MODULES

The overall goal of assessment is to improve student learning, and provide valid information on student progress and student achievement of curricular learning outcomes. The following principles apply to assessment at TU:

- a) All assessment tasks, both formative and summative, are aligned with module learning outcomes and the Taylor's Graduate Capabilities.

- b) Assessment tasks are **developmental** to ensure incremental achievement of the programme learning outcomes which are derived from Taylor's Graduate Capabilities.
- c) Evaluations of overall student progress are based on multiple and diverse sources of evidence gathered from formative and summative assessment tasks.
- Baseline assessment establishes the starting point of the student's understanding.
 - Formative assessment provides information to help guide the instruction throughout the unit.
 - Summative assessment informs both the student and the teacher about the level of conceptual understanding and performance capabilities that the student has achieved.
- d) All assessment strategies are aligned with the TU Teaching and Learning Framework. The authentic assessment model is adopted, where the same authentic task used to measure the students' ability to apply knowledge or skills is also used as a task for learning. Student assessment includes student works, observations, and points of view, as well as tests, with the process being as important as the product. Students are thus assessed in terms of both the knowledge dimension as well as the cognitive process dimension. The feedback from student assessments is aimed at improving student learning.
- e) The modes of assessment used throughout TU are diverse and consistent with the TU Teaching and Learning Framework. The following table provides details of the different modes of assessment the lecturers might use to achieve the learning goals for the module concerned and Taylor's Graduate Capabilities attained.

Mode	Nature/Purpose	Stage
Baseline Assessments	Oral and written responses based on individual experience; assess prior knowledge	Baseline
Written Tests	Multiple choice, short answer, essay, constructed response, written reports; assess students' acquisition of knowledge and concepts	Formative
Embedded Assessments	Assess an aspect of student learning in the context of the learning experience	Formative
Oral Reports/Presentation	Require communication by the student that demonstrates conceptual understanding	Formative
Interviews	Assess individual and group performance before, during, and after a learning experience	Formative
Performance Tasks	Require students to create or take an action related to a problem, issue, or conceptual concept	Formative and Summative
Investigative Projects	Require students to explore a problem or concern stated either by the lecturer or the students	Summative
Extended or Unit Projects	Require the application of knowledge and skills in an open-ended setting	Summative
Portfolios	Students' acquisition of generic skills is mapped through the use of a cumulative student portfolio, which is verified by TU against the set of expectations for each module, programme and co-curricular (optional) activity	Formative and Summative

- f) The frequency, methods and criteria of student assessment – including the grading criteria – will be documented in the module outline and made clear to students from the outset. Student achievement of the learning outcomes as specified in the syllabus is the chief determinant of final results.

The modes and procedures for assessment given below *relate to the assessment of Taylor's University modules*. They are examples of those that are consistent with the constructivist principles adopted by the Taylor's

University Teaching and Learning Framework, and should not be considered exhaustive. Other suitable models may be adopted by lecturers if deemed appropriate. Modes of assessment upon transfer to UAE for the final year may vary slightly and further details will be provided to you upon arrival.

The Learning Goals given for each mode of assessment are identified below and are the basic ones for each mode. Additional TGC Learning Outcomes may be attainable through specific tasks assigned for an assessment using any of the modes below, and may be identified within the specific Module Syllabus.

Table 3: Assessment Strategies and Linkage to TGC

Assessment Strategy	Description	TGC Learning Goal
Written Tests	Written tests assess the acquisition of knowledge in a gradual manner as the teaching of the module progresses. It assesses gradually the level of knowledge acquired as well as the application of the knowledge. Relevant problems are usually given to assess how well the students understand the problems and the application of acquired knowledge to solve the problems. Students are expected to be able to resolve a problem within a specific time frame - the duration of the test. The written tests, while constrained by time, should be able to assess the ability of the students to organise, synthesize and present relevant information effectively and correctly. Students are generally expected to be prepared at all times for written tests. The overall performance of a class of students in a written test is used to evaluate the approach to the teaching of the module. A series of written tests when administered should assess all aspects of the stated learning outcomes of the module. The collated results from a series of written tests are typically used to evaluate a part of the performance grade of a student.	<i>Working knowledge of foundational concepts and theories in subject area; Identifies issues or problems; Ability to analyse problems; Applies knowledge effectively and applies theory to practise; Able to arrive at workable and effective solutions; Ability to write well; Ability to manage time effectively.</i>
Embedded Assessments	Embedded assessments assess the ability of students to research for additional information and knowledge, and apply such acquired knowledge to resolve relevant problems. It assesses the ability of students to utilize and comprehend a wide variety of related and supportive literature that contributes toward achieving the learning outcomes of the module. Students are typically given a specified duration of time, usually in days, to complete embedded assessments. The level of such assessments generally requires students to research for additional and supportive information. Embedded assessments generally require students to use information and communication technology (ICT) and related technologies to research and compose their work. Embedded assessments may be completed individually or as a small team.	<i>Working knowledge of foundational concepts and theories in subject area; Able to acquire and manage information; Ability to comprehend a variety of literature; Some awareness of contemporary issues; Identifies issues or problems; Ability to analyse problems; Applies knowledge effectively and applies theory to practise; Able to arrive at workable and effective solutions; Able to write well; Able to organise and present information effectively; Understands power of teams and teamwork; Work with others in a team;</i>

		<p><i>Able to assume leadership in small / big groups;</i> <i>Ability to manage time effectively;</i> <i>Understands the role of personal image and professionalism at work;</i> <i>Executive keyboarding;</i> <i>Effective use of ICT and related technologies.</i></p>
Oral Reports/ Presentation	<p>Oral reports assess the ability of students to present information verbally pertaining to their knowledge of the module and description of a piece of assessment work. It assesses the ability of the students to organise, synthesize and present relevant information effectively and correctly. The verbal presentation is usually timed.</p> <p>Students are required to demonstrate that they understood the learning outcomes of the module.</p> <p>Students may be required to satisfactorily answer questions posted by their peers or the examiner at the end of their oral reports. Students may use ICT and related technologies to support their verbal presentation. Oral reports may be delivered individually or as a small team.</p>	<p><i>Able to acquire and manage information;</i> <i>Able to speak well;</i> <i>Able to organise and present information effectively;</i> <i>Ability to manage time effectively;</i> <i>Understands the role of personal image and professionalism at work;</i> <i>Effective use of ICT and related technologies.</i></p>
Interviews	<p>Interviews assess the in-depth ability of students to present information verbally pertaining to their knowledge of the module. Problems may be given in an interview and students are expected to discuss the resolution of the stated problems. Interviews are constructed in a manner that assesses the students' understanding of the learning outcomes of the module. An interview is generally timed. Students may be interviewed by their peers and a panel of examiners.</p>	<p><i>Applies knowledge effectively and applies theory to practise;</i> <i>Able to speak well;</i> <i>Understands the role of personal image and professionalism at work;</i> <i>Awareness of different views from a global perspective;</i> <i>Awareness of and sensitivity to cross-cultural differences.</i></p>
Performance Tasks	<p>Performance tasks assess the ability of students to demonstrate the practical application of knowledge. Problems may be given for a performance task and students are expected to resolve the given problems in a practical manner. Performance tasks usually assess the students' understanding of the learning outcomes of the module in a gradual manner. A performance task is generally timed. A performance task may be completed individually or as a small team.</p>	<p><i>Working knowledge of foundational concepts and theories in subject area;</i> <i>Identifies issues or problems</i> <i>Ability to analyse problems;</i> <i>Applies knowledge effectively and applies theory to practise;</i> <i>Able to arrive at workable and effective solutions;</i> <i>Able to write well;</i> <i>Able to organise and present information effectively;</i> <i>Understands power of teams and teamwork;</i></p>

		<i>Work with others in a team; Able to assume leadership in small / big groups; Ability to manage time effectively.</i>
Investigative Project	Investigative projects assess the ability of students to apply what they learnt particularly in the research and investigation of new material and knowledge. Students are expected to work independently and with minimal supervision. Investigative projects should cover the whole spectrum of the learning outcomes of the module where possible. The project should typically include a problem statement and the approach to resolution of the problem. Assessment covers the application of theory to practice, the ability to organise, synthesize and present relevant information effectively and correctly, and the understanding of pertinent problems of the module. The duration of such projects is normally not less than one (1) week. An investigative project may be completed individually or as a small team.	<i>Learns autonomously; Able to acquire and manage information; Ability to comprehend a wide variety of literature; Defines issues or problems well; Analyses problems comprehensively; Applies knowledge effectively and applies theory to practise; Able to organise, synthesize and present information effectively; Ability to manage time effectively.</i>
Extended or Unit Project	Extended projects assess the ability of students to synthesize and discern pertinent information in various disciplines, forms and sources. The assessment covers the application of theory to practice, the ability to organise, synthesize and present relevant information effectively and correctly, and the ability to define the problem statement concisely. Students are generally required to work independently and with minimal supervision in extended projects. The project typically should cover the complete set of learning outcomes for the module. Extended projects are normally completed in not less than two (2) weeks. The presentation of the extended project requires students to use ICT and related technologies to research and compose their work. An extended project may be completed individually or as a small team. The result from an extended project is used to evaluate a part of the performance grade of a student.	<i>Sound understanding of foundational concepts and theories in subject area; Learns autonomously; Able to acquire and manage information; Ability to comprehend a wide variety of literature; Defines issues or problems well; Analyses problems comprehensively; Applies knowledge effectively and applies theory to practise; Able to organise, synthesize and present information effectively; Ability to manage time effectively; Works independently in context of tasks to be completed; Executive keyboarding; Effective use of ICT and related technologies.</i>
Portfolio	Portfolios normally assess the ability of students to collate information for their own cause. Students are generally required to work independently and with minimal supervision in composing their portfolios. The presentation of the portfolio requires students to use ICT and related technologies to compile and compose their work.	<i>Learns autonomously; Able to acquire and manage information; Able to organise, synthesize and present information effectively; Understands the role of personal image and professionalism at work; Works independently in context of tasks to be</i>

		<i>completed; Executive keyboarding; Effective use of ICT and related technologies</i>
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Progress Monitoring and Review: Portfolio Assessment

When studying at Taylor's University, students will be required to produce a Portfolio. The Portfolio is a comprehensive predetermined and systematic authentic tool that is used to monitor progress by documenting the process of learning as it occurs and is instrumental at Taylor's University in tracking each student's acquisition of the Taylor's Graduate Capabilities (TGC). The Portfolio is assessed as part of one or more of the modules that contribute to the dual awards for which the student is registered.

- a) Portfolios document the evidence of TGC gained measured against module learning outcomes:
 - i. Individual module may generate one final portfolio besides one final academic mark and grade (the standard format is given in *Appendix II*);
 - ii. Each programme will generate one final "portfolio of portfolios";
- b) Portfolios ensure that students continually review their own learning and acquisition of knowledge and skills;
- c) Students are given clear instructions on how to design and maintain their own portfolios which are used for personal review and monitoring as well as for assessment by TU;
- d) Criteria of portfolio evaluation includes:
 - i. Evidence of meta-cognitive reflection;
 - ii. Evidence of incremental acquisition of curricular learning outcomes;
 - iii. Completeness, correctness and appropriateness of products and processes presented in the portfolio.
- e) Validation of information presented in a portfolio is through its consistency with:
 - i. Objective data from other concurrent assessments;
 - ii. The judgment of the module lecturer;

The relationship of decisions made using the portfolio information with subsequent student performance.

Grading and Standards of Taylor's University modules

- a) Assessment standards are specified in terms of both the knowledge dimension as well as the cognitive processes dimension;
- b) Knowledge standards are determined by test and/or examination scores and assigned marks and grades. There are two general categories of test and examination items:
 - i. Objective items require students to select the correct response from several alternatives or to supply a word or short phrase to answer a question or complete a statement. Objective items include multiple-choice, true-false, matching and completion;
 - ii. Subjective or essay items permit the student to organise and present an original answer. Subjective items include short-answer essay, extended-response essay, and problem solving and performance test items.
- c) Process standards may also be assigned marks and grades, typically using rubrics:
 - i. Authentic assessments typically are criterion-referenced measures. To measure student performance against a pre-determined set of criteria, a rubric, or scoring scale, is created which contains the essential criteria for the task and appropriate levels of performance for each criterion.
- d) The final grade (TU) and percentage mark (UWE) for each module will be derived from a combination of all assessment marks and, if applicable, the final examination mark.
- e) Standards for grading, Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA) calculations, and class of degrees awarded are given in the Award of Degree section.
- f) Teaching staff are trained in methods of assessment and marking/grading standards, including how to set test and examination questions, how to design rubrics, and standards for marking and grading student work.
- g) External examiners are appointed to moderate assessments, adjudicate on issues arising, and ensure specified academic standards are met, wherever applicable. Reports from external examiners are used to ensure assessments adhere to the TU and UWE teaching, learning and assessment strategies that underpin the Dual Awards..

Assessment Requirements for Taylor's University modules

- a) Students need to refer to the module outline for:
 - i. Assessment requirements such as expected learning outcomes, objectives, performance standards, duration, weighting, submission dates, provisions for extension and re-submission.
 - ii. The expectations of the academic tasks, their relationship to the TGC, and the criteria and standards by which performance is to be judged.
 - iii. Additional assessment requirements if any.
- b) Students are responsible for ensuring their awareness and understanding of the assessment requirements for the modules for which they are enrolled.

Assessment Plan

- a) The final grade for a module comprises of one or a combination of a few assessment tasks, including a final examination, where applicable;

- b) Graded academic tasks involve continuous assessments such as assignments, quizzes, tests, learning portfolio assessment, project progress assessment, professional portfolio, report of practicum, final project assessment, final examinations, etc.;
- c) The assessment plan with the distribution of weighting will be stated in the module outline.

Grading Standard for Taylor's University

The grading standard on the official Taylor's University transcripts are indicated below:

Grade	Marks	Grade Points	Definition	Description
A	80-100	4.00	Excellent	Evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A-	75-79	3.67	Very Good	Evidence of grasp of subject matter, critical capacity and analytical ability; understanding of relevant issues; evidence of familiarity with the literature.
B+	70-74	3.33	Good	Evidence of grasp of subject matter, critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
B	65-69	3.00		
B-	60-64	2.67	Pass	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefiting from his/her university experience.
C+	55-59	2.33		
C	50-54	2.00		
D+	47-49	1.67	Marginal Pass	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills.
D	44-46	1.33		
D-	40-43	1.00		
F	0-39	0.00	Fail	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.
WD	-	-	Withdrawn	Withdrawn from a module before census date, typically mid semester.
F(W)	0	0.00	Fail	Withdrawn after census date, typically mid semester.
IN	-	-	Incomplete	An interim notation given for a module where a student has not completed certain requirements with valid reason or it is not possible to finalise the grade by the published deadline.
P	-	-	Pass	Given for satisfactory completion of practicum

Grades and Grade Points for each module completed, based on total marks obtained from all sections of the module evaluation (i.e. coursework as well as examinations) are assigned as in the table above. Grades and/or marks awarded for each assessment task and examination undertaken must also be aligned with the table above. Total marks obtained from all sections of the module evaluation are calculated by multiplying each section's mark with its assigned weightage, according to what is stated in the module syllabus. The frequency, methods, and criteria of student assessment, including the grading criteria, are communicated to students on the commencement of each module.

Calculation of Taylor's University Grade Point Average (GPA)

Each semester of study will result in a Grade Point Average (GPA) for each student – this sums up how well a student has done during the entire semester. The GPA is calculated according to the formula below.

GPA = Summation of (credits x grade points) for all modules

Total credits for the semester

Example: student obtains the following grades

Module	Credit Load	Grade	Grade Points	Total Grade Point
BUS1114	4	B+	3.33	13.32
BUS1213	4	A	4.00	16.00
BUS1313	4	B	3	12
BUS1413	4	C+	2.33	9.32
BUS1513	4	A	4.00	16.00
Total	20			66.64

Each semester of study will result in a GPA for each student – this sums up how well a student has performed during the entire semester

$$\text{GPA} = 66.64 / 20 = 3.33$$

Calculation of Taylor's University Cumulative Grade Point Average (CGPA)

The Cumulative Grade Point Average (CGPA) gives an overview of how well the student is doing so far over the entire duration of his/her study. It is calculated according to the formula below:

$$\text{CGPA} = \frac{\text{Summation of (credits x grade points) for all modules thus far}}{\text{Total credits for all semesters}}$$

The GPA and CGPA calculation excludes credits for the MQA compulsory modules.

Under the Dual Awards structure, honours classification of the award is governed by the regulations of the institution which confers the award. That is, for the Taylor's University award, students are subject to the honours classification of Taylor's University. Conversely, for the UWE award, students are subject to UWE's honours classification.

ASSESSMENT OF UWE MODULES

- The learning outcomes of each module are assessed as described in the module outline. Students are required to undertake assessments as set out
- Each module is assessed separately and as a whole. The assessment requirements will be propositioned i.e; credit value and level of the module
- Modules have one or two components or assessments. Where there are two components they shall be referred to as components A and component B.

DISSERTATION / PROJECT

For the Taylor's University | Bachelor of Business Degree (Honours) students are required to submit a dissertation / project paper for the programme. The process of writing the project paper starts with the module BUS3952 Research Methods, which would focus on the skills and strategies needed to plan, write and review a project.

Objectives

- a) The project guides students in formulating research questions and exploring the field with in-depth reading to develop the studies. At the end, the aim is to propose some solutions, recommendations or reflections in response to the problem.
- b) The project aims to instil the following capabilities in students
 - i. Ability to arrive at workable and effective solutions
 - ii. Ability to comprehend a wide variety of literature
 - iii. Ability to organise, synthesise and present information effectively
 - iv. Ability to manage time effectively
 - v. Ability to speak and write well
 - vi. Ability to form opinions and articulate views from a global perspective.

A detailed guide specifying the format may be obtained from the student portal (<http://portals.taylors.edu.my>).

For the UWE degree with honours, students complete a project/dissertation as part of the Developing Business Knowledge module. The aims of this module are to:

- encourage the student to develop independent learning skills and a critical approach to the creation and application of academic knowledge;
- enable the student to understand the role of research in business and management knowledge and to develop the ability to evaluate research strategies, approaches, methods/methodologies and conclusions; and
- allow the student to enquire into an academic business topic in some depth by carrying out a detailed literature review and critique of published academic research.

SUBMISSION OF WRITTEN ASSESSMENTS

- a) When studying at Taylor's University students are required to submit their written assignments as indicated in the module outline.
- b) Detailed electronic submission guidelines are presented in *Appendix I*.
- c) Students studying at UWE will be subject to the UWE submission regulations. Further information on these can be found at <http://www.uwe.ac.uk/bbs/students/assessments/handin.shtml>

MARKS CONVERSION

Marks gained while studying at TU will be converted to a UWE mark and marks gained while studying at UWE will be converted to a TU mark in accordance with section J of the Dual Awards Academic Regulatory Framework included in this Programme Guide.

TAYLOR'S UNIVERSITY AWARD CLASSIFICATION

Honours conferment is based on Cumulative Grade Point Average (CGPA) results as follows:

CGPA required	Degree Award
3.67 – 4.00	First Class Honours
3.33 – 3.66	Upper Second Class Honours
2.67 – 3.32	Lower Second Class Honours
2.00 – 2.66	Third Class Honours

UWE AWARD CLASSIFICATION

Honours classification is determined based on the weighted marks for Years two and three only. The weighting is 25:75 for Years two and three respectively. Honours conferment is based on the following classification:

Weighted Marks	Classification
70 -100	First Class Honours
60 -69	Second Class (Upper Division)
50 - 59	Second Class (Lower Division)
40 - 49	Third Class Honours

TAYLOR'S UNIVERSITY AND UNIVERSITY OF THE WEST OF ENGLAND, BRISTOL

DUAL AWARDS FRAMEWORK

ACADEMIC REGULATORY FRAMEWORK

A **STANDARD OF AWARDS**

Definition: The academic standard of an award is defined by reference to the threshold knowledge and skills required of a student on entry to an award and by reference to the stated learning outcomes required for successful completion of the prescribed study or supervised research. Such learning outcomes shall be stated in the approved programme outline for each award and are informed by the QAA Academic Infrastructure, www.qaa.ac.uk and the Malaysian Qualifications Agency (MQA) www.mqa.gov.my

A1 The standard of the awards covered by these regulations shall be defined as:

Degree with Honours	The standard expected of a student with prior knowledge and skills meeting the UWE and Taylor's entrance requirements who has successfully completed prescribed study including having demonstrated the capacity for sustained independent work.
Diploma of Higher Education	The standard expected of a student with prior knowledge and skills satisfying the UWE and Taylor's entrance requirement who has successfully completed prescribed study.
Certificate of Higher Education	The standard expected of a student with prior knowledge and skills satisfying the UWE and Taylor's entrance requirements who has successfully completed prescribed study.

B **MINIMUM CREDIT REQUIREMENTS**

B1.1 The following credit requirements are the minimum credit requirements for eligibility for the stated University award.

	Level 0 or above	Level 1 or above	Level 2 or above	Level 3 or above
UWE Degree with Honours	Not less than 360	Not less than 340	Not less than 200	Not less than 100
Taylor's Degree with Honours	Not less than 120	Not less than 120	Not less than 80	Not less than 36
UWE DipHE	Not less than 240	Not less than 220	Not less than 100	n/a
UWE CerHE	Not less than 120	Not less than 100	n/a	n/a

B1.2 Students registered for a dual award may enrol for a maximum of 120 UWE credits and a maximum of 40 Taylor's credits in any one year.

C1 **ASSESSMENT**

- C1.1 Assessment of performance is an integral part of the student learning experience. Both summative and formative forms of assessment are used by UWE and Taylor's. Formative assessment is used to enable the students to develop their understanding and skills of assessment and does not contribute to the final mark/grade for the module. Summative assessment is used to assess whether or not the students have met specific learning outcomes and the standard attained and does contribute to the final mark/grade for the module.
- C1.2 Students will be provided with UWE and Taylor's policies governing the assessment of students, including the principles of assessment and assessment responsibilities, as appropriate.
- C1.3 Responsibility for selecting assessment tasks shall lie with the module teams at Taylor's and UWE in accordance with local procedures.
- C1.4 Assessed activities shall include as wide a range of assessment methods as possible and shall be made explicit in module guides.
- C1.5 The demands of any assessed activities shall take account of the credit level and credit rating of the module in accordance with local procedures.
- C1.6 Both UWE and Taylor's will implement mechanisms to ensure comparability of the assessment demands of modules of the same type and level.
- C1.7 Assessment requirements shall seek to provide a balance between formative and summative assessment at each level of the dual award concerned.
- C1.8 Taylor's and UWE will agree a process whereby draft assignment and examination topics/papers together with assessment criteria and marking schemes, as appropriate, are reviewed by external examiners. The external examiner's comments and views will assist internal examiners in calibrating assessment requirements with those in operation elsewhere in higher education and, where appropriate, with standards expected of professionally accredited awards.
- C1.9 All students will be given sufficient advance notice of all assessed activities which will be explained clearly to them when assignments are set. Submission dates and times for each assignment will be specified at the beginning of the module delivery period.
- C1.10 With the exception of unseen examinations, the assignment specifications will include the criteria by which each student's performance will be assessed.
- C1.11 Successful completion of a 12-week internship is compulsory in order to achieve a Taylor's award. Within the Dual Awards Framework, as part of mapping the UWE and Taylor's awards programme teams will ensure that it is clear how the internship has been mapped against the learning outcomes required to achieve the UWE award.

C2 **ANONYMITY IN ASSESSMENT**

Definition: anonymous marking is an important element in the quality assurance of the assessment process. The rationale for anonymity is the protection of candidates against the possibility of bias in assessment.

- C2.1 The majority of summative assessed activities will be marked anonymously. The exceptions are given in C2.2 below.
- C2.2 Examples of summative assessed activities for which anonymous marking does not apply include

dissertations, projects and creative artefacts assessed by staff who have acted in a supervisory role; individual and group presentations; oral examinations and interpreting.

- C2.3 Anonymity shall be maintained where the assessor or second marker of a dissertation, project or creative artefact is a member of staff or other recognised authority appointed by UWE or Taylor's who has not supervised the work directly or indirectly.

C3 **MODERATION OF MARKS**

- C3.1 Sample double marking will be carried out for 10% (ten percent) of the student population for each module. The sample should include all borderline passes and fail outcomes and should reflect the full range of performance for each cohort.
- C3.2 The sampling process shall be organised by the module leader who shall report to the Module Board any action taken to moderate marks as a result of the sampling process.
- C3.3 Sample moderation of level 3 modules will be carried out by UWE. The sample should include borderline passes, fail outcomes, some projects and should reflect the full range of performance for each cohort. The moderation process will be organised by the Exam Centre at Taylor's who shall report any action taken to moderate marks as a result of the moderation process.
- C3.4 All level 3 projects shall be double marked with no marks or comments from the first marker visible to the second marker.

C4 **ASSESSMENT FEEDBACK**

- C4.1 Feedback on performance in assessment and the mark or grade awarded will be provided in an appropriate format and within a reasonable period. This period should not normally exceed four working weeks (excluding vacation periods). Where the period is longer than four weeks students will be informed of the deadline for the provision of feedback and the reason for the extension.
- C4.2 Marks or grades that have not been confirmed by an examining board will be considered as provisional.
- C4.3 Both UWE and Taylor's will ensure that students are informed about the ways in which assessment feedback will be provided at the two institutions.
- C4.4 Feedback to students on coursework will:
- inform students explicitly whether or not they have met the assessment criteria
 - inform students how well they have met the assessment criteria
 - describe how students could have improved the current piece of work and/how they could improve future work
 - be legible
- C4.5 Additionally, where possible, feedback will:
- provide comments on content and technique
 - act as a form of dialogue between student and tutor
 - encourage students to reflect critically on their work
 - improve students' understanding of the topic of the assignment, particularly highlighting areas where misunderstanding is evident
- C4.6 Feedback on examinations will inform students of the mark (at UWE) or the mark and grade (at Taylor's) obtained.

C4.7 Additionally, students shall have access to feedback on individual examinations. Students will be able to obtain this feedback by at least one of the following:

1. attending a feedback event at which generic feedback is provided
2. having access to on-line or written generic feedback
3. having a tutorial with a marking tutor

C5 **MODULE ASSESSMENT, REFERRALS AND REASSESSMENT**

Definitions of reassessment:

*A **second attempt** (resit): having failed to reach a pass standard at the first attempt, the opportunity to be assessed for a second time in those components which were failed without attendance*

*A **third attempt** (repeat): having failed to reach a pass standard at the second attempt (resit) the opportunity to repeat the module with attendance and to undertake all of the assessments again*

*A **fourth attempt** (a second resit): having failed to reach a pass standard at the third attempt (repeat) the exceptional opportunity to be assessed in those components which have been failed.*

C5.1 UWE modules will be assessed and marked in accordance with its own institution's regulations and policies governing the assessment of modules.

C5.2 Taylor's modules will be assessed and marked in accordance with its own institution's regulation and policies governing the assessment of modules.

C5.3 To pass a UWE module at levels 1 to 3 students must achieve an overall module mark of not less than 40%. Where the module has two components, students must achieve at least 35% in each component in order to pass the module. A mark below 35% in either component means that the module has not been passed.

C5.4 To pass a Taylor's module at levels 1 to 3 students must achieve an overall module mark of not less than 50%. Where the module has two components, students must achieve at least 40% in each component in order to pass the module. A mark below 40% in either component means that the module has not been passed.

C5.5 These regulations allow for four attempts at a module as follows:

- first attempt
- second attempt (resit)
- third attempt (repeat)
- a fourth attempt (a second resit) the exceptional opportunity to be assessed for a fourth time

C5.6 Students who do not pass a module at the first attempt have a right to a second attempt (resit), except where regulation C7.1 applies.

C5.7 The form of a second attempt (resit) of assessment will be stated in the module outline.

C5.8 The mark for a second attempt (resit) component or components is capped at 40% for UWE modules.

C5.9 The mark for a second attempt (resit) is capped at 50% for Taylor's modules.

C5.10 Students who do not pass a module following a second attempt (resit) will be permitted a third attempt (repeat) with attendance and be required to undertake all of the assessments again. The mark for the third attempt (repeat) will not be capped.

C5.11 Students who do not pass a module at the third attempt (repeat) have failed the module.

- C5.12 An award board shall only permit students a fourth attempt (a second resit) at a module in exceptional circumstances where it has accepted their extenuating circumstances already submitted in relation to the third attempt (repeat) where the module was failed. The mark for the fourth attempt (second resit) will be capped at 40% for UWE modules and 50% for Taylor's modules.
- C5.13 Unless an award board permits a fourth attempt (second resit) at a module, students failing the module following the third attempt (repeat) on a module which is compulsory for the named award for which they are registered will have their registration for that award terminated by UWE and Taylor's.
- C5.14 Students who do not pass a module following the third attempt (repeat) on an optional module may take an alternative module if valid alternative modules are available. If students enrol on an alternative module, this module will be treated as a new enrolment and will be subject to the normal rules of assessment.

C6 LATE SUBMISSION OF WORK FOR ASSESSMENT

- C6.1 A deadline shall be set for the submission of every piece assessment. UWE and Taylor's will inform students of the deadline by which work should be submitted.
- C6.2 The hand in time for all assessments will be 2:00pm local time. This will apply from Monday to Thursday and applies to all modules at all levels. Deadlines will not be set to fall on public holidays.
- C6.3 Work submitted up to 24 hours after the published deadline will be penalised as follows:
 Level 0-3 UWE modules:
 a mark of more than 40% for the assessed piece of work will be reduced to 40%. The reduced mark for the assessed piece of work will be used in the calculation of the overall module mark;
 a mark of 40% or less will stand and be used in the calculation of the overall module mark.
- Level 1-3 Taylor's modules:
 a mark of more than 50% for the assessed piece of work will be reduced to 50%. The reduced mark for the assessed piece of work will be used in the calculation of the overall module mark;
 a mark of 50% or less will stand and be used in the calculation of the overall module mark.
- In the event that extenuating circumstances are submitted and approved for a piece of work that is handed in within the late work period (the 24 hour 'window') this will have an effect on whether the penalty will stand or not.
- C6.4 An Extenuating Circumstances Panel has the discretion to remove a late work penalty in the event that:
1. extenuating circumstances are submitted by a student that expressly give reasons for submitting the work within the late work submission 24 hour window;
 2. the submitted extenuating circumstances are approved by an Extenuating Circumstances Panel.
- C6.5 In the event that an Extenuating Circumstances Panel makes a discretionary decision to remove the late work penalty the Faculty or School should ensure that:
1. the extenuating circumstances reports and minutes reflect the decision;
 2. the student record is amended.
- C6.6 Work will not be accepted after the 24 hour window and will be recorded as a non-submission.
- C6.7 The normal expectation is that students will submit their work in person or online where permitted and/or required. However, students who submit their work by post are advised that they should do so using registered post. Irrespective of the form of postage used, students must ensure that posted work reaches UWE or Taylor's on or before the published deadline. Where students do not use registered

post and the work goes astray in the post, faculties will deem such work not to have been submitted. Where a student uses registered post and the work goes astray UWE or Taylor's will accept the registered post document as proof of the date the work was posted and the student will be permitted to resubmit the work. It is the responsibility of the students to check that work posted has been received and to ensure that they keep a second copy of their work.

C7 ABSENCE FROM OR NON-SUBMISSION FOR ASSESSMENT

C7.1 Students will forfeit their right to a second attempt (resit) if they do not submit the final piece of coursework assessment for the module or or attend an examination for the module as identified in the module guide.

C7.2 Students who forfeit their right to a second attempt (resit) under C7.1 will be required to repeat the module with attendance and undertake all assessments again (third attempt (repeat)).

D EXAMINING BOARDS

Definition: examining boards are University bodies that have responsibility for confirming results, progression and classifying students' degrees.

D1.1 Examining Boards: General Regulations

D1.2 Examining boards are accountable to the Academic Boards of UWE and Taylor's and shall have a constitution approved by or on behalf of the Academic Boards. Examining boards will include external examiner(s) approved by the Academic Boards of both UWE and Taylor's.

D1.3 UWE and Taylor's will provide full administrative support for examining boards and will ensure that all such boards maintain comprehensive and accurate records of proceedings which comply with any requirements of the Universities issued by the Academic Registrars of UWE and Taylor's. The minutes of all examining boards should be submitted to the Academic Registrars (or nominees) of UWE and Taylor's as soon after the examining board meeting as is practical.

D1.4 An examining board will normally be chaired by the Executive Dean/Dean of the relevant faculty/school (or equivalent) or by an appropriately senior member of academic staff nominated by the Executive Dean/Dean.

D1.5 No student shall be a member of an examining board for his or her programme or attend an examiners' meeting for such programme other than as a candidate for assessment. No member of staff who is enrolled on a module or registered for an award under consideration by the board shall be a member of the board whilst the module is under discussion.

D1.6 The quorum for an examining board will be two thirds of the members eligible to attend. The quorum must include an external examiner. An examining board which does not include an external examiner either in person or via a video, telephone or other link is not authorised to assess students for an award or for credit or to recommend the grant of an award to a student.

D1.7 No other body or person may act on behalf of the Academic Boards of UWE and Taylor's in recommending the award or credit or granting of an award that are governed by this Academic Regulatory Framework.

D1.8 Where there is a disagreement between the external examiner(s) and the internal examiners which cannot be resolved through discussion, the decision of the external examiner(s) shall normally be accepted as final by the examining board. Any unresolved disagreement between external examiners shall be referred to the Chairs of the UWE and Taylor's Academic Boards for determination.

D1.9 No recommendation for the grant of an award may be made without the written consent of the approved external examiner(s).

D1.10 The proceedings of an examining board are binding on its members and confidential to it, a panel of its members or to a review panel authorised by the Academic Boards of both UWE and Taylor's, or to such officers as may be authorised by the Vice-Chancellors for the purpose of considering an application for the review of a decision of an examining board.

D2 **Module Boards**

D2.1 A module board is responsible for determining:

- a that all assessments undertaken for modules are properly scrutinised and marked
- b that all assessments are properly conducted
- c the impact, if any, of adverse circumstances affecting the delivery or assessment of a module on the performance of an identifiable cohort or an identifiable sub-group within a cohort on a component of assessment or a module as a whole
- d the mark or decision to pass/not pass made in respect of each student for assessment, referral or reassessment on each module
- e the award of credit, to a student where assessed performance meets the minimum threshold required for a pass in each module that is covered by these regulations
- f action, including the imposition of a penalty affecting the assessment decision as permitted by these regulations, where a student has committed an assessment offence
- g any matters arising from analysis of assessment data for modules within the board's jurisdiction which it wishes to draw to the attention of appropriate bodies

D2.2 When a module board makes a decision on the assessment of students in modules it shall take account of any circumstances relating to the delivery or assessment of a module adversely affecting the performance of a whole cohort or a particular sub-group of students on a component of assessment or the module as a whole. A module board may consider such matters when requested to do so by members of staff, students enrolled on the module in question or as a consequence of a report received from examination invigilators.

D2.3 A module board which receives a report and/or recommendation from an Executive Dean/Dean's nominee or from an investigating group about an assessment offence (see regulation G below) shall decide one of the following:

- a to take no further action; or
- b to reduce the mark for the relevant piece of assessment; or
- c to reduce the mark awarded for the relevant piece of assessment to zero; or
- d to deem the student to have failed the module and to determine whether to permit any further attempts.

D2.4 A Module Board shall have as its membership:

- a the Dean (Taylor's) or Executive Dean (UWE), or authorised nominee, of the faculty/school having academic responsibility for the modules (chair). Responsibility for chairing will rotate on Bi-annual basis
- b the module leader, or nominee, for all modules within the jurisdiction of the board under consideration at the meeting
- c the external examiner(s)
- d the Programme Director(s) at Taylor's or equivalent at UWE of the faculty/school having academic responsibility for the modules within the jurisdiction of the board under consideration at the

- e meeting representation from UWE and/or Taylor's, as appropriate
- D2.5 The board may have in attendance such other persons external to UWE or Taylor's as may be designated by the Dean (Taylor's) or Executive Dean (UWE) of the faculty/school to assist the board in the exercise of its responsibilities.
- D2.6 The secretary to the Module Board will be the Examination Centre Manager of Taylor's, or designated nominee.
- D2.7 The Academic Registrars of UWE and Taylor's, or their nominees, may attend the Module Board.
- D3 **Award Boards**
 - D3.1 An award board is responsible for determining for all the awards within its jurisdiction:
 - a recommendations for named awards within the jurisdiction of the board
 - b eligibility of a student for an interim award within the jurisdiction of the board
 - c the effect of any extenuating circumstances on the performance of a student in relation to an award or to progression within an award
 - d the progression of a student to further study on an award
 - e the classification for honours of an award taking account of a student's overall assessment profile.
 - D3.2 An award board may exercise its discretion as is allowed for in regulation D4 below.
 - D3.3 An Award Board shall have as its membership:
 - a The Dean (Taylor's) or Executive Dean (UWE), or authorised nominee, of the faculty/school holding academic responsibility for the awards under consideration by the board (chair). Responsibility for chairing will rotate on an bi-annual basis.
 - b The Programme Director(s) at Taylor's or the equivalent at UWE of the faculty/school responsible for the awards under consideration by the board
 - c award leaders, or authorised nominees, for the awards under consideration by the board
 - d the external examiner(s)
 - e for any awards carrying professional recognition or accreditation, such other external examiners as are approved to represent the professional body(ies) for awards under consideration by the board
 - f representation from UWE and/or Taylor's, as appropriate
 - D3.4 The board may have in attendance, such other persons as may be designated by the Dean (Taylor's) or Executive Dean (UWE) of the faculty/school to assist the board in the exercise of its responsibilities.
 - D3.5 The secretary to an Award Board shall be the Divisional Office Manager of Taylor's or authorised nominee.
 - D3.6 The Academic Registrars at both UWE and Taylor's, or their nominees, may attend any award board.
- D4 **Award Board discretion**
 - D4.1 Where there is a variable outcome as a result of the different methods used to calculate the classification for honours at UWE and Taylor's the final classification is at the discretion of the Award Board.

- D4.2 An award board may recommend an award to students who have not achieved the credit specified for the award where the board has accepted their extenuating circumstances and they have achieved at least 80% of the credit required for the award and subject to students having met professional body requirements where appropriate.
- D4.3 Except where statutory or professional bodies require otherwise, marginal failure (37% - 39% in UWE modules and 47% - 49% in Taylor's modules) may be condoned by award boards as follows, provided students have passed modules worth a minimum of 90 credits (UWE) and 30 credits (Taylor's) at the same level:
- a a maximum of 30 UWE credits at level 1; a maximum of 10 Taylor's credits at level 1
 - b a maximum of 30 UWE credits at level 2; a maximum of 10 Taylor's credits at level 2
 - c a maximum of 30 UWE credits at level 3; a maximum of 10 Taylor's credits at level 3
- but overall a maximum of 45 UWE credits and a maximum of 15 Taylor's credits can be condoned at levels 2 and 3. (See also section J of this Academic Regulatory Framework)
- D5 **External Examiners**
Definition: An examiner who is not a member of UWE or Taylor's staff whose primary duty is to ensure that the academic standards of both UWE and Taylor's awards are comparable to similar awards in other UK and Malaysian universities, and that examinations and other assessments are fair and conducted in accordance with these regulations.
- D5.1 An Award Board must have at least one external examiner.
- D5.2 The Academic Boards of UWE and Taylor's shall establish procedures relating to the selection, approval, appointment, roles and responsibilities of external examiners.
- D5.3 External examiners shall:
- a be sent all necessary information and materials relating to their role and responsibilities and the University's requirements
 - b as required by their specific responsibilities, judge students impartially for assessment without being influenced by previous association with either UWE or Taylor's, the staff of UWE and Taylor's or any of the students
 - c as required by the specific responsibilities, compare the performance of students with information available on the assessment of students elsewhere in higher education and/or with the standards expected by the appropriate professions
 - d be knowledgeable about and competent in assessing student achievement in higher education at levels relevant to the subjects and awards to which their appointments relate
 - e have broad and current knowledge and relevant expertise in the area of work related to their appointment
- D5.4 External examiners shall report annually in writing to the Vice-Chancellors of UWE and Taylor's in accordance with procedures agreed by the two institutions on the conduct of the assessments with which they have been involved and on related matters taking account of UWE and Taylor's requirements for such reports as determined by their respective Academic Boards.
- D5.5 UWE and Taylor's may agree, in writing, to terminate the appointment of an external examiner if the external examiner has not fulfilled his or her duties in a manner consistent with the standards required by UWE and Taylor's.
- D6 **Module Board External Examiners**
- D6.1 Module Board external examiners shall be appointed with responsibility for a module or specified group

of modules.

D6.2 Module Board external examiners shall:

- a ensure that the assessments are conducted in accordance with the approved regulations for the module(s)
- b scrutinise a sample of the work from each module for which they are responsible in order to ensure that marking is at an appropriate level and that candidates are fairly placed in relation to the cohort
- c have the right if necessary for the discharge of their responsibilities to have access to all assessed work for each module for which they are responsible
- d have the right to moderate the marks awarded by internal examiners consistent with fairness to all candidates and subject to report the Module Board
- e attend the meetings of the Module Board to which they are appointed at which decisions on the award of credit are made and ensure that those decisions have been reached by means according with UWE and Taylor's and with normal practice in higher education
- f participate as required in any reviews of decisions about individual students' performance on modules taken by the Module Board during the examiner's period of office
- g submit a report to UWE and Taylor's on the effectiveness of the assessments and the conduct of the Module Board and any matters arising in accordance with UWE and Taylor's requirements for such reports
- h report to the Vice-Chancellors of UWE and Taylor's or their nominees on any matters of serious concern arising from the assessments which put at risk the standard of a module.

D6.3 The period of appointment for external examiners shall be for a period of two years with the option to extend for a further two years. The maximum period of appointment will be four years although an extension to five years may be possible in certain circumstances. No individual may be appointed to serve again within five years of the end of the previous period of appointment.

D7 **Award Board external examiners**

D7.1 Award Board external examiners shall:

- a ensure that all assessments are conducted in accordance with these regulations
- b ensure that the responsibilities of the award board relating to a student's eligibility for an award are fully and properly discharged in accordance with the assessment regulations
- c attend the meetings of the award board to which they are appointed at which decisions on recommendations for award(s) are made and ensure that those recommendations have been reached by means consistent with UWE and Taylor's requirements and with normal practice in higher education
- d participate as required in any reviews of decisions about individual students awards taken during the examiner's period of office
- e have access to relevant assessed work where necessary for the discharge of these responsibilities
- f submit a report to both UWE and Taylor's on the effectiveness assessment and the conduct of the Award Board and any matters arising in accordance with the University's requirements for such reports
- g report to the Vice-Chancellors of UWE and Taylor's on any matters of serious concern arising from the assessment which put at risk the standard of the award(s).

D7.2 Exceptionally, an Award Board examiner, assisted as necessary by another examiner of her or his choosing, may conduct a viva voce examination to assist an Award Board in determining classification for honours.

E **EXTENUATING CIRCUMSTANCES**

E1.1 *Definition: extenuating circumstances are unforeseen, unexpected, significantly disruptive and beyond a student's control and must relate to a specific piece of assessment or examination rather than being problems of a kind that affect a year as a whole or parts of it.*

E1.2 *Circumstances likely to be accepted:*

- *serious personal accident or injury of self or close family member*
- *death of a close family member (eg partner, parent, child)*
- *major household problem (eg fire)*
- *impact of natural disaster, civil disruption or other major hazard (including major breakdown in transport system)*
- *relationship breakdown*
- *major, unplanned and verified changes in work commitments*

E1.3 *Circumstances unlikely to be accepted:*

- *personal illness or disability for which special arrangements are already in place*
- *colds or known conditions such as hay fever*
- *normal examination stress or anxiety experienced during revision or the assessment period (unless corroborated by medical evidence as a chronic condition and undergoing treatment)*
- *non serious domestic or personal disruptions (eg moving house, change of job, holidays, weddings, normal job pressure, failed travel arrangements, financial difficulties, oversleeping)*
- *study related circumstances (equipment failure including computing/printer difficulties (unless they occur in the examination itself), failure to have taken back up copies for work stolen or corrupted, bunching of deadlines/examinations, missing books, poor time management, misreading the examination timetable, taking the wrong examination)*

E1.4 A student who is of the opinion that his or her performance in an examination or in other assessed work, or his or her ability to attend an examination has been adversely affected within the definition of extenuating circumstances given in E1.1 above should submit an extenuating circumstances form to the faculty/school student adviser (if at UWE) or the Examinations Centre (if at Taylor's). The form must be accompanied by supporting documentary evidence.

E1.5 Where supporting documentary evidence is not supplied with an extenuating circumstances request, or is deemed by the Award Board to be inadmissible, any subsequent application by the student for a review of the Award Board's decision may be rejected if based on claimed extenuating circumstances.

E1.6 Requests by students for consideration of extenuating circumstances shall normally be submitted prior to the assessment for which the request is being applied.

E1.7 Requests for extenuating circumstances shall be considered by an Extenuating Circumstances Panel constituted in accordance with agreed procedures. The Panel may, if appropriate, request and receive reports from tutors and interview students in order to allow it to clarify the extenuating circumstances. The Panel shall make decisions about the acceptability of the extenuating circumstances and the evidence submitted.

E1.8 An Award Board shall judge what effect, if any, the approved extenuating circumstances have had on the student's performance. The discretion available to an Award Board may be limited for certain awards where a professional, accrediting or statutory body has particular requirements. An award board may:

- a permit students an exceptional fourth attempt (second resit) at a module after the repeat third attempt (repeat). The mark for a fourth attempt (second resit) will be capped at 40% for UWE modules and 50% for Taylor's modules.

- b permit the mark from a second attempt (resit) to be uncapped
 - c waive forfeiture of the second attempt (resit) where extenuating circumstances have been accepted
 - d accept failure to pass module(s) in recommending eligibility for a dual award subject to students obtaining at least 80% of the credit requirements for the award¹
 - e permit a student to continue on an award despite failure in one or more modules subject to the student satisfying any specific requirements, including any pre-requisites, for the award, subject to regulation B1.2 above (maximum enrolment in credit requirements)
 - f recommend for an award in aegrotat form where it has insufficient evidence of the student's achievements to recommend the award for which the student was a candidate and where an interim award would be inappropriate, but where it is satisfied that but for illness or other valid cause the student would have reached the standard required.
- E1.9 Where an award board recommends an award under E1.8d above, and students have not exhausted all the assessment attempts valid for the award, they have the right to decline the award and to exercise the right to decline the award and to exercise the right to take further assessment attempts and/or exceptionally permitted attempts.
- E1.10 The decision of an award board to recommend students for awards where students have failed a module does not mean that students are awarded credit for the failed module.

F ALTERNATIVE ASSESSMENT ARRANGEMENTS FOR STUDENTS WITH DISABILITIES

- F1.1 Where a student is unable, through disability or specific learning difficulty to be assessed in the way specified in the module outline, the examiners may in advance of offering the module vary the media and way as appropriate, having regard to the objectives of the module and award and the need for fairness and the maintenance of standards.
- F1.2 Adapted assessment arrangements shall be provided by UWE and/or Taylor's where necessary for students with physical and sensory disabilities, with specific learning difficulties (including dyslexia), with psychological problems or with chronic medical conditions.
- F1.3 In cases where there is no clear physical or sensory disability the candidate shall provide a doctor's letter or psychologist's report to support his or her request for adapted arrangements.
- F1.4 Students are required to make early requests for alternative examination arrangements. UWE and Taylor's cannot guarantee to process requests unless made before the end of the term preceding the examinations.
- F1.5 The arrangements may involve extra time, special room arrangements, the use of an amanuensis or computers, question papers in alternative format or other appropriate support.
- F1.6 Details of the arrangements for any individual shall be agreed between the faculty and the Disability Resource Centre at UWE and between the school and the Examinations Centre at Taylor's. Existing practice and experiences shall be taken into account, as shall the individual's requirements and precedents in previous educational settings.
- F1.7 Students who have a medical certificate to cover absence from the University with an infectious illness

¹ Award Boards should also consider the implications of accepting failure in core or compulsory modules, particularly for awards that lead to professional qualifications or have professional accreditation or recognition, to ensure that the student is not disadvantaged by applying this regulation.

should not be admitted to any examination room. They should be advised to submit Extenuating Circumstances in accordance with E above.

- F1.8 Students who have a medical certificate as above, but which recommends that they should be allowed to sit their examinations in a separate room, should submit the medical evidence as quickly as possible to the faculty Examinations Officer at UWE or the Examinations Centre at Taylor's. However, neither UWE or Taylor's is obliged to put anything in place at short notice, and staff and other students should not be placed at risk. The standard rules for the conduct of examinations shall apply to all such students.

G **ASSESSMENT OFFENCES**

- G1.1 *Definition: passing off the work of others as one's own including copying (reproducing or imitating), cheating, collusion (agreement to deceive, using words or ideas of colleagues or other students and passing them off as your own), plagiarism and other breaches of assessment or other examination regulations. Cheating, collusion and plagiarism are the use of unfair means of presenting work for assessment or of aiding another student to do so. Also preventing or attempting to prevent another student from being able to be assessed properly.*
- G1.2 Allegations of and investigations into assessment offences will be dealt with in accordance with the regulations and procedures in force at the institution where the module was taken.
- G1.3 Subject to any specific requirements of external validating or professional bodies, where a student is found to have committed an assessment offence a decision must be taken either to take no further action or to impose an appropriate penalty which may include failing the student and determining whether or not the student will be permitted another assessment attempt.
- G1.4 Where it is decided that further action should be taken under G1.2 and G1.3 above, one of the following penalties may be imposed or recommended to the Module Board:
- a to reduce the mark for the relevant piece of assessment; or
 - b to reduce the mark awarded for the relevant piece of assessment to zero; or
 - c that the student be deemed to have failed the module and to determine whether to permit any further attempts in accordance with D2.3 of these regulations.
- G1.5 Any penalties imposed will be reported to the Award Board, including any instances where more than one offence has been committed by the same student.
- G1.6 Where an assessment offence is found to have occurred in relation to two or more modules which contribute to a student's award and taking into account any extenuating circumstances submitted by the student, the Award Board will decide the action to be taken in relation to the recommendation for a particular award. It may decide one of the following:
- a to take no further action;
 - b to vary the class of award recommended.
- G1.7 In accordance with procedures agreed between UWE and Taylor's, a record will be kept of any allegations of assessment offences and penalties imposed on students and each allegation and its outcome will be reported on an annual basis to the Academic Registrar at UWE and the Examinations Centre at Taylor's. All reports will be shared between UWE and Taylor's.
- G1.8 The Academic Registrar at UWE or the Examinations Centre at Taylor's or the examining board (through the appropriate office at each institution) may decide that a report will be made in order that the Vice-Chancellors of UWE or Taylor's may consider instituting disciplinary action in accordance with the Rules governing the disciplinary procedures for students. Each institution will inform the other of any disciplinary action taken in accordance with the provisions of the Memorandum of Agreement and Supplement to the Memorandum of Agreement.

- G1.9 **Group Work and Assessment Offences:** every student who is part of a group undertaking a piece of assessed work is required to take and will be deemed to have taken, individual as well as joint responsibility, for all the work submitted by the group. In particular, this includes individual as well as joint responsibility for any assessment offence committed whether by the student or any other student in the group. Any penalty applied in the event of an assessment offence will normally be applied to all members of the group. The two exceptions to the application of this penalty to all members of the group are:
- a where a member of the group acknowledges, in writing, in accordance with published procedures, that s/he has committed an assessment offence;
 - b where the offence can be shown to have been committed by (a) specific member(s) of the group responsible for those sections of the work that are the subject of an assessment offence.
- In the case of these exceptions the penalty will only be applied to the member(s) of the group who have committed the assessment offence.

- G1.10 UWE or Taylor's may take copies of students' work as is considered necessary or expedient for the detection of assessment offences.

H **APPLICATION FOR A REVIEW OF A DECISION OF AN EXAMINING BOARD (APPEALS)**

- H1.1 *Definition: a request within specified limited grounds by a student for the outcomes of an examining board to be reconsidered.*

- H1.2 The only grounds for review shall be:

- a that there has been material and significant administrative error or other material irregularity such that the assessments were not conducted in accordance with the approved regulations for the module/award;
- b that on the basis of a written submission from the student concerned, the student's performance was adversely affected by illness or other factors which he or she was for valid reasons unable to divulge before the meeting of the examining board and which could have a bearing on the board's decision.

- H1.3 A request for a review of an examining board on the basis of a disagreement with the academic judgement of the examining board is not permitted.

- H1.4 An application for review shall:

- a be submitted in accordance with local procedures, depending on where the module was taken;
- b be received no later than ten working days after the formal date of publication of the results. Local procedures may exceptionally accept the late submission of an appeal, if the reasons for late submission are valid;
- c provide the full name, date of birth and student number of the applicant, an address for reply, the programme and award, the decision of the examining board of which a review is requested
- d state clearly the grounds on which the application is based, identify the issue(s) about which remedy is sought and where appropriate identify the new decision sought
- e enclose all relevant documentary evidence on which the application relies (for example, medical certificates).

- H1.5 If the application meets the conditions in H1.4 above, in accordance with local procedures, UWE or Taylor's, depending on where the module was taken will undertake such enquiries as necessary to establish the facts of the examining board's decision and the evidence on which it was made in light of the relevant regulations. The outcome of these enquiries will determine
- a that the case should be referred in accordance with local procedures; or
 - b that there is no basis on which the application can proceed.

- H1.6 Where the case is referred under H1.5a above, local procedures will:

- a decide that grounds for review have been established, and
- b agree the action to be taken in relation to the appellant's academic profile in light of the appeal, or
- c reject the appeal.

H1.7 The student and the faculty/school shall be informed in writing of the decision.

H1.8 There shall be no appeal against the decision.

H1.9 The Academic Registrar at UWE and the Academic Registrar at Taylor's will arrange for the preparation of a report on the applications for review of decisions of examiners and their outcomes and on any matters related to this procedure to the Academic Boards of both UWE and Taylor's in a manner which maintains confidentiality.

J RESULTS AND AWARDS

J1 Module results

J1.1 The overall module mark for UWE modules will be calculated in accordance with its own institutions regulations governing the assessment of modules. See also section C of these regulations.

J1.2 The overall module mark for Taylor's modules will be calculated in accordance with its own institution's regulations governing the assessment of modules. See also section C of these regulations.

J1.3 All marks will be converted prior to recording on UWE and Taylor's student record systems using the following formulae:

a) **Taylor's to UWE conversion**

The value of marks x credit for each Taylor's module that are equivalent to the UWE module shall be added together, divided by the total credit of the Taylor's modules to provide a single mark that will be converted to a UWE mark using the conversion table in appendix 1. For example:

UWE module	Taylor's modules
Organisational Analysis (20 credits)	Organisational Studies (4 credits)
	Organisational Management (4 credits)
<p>A student achieves 50% in Organisational Studies and 55% in Organisational Management.</p> <p>The UWE mark is calculated as follows:</p> $(50 \times 4) + (55 \times 4) = \frac{200 + 220}{8} = 53\% \text{ (52.5 rounded up)} = 44\% \text{ (UWE mark)}$	
b) UWE to Taylor's conversion	
<p>The overall mark achieved for the UWE module shall be converted using the conversion table in appendix 1. This mark will be recorded against each of the equivalent Taylor's modules. For example:</p>	
UWE module	Taylor's modules
Organisational Analysis (20 credits)	Organisational Studies (4 credits)
	Organisational Management (4 credits)
<p>A student achieves 45% in Organisational Analysis. This is converted to 54%. The mark of 54% is awarded to both Organisational Studies and Organisational Management.</p>	

- J1.4 UWE and Taylor's will establish a procedure for ensuring that students are made aware of and understand the conversion table given in appendix 1 to these regulations.
- J1.5 Students will be issued, individually, with provisional marks or grades in accordance with each institution's procedures governing the release of marks or grades.
- J1.6 Both the UWE marks and the Taylor's marks will be presented to the Module Board.
- J2 Publication of results**
- J2.1 The results of students' assessments and the awards for which they are recommended will be published following the meeting of the appropriate examining board. The results will be published in an approved form and be signed by the Chair of the examining board.
- J2.2 Publication shall normally be no later than five working days after approval of the results by the examining board. Publication on a later date will be subject to the agreement of the Academic Registrar (at UWE) and the Academic Registrar (at Taylor's) in consultation with the chair of the examining board.
- J2.3 Publication will be solely by an electronic means approved and designated for this purpose.
- J2.4 Students shall be individually responsible for ascertaining their own results.
- J3 Classification for honours**
- J3.1 The classification of a UWE degree with honours will be determined in accordance with UWE's regulations governing classification for honours.
- J3.2 The classification of a Taylor's degree with honours will be determined in accordance with Taylor's regulations governing classification for honours.
- K REQUIREMENTS FOR GRANTING AWARDS**
- K1.1 A dual award may be granted when and only when the following conditions are satisfied:
- a the student was registered on a dual award approved by UWE and Taylor's at the time of his or her assessment and has paid the appropriate fees;
 - b UWE and Taylor's have confirmed that the student has completed an award approved by their respective Academic Boards as leading to the award being recommended;
 - c the award has been duly recommended by an examining board convened and constituted in accordance with these regulations;
 - d the recommendation for the award has been signed off by the chair of the examining board confirming that the recommendations have received the written consent of the external examiner;
 - e the student has no outstanding obligation to either University.
- K1.2 The granting of an award will be administered on behalf of UWE by the Academic Registrar and on behalf of Taylor's by the Academic Registrar.
- L WITHHOLDING OF AWARDS FROM STUDENTS**
- L1.1 Either University may withhold an award from students in accordance with its own institutions regulations governing the withholding of awards from students.
- L1.2 Each institution will inform the other, prior to the appropriate examining board, if there is any reason for

withholding an award from a student.

M LEVEL OF AWARD TO BE GRANTED

- M1.1 The award recommended by the Award Board will be that for which the student is registered or a lower, interim, award as specified in the programme specification, for which the student has fulfilled the requirements.
- M1.2 The Award Board will confirm the eligibility of a student for an interim award where he or she has satisfied the requirements for that award whether or not he or she is proceeding directly to a further award. However, the interim award will only be granted if the student requests the award on terminating registration or is subsequently recommended for no higher award.
- M1.3 Any student terminating registration who is eligible for and requests an interim award will receive a single UWE award, not a dual award.

N DEPRIVATION OF AWARD

Definition: the formal removal of an award from a graduate.

- N1.1 The Academic Board of UWE or Taylor's may, in consultation, deprive any person of a dual award granted to him or her on the recommendation of both Vice-Chancellors where the person has been granted an award and has been found to have been admitted to the award or granted the award under false pretences or on material non-disclosure.

P QUALITY MANAGEMENT AND ENHANCEMENT RESPONSIBILITIES

- P1.1 UWE and Taylor's will establish a Quality Management and Enhancement Forum (QMEF). The purpose of the QMEF will be to have oversight of these regulations, ensure that quality assurance processes are being followed, standards maintained and to provide a forum to discuss quality enhancement initiatives to further develop the provision. Membership will include both Taylor's and UWE staff and it will meet at Taylor's twice a year. The QME Forum will feed into the monitoring and evaluation processes at both UWE and Taylor's as appropriate.
- P1.2 UWE and Taylor's will establish a Staff/Student Consultative Committee for the Dual Awards Framework.

Appendix 1

MARKS CONVERSION TABLE – PASS OUTCOMES						
TUC	UWE (Dual)					
100	100	Class1	74	69	Class 2.1	
99	99		73	68		
98	98		72	66		
97	96		71	65		
96	95		70	64		
95	94		69	63		
94	93		68	62		
93	92		67	60		
92	90		66	59	class 2.2	
91	89		65	58		
90	88		64	57		
89	87		63	56		
88	86		62	54		
87	84		61	53		
86	83		60	52		
85	82		59	51		
84	81		58	50		
83	80		57	48		
82	78		56	47		
81	77		55	46		
80	76		54	45		
79	75		53	44		
78	74		52	42		
77	72		51	41		
76	71		50	40		class 3
75	70					
MARKS CONVERSION TABLE – FAIL OUTCOMES						

TUC	UWE (Dual)
49	39
48	38
47	38
46	37
45	36
44	35
43	34
42	34
41	33
40	32
39	31

TUC	UWE (Dual)
24	19
23	18
22	18
21	17
20	16
19	15
18	14
17	14
16	13
15	12
14	11

38	30
37	30
36	29
35	28
34	27
33	26
32	26
31	25
30	24
29	23
28	22
27	22
26	21
25	20

13	10
12	10
11	9
10	8
9	7
8	6
7	6
6	5
5	4
4	3
3	2
2	2
1	1
0	0

TU GENERAL ACADEMIC PROGRESSION

Progression

When studying at Taylor's:

- a) Students may take a module only after passing the prerequisite, if any.
- b) Whenever a timetable clash occurs, students must complete modules from a lower level or semester prior to undertaking a higher level module.
- c) A student registered on the dual award who does not obtain a grade point average of at least 2.00 for a semester will be provided with extra support under the Taylor's system of Academic Probation.

Academic Probation

- a) A student with a grade point average of less than 2.00 in a semester will be assigned to an academic advisor and would need to report for individual counselling on a regular basis, as arranged.
- b) The academic advisor will review the study plan for the student on academic probation and the student is not allowed to/counselled not to? take the standard academic load.
- c) A student who fails to achieve a grade point average of at least 2.00 in a semester for the first time will be placed under Academic Probation 1. Such a student is advised to take a maximum load of 16 credit hours which should include all failed modules.
- d) Should the student obtain a grade point average of less than 2.00 in the following semester, he/she will be placed on Academic Probation 2 and the maximum load he/she is advised to take will be 12 credit hours which should include all failed modules. However, if the student obtains a grade point average of 2.00 and above, then he/she will be reinstated to normal status and may take the maximum academic load.

Maximum Completion Time

Except otherwise provided, the maximum time to complete a Taylor's University programme is 5 years. This shall not include periods of approved leave of absence from the programme.

TU STUDENTS: INTERNSHIP (COMPULSORY)

Students studying at Taylor's University will undertake an internship in Year two and/or three. The internship will provide valuable working experience before the final year of study

In terms of the dual award, the Taylor's internship will either have been mapped to a UWE module or the credit achieved for the internship will be over and above the 360 credits equivalent required to gain the UWE award.

Internship

The internship programme, which is run by the Taylor's University Career Services, provides students with a learning opportunity to experience working in a corporate setting while undertaking their undergraduate studies. Students will have the opportunity to experience how a professional workplace operates, to explore and experience the career options of their choice, and to build their professional skills.

Students with internship experience are more prepared for the transition to work in a professional corporate environment and for the realities of the contemporary workplace. Internship is designed to allow the students to discover and experience the working environment of various industries.

Objectives

The objective of the internship programme is to provide students with the opportunity to gain working experience, correlate theory with practice within the business environment, explore potential career paths and gain a competitive advantage in the job market upon graduation.

In particular, the internship is intended to enable the students to:

- Comprehend the work environment in various services industries.
- Accommodate to the professional working environment.
- Develop professional working attitudes.
- Apply the practical and theoretical knowledge in the business settings
- Understand their capabilities and select areas of specialisation for future course work or for possible employment.

Requirements

All Malaysian students in their second or third year of degree studies are eligible to apply for internship.

Internship Arrangements

1. A "Pre-internship Guide" will be given out to all second and third year students.
2. Talks and promotion about internships and their value will be conducted by tutors and the Career Services.
3. Workshops and advice on constructing resume, writing cover letter, and interviewing skills will be conducted.
4. *Internship Request Form* with resume and cover letter are to be submitted by students.
5. An Internship briefing will be given to all intern students prior to the actual placement along with an internship guide-book.
6. An Internship visit may be carried out by the Career Counsellors to the interns' workplaces during the placement period.

Learning Outcomes

Upon completion of a 2-3 months internship placement, students should have:

1. acquired a professional outlook / approach to work
2. obtained interpersonal, self management and teamwork skills
3. gained an awareness of the work environment and its organisation
4. applied some of the theories learned at Taylor's Business School
5. learned about the nature of the career options in their chosen field
6. gained confidence of their abilities

Internship Report

Upon the completion of their internship, students will be required to submit a *written report* reflecting the experience gained, a completed evaluation form from their employer and an informational interviewing report,. Students are required to give a description of the company / organisation they were attached to for internship, their job scope, their learning objectives and the learning outcome.

The evaluation from employer will provide a basis for assessment of the student's performance in the key areas of their professionalism, self management, team work, communication skills, etc.

Internship Award

To be awarded a Certificate of Participation from Taylor's University, students must have completed a minimum of 2 months of internship and submit the following within 2 weeks of their return to the University for the new semester:

- Student Evaluation Form
- Employer Evaluation Form
- Informational Interviewing Report
- Internship Report
- A copy of the Internship Employment Letter
- A copy of the testimonial / reference letter from the Employer
- A copy of the thank you letter to their superior

SERVICES AVAILABLE TO YOU FROM UWE

As a dual award student you will register as both a TU and a UWE student and you will have access to the following UWE services:

UWE website

The UWE website (www.uwe.ac.uk) offers a range of resources including information about the university, its academic regulations and procedures and the myUWE portal.

myUWE portal

To access all online services at UWE, students need to complete the UWE registration form online at <https://my.uwe.ac.uk> (select the brown 'Registration' tab). This is applicable for all new and returning students. The TU Divisional Office can provide further information or members of the BBS admin team can be contacted by emailing international.bbs@uwe.ac.uk

myUWE is an access portal to a number of services which will be useful to you during your studies, including:

- Your UWE Live email account
- Aspects of your academic student record
- Maintenance pages for your contact information (These can not be updated by International students – they need to contact the BBS admin team for changes to addresses and personal details)
- Online registration

You may find announcements posted for you in the myUWE portal, perhaps advising of important programme information. myUWE can be reached from any computer with an internet connection and web browser. To log in:

- You will need a User ID and password. This is directly provided via electronic email by UWE with necessary instructions to proceed to the next step. For enquiries, kindly see our Divisional Office staff or members of the BBS admin team can be contacted by emailing international.bbs@uwe.ac.uk.
- Follow the 'Login' link at <https://my.uwe.ac.uk>.

You will be taken to the myUWE home page, where you can log in with your user ID and password. Further information can be found on the myUWE Support Site at info.uwe.ac.uk/myuwe.

Email

Students are given access to an email system called UWE Live. It is accessible through the myUWE portal or the UWE home page from anywhere in the world. Please note that the University makes use of email to notify you of important information. It is therefore essential that you check your UWE email regularly.

Library services

You will be issued with a Library PIN (Personal Identification Number) which allows you access to a large range of electronic resources. Information on the library's services and resources, including many guides and tutorials to help you to make effective use of all the resources, can be found on the library website www.uwe.ac.uk/library.

Academic Record

Through the MyUWE 'Marks' tab you will find your marks in relation to your UWE Academic Record. Please be aware that the marks may appear much later here than you may have received them at Taylor's. If you have any queries regarding this record, please contact the Programme Office staff in the first instance.

Other important services

The following services will help you get the most out of your study which you can access whilst you are studying at Taylor's Business School:

- **BBS Student Advice Centre website** – provides advice and guidance as well as information on UWE regulations (<http://www1.uwe.ac.uk/bbs/currentstudents/sac.aspx>)
- **BBS Study Skills website** – helps you develop the skills needed for your studies (<http://www.uwe.ac.uk/library/resources/hub/>)
- **BBS Student Website** – provides information to assist and guide you throughout your studies. (<http://www1.uwe.ac.uk/bbs/currentstudents.aspx>)
- **UWE Student Union** – (www.uwesu.org)
- **UWE Careers Service** – (www.uwe.ac.uk/careers)

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APPENDIX I

POLICY FOR THE ELECTRONIC SUBMISSION OF WRITTEN ASSESSMENTS FOR STUDENTS STUDYING AT TAYLOR'S UNIVERSITY

1. INTRODUCTION

The assignment guidelines given by individual lecturers will outline, in sufficient detail, the use of electronic submission and relevant guidelines in relation to submission, the format and naming protocols for the assignments, due dates, extensions, late submissions, marking and privacy. Submission by e-mail is not permitted.

2. SUBMISSION

Format of Assignment

The acceptable formats of the assignments may generally take the form of (but not limited to) commonly used office file formats such as Microsoft Word, Microsoft PowerPoint, Microsoft Excel and PDF and it will be specified by the lecturer concerned.

The student's electronic file should be named with the module code, assignment number followed by student number. The naming of the file must also comply with the requirements of the submission platform. The following are two examples of the acceptable file names that John Smith (Student Number: 0809LS45678) could use in submission of Assignment 2 for the module BUS1604:

BUS1604Assign2SN0809LS45678 or BUS1604_Assign2_SN0809LS45678

Submission Platform

Assignments are required to be submitted to the 'Digital Drop Box' in BB7 via TU student portal (<http://portals.taylors.edu.my>). It includes features that notify the date and time of submission. For group assignments, the group leader submits the assignment on behalf of the group members. Lecturers may request for submission of a hard copy in addition to the electronic submission.

Assignment Coversheet

All assignments submitted electronically must include the assignment coversheet and assignment feedback proforma as the first two pages of the assignment. The electronic coversheet can be downloaded from student portal (<http://portals.taylors.edu.my>). Submission of the completed electronic coversheet is deemed to be signed by the student(s). All the group members' names and student identity numbers must be stated clearly on the cover page.

Student Copy

It is the student's responsibility to retain at least one electronic copy of the assignment prior to electronic submission. This copy should remain as the original submitted form and must be available for immediate submission if the original assignment is lost.

Plagiarism

Taylor's University regards most seriously any acts of dishonesty relating to assessment of University programmes. It is vital that students familiarise themselves with the University's policy on plagiarism. Students are required to tick all the plagiarism declaration boxes in the assignment coversheet.

3. PRIVACY ISSUES

BB7 is the preferred submission platform system of collection and storage of assignments as it complies with privacy laws. The BB7 system requires each student to login, and any one student cannot access another's submission or personal details. **Appendix II**

TAYLOR'S GRADUATE CAPABILITIES PORTFOLIO

Name	
Programme of Study	
Semester/Year	

Name of Module:		
TGC DEVELOPED	TASKS	SELF REFLECTIONS
Sound understanding of foundational concepts and theories in subject area		
Foundations and skills for lifelong learning		
Problem-solving skills		
Communication skills		
Interpersonal skills		
Intrapersonal skills		
Cosmopolitan thinking and intercultural competence		
Technology savvy		

Verified by:	(Name, Signature and Stamp of Lecturer for the Module)
--------------	--------------------------------------------------------

NOTES

1. This format is a template that can and should be expanded by adding as many rows as are required to track individual student's progress in acquiring the TGC via each module in their curriculum.
2. **TGC DEVELOPED** is identified from the learning outcomes listed in the module syllabus.
3. **TASKS** are identified by the student from work done throughout the programme of their study of the module.
4. **SELF REFLECTIONS** are the student's own reflections on each learning experience.

Taylor's University Teaching and Learning Framework

The aim of this paper is to present the Taylor's University College (TUC) Teaching and Learning Framework (TLF) that integrates the newly developed Taylor's Graduate Capabilities (TGC). This paper is presented in the following logical progression:

1. Goals of the TUC TLF
2. Philosophy behind the TLF
3. General approach adopted
4. Specific strategies and instructional models
5. Coherent plans for implementation
6. Anticipated challenges and possible resolutions

Goals

The primary goal of the TUC TLF is to develop the complete set of TGC in all our students, capabilities that encompass the knowledge, cognitive capabilities and soft skills of our graduates and that are believed to be essential for sustained individual success in life and work.

The TUC TLF is both a guide to effective teaching for staff and a presentation of the central role of learning at TUC to the public.

The purpose of the TUC TLF is to:

- highlight TUC's aspirations for teaching and learning;
- outline the assumptions, expectations and responsibilities relating to good practice;
- provide a framework for Schools to develop their own Teaching and Learning Action Plans; and
- provide a framework for monitoring progress within Schools towards desired goals related to teaching and learning

Philosophy

The TUC teaching and learning philosophy is student-centred as well as intentional-learning based. The goal of developing the TGC in all TUC students aligns itself naturally with the concept of student-centred learning, which focuses on the student's needs, abilities, interests and learning styles with the teacher as a facilitator of learning. Students also need to develop an explicit understanding of their own approach to learning as well as confidence in their discipline-specific knowledge base in order to confidently address generic skills as well as meta-cognitive functions – this is what is meant by “intentional learning” (Hart et al, 1999 p.302; AACU, 2002 p.21).

Student-Centred Learning

Student-centred learning, also known as learner-centred learning, is well-defined by McCombs (2001 p.186), “Learner-centred is the perspective that couples a focus on individual learners - their heredity, experiences, perspectives, backgrounds, talents, interests, capacities, and needs – with a focus on learning – the best available knowledge about learning and how it occurs and about teaching practices that are most effective in promoting the highest levels of motivation, learning, and achievement for all learners. This dual focus then informs and drives educational decision making.”

This definition is based on the Learner-Centred Psychological Principles (APA, 1997) about learners and learning. These principles provide firm research-validated knowledge about learners and learning, the understanding of which is crucial to any student-centred teaching and learning framework. The principles are thus directly relevant to our TUC TLF. The Learner-Centred Psychological Principles are reproduced in Table 1 below.

Table 1. Learner-Centred Psychological Principles (APA, 1997)

<p>COGNITIVE AND METACOGNITIVE FACTORS</p> <p>Principle 1: Nature of the learning process The learning of complex subject matter is most effective when it is an intentional process of constructing meaning from information and experience.</p> <p>Principle 2: Goals of the learning process The successful learner, over time and with support and instructional guidance, can create meaningful, coherent representations of knowledge.</p> <p>Principle 3: Construction of knowledge The successful learner can link new information with existing knowledge in meaningful ways.</p> <p>Principle 4: Strategic thinking The successful learner can create and use a repertoire of thinking and reasoning strategies to achieve complex learning goals.</p> <p>Principle 5: Thinking about thinking Higher-order strategies for selecting and monitoring mental operations facilitate creative and critical thinking.</p> <p>Principle 6: Context of learning Learning is influenced by environmental factors, including culture, technology, and instructional practices.</p>	<p>Principle 8: Intrinsic motivation to learn The learner’s creativity, higher-order thinking, and natural curiosity all contribute to motivation to learn. Intrinsic motivation is stimulated by tasks of optimal novelty and difficulty, relevant to personal interests, and providing for personal choice and control.</p> <p>Principle 9: Effects of motivation on effort Acquisition of complex knowledge and skills requires extended learner effort and guided practice. Without learners’ motivation to learn, the willingness to exert this effort is unlikely without coercion.</p>
<p>MOTIVATIONAL AND AFFECTIVE FACTORS</p> <p>Principle 7: Motivational and emotional influences on learning What and how much is learned is influenced by the learner’s motivation. Motivation to learn, in turn, is influenced by the individual’s emotional states, beliefs, interests and goals, and habits of thinking.</p>	<p>DEVELOPMENTAL AND SOCIAL FACTORS</p> <p>Principle 10: Developmental influence on learning As individuals develop, they encounter different opportunities and experience different constraints for learning. Learning is most effective when differential development within and across physical, intellectual, emotional, and social domains is taken into account.</p> <p>Principle 11: Social influences on learning Learning is influenced by social interactions, interpersonal relations, and communication with others.</p> <p>INDIVIDUAL DIFFERENCES FACTORS</p> <p>Principle 12: Individual differences in learning Learners’ different strategies, approaches, and capabilities for learning are a function of prior experience and heredity.</p> <p>Principle 13: Learning and diversity Learning is most effective when differences in learners’ linguistic, cultural, and social backgrounds are taken into account.</p> <p>Principle 14: Standards and assessment Setting appropriately high and challenging standards and assessing the learner and learning progress—including diagnostic, process, and outcome assessment—are integral parts of the learning process.</p>

Intentional Learning

The value in incorporating the graduate capabilities concept within the curricula lies in its purposefulness being explicitly made known to students from the very beginning. “Becoming such an intentional learner means developing self-awareness about the reason for study, the learning process itself, and how education is used.” (AACU, 2002 p.22). This principle is a focused articulation of principles 1, 2, 3 and 7 from the Learner-Centred Psychological Principles listed in Table 1, but can also be considered an articulation of the cognitive theory of learning where “Learning is viewed as an active process that occurs within the learner and which can be influenced by the learner” (Dabbagh, 2007) and “Emphasis is on the building blocks of knowledge (e.g. identifying prerequisite relationships of content).” (Ibid).

Approach

The student-centred intentional-learning based teaching and learning approach is characterized by the following:

1. Learning environment

- An existing knowledge base, opportunities to reflect on and to regulate learning, personal motivation, individual development, and the social context of learning describing aspects of the learning environment that reflect a learning rather than a teaching orientation. (Hart et al, 1999 p.304).
- Authentic learning environments that are purposefully designed to simulate situations in which students may ultimately be employed, linking experience, previous understandings, and new knowledge in a way that is readily apparent to the learner. (Ibid).

2. Learning process

The development of graduate capabilities is a spiral rather than a linear process requiring reflection and structured opportunities to compare variety in experience. (Hart et al, 1999 p.304). This reflects a constructivist view of learning that encourages students to use active techniques (experiments as well as real-world problem solving) to create more knowledge and to constantly assess how the activity is helping them gain understanding. This continuous reflection helps the student’s ideas to gain complexity and power, and develops increasingly strong abilities to integrate new information, with the primary goal being to help students to learn how to learn (Grennon Brooks, 2004).

3. Learning strategies

- Variety in learning opportunities that allows students to experiment with integrating and applying skills and knowledge and then reflecting in a structured manner on the relative success of similar solutions in different situations. (Hart et al, 1999 p.303 and 307).
- Consideration of different student learning styles when planning varied learning opportunities as well as methods of student evaluation/assessment.

4. Learning facilitator (teacher's role)

One of the teacher's main roles becomes to encourage this learning and reflection process, so that the teacher helps the student to construct knowledge rather than to reproduce a series of facts. The constructivist teacher provides tools such as problem-solving and inquiry-based learning activities with which students formulate and test their ideas, draw conclusions and inferences, and pool and convey their knowledge in a collaborative learning environment. (Grennon Brooks, 2004).

The four areas of focus within our teaching and learning approach are discussed in further detail in the following paragraphs.

Learning Environment

Eight mutually interacting characteristics provide guidelines for designing constructivist learning environments (Jonassen, 2006) that are completely consistent with our TUC TLF goals and philosophy – the constructivist learning environment is: active, constructive, collaborative, intentional, complex, contextual, conversational, and reflective. The following descriptions of the characteristics are extracted from Jonassen (2006) for our purposes. All these need to be taken into consideration when designing TUC curricula and specific teaching and learning approaches.

Active: Learners are engaged by the learning process in conscious processing of information where they are responsible for the result. Through formal and informal apprenticeships and communities and play and work, learners develop skills and knowledge which they then share with other members of those communities with whom they learned and practiced those skills. In all of these situations, learners actively manipulate the objects and tools of the trade and learn by reflecting on what they have done.

Constructive: Learners integrate new ideas with prior knowledge in order to make sense or reconcile a discrepancy, curiosity, or puzzlement. They construct their own meaning for different phenomena. The models that they build to explain things are initially simple and unsophisticated, but with experience, support, and reflection, they become increasingly complex.

Collaborative: Learners naturally work in learning and knowledge building communities, exploiting each others skills while providing social support and modeling and observing the contributions of each member.

Intentional: When learners are actively and willfully trying to achieve a cognitive goal they think and learn more. Learning environments need to support learners in articulating what their goals are in any learning situation.

Complex: Real-world problems include multiple components and multiple perspectives and cannot be solved in predictable ways. Students must be engaged in solving complex and ill-structured problems as well as simple problems. Unless learners are required to engage in higher order thinking, they will develop oversimplified views of the world.

Contextual: Learning tasks are situated in meaningful real world tasks or simulated in case-based or problem-based learning environments rather than abstracting ideas in rules that are memorized and then applied to other canned problems. Knowledge and skills are taught as in real life, useful contexts and providing new and different contexts for learners to practice using those ideas.

Conversational: Learning is inherently a social, dialogical process: given a problem or task, people naturally seek out opinions and ideas from others. Technologies can support this conversational process by connecting learners across locations. When learners become part of knowledge building communities both in and outside of the classroom, they learn that there are multiple ways of viewing the world and multiple solutions to most problems.

Reflective: Learners are required to articulate their actions, decisions, strategies and answers. When they articulate what they have learned and reflect on the processes and decisions that were entailed by the process, they understand more and are better able to use the knowledge that they have constructed when faced with new situations.

The relationship among these characteristics is illustrated in Figure 1. Each impacts upon all the others and none occurs in isolation.

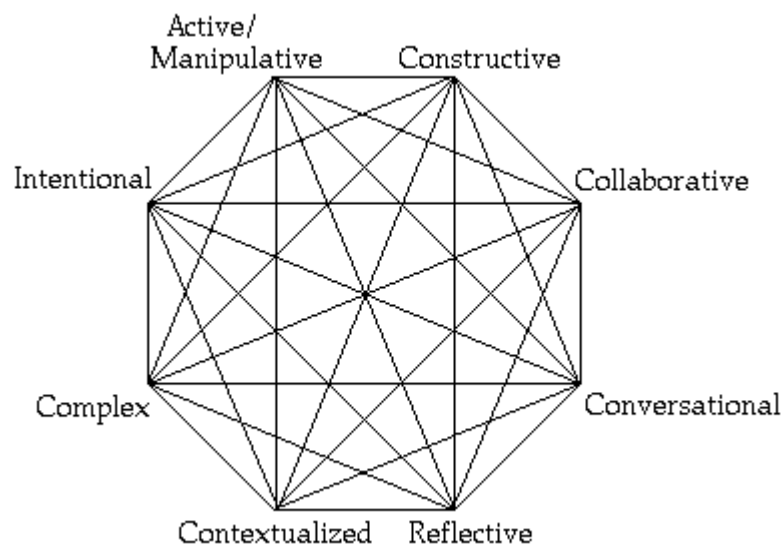


Figure 1. Constructivist Learning Environment Characteristics (Jonassen, 2006)

Learning Process

The key to designing an effective teaching approach lies in a thorough understanding of the learning process. We have already considered the Learner-Centred Psychological Principles (this paper, page 2) as our initial step towards a better understanding of learners and learning.

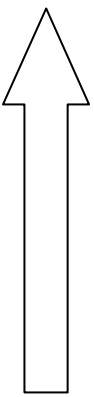
The goal of our TUC TLF is to develop the TGC, embedded as an integral part of the curriculum and not superficially superimposed in any way. Anderson and Krathwohl (2001) revised Bloom's (1964) original taxonomy by combining both the cognitive process (process used to learn) and knowledge dimensions (knowledge to be learned). This new expanded taxonomy is not only useful in understanding the learning process but also central to designing efficiently aligned learning objectives, teaching approaches and assessment methods. The revised taxonomy is presented in Table 2 below.

Table 2. The Revised Taxonomy Table (Anderson and Krathwohl, 2001)

The Knowledge Dimension	The Cognitive Process Dimension					
	Remember (Knowledge)	Understand (Comprehension)	Apply (Application)	Analyze (Analysis)	Evaluate (Evaluation)	Create (Synthesis)
Factual						
Conceptual						
Procedural						
Metacognitive						

Using Table 2 above, the objectives for an entire subject can be plotted out, ensuring that all levels of the cognitive process are used and that students learn different types of knowledge, while simultaneously ensuring that every subject syllabus is aligned to the overall goal of developing the TGC. Using such detailed objectives helps students to better understand the purpose of each activity by clarifying the student's activity (Cruz, 2003) and is consistent with our intentional learning approach. Anderson and Krathwohl (2001) also list specific verbs to be used when writing objectives for each column of the cognitive process dimension that define explicit¹ performance to be carried out by the learner. These verbs are listed in Table 3 below, which also integrates the revised hierarchy² of learning behaviours in the cognitive domain.

Table 3. Revised Hierarchy for Bloom's Cognitive Learning Domain

Complexity	Process	Description	Specific verbs
	Synthesis	builds a pattern from diverse elements	Create: generating, planning, producing
	Evaluation	judges the value of information	Evaluate: checking, critiquing
	Analysis	separates information into part for better understanding	Analyze: Differentiating, organizing, attributing
	Application	applying knowledge to a new situation	Apply: Executing, implementing
	Comprehension	understanding information	Understand: Interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining
	Knowledge	recall of data	Remember: Recognizing, Recalling

¹ This reiterates the importance of explicit learning outcomes being made known to students if they are to be intentional learners.

² The six categories are arranged on scale of difficulty, meaning that a learner who is able to perform at the higher levels of the taxonomy, is demonstrating a more complex level of cognitive thinking (Martin, 2001).

Savery and Duffy (1996) characterize the constructivist view of the learning process in terms of three primary propositions:

1. Understanding is in our interactions with the environment – what the learner understands is a function of the content, the context, the activity of the learner, and the goals of the learner.
2. Cognitive conflict or puzzlement is the stimulus for learning and determines the organization and nature of what is learned – we have already read an explanation of this in the section on learning environments: “Learners integrate new ideas with prior knowledge in order to make sense or reconcile a discrepancy, curiosity, or puzzlement.” (Jonassen, 2006).
3. Knowledge evolves through social negotiation and through the evaluation of the viability of individual understandings. The important consideration here is that all views, or all constructions, are not equally viable – understandings must be tested to determine how adequately they allow us to interpret and function in our world. Our social environment provides alternative views and additional information against which we can test the viability of our understanding and in building the set of propositions (knowledge) compatible with those understandings.

VonGlaserfeld (1989) states that “The analysis of the process of linguistic communication shows that knowledge cannot simply be transferred by means of words. Verbally explaining a problem does not lead to understanding...”.

Bencze’s (2005) teaching framework based on constructivism provides an appropriate model for our purposes: “The framework (Figure 2) assumes that learners often already possess ‘ideas’, such as concepts, skills & attitudes, relating to those teachers plan to teach. Because such student ideas affect, often negatively, their reactions to new experiences, teachers should first encourage students to express them. Because students may not already have some important ideas, however, teachers need to help students to learn new ones. Finally, the teacher should encourage students to judge which ideas are best for them. This three-phase cycle (which need not be strictly followed) can then be repeated. Moreover, similar ‘mini-cycles’ (around the larger cycle) can be intermeshed with the main cycle. In other words, teachers can encourage students to reconstruct conceptions in at least two different domains (e.g., conceptual³ & procedural⁴) more or less simultaneously.”

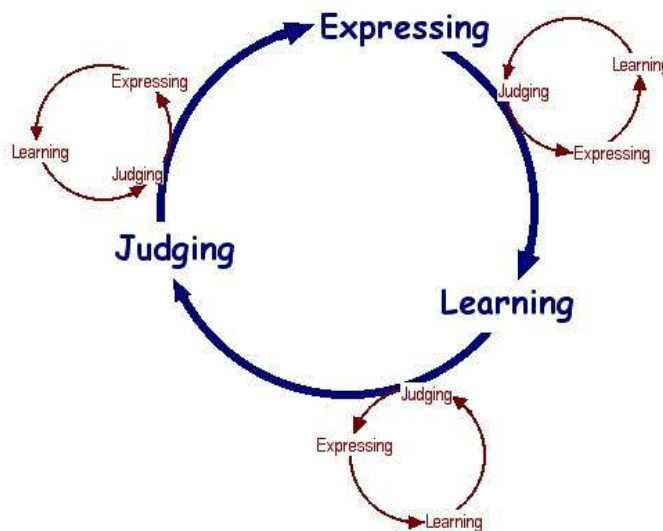


Figure 2. Constructivist TLF (Bencze, 2005)

³ e.g., developing new conceptions about nature, including laws, theories and inventions (Bencze, 2005).

⁴ e.g., learning about the nature of the subject area and its relationships with people and living and non-living environments and skills for inquiry and design (Bencze, 2005).

Constructivism views the learning process as a spiral, where learners continually reflect on their experiences, gaining complexity, depth of understanding and increasingly strong abilities to integrate new information (Grennon Brooks, 2004). The constructivist TLF model in Figure 2 is better represented by spirals rather than circles – the gains in learning and broadening scope of the learner are reflected by the increasingly large spirals as learners assess and reassess their ideas on a specific topic (Figure 3 below).

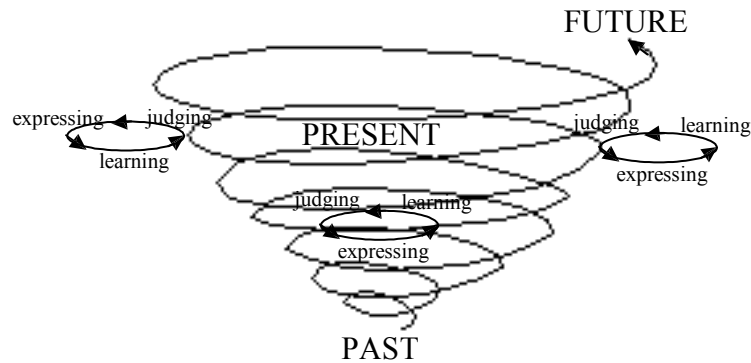
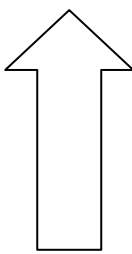


Figure 3. Diagrammatic representation of the constructivist learning process

It is clear that this learning process is reflective of how the graduate capabilities may be effectively embedded within the curriculum (this paper, page 3). The affective learning domain of Bloom's taxonomy is also helpful in understanding the learning process that occurs in this context. The affective learning domain addresses a learner's emotions towards learning experiences. A learner's attitudes, interest, attention, awareness, and values are demonstrated by affective behaviours. These emotional behaviours are organized in a hierarchical format also, starting from simplest and building to most complex (Table 4 below). (Martin, 2001).

Table 4. Bloom's Affective Learning Domain (Martin, 2001)

	Internalizing Values	behaviour which is controlled by a value system
	Organization	organizing values into order of priority
	Valuing	the value a person attaches to something
	Responding to phenomena	taking an active part in learning; participating
	Receiving phenomena	an awareness; willingness to listen

Learning Strategies

Cognitive flexibility theory (Spiro et al, 1988) is a particular constructivist theory that focuses on the nature of learning in complex and ill-structured domains and the transfer of knowledge and skills beyond their initial learning situation (Dabbagh, 2007), making its learning strategy ideally suited to the acquisition of graduate capabilities. Emphasis is

placed upon the presentation of information from multiple perspectives and the use of many case studies that present diverse examples (Dabbagh, 2007).

A central claim of cognitive flexibility theory is that revisiting the same material, at different times, in rearranged contexts, for different purposes, and from different conceptual perspectives is essential for attaining the goals of advanced knowledge acquisition (mastery of complexity in understanding and preparation for transfer). (Spiro et al, 1992). Knowledge that will have to be used in a large number of ways has to be organized, taught, and mentally represented in many different ways (Ibid.). Such an approach also accommodates the fact that students have differences in learning styles that may put certain students at a disadvantage in a classroom that utilizes only one approach when communicating conceptual knowledge.

Besides teaching and learning strategies, an important facet of university education is assessment. The constructivist assessment model includes student works, observations, and points of view, as well as tests, with the process being as important as the product.

Many different specific instructional models may be used that are consistent with the overall learning strategy advocated by the constructivist cognitive flexibility theory. We will consider some of these in more detail in a later section (Strategies) of this paper. For now, let us consider the role of the lecturer or teacher first.

Learning Facilitator

Contrary to criticisms by some (conservative/traditional) educators, constructivism does not dismiss the active role of the teacher or the value of expert knowledge (Grennon Brooks, 2004). Constructivism modifies that role, so that teachers help students to construct knowledge rather than to reproduce a series of facts (Ibid.).

Hanley (1994) summarizes the role of the constructivist teacher:

1. Become one of many resources that the student may learn from, not the primary source of information.
2. Engage students in experiences that challenge previous conceptions of their existing knowledge.
3. Allow student responses to drive lessons and seek elaboration of students' initial responses. Allow student some thinking time after posing questions.
5. Encourage the spirit of questioning by asking thoughtful, open-ended questions. Encourage thoughtful discussion among students.
6. Use cognitive terminology such as "classify," "analyze", and "create" when framing tasks.
7. Encourage and accept student autonomy and initiative. Be willing to let go of classroom control.
8. Use raw data and primary sources, along with manipulative, interactive physical materials.
9. Don't separate knowing from the process of finding out.
10. Insist on clear expression from students. When students can communicate their understanding, then they have truly learned.

This role is very different from the traditional behaviourist concept of teachers. In the behaviourist approach to teaching and learning, the teacher's task consists of providing a set of stimuli and reinforcements that are likely to get students to emit an appropriate response. If the goal is to get students to replicate a certain behaviour, this method works well; but if understanding, synthesis, eventual application, and the ability to use information in new situations is our goal, this type of training rarely produces it. (Yager, 1991). Table 5 below compares some of the main differences between behaviourist and constructivist teacher roles.

Table 5. Comparing traditional and constructivist teacher roles

TRADITIONAL TEACHER	CONSTRUCTIVIST TEACHER
Teachers disseminate information to students; students are recipients of knowledge	Teachers have a dialogue with students, helping students construct their own knowledge
Teacher's role is directive, rooted in authority	Teacher's role is interactive, rooted in negotiation
Teacher's main role is telling/talking	Teacher's main role is mentoring/facilitating
Teacher strictly follows a fixed curriculum	Pursuit of student questions and interests is valued
Students materials are primarily textbooks, lecture notes and teacher handouts	Student materials include primary sources of material and manipulative materials

In fact there are also different “flavours” of constructivism and the one proposed for adoption by TUC in its TLF is what is known as “interactive constructivist” (Yore, 2001). In this form of constructivism knowledge is perceived as individualistic conceptions that have been verified by the epistemic traditions of a community of learners (NRC, 1996, p. 201). The interactive-constructivist perspective recognizes the limitations of people and procedures in attaining an accurate interpretation of the real world and stresses evaluation of all knowledge claims, requiring that explanations and interpretations are judged against the available data and canonical theories using evidence from Nature and scientific warrants to justify claims about reality (Hofer & Pintrich, 1997; Kuhn, 1993). The basic constructivist assumptions about the role of prior knowledge, the plausibility of alternative ideas, and the resiliency of these ideas are preserved in an interactive-constructivist perspective; but professional wisdom, the accountability of public education, and the priorities of learning institutions mediate decisions about what to teach and how to teach in the classroom (Yore, 2001) The constructivist lecturer / teacher / learning facilitator's role is therefore extended to include making sure that students gain an accurate interpretation of the real world.

Strategies

Instructional Models

In congruence with our discussion so far on learning strategies and the distinct advantage of adopting multiple instructional models for the communication of conceptual knowledge and the acquisition of transferable capabilities as explained by the cognitive flexibility theory, our TUC TLF includes a selection of constructivist instructional

models that may be adopted for use within any particular individual subject syllabus⁵. The following descriptions are all either adopted or modified from Dabbagh (2007).

Problem-Based Learning

Problem-Based Learning (PBL) engages the learner in a problem-solving activity. In this process, instruction begins with a problem to be solved rather than content to be mastered. Students are introduced to a real-world problem and are encouraged to dive into it, construct their own understanding of the situation, and eventually find a solution. Major goals of PBL are to help students develop collaborative learning skills, reasoning skills, and self-directed learning strategies. PBL is used as a stimulus for Authentic Learning – the problem is used to develop skills necessary to solve it and other problems – skills can include physical skills, recall of prior knowledge, and metacognitive skills related to the problem solving process.

Authentic Learning

Authentic Learning refers to the idea that learners should be presented with problems that are realistic situations and found in everyday applications of knowledge (Smith and Ragan, 1999). Young (1993), recommends the following test of authenticity: learning situations should include some of the characteristics of real-life problem solving, including ill-structured complex goals. There should also be an opportunity to distinguish between relevant and irrelevant information. Finding and defining problems as well as solving them should be a generative process. Finally, students should engage in collaborative activities in which they draw upon their beliefs and values.

Action Learning⁶

Action Learning (AL) is a form of problem solving combined with intentional learning in order to bring about change. The essential elements of action learning are:

1. tackling real tasks in the real world and their real roles
2. learning with and through each other
3. taking individual responsibility and actually implementing solutions and plans

At the heart of the process is a group of 4-6 individuals who meet at regular intervals for each member to explore a challenging open-ended problem or opportunity. Every member in turn works on his or her task with the others providing support and challenge. The aim is to help each member both to tackle the task and to learn from this. A basic premise of action learning is: “there is no learning without action and no action without learning”. Another premise is that learning has two elements: programmed knowledge (traditional instruction or knowledge in current use) and questioning insight. By using the knowledge and experience of a small group of people combined with skilled questioning, individuals are enabled to re-interpret old and familiar concepts and produce fresh ideas.

⁵ In fact each topic should be presented using at least two (or even more) different models, in keeping with the principles of the cognitive flexibility theory.

⁶ This section on Action Learning (AL) is as defined by the International Foundation for Action Learning (IFAL, 2007).

Case-Based Learning

Case-based learning uses case studies to present learners with a realistic situation and require them to respond as the person who must solve a problem (Smith and Ragan, 1999). In order to solve problems, learners select and manipulate several principles. According to Hudspeth and Knirk (1989) a complete case describes an entire situation and includes background information, the actions and reactions of persons involved, the solution, and the possible consequences of the actions taken. Case materials should have enough background information and detail so that they are readable and believable (p. 31). Case-based learning is appropriate for learning to problem solve when there is no one correct solution, particularly with more complex ill-structured problems (Smith & Ragan, 1999). Case studies can be written so that learners use more cognitive strategies as they proceed through increasing levels of instruction. Cases were traditionally used in professional education to teach decision making skills, such as the Harvard Business School case approach, and is also widespread in the field of medical education.

Collaborative Learning

Collaborative learning, also called cooperative learning, is heavily emphasized in most constructivist approaches (Roblyer et al, 1996). Students working in groups to solve problems demonstrates the notion of distributive intelligence, which states that accomplishment is not a function of one person, but rather a group in which each contributes to the achievement of desired goals. Cooperative learning is an ideal way for students to learn the skills that extend beyond the classroom of sharing responsibility and working together toward common goals. According to Driscoll (2000), collaboration also provides students with a way to understand point of view outside their own. Advances in technology over the past several years have made computer-supported collaborative learning possible. Web-based technologies can make thinking more visible through virtual access to knowledge experts as well. (Perkins, 1991).

Discovery Learning

Discovery learning has various definitions. At one end of the spectrum we find discovery learning in its simplest form. The tools and information needed to solve a problem or learn a concept are provided and the learner makes sense of them. Another definition is discovery learning as experimentation with some extrinsic intervention such as clues, coaching, and a framework to help learners get to a reasonable conclusion. At the other end of the continuum is the expository teaching model of discovery learning where the learner "discovers" what the teacher decides he is to discover using a process prescribed by the teacher.

Generative Learning

Generative Learning is a learning process in which learners are given an overall problem and are asked to generate sub-problems, sub-goals, and strategies in order to achieve the larger task. Generative learning strategies can be divided into four major stages:

1. recalling information from long-term memory
2. integrating new knowledge with prior knowledge
3. relating prior knowledge to new concepts and ideas in a meaningful way
4. connecting new materials to information or ideas already in the learner's mind.

Using this strategy, a learner relates new ideas to prior knowledge in order to provide meaning to the new material.

Goal-Based Scenarios

Goal Based Scenarios (GBS) offer learners the opportunity to role-play from a certain point of view. Their goal is for the learner to accomplish a mission or task associated with their role in the scenario. In order to achieve this goal, the learner needs to acquire particular skills and knowledge. This is where and when learning takes place. A GBS serves both to motivate learners and to give them the opportunity to learn by doing. A designer of a GBS looks at it from the top-down: what drives the design of a GBS is the set of target skills the designer wishes the student to gain in the GBS. A student, on the other hand, tends to look at a GBS from the bottom-up. What drives a student is the context and structure of the activities the GBS offers.

Microworlds/Simulations

In microworlds, students test 'What do you think will happen if...?' questions in constrained problem spaces that resemble existing problems in the real world. Learners generate hypotheses as they use their knowledge and skill to guess what will happen, try out those guesses, and reformulate them based on the results of their actions within the microworld. Microworlds provide the learner with the observation and manipulation tools necessary to explore and test. The key idea behind microworlds is creating an environment in which students explore the ideas being learned.

Simulations are similar to microworlds in that they are experiential and model reality. Simulations range from models that mirror the simplified essence of reality to elaborate synthetic environments with immersion interfaces that place students inside alternate virtual worlds. Microworlds differ from simulations in that microworlds are structured to match the user's cognitive level so that it is appropriate to the users needs and level of experience.

Reciprocal Teaching

Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structured by the use of four strategies: summarizing, question generating, clarifying, and predicting. The teacher and students take turns assuming the role of teacher in leading this dialogue. The purpose of reciprocal teaching is to facilitate a group effort between teacher and students as well as among students in the task of bringing meaning to the text.

Strategies for Implementing a Constructivist Lesson⁷

1. Starting the lesson
 - Observe surroundings for points to question
 - Ask questions
 - Consider possible responses to questions

⁷ This section is from Yager (1991).

- Note unexpected phenomena
- Identify situations where student perceptions vary
- 2. Continuing the lesson
 - Engage in focused play
 - Brainstorm possible alternatives
 - Look for information
 - Experiment with materials
 - Observe a specific phenomena
 - Design a model
 - Collect and organize data
 - Employ problem-solving strategies
 - Select appropriate resources
 - Students discuss solutions with others
 - Students design and conduct experiments
 - Students evaluate and debate choices
 - Students identify risks and consequences
 - Define parameters of an investigation
- 3. Proposing explanations and solutions
 - Communicate information and ideas
 - Construct and explain a model
 - Construct a new explanation
 - Review and critique solutions
 - Utilize peer evaluation
 - Assemble appropriate closure
 - Integrate a solution with existing knowledge and experiences
- 4. Taking action
 - Make decisions
 - Apply knowledge and skills
 - Transfer knowledge and skills
 - Share information and ideas
 - Ask new questions
 - Develop products and promote ideas
 - Use models and ideas to elicit discussions and acceptance by others

Assessment Strategies

The traditional model for student assessments and evaluations, which includes timed tests and examinations, does not assess the full range of essential learning outcomes that we have defined for our students in the form of our TGC⁸. In order to verify that students have indeed gained the knowledge, abilities and skills listed, assessments have to also be able to directly demonstrate that they can indeed apply this acquired knowledge, capabilities and skills in authentic, meaningful contexts.

⁸ Appendix IV

Mueller (2006a) states, “Authentic assessment, in contrast to more traditional assessment, encourages the integration of teaching, learning and assessing. In the traditional assessment model, teaching and learning are often separated from assessment, i.e., a test is administered after knowledge or skills have (hopefully) been acquired. In the authentic assessment model, the same authentic task used to measure the students' ability to apply the knowledge or skills is used as a vehicle for student learning. For example, when presented with a real-world problem to solve, students are learning in the process of developing a solution, teachers are facilitating the process, and the students' solutions to the problem becomes an assessment of how well the students can meaningfully apply the concepts.”

Assessment Formats

Wiggins (1998) recommends that multiple and varied assessments be used so that a sufficient number of samples are obtained, and a sufficient variety of measures are used. Badders (2000) identifies the range of assessment formats that are useful in Table 6 below: “Assessment can be divided into three stages: baseline assessment, formative assessment, and summative assessment. Baseline assessment establishes the starting point of the student's understanding. Formative assessment provides information to help guide the instruction throughout the unit, and summative assessment informs both the student and the teacher about the level of conceptual understanding and performance capabilities that the student has achieved.”

Table 6. Assessment Formats (Badders, 2000)

Format	Nature/Purpose	Stage
Baseline Assessments	Oral and written responses based on individual experience /	Baseline
Written Tests	Multiple choice, short answer, essay, constructed response, written reports / Assess students acquisition of	Formative
Embedded Assessments	Assess an aspect of student learning in the context of the	Formative
Oral Reports	Require communication by the student that demonstrates	Formative
Interviews	Assess individual and group performance before, during,	Formative
Performance Tasks	Require students to create or take an action related to a problem, issue, or conceptual concept	Formative and Summative
Checklists	Monitor and record anecdotal information	Formative and Summative
Investigative Projects	Require students to explore a problem or concern stated either by the teacher or the students	Summative
Extended or Unit Projects	Require the application of knowledge and skills in an open-	Summative
Portfolios	Assist students in the process of developing and reflecting	Formative and Summative

Assessment Standards

Standards need to be specified in terms of both the knowledge dimension as well as the cognitive processes dimension. Knowledge standards are typically determined by test⁹ scores and assigned marks and grades. Process standards may also be assigned marks and grades, typically using rubrics¹⁰, which is a scoring scale used to assess student performance along a task-specific set of criteria. Teaching staff need to be trained in methods of assessment, including how to set test questions to accurately assess students conceptual knowledge as well as how to design rubrics for authentic assessment purposes. To ensure TUC-wide consistency of standards, general models and procedures for all modes of assessment need to be drawn up that can be adapted by individual lecturers for classroom use.

Student Portfolios

Students' acquisition of generic skills is mapped through the use of a cumulative student portfolio. These student portfolios are endorsed or verified by TUC against the set of expectations for each subject, program and co-curricular (optional) activity. The format of the student portfolios has been specified in the TUC Graduate Capabilities paper.

Implementation Plans

The implementation of the TUC TLF that embeds the TGC concepts is projected occur in two phases and follow the progression outlined below¹¹.

A. Curriculum design

1. Identify what learners need to learn in terms of Knowledge Domain and TGC¹²
2. Map learning goals across entire duration of study
3. Identify subjects to be included through the mapping of these learning goals
4. Define individual subject objectives and learning outcomes
5. Chart subjects taken over duration of study
6. Identify specific topics to be included and the instructional models to communicate them, including learning goals achieved through these¹³ as well as modes of assessment to be utilized

⁹ There are two general categories of test items: (1) objective items which require students to select the correct response from several alternatives or to supply a word or short phrase to answer a question or complete a statement; and (2) subjective or essay items which permit the student to organize and present an original answer. Objective items include multiple-choice, true-false, matching and completion, while subjective items include short-answer essay, extended-response essay, problem solving and performance test items. (Duvall, 2007).

¹⁰ Authentic assessments typically are criterion-referenced measures. To measure student performance against a pre-determined set of criteria, a rubric, or scoring scale, is typically created which contains the essential criteria for the task and appropriate levels of performance for each criterion. (Mueller, 2006b).

¹¹ Phases A and B may start concurrently. Phase A is expected to be spearheaded by Program Heads while Phase B should be managed by the TUC Teaching and Learning Centre. However, teaching staff should be involved in Step A.6. of the curriculum design.

¹² The TGC goals have already been determined, but domain-specific knowledge objectives must be identified according to the different knowledge domains or degree programs.

B. Align teaching staff to new TUC TLF

1. Introduce TLF to TUC teaching staff using constructivist learning approach
2. Explain role of Student Portfolios and TGC evaluation through these
3. Provide necessary training in constructivist classroom and student management, including methods of assessment, test and rubric design

Challenges

Implementing a student-centred constructivist teaching and learning framework will certainly face challenges due to the general lack of familiarity among students and staff alike with the proposed approaches. Yet such challenges can be effectively addressed if properly identified and change management strategies put in place. Two major challenges that must be prepared for are:

1. Aligning teaching staff with the new framework, especially those very senior staff who may be set in their ways and who may resist change.
2. Reorienting student mindsets – new students will almost certainly be entering TUC having spent 12-13 years in traditional behaviourist educational environments that are very far removed from the constructivist models we are adopting at TUC. As such, it is unlikely that the majority will be naturally able to adapt to the new learning paradigm and a specifically designed orientation period will be required for this aim.

It is strongly suggested that both staff and students be prepared for the new teaching and learning framework using the constructivist approaches outlined in this paper.

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¹³ This is a spiral constructivist process. In fact, each step of our implementation plan should be
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revisited with the constructivist model in mind, in order to obtain the best possible results for implementation.

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APPENDIX IV

TAYLOR'S GRADUATE CAPABILITIES

The teaching and learning approach at Taylor's University College is focused on developing the Taylor's Graduate Capabilities in its students, capabilities that encompass the knowledge, cognitive capabilities and soft skills of our graduates.

A Taylor's graduate has proven ability and is capable in the following areas

Discipline-specific knowledge

- Sound understanding of foundational concepts and theories in subject area

Cognitive capabilities

- Foundations and skills for lifelong learning

 - Learns autonomously

 - Able to acquire and manage information

 - Ability to comprehend a wide variety of literature

 - Awareness of contemporary global issues

- Problem-solving skills

 - Defines issues or problems well

 - Analyses problems comprehensively

 - Applies knowledge effectively and applies theory to practise

 - Able to arrive at workable and effective solutions

Soft skills

- Communication skills

 - Ability to speak and write well

 - Able to organize, synthesize and present information effectively

- Interpersonal skills

 - Understands team dynamics, power of teams and teamwork

 - Works with others in a team

 - Able to assume leadership in small and/or big groups

- Intrapersonal skills

 - Ability to manage time effectively

 - Understands the role of personal image and professionalism at work

 - Works independently in context of tasks to be completed

- Cosmopolitan thinking and intercultural competence

 - Forms opinions and articulates views from a global perspective

 - Awareness of and sensitivity to cross-cultural differences

- Technology savvy

 - Executive keyboarding

 - Effective use of ICT and related technologies

The learning environment at Taylor's is further geared towards nurturing the Taylor's Core Values: the personal attributes of excellence, integrity, passion for work, interpersonal respect and care, openness in communication and a healthy balance between professional and personal life.

Through participation in various optional electives, including co-curricular activities, Taylor's students may also develop additional knowledge, cognitive capabilities and soft skills other than those listed. These, as well as the Taylor's Graduate Capabilities above, are recorded by students in the form of individual student portfolios and verified by Taylor's University College against the set of expectations for each subject, program and co-curricular activity.