UNDERGRADUATE STUDENT HANDBOOK

ACADEMIC YEAR 2013-2014
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SECTION I

1.1 INTRODUCTION

This Student Handbook is a guide that will help you get from here to graduation successfully.

Its purpose is to clarify information from requirements to resources.

1.0.1 Majan College (University College) was established in 1995, as the first private College in Oman. The College is an accredited College to the University of Bedfordshire, United Kingdom.

1.0.2 The University of Bedfordshire is the awarding body for the College’s undergraduate programmes and, therefore, all programmes are designed to comply with the University’s academic regulations and requirements. All academic decisions regarding programmes, modules, assessments, student registration, progression, and graduation are approved by the University of Bedfordshire.

1.0.3 Majan College University College (MCUC) has three main faculties namely, Faculty of Business Management, Faculty of Information Technology and Faculty of English Language Studies.

1.0.4 Majan College has the moral and ethical responsibility to comply with the regulations, procedures, policies, and standards of conduct that safeguard its functions and protect the rights and freedoms of all members of its academic community, including students, staff, and the general community.

1.0.5 The College reserves the right at any time to make changes, which may affect such matters as tuition and other fees, degrees, and programmes offered (including the modification or possible elimination of degrees and programmes), degree and other academic requirements, academic policies, rules pertaining to student conduct and discipline, fields or areas of concentration, and other rules and regulations applicable to students.

1.0.6 We hope you will have a productive and enjoyable learning experience on the programme.

Have a great year!

1.2 VISION

MCUC’s vision is:

“To be a premier University providing students with value added higher education of international standards in a dynamic environment that fosters knowledge, values and sustainable employment skills”.

The College’s vision is in line with Oman’s economic vision and aims to develop a university environment of international standards that attracts and provides for students and staff who are keen to be part of a rigorous and enriching educational experience aimed at fostering knowledge and sustainable employment skills. It also emphasises MCUC’s determination to significantly improve its facilities and resources both in qualitative and quantitative terms such that it is comparable with international standards.
1.3 MISSION

“Majan College’s mission is to enable students to contribute effectively to the society by providing an innovative learning and teaching environment that stresses intellectual discipline, creativity, problem solving and personal responsibility”.

The key strategic themes underlying the mission statement are:

- to build a knowledge based learning organisation;
- to educate students and cultivate their capacity for life-long learning;
- to strive for excellence in learning, teaching and research;
- to develop the creative potential of all staff members.

1.4 VALUES

In line with its mission, MCUC is committed to developing and sustaining an organisational culture that supports continuous learning and improvement. This requires a learning environment in which all staff and students strive for excellence and fulfil their potential and can be achieved only if staff and students are encouraged to participate safely and effectively. Hence all staff are expected to demonstrate behaviours that support the following values which represent our core priorities with respect to the institutional culture:

- Respect for all individuals
- Diversity and inclusiveness
- Co-operation and teamwork
- Continuous improvement
- Transparency and openness
- Service to the community
- Creativity and Innovation

The above values are intended to guide and support College staff in achieving the mission and are stated in MCUC’s ethical code of conduct.

1.5 GRADUATE ATTRIBUTE

MCUC’s notion of a graduate defined by the generic attributes that the College aims to instil in its graduates. These are:

- The ability to conduct oneself with dignity in the workplace and in society reflecting ethical and moral values;
- The ability to engage in life-long learning in their chosen discipline;
- The ability to communicate effectively, and appropriately in all modes of communication (written, oral and electronic) in all settings (formal as well as informal) and with different types of people across profession, gender or nationality;
• The ability to demonstrate knowledge of the discipline in professional situations and the ability to use it in task-fulfilment and problem-solving;
• A positive attitude towards criticism and the capacity for self reflection and self assessment;
• The ability to use conventional printed sources of information and contemporary information technology effectively and independently;
• The ability to collect, organize and interpret data for surveys and investigations;
• Sensitivity to the needs of peers;
• The willingness to share good qualities, practices and values with other members in the society

MCUC focuses on academic, non-academic and student support activities to inculcate these attributes in its graduates.

1.6 COLLEGE PHILOSOPHY

1.6.1 The community, both international and local (including employers), expects graduates to have initiative and commitment, as well as, the skills required for continuous learning and development.

1.6.2 Student responsibility is the key to learning and self-development. As a student, you must contribute to your own learning and to the development of a campus climate in which all can grow and learn.

1.6.3 All students, whether part-time or full-time, are subject to the same admission standards, are governed by the same rules and regulations, and are required to satisfy the same degree requirements. Part-time students cannot expect to have differential treatment, particularly because of their positions or their work.

1.6.4 Part-time students whose work commitments prevent them from coming to the College during the day may have less access to the informal student network and the services in the College (although the Registry office is open until 6:00 pm on class nights and the Library until 8p.m).

1.6.5 All students, however, should try to make the time to develop contact with their fellow students and with faculty members and in particular with their Academic Advisors, since this is an integral part of the College experience.

1.6.6 You are expected to read widely for your assessments, and demonstrate the ability to think for yourselves and communicate effectively through the analysis, evaluation, and application of subject-related concepts. Your ability to rise to this challenge will determine how successful you will be in your studies.

1.6.7 While studying at MCUC, you should not expect to put in minimal effort, or depend only on lecturer-centred learning, whereby all information is provided only by the lecturer. Lecturer-centred learning is a very traditional method of learning, which is not accepted by most modern higher education systems. In educational institutions where all information is provided only by the lecturer, students only develop the skills of memorisation. Such methods do not develop higher-order skills of thinking and managing time and information, which are essential for your success.
1.6.8 Student-centred learning is an expectation of MCUC. As a student, you will be expected to participate actively in the learning process, as well as, to accept responsibility for your learning.

1.6.9 The acquisition of English language skills is also a key determinant of your academic success. Therefore, you are advised to use English in all your communications on the College premises, as practice is key for acquiring any language. Student efforts that actively encourage the widespread use of the English language through their extra-curricular and club activities will be rewarded and supported.

SECTION II: ADMISSION AND CURRICULUM PATTERNS

2.1 ADMISSIONS

2.1.1 To register at MCUC, you must have completed secondary school and obtained the General Secondary School Diploma Thanawiya, 12th standard, or equivalent. Based on the student’s secondary school results, and performance in an interview or placement test, the student will be placed on either an undergraduate programme or the Foundation Certificate programme in the College.

2.1.2 Unless there is clear evidence of English language competency, students will be required to pass the placement test, in order to register directly on a Diploma/Degree programme.

2.1.3 You can register straightaway on a Diploma/Degree programme, if you have successfully completed the College’s Foundation Certificate programme.

2.2 APL - THE ACCREDITATION OF PRIOR LEARNING

2.2.1 Students from other Colleges/Universities may gain credits through APL procedures. APL is the process of giving credits for certain modules that the student may have successfully completed as a part of prior certified learning, such as a Diploma or degree programme. Short courses, certificates, and work experience are not accepted as equivalent to academic modules.

2.2.2 Students can only apply for APL exemption before they start the programme, and not during their programme of study. Therefore, students cannot claim exemption from any module, if they have successfully completed an equivalent course elsewhere, after registering for a programme at MCUC.

2.2.3 All APL decisions will be confirmed after availing the necessary approval from the University of Bedfordshire.

2.2.4 Depending on the credits that the candidate is applying for, APL fees will be charged. This fee must be paid at the time of application for APL, irrespective of the outcome of the APL process.

2.2.5 Honours classifications and other divisions of award are based solely on units studied and assessed at MCUC. Grades awarded by other awarding bodies as part of APL are not recognised by the University.
2.3 AWARDS

2.3.1 The awards within the undergraduate scheme (Diploma/Degree) are based on the following number of credits:

<table>
<thead>
<tr>
<th>Credits required at each Level (1-3)</th>
<th>120</th>
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<tbody>
<tr>
<td>Minimum credits to be obtained for a Diploma</td>
<td>240</td>
</tr>
<tr>
<td>Minimum Credits to be obtained for an Honours Degree</td>
<td>360</td>
</tr>
</tbody>
</table>

2.3.2 With the exception of the English Language programme where level 0 is required before the commencement of the programme. It is worth noting that level 0 is not a replacement of the Foundation programme.

<table>
<thead>
<tr>
<th>Credits at level 0</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits required at each Level (1-3)</td>
<td>120</td>
</tr>
<tr>
<td>Minimum credits to be obtained for a Diploma</td>
<td>300</td>
</tr>
<tr>
<td>Minimum Credits to be obtained for an Honours Degree</td>
<td>420</td>
</tr>
</tbody>
</table>

2.3.3 A standard module carries 15 credits and normally is delivered over one semester. The exception is the Level 3 Honours project, which carries 30 credits and is normally spread over two semesters.

2.4 DIPLOMA/DEGREE

2.4.1 On most programmes you can register for either the award of the Diploma in Higher education or the Bachelor’s with Honours.

2.4.2 At the time of admission on the programme, you must inform the Director of Studies/Programme Manager of your choice. They will consider your choice and also your performance on the Foundation programme or the placement test and the Secondary School Leaving Certificate, to decide if you are more suited to the Diploma or Degree programme.

2.4.3 Students who wish to obtain a Bachelor’s degree must register for the award of Bachelor’s with Honours. Students cannot register for the ordinary degree as per the directions of the Ministry of Higher Education, Oman.

2.4.4 In order to be awarded the Diploma, you must be registered for this award. Students who register for the award of the Bachelor’s will not automatically be awarded the Diploma.

2.4.5 Students registered on the Bachelor’s/Degree programme CANNOT request a Diploma certificate if they are still continuing on the Bachelor’s/Degree programme.

2.5 REGISTRATION PERIOD

2.5.1 The normal period of time for completion of each award is shown in the table below, along with the maximum periods of registration permitted. In each case, the student is assumed to begin his or her studies at Level 1. (The Foundation programme is not included in the following table).
<table>
<thead>
<tr>
<th>Award</th>
<th>Normal time (semesters)</th>
<th>Normal time (years)</th>
<th>Maximum time (semesters)</th>
<th>Maximum time (years)</th>
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<tr>
<td></td>
<td>Full-time</td>
<td>Part-time</td>
<td>Full-time</td>
<td>Part-time</td>
</tr>
<tr>
<td>Diploma in Higher Education</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Degree with Honours</td>
<td>6</td>
<td>8</td>
<td>3</td>
<td>4</td>
</tr>
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2.5.2 Students may suspend their studies for any period of up to one academic year, with the agreement of the Head of Faculty concerned. Such requests must be formally submitted to Registry. During the period of suspension, no assessments may be submitted. Suspensions may be prolonged for up to 3 years by agreement with the Head of Faculty and the Dean.

2.6 THE STRUCTURE OF THE ACADEMIC YEAR

2.6.1 The academic year is divided into two semesters. Each semester consists of fourteen weeks of teaching and learning, followed by one week of revision, and two weeks of end-of-semester examinations.

2.6.2 In-class tests are normally conducted during Week 8, and assignments are normally issued to students after the second week and submitted 4 weeks thereafter. The feedback on both in-class tests and assignments are given normally before the end-of-semester examinations.

2.7 OPENING TIMES

2.7.1 The College is open from 8:00 am to 8:30 pm on week days (Sunday to Wednesday) and from 8:00 am to 3:00 pm on Thursday.

2.7.2 Classes for full-time students can be scheduled at any time from 8.00 am to 8.30 pm, although full-time teaching is normally conducted from 8.00 a.m. until 4.30 p.m. and part-time teaching from 5:00 pm to 8:30 pm during the academic year. However, access to certain rooms and equipment or facilities may be available only when a member of academic or technical staff is present.

2.7.3 There may be instances where classes may be conducted between 3.00 pm and 8.30 pm.

2.8 DIRECTOR OF STUDIES/PROGRAMME MANAGERS

2.8.1 If you have an academic problem or an enquiry that cannot be dealt with by the lecturer responsible for any module that you are taking as part of your programme, you should speak to the programme Manager for that programme and/or your academic adviser. You will be provided with the names of the Director of Studies/Programme Manager, and the names of lecturers of the Faculty members along with this Handbook.

2.8.2 If there is anything which you are unclear or unsure about, please contact the Faculty Administrator.
2.9 **ACADEMIC ADVISORS**

2.9.1 Every student will be assigned an academic advisor from the Faculty in which they are registered when they register on the undergraduate programmes. You will normally have the same academic advisor during your entire study on the programme.

2.9.2 Your academic advisor will give you guidance not only in academic matters, but also on a personal level, throughout your time at the College.

2.9.3 An academic advisor provides pastoral support and advice for his/her students and refers them to other staff as and when needed. He/she also provides academic guidance in the broadest sense (for example checking that the students are registered/attending the right modules) and monitors student progress.

2.9.4 You should approach your academic advisor if you have personal, financial, or academic problems during your studies. The advisor will try to help resolve the problems by advising you of the different options that are available.

2.9.5 You must arrange for a meeting with your advisor through sign-up lists for office hours or via e-mail.

2.9.6 Advisors will meet their students / individually in groups during induction week or thereafter.

2.9.7 Biweekly meetings with your academic advisor, either as a group or individually are compulsory, and attendance records and brief details of such meetings will be maintained.

2.9.8 Your Academic Advisor will exercise discretion with regard to any personal matters disclosed by you and will, wherever possible, treat as confidential any matter which you ask to remain in confidence.

2.9.9 If your academic advisor judges that it would be in your best interests to inform other members of staff of a sensitive matter, he or she should advise you as such.

2.9.10 If you feel that you would like to change the advisor for personal reasons, you can request a transfer by speaking to the Head of Faculty.

2.10 **ATTENDANCE**

2.10.1 After registration for any module/programme in the College, you are expected to attend the relevant timetabled sessions.

2.10.2 It is compulsory that you maintain at least 80% attendance for all modules that you register for. If your attendance is less than 80% in a module you will not normally be allowed to do the final assessments (i.e. final examinations, final assignment, final presentation, final viva voce, etc.) and your assessments will not be marked even if submitted.

2.10.3 If you have exceptional mitigating circumstances such as medical reasons, you may be allowed up to 30% absenteeism in each module provided it is agreed to by your Head of Faculty and the Associate Dean for Quality Assurance & Registry. If you have any long-term health problems or other any other mitigating circumstances you should submit evidence to support your case to the Head of Faculty office.
SECTION III: REGISTRATION

New and returning students are required to register at the start of each semester. The registration process should be completed before the induction programme and the start of teaching; otherwise, students cannot attend classes, submit assignments or attend examinations.

3.1 LATE REGISTRATION

You should register before the first week of teaching in every semester. Those students who register after the start of teaching will be liable to a financial penalty which is not negotiable. Students who register after the start of teaching will lose their right to any discounts that may be applicable (e.g. sibling's discounts).

3.2 REGISTRATION PROCESS

3.2.1 The steps to be taken for completing your registration before the start of every semester are as follows:

a. Meet the Director of Studies/Programme Manager for modules to be taken during the semester.

b. Meet the Registry staff for fees details.

c. Pay the fees to the Finance Department.

d. Submit the finance receipt to Registry and collect your Student ID card.

e. Collect your timetable from the Director of Studies/Programme Manager or Faculty Administrator.

3.2.2 At the beginning of each semester, you should meet with your Director of Studies/Programme Manager and Academic Adviser, who will approve your choice of modules, and can also provide guidance on other matters, which may affect your academic welfare.

3.2.3 You may be registered as full-time or part-time, as appropriate, and when part-time classes are on offer. If you are sponsored by an organisation, you must produce a letter from your sponsor, stating whether you are to be registered as a full-time or part-time student.

3.2.4 Full-time students normally register for four modules in each semester. Part-time students register for three modules in each semester.

3.3 STUDENT MAJAN ID CARDS

3.3.1 Every semester, all Majan College students are issued a College ID card on completion of their registration for that semester. Students who have not completed their registration process (i.e., settled their financial obligation to the College) will not be issued an ID card.

3.3.2 Students are required to have their current ID cards with them at all times when they are in the College.
3.3.3 All College staff have the right to ask any student to produce their ID card for verification at any time.

3.3.4 Students will not be allowed into any examination, if they do not have their current ID cards with them.

3.3.5 The ID card is also a Library card, and provides access to the Library and all teaching facilities.

3.4 STUDENT USERNAMES AND PASSWORDS

It is the student’s responsibility to obtain their usernames and passwords and to keep them secure. The student ID Card is a must for generating passwords.

3.5 CHANGING MODULES

3.5.1 You may change modules only in the first two weeks of each semester. No matter what level of module you are taking, you must contact your Director of Studies/Programme Manager to get approval for any such change.

3.5.2 You must fill in the ‘Request for change of module’ form for this purpose, which is available at Registry. You can download a copy from the College website.

3.5.3 You must not, in any circumstances, register for a new module, or simply begin attending a new module at any level, without getting approval from the Director of Studies/Programme Manager, and before submitting the form after approval to Registry. Failure to do this will result in the subsequent non-acceptance of your attendance and any assessments that you may have attempted.

3.6 PROGRAMME OR PATHWAY CHANGE

3.6.1 If you wish to transfer from your current programme to another within the College, you may be permitted to do so, provided that there is a strong case for transfer on academic grounds.

3.6.2 Furthermore, credits already acquired by you in one programme may not be counted towards the new programme, if the modules in the two programmes are different; hence, you must consider this when making a request to change a programme.

3.6.3 A request for a change of programme must be approved by both the Head of Faculty and the Head of Registry. If you wish to change programmes, please make an appointment for an advisory discussion with your Director of Studies/Programme Manager or Academic adviser.

3.6.4 Normally, you will not be allowed to change a programme or pathway after 3 weeks of teaching in a semester, unless you can continue on the same modules you are registered for in that semester.

3.6.5 The College, in certain cases, may recommend that you change the programme you are registered for, if you fail to demonstrate adequate academic progress in that programme.
3.6.6 You must fill in the ‘Request for change of programme/pathway’ form for this purpose, which is available at Registry. You can download a copy from the College website. This form must be submitted to Registry after all approvals have been obtained; otherwise, the changes will not be incorporated.

3.7 **DEFERRING A MODULE / SEMESTER**

3.7.1 If you wish to defer a module / semester you have registered for, normally you must do so within two weeks from the start of teaching in that semester. Your fees for that module will be carried forward to the next semester.

3.7.2 You can defer the module / semester only after consulting with your Director of Studies/Programme Manager, after which you must inform Registry. Failure to do so will result in your records not being updated.

3.7.3 In no circumstances can you defer a module / semester after two weeks from the start of the semester.

3.7.4 You must fill in the ‘Request to defer a module / semester’ form, which is available at Registry. This form must be submitted to Registry after all approvals have been obtained; otherwise, the changes will not be incorporated.

3.7.5 Repeated deferrals of assessments or modules for any reason will not be accepted. Where students cannot complete a module successfully within the semester of registration for that module (and a limited referral period), they will be awarded a Fail and will have to retake the module.

3.8 **WITHDRAWAL FROM THE COLLEGE**

3.8.1 If you wish to withdraw from a programme or from the College, you must submit a written letter to the Head of Registry, stating your intention, within two weeks of the start of teaching in that semester.

3.8.2 Unless Registry is formally notified, the student’s name will not be taken off the programme, and fees will be charged appropriately.

3.8.3 If you withdraw from the College within 2 weeks from the start of teaching, your fees may be fully refunded, after deduction of 125 Omani Rials as administrative charges.

3.8.4 If you withdraw between 2-4 weeks from the start of teaching, 50% of your paid fees will be refunded (excluding registration fees).

3.8.5 If you withdraw after 4 weeks from the start of teaching, no refund will be made.

**SECTION IV: ASSESSMENTS**

4.1 **ASSESSMENT POLICY – WHAT YOU SHOULD EXPECT**

4.1.1 Assessments are not merely a means to test your understanding. If done properly, they are the most important tools to develop your skills of critical thinking, an understanding of wider issues, communication, analysis and self-management, which are important skills for success in your future career.
4.1.2 Assessments are an important means of developing the higher-order skills required for success, provided students engage themselves effectively in the assessment process.

4.1.3 Assessment is, therefore, intended to evaluate not the students’ ability to memorise but their ability to think, demonstrate, analyse, differentiate, and show an understanding of critical issues.

4.1.4 You should not expect an assessment (including examinations) to be a test of just your memory. Many modules, particularly at Levels 2 and 3, require you to use your knowledge in different areas to come up with well-thought-out solutions, showing in-depth understanding.

4.1.5 You also cannot not expect your lecturers to discuss every possible question that may be asked.

4.1.6 You should expose yourself to different kinds of problems, and questions from different sources and texts and build your capacity to understand and respond to these problems.

4.1.7 Methods of assessment vary from module to module. Some modules are assessed by coursework only; others require students to present papers or prepare for examinations. Details of assessments (type and weighting) are provided in the module handbooks.

4.1.8 All lecturers are required to mark student work on the basis of specific assessment marking criteria, and therefore, it is important that you understand and comply with the requirements of each assessment.

4.2 GUIDANCE FOR WRITTEN ASSESSMENTS

4.2.1 Your written work should express your ideas clearly. You should argue your points logically and coherently, but you will also have to attend to matters of presentation. This means that you need to demonstrate an ability to apply the norms for presenting academic work. All written work must be word-processed.

4.2.2 Write as clearly and plainly as you can. It is important that you learn to express yourself in your own way, while at the same time using correct grammar, syntax, and good spelling in the process. Your aim should be to communicate your meaning at a level of sophistication consistent with degree-standard academic work.

4.2.3 Your written work should follow academic conventions, with regard to sources and the mechanics of citing other works. Information on the use of quotations, referencing styles and the preparation of bibliographies is provided in the last sections of this handbook.

4.2.4 MCUC requires all written work to conform to the rules of Standard English grammar, spelling, and punctuation appropriate to an academic context. It is your responsibility to ensure that your work meets the required standard.

4.2.5 If you are experiencing difficulties, please let your academic adviser know immediately. The sooner appropriate support can be provided, the more benefit you will obtain. It is your responsibility to attend and make full use of the appropriate academic support systems that may be made available.
4.2.6 The written work (for example; Assignment) should be submitted online through MOVE. The submission link on MOVE will be open, a week ahead of the submission date.

4.2.7 You can submit your assignment multiple times, till the submission deadline. You need to note that Turnitin could take up to 24 hours to produce similarity reports for submissions.

4.2.8 The last submission, within the deadline, will be considered as your final submission.

4.2.9 The similarity percentage of your final submission will be one of the factors considered, for assessing the originality of your assignment. However, the decision to report an assignment for plagiarism is taken by the lecturer, who marks your assignment.

4.2.10 Your lecturer will consider a number of factors such as Assignment type, Part of the assignment where similarity occurs, Nature of similarity etc., along with the similarity percentage of your assignment, to assess the originality of your assignment. Therefore, similarity percentage would not be accepted as a basis for disputing academic judgments regarding plagiarism.

4.2.11 You need to bear in mind that the similarity percentage of your submission can keep changing until the submission deadline, if the submissions of other students have similarity to your assignment. Therefore, the similarity percentages are not final, until the assignment submission is closed.

4.3 DISTRIBUTION AND SUBMISSION OF ASSIGNMENT

4.3.1 You must collect assignments from your lecturers. In case of your absence on the day assessments are issued, it is your responsibility to collect the work from the respective module lecturers.

4.3.2 You can show a draft of your assignment to the module lecturer within 7-10 days of the assignment distribution. You can then improve on your work, based on the feedback from the module lecturer/lecturer.

4.3.3 However, you should ensure that you give your lecturers at least a week to respond to any drafts. You should also note that the feedback given to you on drafts is intended only as a guide so that you can improve. Whether you are successful with your assignment or not depends on how effectively you have followed the advise given. You cannot use the draft feedback as a reason for requesting a pass/higher grades in the assessment.

4.3.4 Every assignment submitted must be accompanied by a fully-completed assignment submission cover sheet. Make sure you read and understand the plagiarism statement on the cover sheet.

4.3.5 You must submit your assignments online through MOVE before the specified submission deadline. You are advised NOT to delay your submission until the very last minute.

4.3.6 In order to enhance your performance you are advised to make effective use of the available plagiarism software. To do so, you could submit your assignment online through MOVE in a draft format, before the submission deadline.
4.3.7 If required, you may be asked to submit your assignment (hard copy) to Registry, and obtain an acknowledgment of receipt (which may also be an online acknowledgement), which will be date-stamped upon receipt and forwarded to lecturers for marking.

4.3.8 If you submit an assignment in hard/soft copy in a module for which you are not registered at the time of submission, the assignment will not be marked, irrespective of whether you have received an acknowledgement of receipt. In short, an acknowledgment of receipt of an assignment only indicates that an assignment has been submitted, but does not indicate that the student has the right to have the assessment incorporated in the results.

4.3.9 Assessment marks will be considered as official only if you have completed all the registration requirements for that module.

4.3.10 You are required to keep a copy of all your assignments, in case the College requests a further copy from you. You are advised to retain any receipts that you may be given when handing in your assignment.

4.3.11 All submitted assessments are the property of the College.

4.4 NON-SUBMISSION AND LATE SUBMISSION OF COURSE WORK

4.4.1 Assignments and projects have the important objective of developing yourself and your time management skills, besides subject knowledge. Therefore, the reasons listed in Section 18.6 below may not be accepted for non-submission of assignments, as students are generally given at least 4 weeks for preparing an assignment.

4.4.2 All coursework is given a time limit and non-submission within the deadline will be awarded a 0 grade point.

4.4.3 Student work that is handed in late without a valid written extension by the module lecturer will not be marked, and will be awarded a grade G (0).

4.4.4 Extensions to coursework deadlines can only be granted in exceptional circumstances, and only where the student shows good cause. Problems with computers, such as lost data, corrupted discs or malfunctioning printers, will not ordinarily be accepted as good cause for lateness.

4.4.5 In exceptional cases, where you have a genuine acceptable reason, you can make a request to the module lecturer for an extension. You have the responsibility of requesting the extension in good time and supporting it by documentary evidence, such as a medical certificate or official letter. However, to ensure fairness, unless the student’s situation is accepted as valid, the same deadlines will apply to all other students taking that assessment.

4.4.6 If a new date is agreed, there will be no further extensions to deadline.

4.5 ATTENDANCE OF IN-CLASS TESTS AND EXAMINATIONS

4.5.1 It is your responsibility to make yourselves available for all assessments, including in-class tests, presentations, viva-voices, and examinations at the proper time and place.
4.5.2 Your lecturers will inform you of the dates for assessments (in-class tests) taking place during the semester.

4.5.3 End-of-semester examination timetables are normally published at least one month before the start of the examinations. You should always check the notice boards or the College web-site for the published timetable, and any changes thereof.

4.5.4 You will need to ensure that you are free to attend all assessments, whether they are during the semester or at the end of the semester, or during the August re-sit period.

4.5.5 The names of students sitting for an examination will be published on the Faculty notice boards before the start of the examination.

4.5.6 If you have not completed the registration for the module your name will not appear for assessments in that module. You cannot attempt any assessment for which you are not registered.

4.5.7 If your name is not included on the list for any reason, you must contact Registry immediately; otherwise, you will not be allowed to sit the examination.

4.5.8 If you have failed a module, you must register for that module at the beginning of the semester, and must attend classes, before you can attempt the assessments.

4.5.9 If you attend an examination without proper authorization or registration, the College is under no obligation to accept your work. The Examination Board will not consider your work, as you were not registered for the module at the time of attending the examination.

4.5.10 The College reserves the right not to allow students who have not cleared their fees to sit for an examination.

4.6 RULES GOVERNING EXAMINATIONS

4.6.1 The end-of-semester examination is usually the second element of assessment in a module.

4.6.2 You should ensure that dates of the examination are checked and confirmed from the notice board/College web-site.

4.6.3 You should arrive at least 15 minutes before the start of the examination. You may not be allowed into the examination, if you are more than 30 minutes late.

4.6.4 You must bring your current Student Identification Card into the examination room, and keep it displayed on your desk.

4.6.5 The list of students to be seated in each room is posted on the notice boards and on the door of each room. You should find out which room you are assigned to before the start of the examination.

4.6.6 It’s your responsibility to ensure that you are seated in the room that is allocated to you. If you are seated in the wrong room, you will be asked to leave the room.

4.6.7 You must comply with all instructions given by the examination invigilators.

4.6.8 Your behaviour must not disturb, distract, or adversely affect any other student.
4.6.9 All mobile phones must be switched off and placed on the student’s desk. You are not allowed to use your mobile phones as a calculator, or for checking the time.

4.6.10 You are strictly prohibited from bringing any electronic communication devices into the examination.

4.6.11 You are not permitted to leave the examination room:
• Until after half the prescribed examination time has elapsed.
• During the last ten minutes of working time.

Unless there are exceptional circumstances,

4.6.12 Students who arrive late, but before half the time for the examination has elapsed, may be permitted to take the examination after approval from the Head of Registry. However, no additional time will be allowed for students who come late, unless there are exceptional circumstances.

4.6.13 You may bring into an examination room only those materials approved by the examination invigilators, and indicated as such on the examination paper.

4.6.14 All other materials must be deposited directly upon entering the examination room at a place stipulated by the examination invigilators.

4.6.15 You will not remove from the examination room any answer scripts or other paper provided for use during the course of the examination.

4.6.16 You may normally be allowed to remove question papers after the examination, unless otherwise stated.

4.6.17 During an examination, you will not communicate by word or otherwise with any other person, except with the examination invigilators.

4.6.18 You should remain in your seat without talking until your answer book has been collected, and you are permitted to leave the examination room.

4.6.19 You should not attempt any examination in any module, unless you have completed all the registration requirements for that module. In the event you do enter the examination hall, and attempt the examination, the invigilators have every right to ask you to leave the examination hall.

4.7 NON-ATTENDANCE OF ASSESSMENTS

4.7.1 The Examination Board will accept only the following reasons as evidence of a student’s inability to attend a(n) test/presentation/examination:

a. Serious illness/medical condition, supported by a medical certificate, which is stamped by the Ministry of Health (please note that minor illnesses, such as headaches and colds may not be accepted, particularly if the student has a history of non-attendance in assessments).

b. Non-adjustable work-related problems for working students, which are supported by letters from employers.

c. Death of a very close blood relative, supported by a death certificate.
4.7.2 If you could not attend a test or examination for any of the above reasons, you must submit a ‘Non-attendance’ form, together with the appropriate evidence, within two weeks from the date of the in-class test or examination.

4.7.3 Non-attendance of referral examinations/assessments will not be accepted for granting further referral opportunities.

4.7.4 Non-attendance presented after two weeks of the examination date will not be accepted. If you are unable to come to the College to submit the form, along with the proper documentation, you may request either a friend or relative to do so on your behalf.

4.7.5 Only one application for non-attendance on any of the above grounds will be accepted.

4.7.6 Repeated submission of medical certificates or repeated non-attendance/ non-submission on any grounds will not be accepted, unless the medical situation is serious enough to warrant long periods of treatment.

4.7.7 Non-attendance forms are available at the Faculty Administrators’ Offices, Registry, and on the College web-site. A completed non-attendance form must be submitted to the Director of Studies/Programme Managers or Faculty Administrators, along with medical forms or other approved documentation.

4.7.8 Please note that, once you have attempted an assessment, you cannot claim ill-health or other mitigating circumstances as the basis for an appeal to award you a pass or referral in that assessment. If you are too ill to sit an in-class test/examination, you are strongly advised not to attend the assessment/examination. You cannot use your sickness as an excuse for attempting the assessment/examination again.

4.8 EXTERNAL EXAMINERS AND EXAMINATION BOARDS

4.8.1 Each programme has an External Examiner from a UK University. External Examiners moderate the standards of assessments, student work and the marking of all assessments for all modules on that programme, so as to ensure comparability of standards with UK universities.

4.8.2 All marks awarded during the semester are provisional until confirmed by the Examination Board - which meets at the end of every semester after the end-of-semester examinations.

4.8.3 Only the University’s Scheme Board can override any decision of the Examination Board.

4.8.4 Students should pass a minimum of two modules in an academic year to show evidence of academic progress. If they do not pass at least two modules in an academic year, the Examination Board will ask that they withdraw from their programme of study.

4.9 ASSESSMENT MARKING AND MODERATION

4.9.1 The College wants all students to succeed and perform well in their assessments. However, as an educational institution, Majan College and its academic staff have an obligation to maintain high standards and comply with all academic regulations,
in accordance with those of the University of Bedfordshire in the conduct of assessments.

4.9.2 All lecturers are required to mark assessments fairly and accurately and according to pre-set marking schemes for each assessment - which are approved by External Examiners.

4.9.3 The College’s quality assurance systems also ensure that assessments are double-marked and verified by External Examiners.

4.9.4 All assessment work submitted by students in each module are marked and moderated by internal first and second markers. All fails and referrals and all Level 3 assessments are second-marked. All assessments are reviewed by External Examiners, who moderate and verify the marking to ensure fairness and international standards.

4.9.5 Students cannot make requests for a pass on the basis of their personal, social, or financial status. Students can pass only on the strength of the academic work done by them, within the regulations. A pass can not be awarded to any student whose work does not reflect or meet the required standards and regulations.

4.9.6 The College will not entertain any complaints from students who question the academic judgment of the examiners.

4.9.7 The College cannot change the nature of an assessment for any student, e.g., from an examination to an assignment, unless there are specific circumstances, such as permanent physical handicap. In any such case, the change must be approved by the University.

### 4.10 ASSESSMENT FEEDBACK, CONFIRMATION AND PUBLISHING OF RESULTS

4.10.1 You will receive feedback (verbal, written or online) from your module lecturers on your performances in the assessments conducted during the semester within 4-5 weeks of submission or by Week 14 of teaching, whichever is earlier.

4.10.2 Feedback is to make you aware of the strengths and weaknesses of your work, so that you can improve your performance in that module as well as in other modules in future.

4.10.3 However, you must note that any grades given to you during the semester are provisional and may be subject to change by the Examination Board at the end of the semester.

4.10.4 Detailed feedback is not given on end-of-semester examinations/assessments, particularly if the student has passed the examination. Students who have failed or have been referred in an examination may request the Head of Faculty concerned for feedback on how they can improve their examination performance.

4.10.5 Results (module grades) will be published on the notice boards or through the College on-line registration system at the end of each semester after they have been agreed by the Examination Board.

4.10.6 Results are published as follows:

- In early February for the first semester (September -January).
End of June for the second semester (February – May).

Early September for referral assessments in August and summer semester.

4.10.7 Results will NOT be given over the telephone, and will not be given to friends and relatives without a letter of authorisation.

4.10.8 It is the students’ responsibility to get confirmation of their results from Registry. Students cannot claim that their friends or anyone else misinformed them of their results.

4.10.9 Graduating students will be given their notification of graduation only after the University of Bedfordshire confirms their results. This will take a minimum of 3-4 weeks after the results are published.

4.11 LEVEL 3 PROJECT OR DISSERTATION

4.11.1 The Level 3 project is a sustained piece of research-led writing which you undertake individually, with the close guidance of a supervisor, on a topic of your choice. As the most substantial written element of your degree programme, it is important that you begin work on the project early and work consistently. If you fall behind in the research or writing, it may be difficult to recover the lost time.

4.11.2 The Project accounts for 30 credits at Level 3 (with exceptions to the BA (Hons) in Finance and Accounting), and should be between 8,000 and 10,000 words in length. The project module is spread over two semesters. Once you have started or completed the first semester of the project, you cannot ask to defer the second semester. This is to be fair to all students who are given the same amount of time to complete the project module.

4.11.3 Students have to submit an interim report (P1) at the end of the first semester of their registration for the Project. The successful completion of this interim report (P1) will qualify students to progress/ register for the second semester of their projects.

4.11.4 You will be notified of your supervisor at the beginning of the first semester; you will meet your supervisor approximately once per fortnight. Please do not miss meetings with lecturer or supervisors without excuse; these meetings are recorded and students who do not attend will receive a formal warning.

4.11.5 You should work closely with your Project supervisor throughout the process of refining and selecting your topic, researching the material, drafting chapters, and presenting the final work.

4.11.6 In general terms, the timing of the Project research and writing is as detailed in the project handbook.

4.11.7 As a Level 3 Project student, you should:

i) Manage the relationship with your supervisor, keeping in regular contact with him/her, according to Faculty policy;

ii) Agree on a schedule of meetings with the supervisor for reports/briefing on your progress;

iii) Ensure the agreed schedule is adhered to, and any deadlines met;
iv) Discuss with the supervisor the type of guidance and comments that you find most helpful;

v) Take the initiative in discussing any problems with the project work and/or its supervision, so that these can be resolved as soon as possible;

vi) Keep a diary of work conducted, related to the project. This would include: copy of the supervisors feedback and milestones forms, notes on discussions/correspondence with your supervisor, problems found and solutions, resources used, diagrams, plans, sketches, etc.;

vii) Submit timely drafts so that the supervisor has adequate time to provide constructive feedback;

viii) Submit the dissertation and/or other items in the specified format, on time, and according to the Faculty deadlines and regulations.

4.11.8 For the BA (Hons.) in Accounting and BA (Hons.) in Finance programmes, the students will take Advances in Accounting and Finance which accounts for 15 credits at Level 3 and should be between 4000-5000 words in length. This module is spread over one semester. This, like the Project, is a sustained piece of research-led writing which you undertake individually, with the close guidance of a lecturer, on a topic of your choice. As the most substantial written element of your degree programme, it is important that you begin work on the project early and work consistently. If you fall behind in the research or writing, it may be difficult to recover the lost time successfully.

SECTION V: ACADEMIC POLICIES

5.1 GRADING SYSTEM

5.1.1 In accordance with the University regulations, all student work is graded using a sixteen-point grading system. You are advised to carefully read and understand the general assessment criteria given below so that you can be as successful as you can be in your assessments.

5.1.2 Although grades may be awarded on the basis of marks in some assessments, students should note that both marks and grades will be awarded on the basis of the assessment criteria for each grade.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>GRADE POINT</th>
<th>DESCRIPTION</th>
<th>GENERAL Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>16</td>
<td>Excellent</td>
<td>• An outstanding piece of work.</td>
</tr>
<tr>
<td>A</td>
<td>15</td>
<td></td>
<td>• Shows evidence of wider reading and originality</td>
</tr>
<tr>
<td>A-</td>
<td>14</td>
<td></td>
<td>• Strongly analytical. All important points are covered.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Arguments should be supported by examples and evidence, objectively presented and evaluated,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Well structured and well written, without noticeable grammatical or other errors.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Correctly referenced</td>
</tr>
</tbody>
</table>
### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+</td>
<td>13</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>9</td>
<td>Good</td>
</tr>
<tr>
<td>C-</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>7</td>
<td>Pass</td>
</tr>
<tr>
<td>D</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>4</td>
<td>Refer</td>
</tr>
<tr>
<td>F</td>
<td>2</td>
<td>Fail</td>
</tr>
<tr>
<td>F-</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>0</td>
<td>Fail</td>
</tr>
</tbody>
</table>

- **Very Good**
  - Very good work.
  - All main points will have been covered, though minor issues may have been omitted.
  - The work will be analytical, balanced and soundly based.
  - Examples and supporting evidence should have been included.
  - The writing should be essentially correct, without major grammatical or other errors.
  - Generally referenced correctly.

- **Good**
  - Generally good work.
  - Most points will have been covered, but many finer points will generally have been missed.
  - Shows limited reading.
  - Arguments/analysis should be basically well structured and balanced with relevant examples, but with errors and gaps.
  - The writing is clear, but has errors that nevertheless do not obscure the meaning.
  - Referencing will be present but may at times be inaccurate or insufficient.

- **Pass**
  - Satisfactory.
  - Shows sufficient grasp of the subject to be acceptable.
  - Tends to be descriptive.
  - Examples and evidence is likely to be weak and limited.
  - Shows limited reading.
  - Referencing is likely to be absent or very poorly carried out.

- **Refer**
  - Unsatisfactory/ Compensatable fail.
  - Serious errors and omissions.
  - Very little analysis

- **Fail**
  - Work of a very poor standard with little relevant information and/or serious errors.

- **Work containing little of merit**

### 5.2 Passing a Module and Gaining Credit Points

5.2.1 To pass an assessment you must generally obtain a grade point of 5/D- in that assessment.

5.2.2 To pass a module you must achieve a minimum overall pass grade of D- (grade point 5) in that module, and you must not have a grade point less than 4 in any of the assessments in that module. However, as an exception, in case of a student who is either exiting from a course or progressing to the next level, the board of examiners may confirm that a particular element of assessment in a module is of a weighting such that the minimum requirement is 2/F (not 4/E), with an overall aggregate grade of 5/D.

5.2.3 You are awarded credit points on passing a module.
5.3 Redeeming Failure in a Module

5.3.1 Students have two opportunities to redeem failure in any unit:

i) By satisfying the examiners that they have met the intended learning outcomes of each element of assessment that they have failed by undertaking resit or referral work prescribed by the examiners. They are permitted to undertake resits and referrals on one occasion only when next time the assessment is scheduled. The grade for the resits and referrals will be capped at a maximum of 5/D-.

ii) By retaking the unit on the next occasion it is offered. They must take all the elements of assessment. The full range of grades will be available to the examiners in assessing the unit retaken. There is no resit or referral opportunity after a unit has been retaken. A tuition fee will be payable in respect of each module a student retakes.

5.3.2 The grade for resits and referral will be capped at a maximum of 5/D-.

5.3.3 Failure to attempt the original assessments will not entitle you to a referral or resit opportunity and will not be allowed as grounds for appeal.

5.3.4 If you fail or do not attempt your referral or resit, you will not be allowed any further referral opportunities. Hence, students are advised to use their first referral opportunity wisely.

5.3.5 You may then retake the module on the next occasion it is offered and you must attempt all assessments. The full range of grades will be available to the examiners in assessing the unit retaken.

5.3.6 There are no referral opportunities for any module which is retaken and appeals for referral opportunities will not be accepted.

5.3.7 If you fail the module which you have retaken, your case will be considered by the Progression Board.

5.3.8 The Board may give you one final chance to retake the failed module; however this is not an automatic right and the decision depends on your overall profile and academic performance.

5.3.9 If the Progression Board allows you a further opportunity to retake the module, you will be placed on academic probation. No further opportunities for redeem failure will be allowed.

5.3.10 A student who is on academic probation and does not pass the modules retaken may have to leave the programme, particularly if the module is a core module.

5.3.11 No appeal will be considered against the decisions of the Progression Board.

5.3.12 The University’s regulations do not allow you to retake a module that has been passed in order to improve a grade.

5.4 Awarding the Degree (Classification)

5.4.1 The Bachelor’s degree with Honours will normally be awarded in classes 1, 2i, 2ii and 3.
5.4.2 The Honours Degree Classification is shown below:

<table>
<thead>
<tr>
<th>Overall performance (Grade point)</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.0 or 16.0</td>
<td>First class Honours (1st)</td>
</tr>
<tr>
<td>13.5 to 13.9</td>
<td>2i/1st borderline</td>
</tr>
<tr>
<td>11.0 – 13.4</td>
<td>2i</td>
</tr>
<tr>
<td>10.5 to 10.9</td>
<td>2i/2ii borderline</td>
</tr>
<tr>
<td>8.0-10.4</td>
<td>2ii</td>
</tr>
<tr>
<td>7.5 to 7.9</td>
<td>3rd/2ii borderline</td>
</tr>
<tr>
<td>5.0-7.4</td>
<td>3rd classhonours</td>
</tr>
</tbody>
</table>

5.4.3 A candidate for any Undergraduate award who fails to satisfy the requirements for the intended award but satisfies those for a lower award will be eligible for the lower award.

5.4.4 FOR THOSE STUDENTS REGISTERED IN LEVEL 1 & LEVEL 2 BEFORE SEPTEMBER 2010

For the Bachelors degree with Honours, the class of the Honours achieved is arrived at by a weighted average of the best grades obtained in the following:

i) For all programmes except Accounting & Finance, modules up to 90 credits at the final stage including the Honours project or equivalent; (4 modules with the highest grades + Project)

ii) For Accounting & Finance programmes, modules up to 90 credits at the final stage including the Advances in Accounting & Finance module; (5 modules with the highest grades + AAF)

iii) Modules up to 30 credits which are at level 2 are single weighted; (2 modules with the best grades)

iv) The result of the weighted average calculation is rounded up to one decimal place.

5.4.5 FOR THOSE STUDENTS REGISTERED IN LEVEL 2 & LEVEL 3 FROM SEPTEMBER 2010

For the Bachelors degree with Honours, the class of the Honours achieved is arrived at by a weighted average of the best grades obtained in the following:

i) For all programmes except Accounting & Finance, modules up to 90 credits at the final stage including the Honours project or equivalent which are double weighted; (4 modules with the highest grades + Project)

ii) For Accounting & Finance programmes, modules up to 90 credits at the final stage including the Advances in Accounting & Finance module; (5 modules with the highest grades + AAF)

iii) Modules up to 90 credits which are at level 2 are single weighted; (5 modules with the highest grades)
iv) The result of the weighted average calculation is rounded up to one decimal place.

5.4.6 Honours classification for students who have transferred from another University and have been granted APL credits, will be based only on the modules they have completed at Majan College.

5.4.7 Where a student’s weighted average falls below a class boundary by 0.5 or less, the board of examiners will consider whether the student should be placed in the upper or the lower class, using the evidence available. To gain the higher classification, students must have at least 50% of their final stage credits in the higher category.

5.4.8 Students who enter directly onto Level 3 of an honours degree from a course which they have previously studied and been awarded i.e. a Diploma of Higher Education or HND will have their honours classification calculated in the following manner:

‘the calculated Honours classification will be based on the average of the grades attained in 90 credits at the final stage, including 30 credits from the Honours project or equivalent plus the best 60 credits from the remaining 90 credits.

5.4.9 Students who have studied at MCUC and have gained a DipHE will have their classification based on the above algorithm; the transcripts of these students should show 240 APL credits at Level 2 and 3 and taught credit at Level 3 only.

5.4.10 Students who are direct entry students to Level 3 and have obtained 240 credits of APL must register for, and complete satisfactorily 120 credits at Level 3 in order to be awarded an Honours degree. The Regulations note that Recognition of prior learning (APL) can only count towards an honours degree to the amount of 240 credits.
### Classification categories for BA/BSc (Hons)

<table>
<thead>
<tr>
<th>Grade Points</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 - 16</td>
<td>1st Class</td>
</tr>
<tr>
<td>13.5 - 13.99</td>
<td>2i/2i Class borderline</td>
</tr>
<tr>
<td>11 - 13.49</td>
<td>2i</td>
</tr>
<tr>
<td>10.5 - 10.99</td>
<td>2i/2i Class borderline</td>
</tr>
<tr>
<td>8 - 10.49</td>
<td>2ii</td>
</tr>
<tr>
<td>7.5 - 7.99</td>
<td>3rd Class/2ii Class borderline</td>
</tr>
<tr>
<td>5 - 7.49</td>
<td>3rd Class</td>
</tr>
</tbody>
</table>

#### Sample calculation for students registered in Business/IT/Marketing/English programme and Registered for a level 2 module from Sept 2010

<table>
<thead>
<tr>
<th>Level</th>
<th>Modules with highest GP Weight</th>
<th>GP</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>RM 10 1 x 1 = 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>EPDCB 11 x 1 = 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>HRM 11.5 x 1 = 11.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>WP 14 x 1 = 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>PM 12 x 1 = 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>FBS 13 x 1 = 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Project 13.5 x 4 = 54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>S Mngt 12.5 x 2 = 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>SHRM 12.5 x 2 = 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>SBM 10 x 2 = 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>MIS 12 x 2 = 24</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total 18 218.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Average of GP value = (GP value/Weight)
- Class 2i: 12.1

#### Sample calculation for students registered in Accounting/Finance programme and Registered for a level 2 module from Sept 2010

<table>
<thead>
<tr>
<th>Level</th>
<th>Modules with highest GP Weight</th>
<th>GP</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>RM 15 x 1 = 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>EPDCB 14 x 1 = 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Corp Acc 15 x 1 = 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Mngt Acc 14 x 1 = 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>BLT 14 x 1 = 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>FBS 13 x 1 = 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>AAF 15 x 1 = 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>S Mngt 14 x 2 = 28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>SBF 15 x 2 = 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>SBF 15 x 2 = 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CF 13 x 2 = 26</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total 18 253</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Average of GP value = (GP value/Weight)
- Class 1st: 14.1

### Sample calculation for students registered in Business/IT/Marketing/English programme and Registered for a level 2 module before Sept 2010

<table>
<thead>
<tr>
<th>Level</th>
<th>Modules with highest GP Weight</th>
<th>GP</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>WP 14 x 1 = 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>FBS 13 x 1 = 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Project 13.5 x 2 = 27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>S Mngt 12 x 1 = 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>SHRM 12.5 x 1 = 12.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>SBM 10 x 1 = 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>MIS 12 x 1 = 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total 8 100.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Average of GP value = (GP value/Weight)
- Class 2i: 12.6

### Sample calculation for students registered in Accounting/Finance programme and Registered for a level 2 module before Sept 2010

<table>
<thead>
<tr>
<th>Level</th>
<th>Modules with highest GP Weight</th>
<th>GP</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>RM 15 x 1 = 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Corp Acc 15 x 1 = 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>AAF 15 x 1 = 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>S Mngt 14 x 1 = 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>SBF 15 x 1 = 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CF 13 x 1 = 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total 8 114</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Average of GP value = (GP value/Weight)
- Class 1st: 14.3

#### Classification
- Class 2i: 12.6

5.4.11 The Diploma of Higher Education may be awarded with Distinction to students who have attained grades of 14/A- or higher in a minimum of 60 credits at level 2.
Classification categories for Diploma in Higher Education

<table>
<thead>
<tr>
<th>Grade Points</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 - 16</td>
<td>*Excellent/Distinction</td>
</tr>
<tr>
<td>11 - 13.99</td>
<td>Very Good</td>
</tr>
<tr>
<td>8 - 10.99</td>
<td>Good</td>
</tr>
<tr>
<td>5 - 7.99</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

* The student to get Excellent / Distinction must get GP 14 - 16 in all 4 modules failing which the student will be awarded Very Good even if though the average is above 14.

Sample calculation for all Dip HE students

<table>
<thead>
<tr>
<th>Level</th>
<th>Modules with highest crs</th>
<th>GP</th>
<th>Weight</th>
<th>GP value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>RM</td>
<td>10</td>
<td>x 1</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>EPDCB</td>
<td>11</td>
<td>x 1</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>HRM</td>
<td>11.5</td>
<td>x 1</td>
<td>11.5</td>
</tr>
<tr>
<td>2</td>
<td>WP</td>
<td>10</td>
<td>x 1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>4</td>
<td>42.5</td>
</tr>
</tbody>
</table>

Average of GP value = (GP value/Weight) = 10.6
Class Good

5.4.12 The Diploma certificates issued by the University of Bedfordshire will only have the classifications of “Distinction” for excellent academic performance. Based on the student's academic performance, the Diploma notifications will have the following classifications to further elaborate the student’s profiles: "Excellent", "Very Good", "Good", "Satisfactory".

5.5 UNDERSTANDING YOUR TRANScript

5.5.1 Your transcript shows the following:
- all modules that you have attempted
- the grade points for each assessment
- the overall grade point and grade
- the Examination Board’s decision
- the date of the Examination Board at which the decision was made

5.5.2 The Examination Board’s decision may be any of the following as per the normal practice in Higher Education in the United Kingdom:

<table>
<thead>
<tr>
<th>Code</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>PASS</td>
<td>Passed the module with an overall grade of 5 to 16</td>
</tr>
<tr>
<td>FAIL</td>
<td>Failed with an overall grade of 2 or less than 2, and hence, should retake the module</td>
</tr>
<tr>
<td>RA</td>
<td>Refer in an in-semester assessment</td>
</tr>
<tr>
<td>RE</td>
<td>Refer in an end-of-semester examination</td>
</tr>
<tr>
<td>RS</td>
<td>Refer in the final assessment</td>
</tr>
<tr>
<td>RAS</td>
<td>Refer in two assessments: in-semester and final assessment</td>
</tr>
</tbody>
</table>
Refer in two assessments; in-semester and end-of-semester examination

Refer in two assessments; both in-semester

Pass after Refer in in-semester assessment

Fail after Refer in in-semester assessment

Refer in an in-semester assessment but for a reason, e.g., illness. The Refer mark will be awarded in full.

Refer in an end-of-semester examination but for a reason, e.g., illness. The Refer mark will be awarded in full.

Not Attempted

Deferred Decision

Mitigating circumstances

Unfair Means case

5.5.3 Referrals in assessments conducted during the semester are normally shown as RA on the transcript, while referrals in the final examinations are shown as RE. If you are referred in a final assessment that is not an examination, this will be shown as RS.

5.5.4 Referral work is marked either as a pass or fail; therefore, the maximum grade you can obtain for any referral assessment is D- (grade point 5).

5.5.5 Failure to obtain a grade point of D-/5 in any referred assessment will result in a Fail for that module, irrespective of the grades obtained in other assessments in that module.

5.5.6 Referrals must be completed at the next assessment opportunity provided by the College, and cannot be extended indefinitely. Deferral of referral work will not be allowed, unless there are very exceptional circumstances (as listed in Section 9).

5.5.7 You are responsible for obtaining information, regarding referral assessments, including dates and timings. Such dates and timings will be published on the notice board at least three weeks before the start of the examinations. You will need to ensure that you have the time and can attend all referral examinations.

5.5.8 If you choose not to use the referral opportunity without a valid reason, you will lose your right to the referral, and will automatically be given a FAIL for that module.

5.5.9 For results published in February: Referral work should be attempted in the next semester (February-June Semester). Referral work to be submitted should be collected from the module co-ordinator of that module.

5.5.10 For results published in June, the referral work should be submitted/attempted by August. Referral work to be submitted during the summer period, i.e., June-August can be collected from the Faculty offices immediately after the results are published in June.

5.5.11 Students will not be allowed to attempt/carry referral work after August/September other than for modules registered for in the summer semester.
5.6 PLAGIARISM AND ACADEMIC MISCONDUCT (Academic Offences)

5.6.1 As a student, you will always listen to or read other people’s ideas and opinions. You do this when you sit in a lecture or read from textbooks, the Internet, or any other published material. So, naturally, when you are asked to prepare an assignment, you will use and incorporate these ideas into your work. As these ideas are not your own, it is very important to give credit to the sources of these ideas.

5.6.2 The work that you submit for grading should always be your own. The work should be in your own words, and based on what you understand either from handouts, textbooks, Internet, journals, or other references.

5.6.3 Regardless of whether you have been working in groups or individually, your final written submission MUST be entirely your own effort.

5.6.4 Copying material from other sources is an academic offence, and is called PLAGIARISM.

5.6.5 Plagiarism includes:
- lifting information from a published work without reference to it;
- paraphrasing ideas from a text without acknowledgement of its author;
- submitting work that is done by others; and,
- copying the work of other students.

5.6.6 Examples of Plagiarism, Unfair Means & Cheating include, but are not limited to:
  i) Copying from another student’s assignment;
  ii) Giving a copy of your work to another student;
  iii) Copying or closely paraphrasing from textbooks, the Internet, journal articles or from any published sources, such as newspapers and magazines;
  iv) Getting the assignment written by someone else;
  v) Discussing answers in an exam hall;
  vi) Carrying notes into exam halls;
  vii) Using mobile phones in the exam hall;
  viii) Copying from another student or other sources during an exam;
  ix) Having someone else take an exam in your place, or taking an exam for someone else;
  x) Getting someone else (including relatives, friends and other students) to work on your assignments, instead of doing it yourself;
  xi) Doing another student’s formal assessment work for them;
  xii) Using any unauthorised materials, including a text, voice, hard and soft copies or any media in an examination;
xiii) Depending on sources beyond those authorized by the lecturer/lecturer in writing papers, preparing reports, solving problems, or carrying out other assignments;

xiv) Acquiring, without permission, tests or other academic material which belongs to a member of the College;

xv) Using any form of unfair means to gain advantage in an assignment or examination;

xvi) Allowing other students to copy from you.

5.6.7 If you leave the examination hall without clarification or explanation on being questioned by the invigilators on suspicion of using unfair means, such a departure will be considered evidence of cheating. The College is not required to look for any further physical evidence of cheating, and is entitled to apply the appropriate penalty.

5.7 PENALTIES FOR PLAGIARISM AND ACADEMIC MISCONDUCT

5.7.1 The University and the College takes a zero tolerance stance on the use of unfair means by students in assignments and examinations, and these will be dealt with severely.

5.7.2 All Unfair Means decisions are finally confirmed by the appropriate Examination Board.

5.7.3 Students suspected of plagiarism in assignments will be called for an interview with the Faculty Unfair Means Committee.

5.7.4 Action can be taken against plagiarism and Unfair Means at any time, even after results are published.

5.7.5 If the student is unable to convince the Unfair Means Committee that the work is their own, they will be penalised. The minimum penalty for Plagiarism in any form is a mark of 0 for that assessment.

5.7.6 The maximum penalties vary according to the nature of the offence, the level at which it is committed, and whether the student is involved in a repeat offence.

5.7.7 Repeated academic offences will invite more serious penalties, including any of the following:

- Failing the module;
- Failing the semester;
- Exclusion or expulsion from the College.

5.7.8 Cheating in an examination is considered a grave offence, irrespective of the level of the module; the minimum penalty is a Fail in the module.

5.7.9 A student who violates any of the rules governing examinations is liable to be immediately removed from the examination room, and may be subject to disciplinary action by the College without being called for an interview by the Unfair Means Committee.
5.8 ACADEMIC APPEALS

5.8.1 Academic Appeals must be made only by those students who have an exceptional situation or problem which has affected their performance in a module. An appeal can be made only for the following reasons:

a. Where a student did not attend an assessment and could not submit the non-attendance form and supporting evidence to the Faculty before the results were published because of valid reasons;

b. If the students marks were affected because of any administrative error or mistake on the part of the College;

c. If the College did not follow its academic regulation in relation to that assessment;

d. If the assessment procedures were unfair in some way:

e. If the student’s performance was affected by an exceptional personal situation and for which valid supporting evidence can be produced.

5.8.2 Appeals must be submitted within two weeks of the Examination results being published and handed in to the Registry Department.

5.8.3 Appeals on results from previous semesters will not be accepted.

5.8.4 Students cannot question the academic judgment of the examiners.

5.8.5 The College applies a quality assurance system which endorses moderation by a second marker, by UK External Examiners and confirmed by the University of Bedfordshire and the Board of Examiners.

5.8.6 Examiners are required to mark assessments fairly but accurately and according to marking schemes and criteria for each assessment which are approved by External Examiners. Examiners cannot unfairly downgrade a student nor can they be overgenerous in awarding marks to any student.

5.8.7 Hence, an appeal which asks for an assessment mark or examination result to be changed or re-marked without proper academic grounds for such reconsideration will be rejected by the Appeals Committee.

5.8.8 Appeals Forms are available in the Registry and must be clearly completed (in English) along with supporting evidence.

5.8.9 Students cannot appeal for repeated referral opportunities in a module for any reason. If students cannot pass an assessment after a referral, this means that their understanding of the module is weak, and they must retake the module.

5.8.10 The outcome of the Appeals Committee will normally be made available within three weeks after the appeal has been submitted by the student. It is the responsibility of the student to find out the outcome of his/her appeal submission.

5.8.11 Only the Appeals Committee is able to consider the outcome of student results, and its decisions are confirmed by the Board of Examiners. Exceptionally, if further information becomes available to support a case that has already been considered by the committee, this can be presented to the Committee along with a clear explanation of why this information was not previously available.
5.8.12 Appeals made for the following reasons will be rejected:

a. To check/review the marks or grades awarded in an assessment;

b. Non-attempt of an assessment due to the student’s failure to inform himself/herself about the dates of the examination/assessment.

c. Non-attempt of an assessment/poor performance due to lack of awareness of the colleges academic regulations;

d. Requests for more than one referral opportunity in a module;

e. To be awarded a pass when the exam board has already awarded a referral or fail in a module.

f. To be awarded a higher grade in an assessment.

5.8.13 An administration fee will be charged when the written appeal is submitted.

SECTION VI: STUDENTS

6.1 STUDENT REPRESENTATIONS: ACADEMIC & HOUSEKEEPING

6.1.1 The College values your participation and input, as this will help us improve the standards of the programmes that we offer. Feedback from students and clients is welcomed as part of the College’s approach to the development and enhancement of the quality of its services.

6.1.2 There are many routes whereby concerns and issues can be raised and addressed, and you are encouraged to make full use of these routes. In particular, you should ensure that you are familiar with the quality assurance procedures that exist within academic departments, as stated in Student Handbooks.

6.1.3 There are a number of quality assurance systems in place through which you can express your opinions, views, and suggestions. These include:

6.1.4 Student Representatives: All Levels within a programme are required to elect student representatives. Student representatives should understand the concerns and views of other students, and speak on their behalf at Course Committee meetings, which are held twice each semester. Academic and student issues are discussed at these committees, and then presented to Senior Management for appropriate action(s).

6.1.5 The Student Feedback Form: This is your means to convey your experiences of teaching and learning on your modules. Feedback from students is essential for the University to identify issues and areas for quality improvement, as well as to learn from those areas where quality is seen as of a high standard. The obtaining of student feedback is done through a variety of methods.

6.1.6 Academic Events: You can become involved in quality assurance activities, such as validation events and annual reviews.

6.1.7 Student Survey: A College-wide student satisfaction survey provides an analysis of the key issues that affect the quality of the student experience. It is administered
centrally through the Quality Assurance Department, and distributed to students on campus. The analysis is presented to the College Academic Board and to Faculties/Departments - who are required to identify how they will respond to particular areas of concern.

6.1.8 Student Council: To include the spirit of democracy among the students and to strengthen their relationship, the College has constituted a Student Council to facilitate activities and events for the college community. The Council also work towards resolving student issues, developing student talents, inculcating good habits so that they can grow themselves as responsible citizens of the country. All students are encouraged to participate in the operations of the Council.

6.2 CLASS REPRESENTATIVES

6.2.1 Every semester, a student representative is elected from each group by the students.

6.2.2 The student representatives have the responsibility of communicating their group concerns to the Director of Studies/Programme Managers, and to attend and represent their group in the Course Committee Meetings held twice a semester.

6.2.3 They must represent the group at Course Committee meetings where student problems and issues are discussed. Information about such meetings will be publicised in advance on the student notice boards.

6.2.4 The Course Committee Meeting is a forum for discussing issues relating to:

- Academic Issues;
- Library facilities;
- Infrastructure problems;
- Any issues of general concern to students.

6.3 STUDENT COMPLAINTS

6.3.1 General information

6.3.1.1 We recognise that there may be occasions when you have cause for complaint about your experience in the College. When this happens, the Complaints Procedure is intended to provide an accessible, fair, and straightforward system which ensures an effective, prompt, and appropriate response.

6.3.1.2 You should note that complaints about academic decisions, marking and the academic judgement of examiners will not be entertained, as these are decisions made by the Examination Board.

6.3.1.3 The College aims to handle complaints in a way that:

- encourages informal conciliation, and facilitates early resolution;
- ensures a full and fair investigation;
- addresses all the points at issue, and provides an effective response and appropriate redress;
- ensures that action is taken to improve services.
6.3.2 Complaints procedure

6.3.2.1 If you wish to make a complaint, the first place to start is with the staff involved at the point at which the problem arose.

6.3.2.2 If the issue is not resolved, or if you don’t wish to discuss this with the person involved, you should fill in the Complaint Form and submit it to the appropriate Head of Faculty/Department.

6.3.2.3 Complaints are considered valid only if a written statement of the problem or complaint is given by the student. Unattributed complaints will not be considered.

6.3.2.4 You will normally receive a written response within two weeks, unless the complaint requires a more detailed and extended review.

6.3.2.5 If you still feel that the complaint has not been given proper consideration, you may then approach the Associate Dean for Quality Assurance and Registry.

6.4 STUDENT RIGHTS

6.4.1 Programme and Module Information: A student has the right to be informed at the beginning of each semester of the nature of the module, the module expectations and the assessment strategy that will be used. This is normally done through a module handbook. However, if the student has not received the module handbook due to non-attendance, it is the student’s responsibility to meet the relevant lecturer/lecturer to get a copy.

6.4.2 Changes to programmes: As far as possible, the structure of a programme, in terms of the number of modules to be taken for an award that a student is registered on, will not be changed at a later stage to the disadvantage of a student. However, the nature of higher education is such that changes to programmes and modules are necessary to maintain their relevancy to the needs of students, industry, and in accordance with new developments in the world of academia. Hence, the College will, from time to time, review and make appropriate amendments to its programmes and modules, in accordance with its quality assurance procedures and after approval from the affiliating University.

6.4.3 Academic Evaluation: Students are protected against prejudiced or dishonest academic evaluation through the College’s quality assurance procedures and academic regulations. At the same time, students cannot question the academic evaluation of their performances, once the Board of Examiners has confirmed the results and the standards of marking. Students are responsible for maintaining their standard of academic performance in each module for which they are registered.

6.4.4 Student Data: The College will take all reasonable steps to ensure that students’ personal data submitted to the College are securely maintained. Administrative staff and Faculty members are expected to respect confidential information on students which they may gather in the process of providing counsel and advice.

6.4.5 Discrimination: It is the policy of Majan College not to discriminate against any student or individual on matters of admission, employment, or in the educational programmes or other College-related activities, based on non-meritorious factors, including, but not limited to: age; race; colour; religion; gender; nationality; ancestry; or, disability.
6.4.6 Equal Rights and Protection: The College has an obligation to apply its rules equally to all students who are similarly situated. Procedural fairness is guaranteed to all students, irrespective of their gender, race, religion, nationality, age, sponsor, financial, or personal status and part-time/full-time status. This does not mean, however, that the College cannot take action against those who violate its rules and regulations, or against offenders because there are others who cannot be identified, or who are not similarly charged.

6.5 STUDENT CODE OF CONDUCT

6.5.1 General information

6.5.1.1 All Majan College students enjoy rights and privileges which are due to them as students. Students are required to exert sufficient care and commitment in order to fulfil their roles and special obligations as members of the academic community.

6.5.1.2 The College expects all students to conduct themselves by the following standards that are designed for its general well-being. It also includes any acts or conduct whereby the interests of the College, its staff or other students are clearly violated. Any violations of these policies may result in disciplinary action and/or legal action. The fact that a violation occurs off-campus does not preclude the interest and involvement of the College. Moreover, students are required to familiarise themselves with the published rules, regulations and standards of expected conduct. Claims of ignorance will not be considered as a mitigating factor.

6.5.1.3 Visitors to the College shall also observe these regulations while on College property. Non-compliance by their visitors, particularly in cases of abuse and harassment of members of the College community, and destruction of College property, may subject students to sanctions imposed by the College.

6.5.1.4 General Conduct: In general, Majan College students are expected to: respect one another and the College staff; demonstrate civility and loyalty to the institution; be responsible for their actions and for their learning; be fair and act with honesty. All students are expected to conduct themselves as responsible members of the academic and social community, while on- or off-campus. They must respect the rights and privileges of others, as well as differences of opinion and diversity. They must treat all College staff, students and visitors with respect and consideration. They must take responsibility for their own learning by fully engaging in the learning process and participating in College or class activities.

6.5.1.5 Dress: All students are expected to dress in an appropriate manner that reflects sensitivity to local culture and traditions. Female students are not allowed to wear the “NIQAB” (covering the face) inside the campus or the hostel premises (as instructed by the Ministry of Higher Education).

6.5.1.6 College Identification Card: While on campus, all students are expected to carry with them their current College Identification card. Any member of the College staff, whether academic or administrative, has the right to ask any student to produce their identification card, failing which the student may be asked to leave the College premises.

6.5.1.7 Individual dignity: Disrespectful and abusive behaviour towards any of the College’s staff or other students on or off campus will be considered an extremely serious violation, and will invite the ultimate penalties. Such behaviour may include
verbal abuse, or threatening and obstructive acts towards another individual of the College community. This also includes acts which cause embarrassment, fright, humiliation, ridicule or degrades another individual, or endangers the physical safety of another person. Students and their visitors should desist from making any insulting or derogatory comments on another individual’s social or personal background, including ethnicity, religion, gender, family, nationality, ancestry, or disability.

6.5.1.8 Harassment: Students must not engage in any conduct which interferes with an individual’s work or academic performance, or creates an intimidating, hostile, or offensive environment for any individual. Such acts also include statements of a sexual nature which are abusive, intimidating, harassing, or embarrassing. Any student who is found guilty of the above, or who retaliates against any person filing a complaint, or against any witness to the incident, will be expelled from the College.

6.5.1.9 Academic Dishonesty: All students are expected to practise high standards of academic and professional honesty and integrity. Cheating or plagiarism in any form is unacceptable, and will be strictly penalised. The College key objective is to promote the cognitive and psycho-social development of all students. All work submitted by a student must represent their own ideas, concepts, and current understanding. Academic dishonesty also includes submitting the same or substantial portions of coursework for more than one module or for the same module at different times without the permission of the lecturers concerned.

6.5.1.10 Falsification of Official Records: Wilful falsification of official records or documents, including College documents, student academic transcripts and records, registration forms, fee receipts, identification cards, etc., or omission with the intent to deceive, is prohibited. Falsifying, distorting, or misrepresenting information to any College staff or authority/committee will also constitute a violation.

6.5.1.11 Official Notification: Failure to comply with any official notification or legitimate directives, written or verbal, of a duly-authorised administrative or Faculty member of the College in the performance of their duties will invite punitive action.

6.5.1.12 Computing Resources: Majan College provides access to electronic information resources, including networks, software, and equipment, to its students. The Majan College Information Technology Policy (IT Policy) is published in the students’ handbook, and details requirements governing student, Faculty, and staff use of its information technology resources. All students are bound not only by the IT Policy, but also by national and international laws relating to electronic media, copyrights, privacy, and security. The use of IT resources is a privilege, and using the Internet for chatting, downloading, and accessing offensive and unlawful material is strictly forbidden. Action will be taken against any student found using the Internet for any of the above purposes. Students are allowed to use the College’s Internet facilities only for research relating to their studies.

6.5.1.13 Drugs, alcoholic beverages, and substances banned by the laws of Oman: Possession, consumption, or sale of any of the above substances by members of the College community, and on the College campus, is strictly prohibited. The possession of pornographic items is also strictly prohibited.
6.5.1.14 **Religious Sentiments:** Any acts or comments which may hurt religious sentiments inside or outside the College premises are strictly prohibited.

6.5.1.15 **Destruction of College Property:** The intentional and malicious destruction or misuse of private property belonging to others in the College community or its visitors, as well as College property, is prohibited.

6.5.1.16 **Attendance:** Not attending classes and encouraging others not to attend classes will result in appropriate action by the College, including not allowing the student to attempt assessments in that module. 80% attendance for all modules is compulsory, unless there are exceptional, mitigating circumstances – which must be accepted by the Faculty Mitigating Circumstances Committee.

6.5.1.17 **Unauthorized Entry:** Any unauthorized or forceful entry, whether actual or attempted, into any College facility or building is strictly prohibited.

6.5.1.18 **Theft:** Theft or the conversion of the Institution’s or another individual’s property will invite legal action. This includes the possession of College property or property of any member of the College community without permission or authorisation of the owner of the property.

6.5.1.19 **Student unions:** All student clubs, organisations or committees must have prior, official approval from the Dean. Students are also not allowed to issue any pamphlets/magazines or literature in the College without the prior approval of the Dean.

6.5.1.20 **Violation of College rules and regulations:** The violation of other published College regulations, policies, or rules, or violations of Omani laws is prohibited. Such regulations, policies, or rules include, but are not limited to those which prohibit the misuse of computing resources, assessments and unfair means, hostel accommodation, and student groups or organisations.

6.5.1.21 **Student Conduct Hearing**

Any member of the College community may file charges against a student or their visitors for violating the code of conduct. Charges shall be prepared in writing and directed to the Disciplinary Committee. The Disciplinary Committee will then take the following steps:

a. Notify the concerned parties of the date of the Disciplinary hearing within seven working days from the time the complaint is filed;

b. Submissions of any relevant information by the plaintiff and the respondent must be received at least 24 hours prior to the hearing;

c. Decisions, regarding the complaint, will be submitted and communicated in writing within seven working days of the hearing;

d. Any appeals to decisions must be submitted in writing to the Dean’s office within three working days.

### 6.6 DISCIPLINARY ACTION

6.6.1 Students who violate the code of conduct will face Disciplinary Action.
6.6.2 For this purpose, a Disciplinary Committee will be constituted by the Dean, and will be composed of Senior Managers.

6.6.3 The Disciplinary Committee has recourse to any of the following courses of action, depending on the seriousness of the misconduct:

- Verbal warning;
- Written warning;
- Dismissal from classes or College premises for a specified period;
- Fail the assessment;
- Fail the module;
- Fail the semester;
- Temporary exclusion from the activity concerned;
- Financial penalties in form of a fine;
- Dismissal/Expulsion from the College.

6.6.4 Expulsion from the College, Students may be summarily expelled from the College on any of the following grounds:

- If the Disciplinary Committee finds evidence of serious misconduct on the part of the student, with regard to violating the student code of conduct.
- If the Examination Board recommends expulsion from the College for misconduct, relating to assessments, particularly the use of unfair means in assessments.

SECTION VII: LEARNING AND TEACHING METHODS

This section describes the main Learning and Teaching methods you will encounter as a student of Majan College. These fall under two main headings: Contact Teaching and Directed and Self-directed Learning.

It is your responsibility, as a student, to ensure that you avail yourself of these methods and take responsibility for your own learning. Lecturers and academic advisers cannot ensure that you learn, unless you are an active co-participant in the process of learning and teaching.

7.1 CONTACT TEACHING

A proportion of all module hours provide the opportunity for teaching contact between individual students or groups of students and staff members. Contact teaching takes the following forms:

7.1.1 Lectures

The lecture is used to disseminate a specific body of knowledge to a large number of students, and is usually accompanied by slides and/or other visual aids. In
many cases, the ideas and issues generated by lectures will be elaborated on through supporting seminars and tutorials.

7.1.2 Majan Virtual Learning Environment (MOVE)

7.1.2.1 MOVE is the college’s official virtual learning environment. All teaching and learning resources needed for a module would be available to students through this virtual learning environment. Assessment submissions will also be done through this VLE.

7.1.2.2 All registered students will be provided with a college email ID, which is linked to this VLE (MOVE).

7.1.2.3 In addition to class contact and office hours, this VLE will also be used for communication between faculty and students.

7.1.2.4 It is the student’s responsibility to regularly check their emails and visit the relevant modules on MOVE for updates.

7.1.2.5 Students can access MOVE using their mobile devices and their iPads.

7.1.3 Seminars

The seminar is the major means of generating discussions around a pre-determined topic. It encourages the exchange of knowledge and experiences between students. During seminars, students will take more responsibility with active participation in the activities, such as case studies, presentations and group discussions.

As students you will often encounter the need to generate ideas through discussions, make presentations in your working life, and generally be effective in your communication and thinking skills. These sessions help to develop critical thinking skills, and to explore complex issues and concepts through discussion.

7.1.4 Tutorials

Tutorials are meetings between the module lecturer and individual students or a small group of students. Students have the opportunity to ask their lecturer about any matters relating to the module in which they are having problems.

7.1.5 Workshops

Workshops are task-based. Students develop practical skills related to their area of study. These workshops may be delivered from time to time by guest speakers from industry or by technical staff.

7.1.6 Case studies

Case studies provide students with the opportunity to apply the theoretical knowledge to practical situations, and to develop their analytical, creative and problem-solving skills. Through case studies, they will be exposed to a variety of issues, choices and problems facing real-life organisations to help them to understand how practice is linked to the theory they learn in the classroom.

7.1.7 Group learning approaches

Group learning approaches ensure that students are exposed to teamwork. Students then begin to understand the importance of learning from one another, and of listening to differing points of view as well as building leadership abilities.
Throughout the programme, group learning approaches may be used in lectures, seminars and workshops.

7.1.8 Directed and Self-directed Learning

Although module lecturers will ensure that all relevant concepts and issues are discussed in class, you are required to read widely and make further notes for yourself. You should not hesitate to approach your lecturers to give you further guidance on texts and articles that you can read to improve your understanding.

7.1.9 Online Techniques- Group Discussions (Electronic Forums)

Group Discussions enable students interested in a special topic or undertaking a certain task to work together, usually under the guidance of a group leader or the tutor. This technique facilitates active discussion between students of the same group, between students of different groups or between students and their lecturer.

Students prepare for the discussion by reading the assigned material or undertaking a related task, and then log on to enter comments and respond to messages already posted by others in the work space (electronic message bulletin or message board). Furthermore, students can use e-mail to discuss and communicate between themselves, as well as, with their lecturer.

7.1.10 Teaching using iPads

The College uses Doceri an e learning application to enhance teaching and learning in the classroom. It brings greater clarity to content as well as actively involving students in classroom exercises.

7.2 REFERENCING : HARTHARD STYLE

Referencing is a standardised way to:

- Acknowledge the ideas of other writers;
- Demonstrate the body of knowledge on which you have based your work;
- Enable the reader to trace your sources for further information.

Without proper referencing, you will be guilty of academic plagiarism. For these reasons, you must record references to materials you consult. The Harvard style of referencing has become the most common system of referencing internationally. A reference is given in two places in your paper/assignment:

- Within the text of the assignment (citing)
- At the end of the assignment (bibliography/list of references)

CITING is recognising, within your text, the resources from which you have obtained information. You provide ONLY brief details of the author (surname) and date of publication within your assignment, e.g., (Smith, 1999).

A BIBLIOGRAPHY is the list of all the sources you have used, given at the end of your assignment. The bibliography must contain full details of all the in-text citations, listed in alphabetical order.
7.2.1 CITING

Insert in the text only the author’s last name and year of publication, for example:

- On the other hand, McEnerio and Wilson (2003) find that the frequency of lexical items in a particular register can have important roles to play in shaping texts.

- Gramley and Patzold (2002), however, find that certain speech sounds are very common in all varieties of English despite the difference in their overall sound systems.

- Hyponymy is described as a relationship of meanings when the meaning of one thing is included in the meaning of another. (Yule 2003)

- Direct Quotation:
  You should identify the page numbers and add quotation marks. For example: As Widdowson (2003, p. 61) notes, “Grammatical rules can be seen as devices for regulating the meaning of words”.

- Multiple Authors:
  - Two or Three Authors, example: Thomas and Short (1996), Biber, Conrad and Reppen (1998).
  - More than Three Authors: The first author followed by ‘et al’, or ‘and others’, for example: Leech et al. (1999).
  - From the web: If the author’s name is unknown (http://www.change.freeuk.com/learning/advskills/cite.html)

7.2.2 BIBLIOGRAPHY

The bibliography must be organised alphabetically, and appears at the end of your work. It is the list of the literature and other sources you have used in your research. By using the first two elements of your reference in the text, i.e., author and date, the reader can move between the text and the bibliography and trace a correct reference.

- Books: Include the following information. The order is:

- Journal Articles

- Newspaper Articles: with a known author
• Newspaper Article: with an unknown author
• Magazine article
• Government/Official Publications
• World Wide Web page (author known)
• World Wide Web page: (no author)

For more information on Harvard Referencing please visit the UoB’s webpage http://lrweb.beds.ac.uk/guides/ref/formatting_issues

7.3 KEY TRANSFERABLE SKILLS

7.3.1 Cognitive abilities and non-subject specific skills that include communication and information technology skills, analytical skills, and interpersonal skills are emphasised at all levels.

7.3.2 By the end of Level 1, you should acquire the following skills:

COMMUNICATION AND INTERPERSONAL SKILLS

• Communicate basic concepts, theories, and ideas in own words and in a suitable written format.
• Give effective oral presentations, using appropriate visual aids, and bearing in mind the target audience.
• Process academic information in both written and spoken form and identify, extract, and describe main ideas, supporting details, opinions, and judgments.
• Relate to, and interact effectively with, individuals and groups.
• Build an awareness and understanding of the beliefs, ideas and values of others.
• Demonstrate an ability to manage time and meet deadlines both as a team member and as an individual.
• Demonstrate self-confidence and self-worth in a variety of interactive settings.
COGNITIVE SKILLS

- Demonstrate the ability to deal with relatively simple subject-specific tasks, break them into their constituent parts, and identify suitable solutions.
- Demonstrate a developing ability to recognise own role in learning.
- Demonstrate knowledge and understanding of fundamental concepts and ideas in specific subject areas.
- Demonstrate the possession of a mental map interrelating fundamental terminology, concepts, and areas of knowledge.
- Demonstrate command of subject-specific knowledge and skills in a practical context.

IT SKILLS

- Demonstrate an ability to use IT applications at a sound basic level.
- Show the ability to manage files using appropriate techniques.
- Retrieve information efficiently from lecturer-prescribed sources.
- Demonstrate an ability to use the web effectively.

MATHEMATICAL OR STATISTICAL SKILLS

- Demonstrate an ability to collect, organize and interpret data from a range of sources, citing these appropriately.
- Solve problems using appropriate numerical or statistical techniques.
- Demonstrate ability to present and interpret given numerical and graphical data.

7.3.3 By the end of Level 2, you should acquire the following skills:

COMMUNICATION AND INTERPERSONAL SKILLS

- Demonstrate an ability to operate effectively and independently through the medium of English in a variety of academic settings.
- Communicate complex issues with discrimination across the range of written academic formats.
- Give oral presentations demonstrating a good level of linguistic and communicative skills, and awareness of technical vocabulary and appropriate visual aids.
- Communicate effectively, in writing or in speech, important arguments, positions, issues and approaches.
- Receive complex subject-specific information in both spoken and written form and analyse and apply the knowledge to a range of situations.
- Demonstrate an ability to lead, or contribute effectively to, a group in solving a problem or reaching a goal.
• Treat with respect and increased understanding the beliefs, ideas, and values of others.

COGNITIVE SKILLS
• Demonstrate the ability to manage complex tasks creatively and self-critically in familiar and less familiar academic contexts.
• Demonstrate deep understanding of subject-specific knowledge and skills.
• Demonstrate an ability to criticize or defend a particular subject-specific intellectual viewpoint with supporting evidence, drawing on knowledge from different areas.
• Discuss the wider connection and application of knowledge and skills within the subject/field of study, displaying the ability to come to original solutions/conclusions.
• Demonstrate independent thinking as a learner and appreciate the importance of collecting and evaluating a range of information in the analysis and resolution of a problem.

IT SKILLS
• Demonstrate the ability to identify appropriate IT technology and/or applications in a given context.
• Demonstrate the ability to search for and locate information sources relevant to a specific context.

MATHEMATICAL OR STATISTICAL SKILLS
• Demonstrate an ability to collect, organize and analyse numerical and statistical data from a wide range of sources in order to arrive at a solution to a practical problem.
• Demonstrate the ability to identify/use appropriate numerical or statistical techniques to solve.
• Demonstrate the ability to interpret numerical/statistical data to reach valid conclusion in subject-specific investigations subject-specific problems.

7.3.4 By the end of Level 3, you should acquire the following skills:

COMMUNICATION AND INTERPERSONAL SKILLS
• Operate effectively and independently through the medium of English in a variety of academic settings and at a high proficiency level.
• Communicate complex issues and build/respond to arguments across the range of written academic formats.
• Deliver a paper or presentation designed as a series of points connected in a coherent argument, demonstrating a high level of linguistic and communication skills and using appropriate visual aids.
• Receive complex subject-specific information in both spoken and written form and analyse, synthesise, and evaluate this to arrive at appropriate conclusions/solutions.

• Take positions of leadership or contribute fully to a team so as to demonstrate skills of negotiation, flexibility and adaptability, and to achieve set objectives.

• Demonstrate clear understanding of ethical issues related to the workplace and the wider community.

• Communicate succinctly in writing or in speech well defined arguments, which are justified with respect to purpose and context.

**COGNITIVE SKILLS**

• Demonstrate deep understanding of issues to analyse critically a range of situations and evaluate alternative conclusions.

• Demonstrate comprehensive command of subject/field-specific knowledge and skills. Criticize and evaluate existing literature within the area of specialization.

• Demonstrate an ability to plan and execute complex tasks, reaching innovative and original solutions where necessary.

• Appreciate the full context in which subject-specific skills and knowledge exist, including links with other specialisms and wider application of theories.

**IT SKILLS**

• Demonstrate the ability to use the web to support and enrich own learning at an advanced level.

• Develop and demonstrate personal techniques to search for and locate sources of information effectively.

• Demonstrate the ability to apply acquired IT skills effectively and sometimes creatively in unfamiliar and complex situations.

**MATHEMATICAL OR STATISTICAL SKILLS**

• Demonstrate sophisticated search techniques to collect information/data from a wide range of sources.

• Apply appropriate numerical techniques to the analysis, presentation, and visualization of data.

• Demonstrate the ability to apply acquired mathematical or statistical skills in unfamiliar and complex situations.
SECTION VIII: COLLEGE FACILITIES

8.1 STUDENT SERVICE AND PLACEMENT CENTRE

8.1.1 MCUC has a Student Service and Placement Centre which provides a placement network for students on completion of their programme of study in order to help students obtain employment in private and public sector organizations.

8.1.2 Students are helped to obtain hands-on work experience, normally during the period between the two semesters. The College also holds job fairs, and invites companies to interview students for suitable positions.

8.1.3 In addition, the College regularly receives notifications from employers about vacancies, which are communicated to the students. The College also helps students in their job searches through proper training on the preparation of curriculum vitae, job applications and interview techniques.

8.2 LIBRARY AND LEARNING RESOURCE CENTRE (LRC)

8.2.1 The College Library is located on the ground floor of the Learning Resource Centre, and has around 20,000 volumes of books and 50 journal subscriptions. Apart from reading space for individual and group study (on the second floor), the LRC Library accommodates around 100 computers with Internet facility and two multi-media rooms.

8.2.2 The Library is open from 8.00 a.m. until 8.30 p.m. on Sunday to Wednesday, from 8.00 a.m. until 3.00 p.m. on Thursday and from 9:00 a.m. until 12:00 p.m. on Saturday during the academic year.

8.2.3 Softlink Alice Automated Library Management System is installed for automation using which students can employ to search the Library catalogue for relevant books. Students should approach the Library staff, if they require any assistance.

8.2.4 A photocopier is placed in the Library, and is available to students requiring this facility.

8.2.5 The Library has a comprehensive collection of over 20,000 texts, in the field of English Language, Linguistics, EFL, Management, Accounting, Finance Business, E-business, HRM, Marketing, Computing and IT.

8.2.6 The Library subscribes to around 36 academic journals of international repute in the field of Business, IT, and English Language and Linguistics. It also has an extensive range of local magazines and periodicals.

8.3 ONLINE DATABASE (UOB ONLINE LEARNING RESOURCES):

8.3.1 Students can also access around 10,000 electronic journals through the University of Bedfordshire’s Online Learning Resources database.

8.3.2 In order to have access to the Online Learning Resources, students must fill in the registration form which is available at the Library, after which they will be issued their own password by the University.
8.3.3 Students must apply for Online Learning Resources registration as soon as they get the University registration number, i.e., within the first semester of their study on an undergraduate programme.

8.3.4 Students also have access to “e-brary”, an online repository of books.

8.3.5 Furthermore, students have access to ProQuest through MOVE within the college and outside as well. ProQuest Central is the largest, multidisciplinary, full-text online database available in the market today. It covers subject like Business, Science & Technology, Health and Medical, Social Sciences, Arts and Humanities and News. This resource provides access to 27 of ProQuest’s most highly used databases, with a variety of content types across over 160 subjects, making this the broadest single research resource in the world. ProQuest Central won the Software & Information Industry Association (SIIA) 2010 CODiE Award for Best Online General Reference Service. It contains around 20 thousand resources. Over 80% of ProQuest Central’s scholarly titles have linked cited references.

8.4 LENDING TERMS

8.4.1 Students may borrow from 4 to 6 books at a time, depending on their level of study, for a period of two weeks. They can renew the books for a maximum of two times, if they wish to do so.

8.4.2 Students are liable to pay fines for the late return of books, and will be charged for any loss or damage of resources.

8.4.3 However, certain collections, such as reference books, student’s projects, short loan books, Oman publications, and journals, are for reference only, and cannot be borrowed by students.

8.5 LIBRARY RULES AND REGULATIONS

8.5.1 You are expected to strictly observe silence at all times in the Library, except when you are in the designated group study area.

8.5.2 You should not disturb others by any kind of insensitive behaviour. The Library should not be used as a place for social meetings and talking to your friends.

8.5.3 Excessive noise in the group study area that disturbs other users is strictly not permitted.

8.5.4 You are expected to treat Library staff and other users of the Library with respect and due consideration.

8.5.5 Mobile phones must not be used, and must remain switched off at all times. Library staff have the right to confiscate mobile phones, if they are used in the Library.

8.5.6 Students must have their ID cards with them at all times, and must produce them, whenever requested to do so.

8.5.7 You must not allow any other person to use your ID card.

8.5.8 Food and drinks should not be consumed in the Library building.

8.5.9 Smoking is not permitted.
8.5.10 You must renew or return the resources on time and when requested.

8.5.11 You will be liable to pay fines for late returns, and will be charged for any loss, or damage to resources.

8.5.12 You will be liable to pay the cost of the book, or any other material borrowed from the library if kept for over 90 days, with a service charge of RO.5. This amount will be charged automatically to your student account in the College, and you will be liable to pay it.

8.5.13 You are responsible for all items issued to you.

8.5.14 You must ensure that you keep your surroundings neat and tidy.

8.5.15 You must put all rubbish in the bins provided.

8.5.16 You are responsible for the safety of your belongings.

8.5.17 You must treat and use the Library and computing facilities with care.

8.5.18 You will be liable for damages for misusing any resources, furniture or equipment.

8.5.19 Failure to comply with the rules governing the use of Library services may result in the temporary or permanent withdrawal of access to the facilities and/or a recommendation to proceed through the College’s disciplinary process.

8.6 COLLEGE WEBSITE (www.majancollege.edu.om)

8.6.1 The College has an official website which provides the required links to the virtual campus, online database, emails and VLE (MOVE).

8.6.2 All relevant information regarding the academic programmes and college is available on the college website.

8.7 VIRTUAL CAMPUS

8.7.1 The College’s virtual campus is accessible through the college’s official website (www.majancollege.edu.om)

8.7.2 Students can access the following on the College’s virtual campus using the username and password provided to them by the college:

- Registration details
- Fee status – personal information
- Class schedules
- Attendance records
- Assignment submission status
- Examination schedules
- Student transcripts
- Notes to Students
- Student Feedback Form
8.8 HELP DESK

8.8.1 A help desk is located in the library and it is staffed between 10am and 3pm 5 days a week, and 6:30 - 7:30pm Sunday to Thursday. The touch screen kiosk is available in the library during opening hours. You can retrieve your password using the kiosk and you also receive confirmation of your password by SMS.

8.9 NOTICE BOARD

8.9.1 All important information, such as: changes to timetables; assignment submissions; examination timetables; etc., will be published on the relevant Notice Boards as well as on the College web-site. MOVE and the virtual campus. Students must ensure they check these at regular intervals.

8.9.2 It is the responsibility of students to check the notice boards and inform themselves of key changes, activities, examination dates and other events in the College.

8.10 COMPUTING FACILITIES

8.10.1 The College’s IT facilities have grown substantially over the years and there are now over 800 multimedia computers across 17 laboratories and free-access areas. Both the campus and the hostels are equipped with Wi-Fi facility. This facility can be accessed through all devices using Majan’s user name and password. The lecture halls, all computer laboratories and all the teaching rooms are provided with on-line access.

8.10.2 All students have personal accounts and reserved disk space for their studies and personal use. With a valid College ID, students can process their print outs, get access to the internet and college network. Undergraduate students therefore, have relatively unlimited access to IT during their studies. From September 2010, students have a college email address and have access to the College's own virtual learning environment. Students are also able to access their registration details, results and other details via the Virtual campus component of the Majan Integrated College Management Systems (ICMS).

8.11 SUPPORT FOR STUDENTS WITH LEARNING DIFFICULTIES AND/OR DISABILITIES

The College admits students with learning difficulties and/or disabilities, where such students can be properly supported. In conducting assessments and examinations, the different needs of students with disabilities and learning difficulties will (wherever possible, and after approval from the University of Bedfordshire) be recognized, within the regulations.

8.12 HOSTEL

Separate well-furnished girls’ and boys’ hostels are provided by the College. A Hostel warden is always present in the hostel to look after the needs of the students.
8.13 **BUS SERVICE**

The College has a fully air-conditioned bus service for transporting hostel students, and also provides students transport for industrial visits and leisure.

8.14 **CAFETERIA**

A clean and pleasant cafeteria is located within the College campus and serves hygienically-prepared meals and snacks. It offers a variety of international and local choices.

8.15 **EXTRA-CURRICULAR ACTIVITIES**

Students are expected to be members of the various clubs and activities that are managed by the Students Services Centre. These clubs include the Poetry club, Theatre Club, the English Language Club, and the Sports Club, among others. The College offers a range of well-maintained sports facilities, including basketball, softball, and volleyball courts. There are various clubs that organize cultural and leisure activities for students all year round.

8.16 **SICKNESS**

In case students are sick and miss classes, they should inform their lecturers as soon as possible, and provide a medical certificate. For more than one day a detailed medical report is required in order to be considered as leave of absence. During class hours, if any student falls sick, the College has an in-house qualified nurse who is on duty. Nursing services will generally be for first aid, and in the event of any serious illness, students will be taken to the College’s approved medical clinic/hospital.
Currently MCUC offers the following programmes through its three Faculties:

9.1 FACULTY OF BUSINESS MANAGEMENT

The Faculty of Business Management is the largest faculty at Majan College with over 850 students. The programmes offered in the faculty are current and innovative and designed to develop students’ cognitive and transferable skills besides subject knowledge. These programmes are:

- BA (Hons) in Business Administration with 7 pathways
- BA (Hons) in Accounting
- BA (Hons) in Finance
- BA (Hons) in Marketing
- BSc (Hons) in e-business

9.1.1 The BA (Hons) in Business Administration

A) Programme overview

The BA (Hons) in Business Administration is a comprehensive programme of study which develops business knowledge, skills and competence essential for effective decision making in business. This programme would facilitate an easy entry and acclimatisation in any organisation, both locally and internationally.

The programme offers the following awards (pathways), to provide students with an opportunity to gain in-depth knowledge in their chosen area of specialization.

- Dip HE/BA (Hons) in Business Administration – General pathway
- Dip HE/BA (Hons) in Business Administration – Marketing pathway
- Dip HE/BA (Hons) in Business Administration – Human Resources Management pathway
- Dip HE/BA (Hons) in Business Administration – Accounting pathway
- Dip HE/BA (Hons) in Business Administration – Information Systems pathway
- Dip HE/BA (Hons) in Business Administration – Small Business pathway
- Dip HE/BA (Hons) in Business Administration – Tourism pathway

i) Dip HE/BA (Hons) in Business Administration – General pathway

This programme aims to develop a student’s intellectual ability, executive personality and managerial skills through an appropriate blending of business and general education. The programme provides students with exposure to different areas and functions of business such as Accounting, Finance, Information Technology, Marketing, Human Resource and Strategy. It also enables students to take a broader perspective and ability to interlink different issues in the process.
of decision making. Students of this programme will also learn a broad range of managerial capabilities, problem solving and communication skills.

**B) Programme Structure**

Students are required to pass 8 modules totalling 120 credits in each year (level). In total students must satisfactorily complete 360 credits (24 modules) with a combination of core and specialisation modules to be eligible for the award of the BA (Honours).

**Modules in Level 1 (first year)**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Integrated Language Skills in Business (ILSB)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>2.</td>
<td>Academic Reading &amp; Writing in Business (ARWB)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>3.</td>
<td>Introduction to Business Accounting (IBA)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>4.</td>
<td>Principles of Management (PMG)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>5.</td>
<td>Principles of Economics (POE)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>6.</td>
<td>Principles of Marketing (P Mkt)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>7.</td>
<td>Computer Systems and Applications (CSA)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>8.</td>
<td>Business Mathematics and Statistics (BMAS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
</tbody>
</table>

**Total Credits** 120

**Modules in Level 2 (second year)**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>English for Professional Development and Communication in Business (EPDCB)</td>
<td>15</td>
<td>Core</td>
<td>ILSB &amp; ARWB</td>
</tr>
<tr>
<td>2.</td>
<td>Human Resource Management (HRM)</td>
<td>15</td>
<td>Core</td>
<td>PMG</td>
</tr>
<tr>
<td>3.</td>
<td>Business Law (BL)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>4.</td>
<td>Foundation to Business Strategy (FBS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>5.</td>
<td>Research Methods (RM)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>6.</td>
<td>Financial Markets &amp; Institutions (FMI)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>7.</td>
<td>Organisational Behaviour (OB)/ Small Business Start-up (SBS)/ Tourism, Travel and Hospitality Industry (TTHI)</td>
<td>15</td>
<td>Any one module</td>
<td>None</td>
</tr>
<tr>
<td>8.</td>
<td>Brand Management &amp; Innovation (BMI)/ Consumer Behaviour (CB)/ Marketing Communications (MC)/ Marketing for Tourism and Hospitality (MTH)</td>
<td>15</td>
<td>Any one module</td>
<td>P Mkt</td>
</tr>
</tbody>
</table>

**Total Credits** 120
Modules in Level 3 (third year)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Project (Dissertation)</td>
<td>30</td>
<td>Core</td>
<td>RM &amp; L2 Modules</td>
</tr>
<tr>
<td>2.</td>
<td>Strategic Management (S Mngt)</td>
<td>15</td>
<td>Core</td>
<td>FBS</td>
</tr>
<tr>
<td>3.</td>
<td>Operations Management (OM)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>4.</td>
<td>Management Information Systems (MIS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>5.</td>
<td>International Marketing (IM)/ Service Marketing (SM)/</td>
<td>15</td>
<td>Any one module</td>
<td>P Mkt</td>
</tr>
<tr>
<td></td>
<td>Sales &amp; Relationship Management (SRM)/ Retail</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marketing Management (RMM)/ Leisure &amp; Visitor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attractions Management (LVAM)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Small Business Management (SBM)/ Entrepreneurship</td>
<td>15</td>
<td>Any one module</td>
<td>None</td>
</tr>
<tr>
<td>7.</td>
<td>Strategic Human Resource Management (SHRM)/</td>
<td>15</td>
<td>Any one module</td>
<td>HRM</td>
</tr>
<tr>
<td></td>
<td>Contemporary Issues in HR (CIHR)/ Employee Relations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(ER)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>120</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Please note that modules may be replaced or changed after approval by the University of Bedfordshire, based on programme reviews from time to time. This is to enhance the learning outcomes according to changes in the environment/subject/discipline, in accordance with the College’s quality assurance systems. In such cases, students will then take the equivalent new module.

ii) BA (Hons) in Business Administration – Marketing pathway

A) Programme overview

The programme has a strong emphasis on understanding consumers’ wants and needs and also understanding their behaviour. This programme starts with providing the fundamental principles of marketing and progresses to the marketing applications in real life scenarios.

It also develops a good understanding of the core concepts underlying the practice of finance and accounting, micro and macro economics, organisational structure, management principles and the development of successful business strategies.

B) Programme Structure

Modules in Level 1 (first year)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Integrated Language Skills in Business (ILSB)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>2.</td>
<td>Academic Reading &amp; Writing in Business (ARWB)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>3.</td>
<td>Introduction to Business Accounting (IBA)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>4.</td>
<td>Principles of Management (PMG)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>5.</td>
<td>Principles of Economics (POE)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>6.</td>
<td>Principles of Marketing (P Mkt)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>7.</td>
<td>Computer Systems and Applications (CSA)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>8.</td>
<td>Business Mathematics and Statistics (BMAS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>120</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S. No.</td>
<td>Module name</td>
<td>Credits</td>
<td>Status</td>
<td>Pre-requisite</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------------------</td>
<td>---------</td>
<td>--------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>English for Professional Development and Communication in Business (EPDCB)</td>
<td>15</td>
<td>Core</td>
<td>ILSB &amp; ARWB</td>
</tr>
<tr>
<td>2.</td>
<td>Human Resource Management (HRM)</td>
<td>15</td>
<td>Core</td>
<td>PMG</td>
</tr>
<tr>
<td>3.</td>
<td>Business Law (BL)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>4.</td>
<td>Consumer Behaviour (CB)</td>
<td>15</td>
<td>Core</td>
<td>P Mkt</td>
</tr>
<tr>
<td>5.</td>
<td>Foundation to Business Strategy (FBS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>6.</td>
<td>Research Methods (RM)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>7.</td>
<td>Brand Management and Innovation (BMI)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>8.</td>
<td>Marketing Communications (MC)/ Marketing for Tourism and Hospitality (MTH)</td>
<td>15</td>
<td>Any one module</td>
<td>P Mkt</td>
</tr>
</tbody>
</table>

**Total Credits**: 120

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Project (Dissertation)</td>
<td>30</td>
<td>Core</td>
<td>RM &amp; L2 modules</td>
</tr>
<tr>
<td>2.</td>
<td>Strategic Management (SMngt)</td>
<td>15</td>
<td>Core</td>
<td>FBS</td>
</tr>
<tr>
<td>3.</td>
<td>Strategic Marketing (Str Mkt)</td>
<td>15</td>
<td>Core</td>
<td>P Mkt &amp; FBS</td>
</tr>
<tr>
<td>4.</td>
<td>Management Information Systems (MIS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>5.</td>
<td>Small Business Management (SBM)/Entrepreneurship (Entr) / Operations Management (OM)</td>
<td>15</td>
<td>Any one module</td>
<td>None</td>
</tr>
<tr>
<td>6.</td>
<td>Services marketing (SM) / Retail Marketing Management (RMM) / International Marketing (IM) / Sales and Relationship Management (SRM)</td>
<td>15</td>
<td>Any one module</td>
<td>P Mkt</td>
</tr>
<tr>
<td>7.</td>
<td>Services marketing (SM) / Retail Marketing Management (RMM) / International Marketing (IM) / Sales and Relationship Management (SRM)</td>
<td>15</td>
<td>Any one module</td>
<td>P Mkt</td>
</tr>
</tbody>
</table>

**Total Credits**: 120

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iii) BA (Hons) Business Administration – Human Resource Management Pathway

A) Programme overview

This programme develops a range of skills and knowledge essential to the effective management of HR functions such as staff planning, job analysis and design, recruitment and training, performance appraisal and assessment of training needs. Students of this programme will also be exposed to modules in accounting and finance, information systems, mathematics and statistics, management and marketing, in addition to English Language courses.

B) Programme Structure

Modules in Level 1 (first year)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Integrated Language Skills in Business (ILSB)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>2.</td>
<td>Academic Reading &amp; Writing in Business (ARWB)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>3.</td>
<td>Introduction to Business Accounting (IBA)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>4.</td>
<td>Principles of Management (PMG)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>5.</td>
<td>Principles of Economics (POE)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>6.</td>
<td>Principles of Marketing (P Mkt)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>7.</td>
<td>Computer Systems and Applications (CSA)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>8.</td>
<td>Business Mathematics and Statistics (BMAS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>120</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Modules in Level 2 (second year)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>English for Professional Development and Communication in Business (EPDCB)</td>
<td>15</td>
<td>Core</td>
<td>ILSB &amp; ARWB</td>
</tr>
<tr>
<td>2.</td>
<td>Performance Management (PM)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>3.</td>
<td>Human Resource Management (HRM)</td>
<td>15</td>
<td>Core</td>
<td>PMG</td>
</tr>
<tr>
<td>4.</td>
<td>Business Law (BL)</td>
<td>15</td>
<td>Core</td>
<td>P Mkt</td>
</tr>
<tr>
<td>5.</td>
<td>Organisational Behaviour (OB)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>6.</td>
<td>Foundation to Business Strategy (FBS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>7.</td>
<td>Research Methods (RM)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>8.</td>
<td>Work Psychology (WP)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>120</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Modules in Level 3 (third year)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Project (Dissertation)</td>
<td>30</td>
<td>Core</td>
<td>RM &amp; L2 Modules</td>
</tr>
<tr>
<td>2.</td>
<td>Management Information Systems (MIS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>3.</td>
<td>Contemporary Issues in Human Resource Management (CIHR)</td>
<td>15</td>
<td>Core</td>
<td>HRM</td>
</tr>
<tr>
<td>4.</td>
<td>Strategic Human Resource Management (SHRM)</td>
<td>15</td>
<td>Core</td>
<td>FBS</td>
</tr>
<tr>
<td>5.</td>
<td>Strategic Management (S Mngt)</td>
<td>15</td>
<td>Core</td>
<td>HRM</td>
</tr>
<tr>
<td>6.</td>
<td>Employee Relations (ER)</td>
<td>15</td>
<td>Core</td>
<td>HRM</td>
</tr>
<tr>
<td>7.</td>
<td>Operations Management (OM)/ Small Business Management (SBM)/ Entrepreneurship/Any other Marketing module offered at Level 3</td>
<td>15</td>
<td>Any one module</td>
<td>None</td>
</tr>
</tbody>
</table>

**Total Credits 120**

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### iv) BA (Hons) Business Administration – Accounting pathway

#### A) Programme overview

The programme provides a blend of a conceptual theoretical framework with practical applications and covers fundamental theoretical knowledge through to more specialised accounting requirements. This degree will develop a wide range of skills such as analytical problem solving, teamwork, research and organising and communicating information besides an understanding of the legal, economic, behavioural and human aspects of business organisations.

#### B) Programme Structure

### Modules in Level 1 (first year)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Integrated Language Skills in Business (ILSB)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>2.</td>
<td>Academic Reading &amp; Writing in Business (ARWB)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>3.</td>
<td>Introduction to Financial Accounting (IFA)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>4.</td>
<td>Principles of Management (PMG)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>5.</td>
<td>Principles of Economics (POE)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>6.</td>
<td>Cost Accounting (C Acc)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>7.</td>
<td>Computer Systems and Applications (CSA)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>8.</td>
<td>Business Mathematics and Statistics (BMAS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
</tbody>
</table>

**Total Credits 120**
<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>English for Professional Development and</td>
<td>15</td>
<td>Core</td>
<td>ILSB &amp; ARWB</td>
</tr>
<tr>
<td></td>
<td>Communication in Business (EPDCB)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Business Law and Taxation in Oman (BLT)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>3</td>
<td>Research Methods (RM)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>4</td>
<td>Foundation to Business Strategy (FBS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>5</td>
<td>Human Resource Management (HRM)</td>
<td>15</td>
<td>Core</td>
<td>PMG</td>
</tr>
<tr>
<td>6</td>
<td>Management Accounting (Mngt Acc)</td>
<td>15</td>
<td>Core</td>
<td>C Acc</td>
</tr>
<tr>
<td>7</td>
<td>Advanced Accounting (Adv Acc)</td>
<td>15</td>
<td>Core</td>
<td>IFA</td>
</tr>
<tr>
<td>8</td>
<td>Corporate Accounting (Corp Acc)</td>
<td>15</td>
<td>Core</td>
<td>IFA</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
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<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>S. No.</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Project (Dissertation)</td>
<td>30</td>
<td>Core</td>
<td>RM &amp; L2 modules</td>
</tr>
<tr>
<td>2</td>
<td>Strategic Management (SMngt)</td>
<td></td>
<td>Core</td>
<td>FBS</td>
</tr>
<tr>
<td>3</td>
<td>Advanced Management Accounting (AMA)</td>
<td>15</td>
<td>Core</td>
<td>Mngt Acc</td>
</tr>
<tr>
<td>4</td>
<td>Financial Statement Analysis (FSA)</td>
<td></td>
<td>Core</td>
<td>Corp Acc</td>
</tr>
<tr>
<td>5</td>
<td>Management Information Systems (MIS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>6</td>
<td>Small Business Finance (SBF) / *Forensic</td>
<td>15</td>
<td>Core</td>
<td>None / *Corp Acc</td>
</tr>
<tr>
<td></td>
<td>Accounting (For Acc) / Islamic Banking and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Finance (IBF)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Small Business Management (SBM) / Entrepreneurship / Operations Management / Any other module in HR or Marketing offered at Level 3</td>
<td>15</td>
<td>Any one module</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>120</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
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v) BA (Hons) Business Administration – Information Systems pathway

A) Programme overview

The BA (Hons) in Business Administration with Information Systems pathway is designed to meet the growing needs of today’s business world by merging IT skills with business knowledge.

This programme will enable students to apply information technology solutions to business situations, evaluate technical knowledge and confidently take on project – and team – management in IT-related business scenarios. It also develops a
good understanding of the business environment including the legal, economic, behavioural and human aspects and the core concepts underlying the practice of finance and accounting, management principles and the development of successful business strategies. It is aimed at developing students’ skills of interpreting and communicating complicated technical ideas to those with less technical knowledge and prepares them for leadership roles in Business and IT management such as IT consultant, management consultant, business analyst, project manager, systems analyst, business systems and integration consultant and security and privacy consultant.

B) Programme Structure

Modules in Level 1 (first year)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Integrated Language Skills in Business (ILSB)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>2.</td>
<td>Academic Reading &amp; Writing in Business (ARWB)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>3.</td>
<td>Introduction to Business Accounting (IBA)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>4.</td>
<td>Principles of Management (PMG)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>5.</td>
<td>Principles of Economics (POE)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>6.</td>
<td>Fundamentals of Algorithm &amp; C Language (FACL)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>7.</td>
<td>Computer Systems and Applications (CSA)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>8.</td>
<td>Business Mathematics and Statistics (BMAS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>120</strong></td>
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<td></td>
</tr>
</tbody>
</table>

Modules in Level 2 (second year)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>English for Professional Development and Communication in Business (EPDCB)</td>
<td>15</td>
<td>Core</td>
<td>ILSB &amp; ARWB</td>
</tr>
<tr>
<td>2.</td>
<td>Internet Technology and Web Applications (ITWA)</td>
<td>15</td>
<td>Core</td>
<td>FACL</td>
</tr>
<tr>
<td>3.</td>
<td>Human Resource Management (HRM)</td>
<td>15</td>
<td>Core</td>
<td>PMG</td>
</tr>
<tr>
<td>4.</td>
<td>Business Law (BL)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>5.</td>
<td>Database Management Systems (DBMS)</td>
<td>15</td>
<td>Core</td>
<td>FACL</td>
</tr>
<tr>
<td>6.</td>
<td>Foundation to Business Strategy (FBS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>7.</td>
<td>Research Methods (RM)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>8.</td>
<td>Operating Systems (OS)</td>
<td>15</td>
<td>Core</td>
<td>CSA</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>120</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
vi) **BA (Hons) Business Administration – Small Business pathway**

**A) Programme overview**

The BA (Hons) in Business Administration with Small Business pathway develops the skills that are necessary to meet the demands for setting up and managing own businesses. The programme provides the business management core that includes an extensive background in the functional areas of marketing, accounting, and management; an understanding of the business environment to include the legal, economic, behavioural and human aspects; technical skills in information systems, mathematics and quantitative analysis; and the ability to communicate, integrate and synthesise.

**B) Programme Structure**

**Modules in Level 1 (first year)**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Integrated Language Skills in Business (ILSB)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>2.</td>
<td>Academic Reading &amp; Writing in Business (ARWB)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>3.</td>
<td>Introduction to Business Accounting (IBA)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>4.</td>
<td>Principles of Management (PMG)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>5.</td>
<td>Principles of Economics (POE)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>6.</td>
<td>Principles of Marketing (P Mkt)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>7.</td>
<td>Computer Systems and Applications (CSA)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>8.</td>
<td>Business Mathematics and Statistics (BMAS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
</tbody>
</table>

**Total Credits 120**

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### Modules in Level 2 (second year)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>English for Professional Development and Communication in Business (EPDCB)</td>
<td>15</td>
<td>Core</td>
<td>ILSB &amp; ARWB</td>
</tr>
<tr>
<td>2.</td>
<td>Small Business Start-up (SBS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>3.</td>
<td>Human Resource Management (HRM)</td>
<td>15</td>
<td>Core</td>
<td>PMG</td>
</tr>
<tr>
<td>4.</td>
<td>Business Law (BL)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>5.</td>
<td>Accounting for Small Business (ASB)</td>
<td>15</td>
<td>Core</td>
<td>IBA</td>
</tr>
<tr>
<td>6.</td>
<td>Foundation to Business Strategy (FBS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>7.</td>
<td>Research Methods (RM)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>8.</td>
<td>Brand Management &amp; Innovation (BMI)/ Marketing Communications (MC)/ Consumer Behaviour (CB)/ Marketing for Tourism &amp; Hospitality (MTTH)</td>
<td>15</td>
<td>Any one module</td>
<td>PMkt</td>
</tr>
</tbody>
</table>

**Total Credits 120**

### Modules in Level 3 (third year)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Project (Dissertation)</td>
<td>30</td>
<td>Core</td>
<td>RM &amp; L2 modules</td>
</tr>
<tr>
<td>2.</td>
<td>Management Information Systems (MIS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>3.</td>
<td>Small Business Management (SBM)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>4.</td>
<td>Small Business Finance (SBF)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>5.</td>
<td>Strategic Management (S Mngt)</td>
<td>15</td>
<td>Core</td>
<td>FBS</td>
</tr>
<tr>
<td>6.</td>
<td>Entrepreneurship</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>7.</td>
<td>Operations Management (OM)/ Any other HR or Marketing module offered at Level 3</td>
<td>15</td>
<td>Any one module</td>
<td>None</td>
</tr>
</tbody>
</table>

**Total Credits 120**

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### vii) BA (Hons) Business Administration – Tourism Pathway

#### A) Programme overview

The BA (Hons) Business Administration with Tourism include modules aimed at providing students with the fundamentals of business management including accountancy, computing and marketing and is augmented by specialist travel and tourism modules. Research methods and skills, market segmentation, strategic planning, advertising, sales, promotions, pricing, and distribution will be explored in depth. Graduates will be prepared for a career in business management with an emphasis on the relevant skills and knowledge pertaining to the tourism sector.
### B) Programme Structure

#### Modules in Level 1 (first year)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Integrated Language Skills in Business (ILSB)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>2.</td>
<td>Academic Reading &amp; Writing in Business (ARWB)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>3.</td>
<td>Introduction to Business Accounting (IBA)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>4.</td>
<td>Principles of Management (PMG)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>5.</td>
<td>Principles of Economics (POE)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>6.</td>
<td>Principles of Marketing (PMkt)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>7.</td>
<td>Computer Systems and Applications (CSA)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>8.</td>
<td>Business Mathematics and Statistics (BMAS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
</tbody>
</table>

**Total Credits**: 120

#### Modules in Level 2 (second year)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
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<tbody>
<tr>
<td>1.</td>
<td>English for Professional Development and Communication in Business (EPDCB)</td>
<td>15</td>
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<td>ILSB &amp; ARWB</td>
</tr>
<tr>
<td>2.</td>
<td>Foundation to Business Strategy (FBS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>3.</td>
<td>Human Resource Management (HRM)</td>
<td>15</td>
<td>Core</td>
<td>PMG</td>
</tr>
<tr>
<td>4.</td>
<td>Research Methods (RM)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>5.</td>
<td>Marketing for Tourism and Hospitality (MTH)</td>
<td>15</td>
<td>Core</td>
<td>PMkt</td>
</tr>
<tr>
<td>6.</td>
<td>Legal Aspects in Tourism, Travel and Hospitality Industry (LATTTHI)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>7.</td>
<td>Tourism, Travel and Hospitality Industry (TTHI)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>8.</td>
<td>Marketing Communications (MC)/ Direct &amp; Database marketing (DDBM)</td>
<td>15</td>
<td>Any one module</td>
<td>PMkt</td>
</tr>
</tbody>
</table>

**Total Credits**: 120

#### Modules in Level 3 (third year)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
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<tr>
<td>1.</td>
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<tr>
<td>2.</td>
<td>Strategic Management (S Mngt)</td>
<td>15</td>
<td>Core</td>
<td>FBS</td>
</tr>
<tr>
<td>3.</td>
<td>Management Information Systems (MIS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>4.</td>
<td>Services Marketing (SM)</td>
<td>15</td>
<td>Core</td>
<td>PMkt</td>
</tr>
<tr>
<td>5.</td>
<td>Sustainable Tourism planning and Development (STPD)</td>
<td>15</td>
<td>Core</td>
<td>TTHI</td>
</tr>
<tr>
<td>6.</td>
<td>Leisure and Visitor Attraction Management (LVAM)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>7.</td>
<td>Small Business Management (SBM)/Entrepreneurship/Operations Management (OM)</td>
<td>15</td>
<td>Any one module</td>
<td>None</td>
</tr>
</tbody>
</table>

**Total Credits**: 120
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C) PROGRAMME OBJECTIVES

In accordance with the subject benchmarks of the Quality Assurance Agency Manual for Higher Education and in line with the curriculum offered by various reputed international universities, it is intended that the Business graduates of Majan College will acquire the following subject-specific knowledge and skills:

- An educational foundation in management theory and practice necessary for effective and efficient operation of both manufacturing and service organizations;
- Develop skills in critical understanding, creative and logical analysis and use of strategies and techniques in solving major issues pertaining to the management of business;
- Develop the knowledge and skills required to study and analyse trends in business with respect to external and internal environment;
- Develop the leadership, communication and interpersonal skills required to work effectively in teams and to motivate people;
- Develop the ability to have a holistic perspective of business problems in the context of their legal, ethical, human and social implications;
- Provide knowledge in all areas of business functions that facilitate an easy entry and acclimatization in any chosen organization, both locally and internationally;
- Enable an appreciation of current technical solutions such as computer, Information Technology, decision support systems and management information systems for solving complex problems.

Level 1:

At level 1, the emphasis is on the students’ gaining conceptual knowledge of the fundamental business concepts such as Management, Marketing, Human resource, Accounting, Information Technology, Statistics and Economics. The structure enables students to acquire adequate knowledge to appreciate and understand the relevance and application of specialized subject modules in subsequent levels.

Level 1 is designed to provide adequate opportunities for students to enhance their ability to read and write longer texts, reports and assignments with clear structure and contextual relevance and to increase their proficiency with Business and subject terminology. Students are expected to work individually and in groups so that they develop personal and interpersonal skills as well as written and oral presentation skills. They must also put in the effort required to contribute effectively to class discussions and activities, thereby beginning the process of becoming independent learners.
Level 2:

At level 2, students also take modules relating to their areas of specialization, which provides them with a good grounding in that functional area of business. The subject modules are well supported by other modules such as English for Professional Development and Communication in Business, Foundation to business strategy, Human resource management, Business law, and Research methods, which provide them with the appropriate contexts to understand the relevance of the subject area in the wider business context. The modules also aim at developing skills in business management that supports application, lifelong learning and personal development.

Level 2 requires students to effectively develop their skills of critical thinking, so as to effectively handle the demands of level three. All students must take the necessary steps to acquire the skills required for independent learning. In order to do this they must engage themselves completely and effectively with the teaching, learning and assessment process as well as, being proactive in their own learning by using their own initiative to find out for themselves rather than relying only on their tutors.

Level 3:

Level 3 modules are designed to provide students with more in-depth knowledge of the subject and specialization areas which will provide graduates with the skills and knowledge required to initiate a career in business management. Specialization modules along with core modules such as Strategic management and Management Information Systems enables students to develop a holistic perspective of business problems and to be involved in the decision making process. All level three students are expected to fully develop the skills of independent learning, critical evaluation, independent thinking and effective presentation. A major component of this year is the Final year project, which requires students to draw together the skills and knowledge gained from various modules studied throughout the programme.

9.1.2 BA (Hons) in Accounting

A) Programme overview

This degree programme is designed for students who are interested in following a career in accountancy or in obtaining further professional accounting qualifications. Students are provided with information on accounting principles, cost accounting, budget creation and control, tax accounting, auditing procedures and statement analysis measurement and disclosure, managerial accounting, business law, forensic accounting, and corporate finance. Knowledge of the above will give students the necessary edge that they need to find work in this highly competitive, very rewarding field.

This programme aims to develop a wide range of skills including technical, analytical, problem solving, tax and accounting research, teamwork, research, organising, technological, communication and interpersonal skills all of which are crucial to today’s accounting profession.
Exemptions by Professional Bodies: Graduates of the BA (Hons) in Accounting are allowed exemptions for

1) Five papers by the ACCA (the Association of Chartered Certified Accountants)
2) Eight papers by AIA (the Association of International Accountants)

B) Programme Structure

Students are required to pass 8 modules totalling 120 credits in each year (level). In total students must satisfactorily complete 360 credits (24 modules) with a combination of core and specialisation modules to be eligible for the award of the BA (Honours).

Modules in Level 1 (first year)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Integrated Language Skills in Business (ILSB)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>2.</td>
<td>Academic Reading &amp; Writing in Business (ARWB)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>3.</td>
<td>Introduction to Financial Accounting (IFA)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>4.</td>
<td>Principles of Management (PMG)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>5.</td>
<td>Principles of Economics (POE)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>6.</td>
<td>Cost Accounting (C Acc)</td>
<td>15</td>
<td>Core</td>
<td>IFA</td>
</tr>
<tr>
<td>7.</td>
<td>Computerised Accounting (Comp Acc)</td>
<td>15</td>
<td>Core</td>
<td>IFA</td>
</tr>
<tr>
<td>8.</td>
<td>Business Mathematics and Statistics (BMAS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
</tbody>
</table>

Total Credits 120

Modules in Level 2 (second year)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>English for Professional Development and Communication in Business (EPDCB)</td>
<td>15</td>
<td>Core</td>
<td>ILSB &amp; ARWB</td>
</tr>
<tr>
<td>2.</td>
<td>Business Law and Taxation in Oman (BLT)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>3.</td>
<td>Research Methods (RM)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>4.</td>
<td>Foundation to Business Strategy (FBS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>5.</td>
<td>Quantitative Techniques in Accounting &amp; Finance (QTAF)</td>
<td>15</td>
<td>Core</td>
<td>BMAS</td>
</tr>
<tr>
<td>6.</td>
<td>Management Accounting (Mngt Acc)</td>
<td>15</td>
<td>Core</td>
<td>C Acc</td>
</tr>
<tr>
<td>7.</td>
<td>Advanced Accounting (Adv Acc)</td>
<td>15</td>
<td>Core</td>
<td>IFA</td>
</tr>
<tr>
<td>8.</td>
<td>Corporate Accounting (Corp Acc)</td>
<td>15</td>
<td>Core</td>
<td>IFA</td>
</tr>
</tbody>
</table>

Total Credits 120
### Modules in Level 3 (third year)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Advances in Accounting and Finance (AAF)</td>
<td>15</td>
<td>Core</td>
<td>RM &amp; L2 modules</td>
</tr>
<tr>
<td>2.</td>
<td>Financial Statement Analysis (FSA)</td>
<td>15</td>
<td>Core</td>
<td>Corp Acc</td>
</tr>
<tr>
<td>3.</td>
<td>Auditing (AUD)</td>
<td>15</td>
<td>Core</td>
<td>Corp Acc</td>
</tr>
<tr>
<td>4.</td>
<td>Corporate Finance (CF)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>5.</td>
<td>Advanced Management Accounting (AMA)</td>
<td>15</td>
<td>Core</td>
<td>Mngt Acc</td>
</tr>
<tr>
<td>6.</td>
<td>Strategic Management (SMngt)</td>
<td>15</td>
<td>Core</td>
<td>FBS</td>
</tr>
<tr>
<td>7.</td>
<td>Small Business Finance (SBF) / Islamic Banking and Finance (IBF)</td>
<td>15</td>
<td>Any one module</td>
<td>None</td>
</tr>
<tr>
<td>8.</td>
<td>Forensic Accounting (For Acc)</td>
<td>15</td>
<td>Core</td>
<td>Corp Acc</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>120</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Please note that modules may be replaced or changed after approval by the University of Bedfordshire, based on programme reviews from time to time. This is to enhance the learning outcomes according to changes in the environment/subject/discipline, in accordance with the College’s quality assurance systems. In such cases, students will then take the equivalent new module.*

### C) Programme Objectives:

It is intended that Accounting graduates of Majan College will acquire the following subject-specific knowledge and skills:

- an understanding of some of the contexts in which accounting operates (Corporate Accounting, Advanced Accounting, Auditing and Business Law and Taxation);

- knowledge and understanding of the main current technical language and practices of accounting (Management Accounting, Advanced Management Accounting and Auditing);

- skills in recording and summarizing transactions and other economic events; preparation of financial statements; (Introduction to Accounting and Finance, Corporate Accounting, Advanced Accounting);

- knowledge and understanding of contemporary theories and empirical evidence concerning accounting in at least one of its contexts (Advanced Management Accounting, Corporate Finance and Financial Reporting);

- knowledge and understanding of theories and empirical evidence concerning financial management, risk and the operation of capital markets (Corporate Finance, Small Business Finance).
Level 1:

At level 1, the students gain an understanding of some of the operational contexts of accounting. They are made aware of the main technical language and practices of accounting. They are introduced to the skills in recording and summarizing transactions and in the preparation of financial statements. Students are also exposed to basic evaluation of evidence, basic skills of analysis and draw reasoned conclusions to a more limited extent and are given opportunities to locate, extract and analyze data from given sources including referenced sources. Their numerical skills and the ability to manipulate the financial and numerical data are further strengthened using communication and information technology. Students are also expected to work individually and in groups, so that they develop interpersonal, written and oral presentation skills.

Level 2:

At level 2, students’ knowledge and understanding of some of the alternative technical languages and practices of accounting are enhanced. The capacity for independent and self-managed learning is also emphasised. Students will be required to present their argument and commentary with both quantitative and qualitative information so as to strengthen analytical skills. Level 2 requires students to effectively develop their skills of critical thinking, so as to effectively handle the demands of level three. In order to do this they must engage themselves completely and effectively with the teaching, learning and assessment process as well as, being proactive in their learning by using their own initiative to find out things for themselves rather than relying only on their tutors. Students should not expect their tutors to discuss every possible question and solution in class as Levels 2 and 3 will also test students’ abilities to apply the knowledge and skills in different contexts.

Level 3:

Level 3 modules are designed to develop knowledge and understanding of contemporary theories and empirical evidence concerning accounting and finance in at least one of its contexts and the ability to critically evaluate such theories and evidence. The modules develop an ability to plan and execute complex tasks, thus enabling students to reach innovative and original solutions. The students’ ability to apply the acquired mathematical or statistical skills in complex situations is emphasised.

All level three students are expected to fully develop the skills of independent learning, critical evaluation, independent thinking and effective presentation. A major component of this year is the Final year project, which requires students to draw together the skills and knowledge gained from various modules studied throughout the programme.

9.1.3 BA (Hons) in Finance

A) Programme overview

The BA (Hons) in Finance is designed for students who would like to be players in global financial markets, designing financial management strategies or providing financial advice to governments, companies or individuals. Finance students will have the opportunity to learn the principles and applications of financial analysis, management, securities analysis, portfolio management, risk management, international finance, and strategy.
B) Programme Structure

Students are required to pass 8 modules totalling 120 credits in each year (level). In total students must satisfactorily complete 360 credits (24 modules) with a combination of core and specialisation modules to be eligible for the award of the BA (Honours).

Modules in Level 1 (first year)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Integrated Language Skills in Business (ILSB)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>2.</td>
<td>Academic Reading &amp; Writing in Business (ARWB)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>3.</td>
<td>Introduction to Financial Accounting (IFA)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>4.</td>
<td>Principles of Management (PMG)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>5.</td>
<td>Principles of Economics (POE)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>6.</td>
<td>Computerised Accounting (Comp Acc)</td>
<td>15</td>
<td>Core</td>
<td>IFA</td>
</tr>
<tr>
<td>7.</td>
<td>Fundamentals of Finance (FOF)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>8.</td>
<td>Business Mathematics and Statistics (BMAS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>120</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Modules in Level 2 (second year)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>English for Professional Development and Communication in Business (EPDCB)</td>
<td>15</td>
<td>Core</td>
<td>ILSB &amp; ARWB</td>
</tr>
<tr>
<td>2.</td>
<td>Financial Markets and Institutions (FMI)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>3.</td>
<td>Quantitative Techniques in Accounting &amp; Finance (QTAF)</td>
<td>15</td>
<td>Core</td>
<td>BMAS</td>
</tr>
<tr>
<td>4.</td>
<td>Business Law and Taxation in Oman (BLT)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>5.</td>
<td>Investment Decision Analysis (IDA)</td>
<td>15</td>
<td>Core</td>
<td>FOF</td>
</tr>
<tr>
<td>6.</td>
<td>Foundation to Business Strategy (FBS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>7.</td>
<td>Research Methods (RM)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>8.</td>
<td>Corporate Accounting (Corp Acc)</td>
<td>15</td>
<td>Core</td>
<td>IFA</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>120</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Modules in Level 3 (third year)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Advances in Accounting and Finance (AAF)</td>
<td>15</td>
<td>Core</td>
<td>RM &amp; L2 modules</td>
</tr>
<tr>
<td>2.</td>
<td>Financial Statement Analysis (FSA)</td>
<td>15</td>
<td>Core</td>
<td>Corp Acc</td>
</tr>
<tr>
<td>3.</td>
<td>International Finance (IF)</td>
<td>15</td>
<td>Core</td>
<td>CF + IDA</td>
</tr>
<tr>
<td>4.</td>
<td>Corporate Finance (CF)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>5.</td>
<td>Security Analysis &amp; Portfolio Management (SAPM)</td>
<td>15</td>
<td>Core</td>
<td>IDA</td>
</tr>
<tr>
<td>6.</td>
<td>Strategic Management (S Mngt)</td>
<td>15</td>
<td>Core</td>
<td>FBS</td>
</tr>
<tr>
<td>7.</td>
<td>Small Business Finance (SBF)/ Islamic Banking and Finance (IBF)</td>
<td>15</td>
<td>Core</td>
<td>Any one module None</td>
</tr>
<tr>
<td>8.</td>
<td>Financial Engineering (FE)</td>
<td>15</td>
<td>Core</td>
<td>CF</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>120</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C) Programme Objectives:

The objectives of the Finance programme are to produce graduates who:

- Have the knowledge and understanding of the operations of financial markets and institutions, international finance, e-finance and e-banking;
- Can apply financial decision-making techniques in a practical business environment;
- Can plan financial requirements and prepare budgets for a small business;
- Can comprehend and deal with the taxation implications of financial decisions, both locally and internationally;
- Can apply appropriate techniques for selecting short term and long term securities;
- Have an understanding of the concepts of Islamic Banking and Finance;
- Are equipped with the generic skills of information technology, communication, creativity, logical reasoning, critical analysis and good judgment;
- Have a strong sense of professional ethics, integrity and social responsibility.

At level 1, the students gain an understanding of some of the operational contexts of Finance. They are also exposed to the knowledge and understanding of the main current technical language and practices of Finance. They are exposed to basic evaluation of evidence, basic skills of analysis and draw reasoned conclusions to a limited extent. They are also given opportunities to locate, extract and analyze data from given sources, including referenced sources. Their numerical skills and the ability to manipulate the financial and numerical data are further strengthened using communication and information technology. They are introduced to the skills in summarizing transactions related to financial markets. The modules also motivate students to work in groups, so that they develop interpersonal, written and oral presentation skills.

At level 2, students’ knowledge and understanding of some of the alternative technical language and practices of finance are enhanced. The capacity for independent and self-managed learning is also emphasised. Students will be required to present their argument and commentary with both quantitative and qualitative information, so as to strengthen analytical skills.

Level 3 modules are designed in order to develop knowledge and understanding of contemporary theories and empirical evidence concerning finance in at least one of its contexts as well as the ability to critically evaluate such theories and evidence. The modules develop an ability to plan and execute complex tasks, thus enabling students to reach innovative and original solutions. Also, the students’ ability to apply the acquired mathematical or statistical skills in complex situations is enhanced.
9.1.4 BA (Hons) in Marketing

A) Programme overview

This degree programme is designed for students who are interested in dealing with people because people are in a constant change of flux in their needs, wants and desires.

This programme will develop an in-depth understanding of the theoretical base relevant to consumer behaviour, advertising and promotional activities, brand management, sales force management, retail marketing and related marketing decisions. It will enhance students’ ability to apply the theoretical knowledge to analysis and evaluation of marketing problems using appropriate market research techniques. The subjects covered include marketing strategy and campaign planning, public relations, event management and journalism, working across different media and technologies while skills such as analytical problem solving, teamwork, research and organising and communicating information receive great emphasis.

B) Programme Structure

Students are required to pass 8 modules totalling 120 credits in each year (level). In total students must satisfactorily complete 360 credits (24 modules) with a combination of core and specialisation modules to be eligible for the award of the BA (Honours).

Modules in Level 1 (first year)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Integrated Language Skills in Business (ILSB)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>2.</td>
<td>Academic Reading &amp; Writing in Business (ARWB)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>3.</td>
<td>Introduction to Business Accounting (IBA)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>4.</td>
<td>Principles of Management (PMG)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>5.</td>
<td>Principles of Economics (POE)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>6.</td>
<td>Principles of Marketing (P Mkt)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>7.</td>
<td>Computer Systems and Applications (CSA)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>8.</td>
<td>Business Mathematics and Statistics (BMAS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>120</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Modules in Level 2 (second year)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>English for Professional Development and Communication in Business (EPDCB)</td>
<td>15</td>
<td>Core</td>
<td>ILSB &amp; ARWB</td>
</tr>
<tr>
<td>2.</td>
<td>Human Resource Management (HRM)</td>
<td>15</td>
<td>Core</td>
<td>PMG</td>
</tr>
<tr>
<td>3.</td>
<td>Brand Management and Innovation (BMI)</td>
<td>15</td>
<td>Core</td>
<td>P Mkt</td>
</tr>
<tr>
<td>4.</td>
<td>Business Law (BL)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>5.</td>
<td>Marketing Communications (MC)</td>
<td>15</td>
<td>Core</td>
<td>P Mkt</td>
</tr>
<tr>
<td>6.</td>
<td>Foundation to Business Strategy (FBS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>7.</td>
<td>Research Methods (RM)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>8.</td>
<td>Consumer Behaviour (CB)</td>
<td>15</td>
<td>Core</td>
<td>P Mkt</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>120</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Modules in Level 3 (third year)**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Project (Dissertation)</td>
<td>30</td>
<td>Core</td>
<td>RM &amp; L2 modules</td>
</tr>
<tr>
<td>2.</td>
<td>Strategic Management (S Mngt)</td>
<td>15</td>
<td>Core</td>
<td>FBS</td>
</tr>
<tr>
<td>3.</td>
<td>Management Information Systems (MIS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>4.</td>
<td>Strategic Marketing (Str Mkt)</td>
<td>15</td>
<td>Core</td>
<td>P Mkt</td>
</tr>
<tr>
<td>5.</td>
<td>Services marketing/ Retail Marketing Management/ International Marketing/ Sales and Relationship Management</td>
<td>15</td>
<td>Any 3 modules</td>
<td>P Mkt &amp; L2 modules</td>
</tr>
</tbody>
</table>

**Total Credits** 120

*Please note that modules may be replaced or changed after approval by the University of Bedfordshire, based on programme reviews from time to time. This is to enhance the learning outcomes according to changes in the environment/subject/discipline, in accordance with the College’s quality assurance systems. In such cases, students will then take the equivalent new module.*

**C) Programme Objectives**

In accordance with the subject benchmarks of the Quality Assurance Agency Manual for Higher Education and in line with the curriculum offered by various reputed international universities, the primary objective of the marketing programme is to prepare graduated for a career in marketing across a variety of organisations including advertising, retail, service, research agencies and financial institutions. The specific objectives of the programme are:

- To create an awareness of the critical role of the marketing function, customer orientation and relationship marketing has in the success of an organisation.
- To develop an in-depth understanding of the theoretical base relevant to consumer behaviour, advertising and promotional activities, brand management, sales force management, retail marketing and related marketing decisions.
- To enhance the students’ ability to apply theoretical knowledge to the analysis and evolution of marketing problems using appropriate market research techniques.
- To develop the students’ critical understanding of the major issues pertaining to local as well as international markets.

**Level 1:**

At level 1, the emphasis is on the students’ gaining conceptual knowledge of the fundamental business concepts such as Management, Marketing, Human resource, Accounting, Information Technology, Statistics and Economics. The structure enables students to acquire adequate knowledge to appreciate and understand the relevance and application of specialized subject modules in subsequent levels.
Level 1 is designed to provide adequate opportunities for students to enhance their ability to read and write longer texts, reports and assignments with clear structure and contextual relevance and to increase their proficiency with Business and subject terminology. Students are expected to work individually and in groups so that they develop personal and interpersonal skills as well as written and oral presentation skills. They must also put in the effort required to contribute effectively to class discussions and activities, thereby beginning the process of becoming independent learners.

**Level 2:**

At level 2, students also take modules relating to different aspects of marketing which provides them with a good grounding in this particular functional area of business. The subject modules are well supported by other modules such as English for Professional Development and Communication in Business, Foundation to business strategy, Business law, and Research methods, which provide them with the appropriate contexts to understand the relevance of the subject area in the wider business context. The modules also aim at developing skills in business management that supports application, lifelong learning and personal development.

Level 2 requires students to effectively develop their skills of critical thinking, so as to effectively handle the demands of level three. All students must take the necessary steps to acquire the skills required for independent learning. In order to do this they must engage themselves completely and effectively with the teaching, learning and assessment process as well as, being proactive in their own learning by using their own initiative to find out for themselves rather than relying only on their tutors.

**Level 3:**

Level 3 modules are designed to provide students with more in-depth knowledge of the subject which will provide graduates with the skills and knowledge required to initiate a career in marketing. Specialization modules along with core modules such as Strategic management and Management Information Systems enables students to develop a holistic perspective of business problems and to be involved in the decision making process.

All level three students are expected to fully develop the skills of independent learning, critical evaluation, independent thinking and effective presentation. A major component of this year is the Final year project, which requires students to draw together the skills and knowledge gained from various modules studied throughout the programme.
9.1.5 BSc (Hons) in e Business

A) Programme overview

This degree programme is designed to give students employable skills that they can use within the growing field of e-business. Students will gain skills in research, communication, problem solving, contemporary business strategies, planning, management, supervision, and critical thinking. In addition, they will gain proficiencies of web page design, networks administration, databases, systems analysts, and technical support. Hence, this programme provides a synthesis of business and information technology to evaluate instantaneously disseminated information via online resources, intranets, and various networks of information for the purposes of improved business communication.

B) Programme Structure

Students are required to pass 8 modules totalling 120 credits in each year (level). In total students must satisfactorily complete 360 credits (24 modules) with a combination of core and specialisation modules to be eligible for the award of the BA (Honours).

Modules in Level 1 (first year)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Integrated Language Skills in Business (ILSB)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>2.</td>
<td>Academic Reading &amp; Writing in Business (ARWB)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>3.</td>
<td>Introduction to Business Accounting (IBA)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>4.</td>
<td>Fundamentals of Algorithm &amp; C Language (FACL)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>5.</td>
<td>Principles of Economics (POE)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>6.</td>
<td>Principles of Marketing (P Mkt)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>7.</td>
<td>Computer Systems and Applications (CSA)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>8.</td>
<td>Business Mathematics and Statistics (BMAS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>120</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Modules in Level 2 (second year)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>English for Professional Development and Communication in Business (EPDCB)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>2.</td>
<td>Human Computer Interaction (HCI)</td>
<td>15</td>
<td>Core</td>
<td>FACL</td>
</tr>
<tr>
<td>3.</td>
<td>Foundation to Business Strategy (FBS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>4.</td>
<td>E Solutions (E Sol)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>5.</td>
<td>Database Management Systems (DBMS)</td>
<td>15</td>
<td>Core</td>
<td>FACL</td>
</tr>
<tr>
<td>6.</td>
<td>Direct and Database Marketing (DDBM)</td>
<td>15</td>
<td>Core</td>
<td>P Mkt</td>
</tr>
<tr>
<td>7.</td>
<td>Research Methods (RM)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>8.</td>
<td>Internet Technology and Web Applications (ITWA)</td>
<td>15</td>
<td>Core</td>
<td>FACL</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>120</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Modules in Level 3 (third year)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Project (Dissertation)</td>
<td>30</td>
<td>Core</td>
<td>RM &amp; L2 modules</td>
</tr>
<tr>
<td>2.</td>
<td>Virtual Management (VM)</td>
<td>15</td>
<td>Core</td>
<td>E Sol</td>
</tr>
<tr>
<td>3.</td>
<td>E Systems (E SYS)</td>
<td>15</td>
<td>Core</td>
<td>ITWA</td>
</tr>
<tr>
<td>4.</td>
<td>Strategic Management (S Mngt)</td>
<td>15</td>
<td>Core</td>
<td>FBS</td>
</tr>
<tr>
<td>5.</td>
<td>Management Information Systems (MIS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>6.</td>
<td>Project Management-Methods &amp; Tools (PMMT)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>7.</td>
<td>Strategic Marketing (Str Mkt)</td>
<td>15</td>
<td>Core</td>
<td>P Mkt &amp; L2 Modules</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>120</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Please note that modules may be replaced or changed after approval by the University of Bedfordshire, based on programme reviews from time to time. This is to enhance the learning outcomes according to changes in the environment/subject/discipline, in accordance with the College’s quality assurance systems. In such cases, students will then take the equivalent new module.

C) Programme objectives:

The curriculum for the e-business programme appropriately includes relevant modules from business, accounting, IT and essential e-business. The curriculum design provides students with an adequate exposure to knowledge of core business areas and to apply Internet technology to make businesses more competitive and customer-service oriented.

Majan College was the first college to exploit the potential offered by the impact of the Internet on Business operations both globally and regionally. There has been increased impetus in this sector with the focus on e-governance in Oman.

- The specific objective of the programme is to enable students to appreciate the e-Business environment both locally and internationally.
- The programme also aims to enable the students to capitalize on the knowledge gained through the programme and enable their future work environment to integrate e-Commerce into their operations to achieve competitive edge in the market place.
- To enable graduates to find career opportunities in e-commerce, Banking, Web-Design, e-government, Direct Marketing and Information System Management.

Level 1:

At level 1 the students are expected to gain the fundamental understanding of business and e-Business environments both locally and internationally. Modules such as Principles of Economics would provide them with the economic environment
in Oman, Principles of Marketing that will familiarize them with the marketing dynamics especially in context of local environment. This will provide the context in which they study the e-Business environment as they progress to higher levels. Since computer skills are necessary in this programme they will develop these skills through modules such as Computer System Administration and C language.

Students are expected to work individually and in groups so that they develop personal and interpersonal skills as well as written and oral presentation skills. They must also put in the effort required to contribute effectively to class discussions and activities thereby beginning the process of becoming independent learners.

Level 2:

At this level, students will be exposed to specific e-Business environments. Specifically, they will learn to integrate business and e-Business environments. The learning of these integrated concepts would come through modules such as e-Solutions, Direct & Database Marketing, Management Information Systems, Designing Web Applications, and Human Computer Interaction.

Level 2 requires students to effectively develop their skills of critical thinking so as to effectively handle the demands of level three. All students must take the necessary steps to acquire the skills required for independent learning. In order to do this they must engage themselves completely and effectively with the teaching, learning and assessment process as well as, being proactive in their learning by using their own initiative to find out things for themselves rather than relying only on their tutors.

Level 3:

At this level the students are expected to display a holistic approach, whereby a strategic level of thinking is required to understand the role of e-Business in providing sustained competitive advantage to firms. Modules that provide them with these skills are Virtual Management, Strategic Marketing, Management Information Systems and e-Systems. A major component of this year is the Final year project, which requires students to draw together the skills and knowledge gained from various modules studied throughout the programme.

Sound knowledge and skills of application, analysis, synthesis and a critique of the e-Business environment are the learning outcomes at this level.

All level three students are expected to fully develop the skills of independent learning, critical evaluation, independent thinking and effective presentation.
9.2 FACULTY OF INFORMATION TECHNOLOGY

The Faculty of Information Technology (IT), an integral academic unit of Majan College (University College), is committed towards providing a host of state-of-the-art academic programs in support of the local, regional, and global IT community. These programmes are strategically studied and updated to enable graduates to adapt to the dynamic nature of the IT industry.

The programmes offered in the faculty are current and innovative and designed to develop students’ cognitive and transferable skills besides subject knowledge. These programmes are:

- BSc (Hons) in Computer and Internet Applications
- BSc (Hons) in Networking

Students are required to pass 8 modules totalling 120 credits in each year (level). In the final year, students must also register for the project (dissertation) accounts for 30 credits (equivalent to a double module). In total, students must satisfactorily complete 360 credits (24 modules) with a combination of core and specialisation modules to be eligible for the award of the BA (Hons).

9.2.1 BSc (Hons) in Computer and Internet Applications

A) Programme overview

This programme BSc (Hons) in Computer and Internet Applications will equip you with the necessary knowledge and skills for the existing and emerging challenges that a career in computing and internet technology will entail. In addition, it prepares graduates to show high quality of independent thought, flexibility and maturity based on a sound technical knowledge of the field.

B) Programme Structure

Modules in Level 1 (first year)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Integrated Language Skills for Information Technology (ILSIT)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>2.</td>
<td>Mathematical &amp; Statistical Skills (MSS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>3.</td>
<td>Computer Systems (CSY)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>4.</td>
<td>Fundamentals of Algorithms and C Language (FACL)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>5.</td>
<td>Academic Reading and Writing for Information Technology (ARWIT)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>6.</td>
<td>Data Communication and Networks (DCN)</td>
<td>15</td>
<td>Core</td>
<td>CSY</td>
</tr>
<tr>
<td>7.</td>
<td>Systems Analysis and Design (SAD)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>8.</td>
<td>Data Structures and Algorithms (DSA)</td>
<td>15</td>
<td>Core</td>
<td>FACL</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>120</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Modules in Level 2 (second year)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>English for Professional Development and Communication in IT (EPDCIT)</td>
<td>15</td>
<td>Core</td>
<td>ILSIT &amp; ARWIT</td>
</tr>
<tr>
<td>2.</td>
<td>Object Oriented Programming (OOP)</td>
<td>15</td>
<td>Core</td>
<td>FACL/DSA</td>
</tr>
<tr>
<td>3.</td>
<td>Human Computer Interaction (HCI)</td>
<td>15</td>
<td>Core</td>
<td>SAD</td>
</tr>
<tr>
<td>4.</td>
<td>Database Management Systems (DBMS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>5.</td>
<td>Technical Writing and Presentation Skills in English (TWPSE)</td>
<td>15</td>
<td>Core</td>
<td>ILSIT &amp; ARWIT</td>
</tr>
<tr>
<td>6.</td>
<td>Operating Systems (OS)</td>
<td>15</td>
<td>Core</td>
<td>CSY</td>
</tr>
<tr>
<td>7.</td>
<td>Software Engineering (SE)</td>
<td>15</td>
<td>Core</td>
<td>SAD</td>
</tr>
<tr>
<td>8.</td>
<td>Internet Technology &amp; Web Applications (ITWA)</td>
<td>15</td>
<td>Core</td>
<td>FACL</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>120</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Modules in Level 3 (third year)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Technology Project (Dissertation)</td>
<td>30</td>
<td>Core</td>
<td>L2 Modules</td>
</tr>
<tr>
<td>2.</td>
<td>Project Management Methods and Tools (PMMT)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>3.</td>
<td>Information Systems Management (ISM)</td>
<td>15</td>
<td>Core</td>
<td>SE</td>
</tr>
<tr>
<td>4.</td>
<td>Database Administration (DBA)/ Object Oriented Analysis and Design (OOAD)</td>
<td>15</td>
<td>Any one module</td>
<td>DBMS</td>
</tr>
<tr>
<td>5.</td>
<td>Professional and Social Issues in Computing (PI)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>6.</td>
<td>E-Systems (E Sys)</td>
<td>15</td>
<td>Core</td>
<td>ITWA &amp; HCI</td>
</tr>
<tr>
<td>7.</td>
<td>Data Mining (DM)/ Software Testing and Verification (STV)</td>
<td>15</td>
<td>Any one module</td>
<td>DBMS &amp; DBA</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>120</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Please note that modules may be replaced or changed after approval by the University of Bedfordshire, based on programme reviews from time to time. This is to enhance the learning outcomes according to changes in the environment/subject/discipline, in accordance with the College’s quality assurance systems. In such cases, students will then take the equivalent new module.

C) Programme Objectives

- To prepare students for employment at various technical positions in the public and private sectors’ domains such as: insurance, government, education, banking, telecommunication, consultancy, etc;
- To provide a balance between the theoretical and the practical aspects of computer applications;
- To give students a sound background for further studies leading to the award of an MSc degree;
- To develop students’ awareness of the emerging trends in IT at level 3 based on common input in level 1 and 2;
• To provide avenues for students to diversify into IT related Management areas and to better equip them with the technical skills required for Oman job market;

Level 1

Level 1 modules are designed to encourage students to develop their study and learning skills. There is a need for a relatively high proportion of straightforward, traditional face-to-face teaching and learning, to map out the discipline served by each module and to ensure that students rapidly acquire enough expertise to embark upon assessed activities in the first semester of the programmes.

During the first year of the programme, students are given a firm grounding in computer systems, programming, and system analysis together with the necessary mathematics. The specific courses are Fundamentals of Algorithm, Data Structures and Algorithm, System Analysis and Design, Data Communication and Networks, Computer Systems. The fact that Level One of the restructured BSc Networking and the restructured BSc Computer and Internet Applications are identical means that students can transfer without difficulty between programmes after a year of study.

Level 2

Level 2 students start with the advantage of a shared experience and, in most cases, with a knowledge of each other, as well as, of their chosen area of study. The team will exploit this by placing more emphasis on collective work, especially in dealing with work-based problems. Even in individual study the student is expected to show greater initiative and powers of investigation, by using material from more primary sources rather than the secondary or “processed” sources appropriate to Level 1. At Level 2, students develop their skills in critical analysis of material, and become more selective in supporting their arguments.

The second year of Computer and Internet Application programme emphasises on software engineering, web applications and information management disciplines. Modules, that will address these are: Operating Systems, Human Computer Interface, Software Engineering, Database Management System, and Designing Web Applications.

Level 3

The assessments at Level 3 would use such words as ‘Criticise’, ‘Evaluate’, ‘Advise’, ‘Synthesise’ etc. to indicate to students the level of intellectual demands being required. Students will be expected to make effective judgement or apply knowledge in unique situations. A major component of this year is the Final year project, which draws together the various modules studied throughout the programme. Emphasis on ‘working to specification’ allowing creativity to develop the project further, makes the project a realistic preparation for later project work.

A module on Professional and Social Issues in Computing is introduced at Level 3, which will encourage students to discuss the ethical, legal and social issues in the IT industry. The final year also covers areas like project management, computer technologies, and software maintenance. The students have an option in Level 3 in area of databases or software technologies.
9.2.2 BSc (Hons) in Networking

A) Programme overview

This degree programme will equip graduates with the necessary knowledge and technical skills needed to design, create, operate and maintain network infrastructure for modern distributed enterprise computer systems. It will also strengthen their awareness of networking security threats and be able to implement networking related configurations.

B) Programme Structure

Modules in Level 1 (first year)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Integrated Language Skills for Information Technology (ILSIT)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>2.</td>
<td>Mathematical &amp; Statistical Skills (MSS)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>3.</td>
<td>Computer Systems (CSY)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>4.</td>
<td>Fundamentals of Algorithms and C Language (FACL)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>5.</td>
<td>Academic Reading and Writing for Information Technology (ARWIT)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>6.</td>
<td>Data Communication and Networks (DCN)</td>
<td>15</td>
<td>Core</td>
<td>CSY</td>
</tr>
<tr>
<td>7.</td>
<td>Systems Analysis and Design (SAD)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>8.</td>
<td>Data Structures and Algorithms (DSA)</td>
<td>15</td>
<td>Core</td>
<td>FACL</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>120</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Modules in Level 2 (second year)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>English for Professional Development and Communication in IT (EPDCIT)</td>
<td>15</td>
<td>Core</td>
<td>ILSIT &amp; ARWIT</td>
</tr>
<tr>
<td>2.</td>
<td>Object-Oriented Programming (OOP)</td>
<td>15</td>
<td>Core</td>
<td>FACL &amp; DSA</td>
</tr>
<tr>
<td>3.</td>
<td>Computer Architecture and Digital Logic (CADL)</td>
<td>15</td>
<td>Core</td>
<td>CSY</td>
</tr>
<tr>
<td>4.</td>
<td>Local Area Networks (LAN)</td>
<td>15</td>
<td>Core</td>
<td>DCN</td>
</tr>
<tr>
<td>5.</td>
<td>Technical Writing and Presentation Skills in English (TWPSE)</td>
<td>15</td>
<td>Core</td>
<td>ILSIT &amp; ARWIT</td>
</tr>
<tr>
<td>6.</td>
<td>Operating Systems (OS)</td>
<td>15</td>
<td>Core</td>
<td>CSY</td>
</tr>
<tr>
<td>7.</td>
<td>TCP/IP</td>
<td>15</td>
<td>Core</td>
<td>LAN</td>
</tr>
<tr>
<td>8.</td>
<td>Internet Technology &amp; Web Applications (ITWA)</td>
<td>15</td>
<td>Core</td>
<td>FACL</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>120</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Modules in Level 3 (third year)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Technology Project (Dissertation) (TP)</td>
<td>30</td>
<td>Core</td>
<td>L2 Modules</td>
</tr>
<tr>
<td>2.</td>
<td>Project Management Methods and Tools (PMMT)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>3.</td>
<td>Inter-Networking (Interw)</td>
<td>15</td>
<td>Core</td>
<td>TCP/IP</td>
</tr>
<tr>
<td>4.</td>
<td>Computer Networks and Programming (CNP)</td>
<td>15</td>
<td>Core</td>
<td>DSA &amp; LAN</td>
</tr>
<tr>
<td>5.</td>
<td>Professional and Social Issues in Computing (PI)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td>6.</td>
<td>Network Security (NS)</td>
<td>15</td>
<td>Core</td>
<td>Interw</td>
</tr>
<tr>
<td>7.</td>
<td>Emerging Technologies (ET)</td>
<td>15</td>
<td>Core</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>120</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Please note that modules may be replaced or changed after approval by the University of Bedfordshire, based on programme reviews from time to time. This is to enhance the learning outcomes according to changes in the environment/subject/discipline, in accordance with the College’s quality assurance systems. In such cases, students will then take the equivalent new module.

C) Programme Objectives:

- To prepare students for employment in the technical positions of Network administrations;
- To provide a balance between the theoretical and the practical aspects of networking;
- To give students a sound background for further studies leading to the award of an MSc degree;
- To meet the growing demand for graduates with the necessary knowledge and technical skills needed to design, create, operate and maintain network infrastructure for modern distributed enterprise computer systems;
- To strengthen awareness of networking security threats and be able to implement networking related configurations;

Level 1:

Level 1 modules are designed to encourage students to develop their study and learning skills. There is a need for a relatively high proportion of straightforward, traditional face-to-face teaching and learning, to map out the discipline served by each module and to ensure that students rapidly acquire enough expertise to embark upon assessed activities in the first semester of the programmes.

During the first year of the programme, students are given a firm grounding in computer Systems, programming, and system analysis together with the necessary mathematics. The specific courses are Fundamentals of Algorithm, Data Structures and Algorithm, System Analysis and Design, Data Communication and Networks, Computer Systems. The fact that Level One of the restructured BSc Networking and the restructured BSc Computer and Internet Applications are identical means that students can transfer without difficulty between programmes after a year of study.
Level 2:

Level 2 students start with the advantage of a shared experience and, in most cases, with a knowledge of each other, as well as, of their chosen area of study. The team will exploit this by placing more emphasis on collective work, especially in dealing with work-based problems. Even in individual study the student is expected to show greater initiative and powers of investigation, by using material from more primary sources rather than the secondary or “processed” sources appropriate to Level 1. This level increasingly addresses issues related to employability and professional practice.

The second year of networking programme explores in detail computer architecture, network technologies. The modules that will address these are: Computer Architecture and Digital Logic, Local Area Networks, Operating Systems, TCP/IP and Internet Technologies.

Level 3:

The experience of the last two years has suggested that the growth of students’ maturity and learner independence that has occurred at Level 2, can readily be built upon in a further year’s study, as students’ progress through the demanding syllabus of Level 3.

The assessments at Level 3 would use such words as ‘Criticise’, ‘Evaluate’, ‘Advise’, and ‘Synthesis’ etc. to indicate to students the level of intellectual demands being required. Students will be expected to make judgment of the worth of something or apply rephrased knowledge in unique situations, etc.

The final year consists of a major project, together with advanced study project management, recent trends in networking and network security. A module on Professional and Social Issues in Computing is introduced at Level 3, which will encourage students to discuss the ethical, legal and social issues in the IT industry. Module emerging technologies will address any two new technologies being developed in the area of networking.
9.3 Faculty of English Language Studies

The Faculty of the English Language Studies offers two major independent academic programmes (Foundation and BA (Hons) in English Language) and collaborates with the Faculty of the Business Studies and the Faculty of Information Technology to offer courses in their programmes.

The faculty is constantly engaged in research and scholarly activities. It strives to coordinate between students’ research, teachers’ research and the areas of study for the degree. It also researches on the growing needs of the society for trained.

The programmes offered in the faculty are current and innovative and designed to develop students’ cognitive and transferable skills besides subject knowledge. These programmes are:

- Foundation programme
- BA (Hons) in English Language

9.3.1 Foundation certificate

A) Programme overview

The Foundation programme is a two-semester preparatory programme of one-year duration. Students are required to pass semester one modules before proceeding onto semester two.

B) Programme Objectives

The Foundation Programme is a bridging programme for the students with the Thanawiya to proceed to Degree or DipHE level study which is conducted in English Language. It equips students with the necessary study and academic skills required at undergraduate level.

C) Programme Structure

Students must satisfactorily complete 120 credits (8 modules) to be eligible for the award of the Foundation Certificate.

Modules in semester 1

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>English Language Study and Academic (ELSAS)</td>
<td>20</td>
</tr>
<tr>
<td>2.</td>
<td>Grammar in Context (GIC)</td>
<td>20</td>
</tr>
<tr>
<td>3.</td>
<td>Basic Mathematics and Information Technology 1 (BMIT1)</td>
<td>10</td>
</tr>
<tr>
<td>4.</td>
<td>Basic Research Skills (BRS)</td>
<td>10</td>
</tr>
</tbody>
</table>
### Modules in semester 2

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Academic Reading (AR)</td>
<td>20</td>
</tr>
<tr>
<td>2.</td>
<td>Academic Writing (AW)</td>
<td>20</td>
</tr>
<tr>
<td>3.</td>
<td>Basic Mathematics and Information Technology 2 (BMIT2)</td>
<td>10</td>
</tr>
<tr>
<td>4.</td>
<td>Vocabulary in Communication (VIC)</td>
<td>10</td>
</tr>
</tbody>
</table>

*Please note that modules may be replaced or changed after approval by the University of Bedfordshire, based on programme reviews from time to time. This is to enhance the learning outcomes according to changes in the environment/subject/discipline, in accordance with the College’s quality assurance systems. In such cases, students will then take the equivalent new module.*

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#### 9.3.2 BA (Hons) in English Language

**A) Programme overview**

This degree in English Language focuses on developing highly employable bi-lingual individuals with marketable skills for potential employers. Apart from its vocational applications, it provides candidates with rigorous intellectual education, valuable in training them to analyze perceptively and critically, to reason effectively and express themselves clearly and rationally. Professions that require expertise in English Language include, but are not restricted to Translation, Journalism and the Media, Publishing, Human resources, Communications and Education.

**B) Programme Structure**

Students, who are registered for this programme are required to register on level 0 for 4 modules. This Level equips students with essential language skills for the challenges of level 1. Like other programmes offered in the college, students are required to pass 8 modules totalling 120 credits in each year (level). In the final year students must also register for the project (dissertation) accounts for 30 credits (equivalent to a double module). In total, students must satisfactorily complete 420 credits (32 modules) with a combination of core and specialisation modules to be eligible for the award of the BA (Hons).
### Modules in Level 0

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>English Language and Communication Skills (ELCS)</td>
<td>15</td>
<td>Core</td>
</tr>
<tr>
<td>2.</td>
<td>English Language Study Skills (ELSS)</td>
<td>15</td>
<td>Core</td>
</tr>
<tr>
<td>3.</td>
<td>Spoken and Written Arabic (SWA)</td>
<td>15</td>
<td>Core</td>
</tr>
<tr>
<td>4.</td>
<td>Reading and Vocabulary Building in English (RVBE)</td>
<td>15</td>
<td>Core</td>
</tr>
<tr>
<td>5.</td>
<td>General Writing in English* (GWE)</td>
<td>15</td>
<td>Core</td>
</tr>
<tr>
<td></td>
<td><strong>Total credits</strong></td>
<td><strong>60</strong></td>
<td><strong>Core</strong></td>
</tr>
</tbody>
</table>

*For those who have are not native speakers of Arabic

### Modules in Level 1

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction to Linguistics (ITL)</td>
<td>15</td>
<td>Core</td>
</tr>
<tr>
<td>2.</td>
<td>English Phonology and Phonetics (EPP)</td>
<td>15</td>
<td>Core</td>
</tr>
<tr>
<td>3.</td>
<td>English Grammar in Practice (EGP)</td>
<td>15</td>
<td>Core</td>
</tr>
<tr>
<td>4.</td>
<td>Intensive Academic Reading (IAR)</td>
<td>15</td>
<td>Core</td>
</tr>
<tr>
<td>5.</td>
<td>Principles of Translation (POT)</td>
<td>15</td>
<td>Core</td>
</tr>
<tr>
<td>6.</td>
<td>Varieties of English (VOE)</td>
<td>15</td>
<td>Core</td>
</tr>
<tr>
<td>7.</td>
<td>Language and Society (LAS)</td>
<td>15</td>
<td>Core</td>
</tr>
<tr>
<td>8.</td>
<td>Academic Writing in English (AWE)</td>
<td>15</td>
<td>Core</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>120</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Modules in Level 2

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Corpus-Based English Study (CES)</td>
<td>15</td>
<td>Core</td>
</tr>
<tr>
<td>2.</td>
<td>History of the English Language (HEL)</td>
<td>15</td>
<td>Core</td>
</tr>
<tr>
<td>3.</td>
<td>English Syntax (ES)</td>
<td>15</td>
<td>Core</td>
</tr>
<tr>
<td>4.</td>
<td>Critical Reading and Writing Skills in English (CRWSE)</td>
<td>15</td>
<td>Core</td>
</tr>
<tr>
<td>5.</td>
<td>Fiction in English (FIE)</td>
<td>15</td>
<td>Core</td>
</tr>
<tr>
<td>6.</td>
<td>Semantics and Pragmatics (SAP)</td>
<td>15</td>
<td>Core</td>
</tr>
<tr>
<td>7.</td>
<td>English Language and the Media (LM)</td>
<td>15</td>
<td>core</td>
</tr>
<tr>
<td>8.</td>
<td>English Research Methods (ERM)</td>
<td>15</td>
<td>core</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>120</strong></td>
<td></td>
</tr>
</tbody>
</table>
Modules in Level 3

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Module name</th>
<th>Credits</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Project (Dissertation)</td>
<td>30</td>
<td>Core</td>
</tr>
<tr>
<td>2.</td>
<td>Theories of Language Learning (TOLL)</td>
<td>15</td>
<td>Core</td>
</tr>
<tr>
<td>3.</td>
<td>Spoken Discourse (Sp D)</td>
<td>15</td>
<td>Core</td>
</tr>
<tr>
<td>4.</td>
<td>Poetry in English (PIE)</td>
<td>15</td>
<td>Core</td>
</tr>
<tr>
<td>5.</td>
<td>Written Discourse (WD)</td>
<td>15</td>
<td>Core</td>
</tr>
<tr>
<td>6.</td>
<td>Second Language Acquisition (SLA)</td>
<td>15</td>
<td>Core</td>
</tr>
<tr>
<td>7.</td>
<td>Contemporary Drama in English (CDE)</td>
<td>15</td>
<td>Core</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>120</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Please note that modules may be replaced or changed after approval by the University of Bedfordshire, based on programme reviews from time to time. This is to enhance the learning outcomes according to changes in the environment/subject/discipline, in accordance with the College’s quality assurance systems. In such cases, students will then take the equivalent new module.

**C) Programme Objectives**

The benefits of the degree are not confined to the acquisition of high-level English language communication skills. A glance at the structure of the degree will confirm that graduates from the programme will also have attained deep knowledge about the English language, and, in this way, developed the intellectual depth and critical skills expected of any graduate. Such thinking skills are potentially transferable to any work situation requiring judgment, problem-solving or evaluation.

Specifically, graduates of this degree should develop the following skills and abilities:

- a thorough knowledge and understanding of modern English usage;
- an advanced understanding of the particular relationship between, for example, the English language and the communication demands of today’s world;
- learning and research skills;
- increased powers of independent and critical thinking;
- team/leadership skills;
- the ability to accept and deal with criticism;
- the ability to arrive at conclusions/solutions/recommendations;
- the ability to think and act creatively;
- the ability to absorb and retain large amounts of information;
- the ability to engage positively and confidently in debate and discussion;
• the ability to summarise, argue, critically analyse and evaluate;
• the ability to form opinions and propose ideas;
• accomplished and confident use of strategies of spoken presentation;
• the ability to assimilate complex information from a variety of sources and to interpret and present this information in an accessible manner;
• skills in producing written work that presents facts, concepts and ideas in a clear and coherent manner;
• experience in working to deadlines and producing work of high quality within specified time limits.

Level 0

Level 0 is designed to prepare students to meet the cognitive and linguistic challenges of the modules offered at Levels 1 to 3. It facilitates and refines the academic and communicative skills of students, and enhances their powers of reception and expression of academic content. The module in Arabic language contributes to the bilingual awareness of learners with an EFL background, and enables them to perform meaningfully in modules in higher levels related to translation and contrastive analysis.

Level 1

Level 1 provides a descriptive and theoretical basis of the English language, and allows students to progress to higher-level work. Students are initiated into theoretically-supported, independent, descriptive analyses of the English language. They also begin to consider the use of English in different sociolinguistic contexts. In addition to the content-based modules, the modules in academic reading and writing and in general writing, equip them with the skills and sub-skills of reading and writing. These are needed in the cognitive and interactive tasks in in-class activities as well as in take-home assignments. Students are also expected to work individually and in groups so that they develop interpersonal, written and oral presentation skills. In order to pass any skills-based module, students should normally obtain a minimum pass grade (D-/5) in each and every assessment.

Level 2

Level 2 emphasises the development of analysis and application skills in the content-based modules. Students deal with exposition, evaluation, criticism, appreciation, synthesis and related skills. The modules at Level 2 expose the student to the standard synchronic and diachronic analytical study of the English language and require them to carry out individual investigations into various fields of English usage. This level also introduces a module in research methods which equips students with the necessary research skills for the Level 3 project. By the end of Level 2, students are prepared for modules which are thematically more specialized, intellectually more enriching, and academically more demanding.

Level 2 requires students to effectively develop their skills of critical thinking, so as to effectively handle the demands of Level 3. In order to do this, they must engage themselves completely and effectively in the teaching and learning and assessment process, and must be pro-active in their learning by finding out for themselves, rather than relying solely on their lecturers.
Level 3

At Level 3, apart from the regular modules, students prepare a final year project on a topic originally conceptualised by them, and subsequently guided by supervisors specialized in particular fields. A sustained involvement in the project work spread over two semesters allows the student to be an independent explorer, and a responsible manager of academic materials. The novelty at this level is in the modules of Literature which are on contemporary drama and novels in English. Literary interpretation offers scope for both linguistic and analytical skills that the students have been developing since their admission to Level 0. This level also culminates in the development of linguistic, analytical skills which are applied in the modules related to the contrastive study of English and Arabic, and theoretical studies of the universal principles of language learning.

All Level 3 students are expected to fully develop the skills of independent learning, critical evaluation, independent thinking and effective presentation. A major component of this year is the Final year project, which requires students to draw together the skills and knowledge gained from various modules studied throughout the programme.

Regulations for Progression to Level 1

All students are required to obtain a minimum pass of grade D- (equivalent to 50%) in all English and Arabic language modules offered at level 0 before progression onto the BA English Language programme is allowed. Should a student fail to obtain the minimum pass grade at each assessment point in any one of the modules offered, they will normally be given a referral opportunity in the failed module(s). Students will not be permitted to join Level 1 of the BA (Hons) English Language degree programme until the minimum requirement of a pass at grade D- in every module at level 0 has been fulfilled.
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