

<b>Coursre code</b>	<b>Course name</b>	<b>Course description</b>
<b>BUS110</b>	<b>Introduction to Business</b>	<p>“Introduction to Business” is an introductory course, which surveys the role of business in society. At its simplest level, business is the exchange of goods and services for mutual benefit or profit. Students will be exposed to a wide variety of topics including the terms, trends, organizational structure and opportunities inherent in this exchange, the course introduces the student to the contemporary business world, the business of managing, people in organizations, the principles of marketing, managing information, and financial issues.</p>
<b>BUS101</b>	<b>Introduction to Math for Business</b>	<p>The overall aims of this course are to introduce entry knowledge of finance and to provide the computational skills needed for evaluating financial decisions. Thus providing learners a footstep into the world of Business Mathematics. This introductory module introduces learners to the mathematical concepts, vocabulary, and terminology employed nowadays in the business world in Finance, Banking, and Accounting to name a few.</p> <p>More specifically, the students will gain practical experience into aspects such as percentages, discounts, markups and markdowns, payroll, interest calculations, installment buying, and annuities.</p>

<p><b>BUS102</b></p>	<p><b>Introduction to Statistics</b></p>	<p>BUS102 is considered an introductory course for BUS202 (data analysis). At the undergraduate level, both modules (BUS102 and BUS202) are considered as part of common modules for all tracks in Business Programme.</p> <p>It is well-known that Statistics is a science that deals with collection, description, analysis, interpretation, and presentation of data. Statistics can be used to describe a particular data set, termed descriptive statistics (BUS102) as well as to draw conclusions about the population from a particular data set, termed inferential statistics (BUS102 and BUS202). The course applies statistical methods in a business context in order to address business related questions and help make evidence based decisions. The course will provide students with the knowledge they need to become stronger analysts and better decision makers.</p>
<p><b>LB170</b></p>	<p><b>Communication Skills for Business and Management</b></p>	<p>LB170's design will be relevant for students from OUBS Openings to Level 2 courses. Students' confidence, performance and progression potentials will be enhanced and ultimately academic standards will be positively influenced as well as widening participation, retention and completion rates.</p> <p>The emphasis in the course is on processes and practices (the 'skills')</p>

		<p>of communication rather than on content in a 'traditional' academic sense. As such the course reverses the balance present in other OUBS courses where communication skills are fore grounded but are always at the service of the course content and consequently occupy a less significant position in the learning outcomes.</p> <p>The model of communication skill development outlined above is a positive rather than a deficit model. It draws on current thinking about literacy development in which a more traditional skills development model which treats communication as an all-purpose set of skills with universal application is overlain, firstly, with a model that places literacy in context and sees literacy practices as situated within particular spheres of activity (in this case, business, broadly, and business studies more specifically). Secondly it draws on a model that highlights the ideological and personal investment that come into play when individuals and organisations engage in communicative acts.</p>
<p><b>B123</b></p>	<p><b>Management Practice</b></p>	<p>By the end of this course you'll have developed a new, more theoretical understanding of how and why managers do what they do in organisations. You'll build a toolkit of management concepts, theories and models that you can use to tackle workplace issues.</p>

		You'll also feel more confident in embarking on further undergraduate study.
<b>B124</b>	<b>Fundamentals of Accounting</b>	It aims to equip students with the essential principles of measuring management performance and improving financial planning, control and decision-making. Students can gain an understanding of financial reports through their preparation, based on the double-entry bookkeeping system which is essential for the management of any organisation
<b>ECO101</b>	<b>Principle of Microeconomics</b>	<p>The academic purpose of this course is designed to introduce learners to the internal and external elements of Microeconomics. Students are not expected to have taken any courses in economics, or to have any knowledge or experience of ICT. Nevertheless, this is a Level 2 course and students need the general study techniques appropriate to Level 2 study in the social sciences. After studying the module students should be able to:</p> <ul style="list-style-type: none"> <li>• understand the domain of economics as a social theory</li> <li>• understand the main analytical tools which are used in economic analysis</li> <li>• learn the main conclusions derived from economic analysis and to develop their understanding of the organisational and policy</li> </ul>

		<p>implications</p> <ul style="list-style-type: none"> <li>• to participate in debates on economic matters.</li> </ul>
<b>ECO102</b>	<b>Principle of Macroeconomics</b>	<p>This is a Level 1 course and students need the general study techniques appropriate to Level 1 study in the social sciences:</p> <ul style="list-style-type: none"> <li>☐ reading actively</li> <li>☐ engaging with the argument of the text and taking notes</li> <li>☐ the ability to extract information from different sources, including numerical tables and graphs</li> <li>☐ handling evidence in support of arguments</li> <li>☐ making critical analyses of topics and of different views of them.</li> </ul> <p>The course does not assume that students have mathematics beyond elementary arithmetic, introducing additional techniques including graphs, economics diagrams, elementary algebraic equations to express economic relationships, and basic data analysis. Students should be interested in developing skills in basic analytical skills as part of the toolkit of economics, in learning the techniques and in handling abstract forms of argument.</p>
<b>B207A</b>	<b>Shaping Business Opportunities</b>	<p>This module is designed to provide intermediate conceptual and practical learning to students in operations management, marketing and human resource management. The module comprises 16 study</p>

		weeks (including final assessment).
<b>B207B</b>	<b>Shaping Business Opportunities</b>	This module is designed to provide intermediate conceptual and practical learning to students in management and accounting. The module comprises 16 study weeks (including final assessment)
<b>B205A</b>	<b>Exploring innovation and entrepreneurship</b>	<p>B205A academic aim is to introduce students to number of fundamental concepts and theories of entrepreneurial innovation. It also re-apply some generic business and management concepts in an entrepreneurial and innovation-related concept (e.g. entrepreneurial marketing and entrepreneurial finance. The coverage of innovation and entrepreneurship subjects will be wide-ranging and integrative, with the aim of providing the necessary foundations for interested students to progress to a more in-depth study of specialist topics within this subject area during their level 3 studies.</p> <p>Progression is also addressed within B205A - with a gradual development of knowledge and skills from Block 1 and Block 2 (covered in Part A of the course) through Block 3, Block 4 and Block 5 (covered in Part B of the course, B207B). There will be a logical progression of subject matter, from an introduction to core concepts in innovation and entrepreneurship (Block 1), followed by a more skills-oriented examination of teams, networks and associated</p>

		<p>concepts (Block 2), a comparative study of innovation and entrepreneurship in different contexts (Block 3), a simulated experience of entrepreneurial team-working and innovation (Block 4) and an opportunity for reflection and integration (Block 5). Study and employment skills will be integrated into the learning activities, with a particular focus on digital literacy, creative thinking and problem solving, team-working, persuasive communication and more general personal development and enterprise-related skills</p>
<p><b>B205B</b></p>	<p><b>Exploring innovation and entrepreneurship</b></p>	<p>B205B academic aim is to review number of fundamental concepts and theories of entrepreneurial innovation introduced in Part I of the course. It also re-apply some generic business and management concepts in an entrepreneurial and innovation-related concept (e.g. entrepreneurial marketing and entrepreneurial finance. The coverage of innovation and entrepreneurship subjects will be wide-ranging and integrative, with the aim of providing the necessary foundations for interested students to progress to a more in-depth study of specialist topics within this subject area during their level 3 studies.</p> <p>Progression is also addressed within B205 – B - with a gradual development of knowledge and skills from Block 1 and Block 2</p>

		<p>(covered in Part I of the course) through Block 3, Block 4 and Block 5 (covered in Part B of the course). There will be a logical progression of subject matter, from an introduction to core concepts in innovation and entrepreneurship (Block 1), followed by a more skills-oriented examination of teams, networks and associated concepts (Block 2), a comparative study of innovation and entrepreneurship in different contexts (Block 3), a simulated experience of entrepreneurial team-working and innovation (Block 4) and an opportunity for reflection and integration (Block 5). Study and employment skills will be integrated into the learning activities, with a particular focus on digital literacy, creative thinking and problem solving, team-working, persuasive communication and more general personal development and enterprise-related skills</p>
<p><b>B291</b></p>	<p><b>Financial Accounting</b></p>	<p>Financial accounting will help students to develop an understanding of the role and importance of accounting in the various types of business and other organizations. It covers the accounting regulatory framework, accounting in the context of international financial and capital markets; and the qualitative characteristics of financial accounting information, accounting concepts and principles. This module uses the terminology of The International Financial</p>



**Reporting Standards (IFRS).**

**On successful completion of B21 course, students should be able to:**

- 1. Prepare financial statements based on application of accounting concepts, regulations and principles**
- 2. Identify, classify, measure and summarise the elements of financial statements applying accounting principles and concepts**
- 3. Explain and interpret the purpose, form and content of the three main financial statements; income statement, balance sheet and cash flow statement**
- 4. Use simple mathematics for the purpose of calculations in bookkeeping, accounting and preparing/analysing financial statements, including basic ratio analysis.**
- 5. Review and illustrate the purpose, context and environmental influences and constraints on financial accounting and business practices**
- 6. Explain and evaluate the need for ethics in the behaviour of accountants and the need for independent auditing in the reporting process of public and large enterprises**
- 7. Explain and review the relations between corporate governance, auditing and financing**

		<p>8. Explain and review issues of business law and how they relate to financial accounting and management</p> <p>9. Prepare periodic financial statements for sole traders, partnerships, non-profit organisations and single-entity private and public limited companies</p> <p>10. Develop skills in explaining, analysing and applying the mechanism of double-entry bookkeeping and the accounting cycle</p>
<p><b>B292</b></p>	<p><b>Management Accounting</b></p>	<p>B292 academic aim is to introduce students to number of fundamental concepts and theories of Management Accounting in order to guide managerial decision making by individuals and business units. It also develops the students' knowledge of Management Accounting as well as skills in problem-solving, decision making relating to aspects of planning, costing, budgeting, evaluating. B292 also prepares students for advanced Management Accounting concepts. After studying the course, the students should be able to:</p> <ul style="list-style-type: none"> <li>☐ Demonstrate understanding of the nature of management and the role of management accounting in the management process.</li> <li>☐ Demonstrate understanding of the different types of costs and the role of costs in decision making.</li> </ul>

		<ul style="list-style-type: none"> <li>☐ Demonstrate understanding of how inventory is accounted for and managed within the organization, and the methods for calculating the cost of different types of products, processes and services.</li> <li>☐ Demonstrate the ability to prepare budgets.</li> <li>☐ Demonstrate understanding of the management and the influence of economic factors and economic analysis on management decision making</li> </ul>
<p><b>DD209A</b></p>	<p><b>Economics and Economic Change</b></p>	<p>The academic purpose of this course is designed to introduce learners to the internal and external elements of Macroeconomics. The module will have a student-cantered approach in developing and applying economic theories and debates to serious worldwide economic problems, and the critical assessment of proposed solutions. Transferable and vocational skills students will acquire include:</p> <ol style="list-style-type: none"> <li>1. The interpretation, manipulation and critique of economic evidence, including numerical data and basic statistical skills</li> <li>2. Compare and contrast the most prominent economic traditions and theories of the last two centuries, widely used in public debate</li> <li>3. Ability to build and support an argument in a discussion</li> <li>4. Use and present modelling and simulation as methods of analysis</li> </ol>

		<p>of economic problems; simulate the macro economy under different policy scenarios</p> <p>5. Ability to engage in debates with other students, substantiating views with economic theory and evidence (coming from data, simulator or case studies)</p>
<p><b>DD209B</b></p>	<p><b>Economics and Economic Change</b></p>	<p>The academic purpose of this course is designed to introduce learners to the most important elements of Microeconomics. The module will have a student-centered approach in developing and applying economic theories and debates to serious worldwide economic problems, and the critical assessment of proposed solutions. Transferable and vocational skills students will acquire include:</p> <ol style="list-style-type: none"> <li>1. Exploring the decision-making processes within firms that drive the growth of an economy.</li> <li>2. Compare and contrast the most prominent economic traditions and theories of the last two centuries, widely used in public debate</li> <li>3. Developing an understanding of the theory of the firm and the working of markets. Ability to build and support an argument in a discussion</li> <li>4. Analysing how global trade and the pursuit of growth creates</li> </ol>

		<p>imbalances that may have caused a macroeconomic crisis.</p>
<p><b>SYS280</b></p>	<p><b>Principles and Practice of Systems' Thinking</b></p>	<p>SYS280 is a compulsory course in Business Studies/Systems' track. Systems thinking is an inquiry-based method of learning that uses the technique of perspective-taking, fosters holistic thinking, and engages in belief-testing. Systems theory identifies and analyzes the linkages among various elements in a system. For those new to systems theory, it is important to note that "systems" is plural. Thus, systems theory does not presume that there is one grand system to be studied. One intellectual thread of systems theory is the field of systems thinking. Systems thinking is a methodology for understanding and managing complex feedback systems such as the ones at work in business and other social systems. Systems thinking uses mapping of inter-relationships as a mean to improve decision-maker understanding of how to intervene and improve system performance.</p> <p>Understanding the interworking of a system, or the relationships between the various actors of a system, is useful because it improves understanding of the outcomes of the system. For example, to understand why communities experience traffic congestion in a road system despite extensive road building requires an understanding of</p>

		<p>the relationships between the actors in the system. Students must understand how governments decide where to build or expand roads and how individuals select driving routes. If a government widens a congested road, it is likely to become congested again even if the destinations of current drivers, employment patterns, location of entertainment and service venues, and other determinants of driving patterns have not changed. The systems thinking approach builds theories for how the system works and uses them to develop insights about the behavior of the system over time, with the goal of improving system performance. The primary tools of systems thinking include system diagramming.</p>
<p><b>SYS210</b></p>	<p><b>Managing Technologies and Innovation</b></p>	<p>The aim of this module, after accomplishing both parts of it, is to familiarize students with an integrative approach to the management of technology and innovation. It introduces the concept of MTI and examines internal innovation planning, implementation and evaluation and control. It also introduces building the capabilities necessary for MTI success.</p> <p>At the end of both parts of the module, students are expected to attain the following objectives:</p> <p>Understand the significance of technology, innovation and their</p>

**management**

**Identify the key MTI concerns in strategy**

**Understand both product and process innovation**

**Recognize the foundations of internal innovation and its implementation**

**Determine if the firm has achieved the desired outcomes and design a proper tool for evaluation and control**

**Identify elements for planning for acquiring, implementing and evaluating technology**

**Understand the core capabilities for a sustainable competitive advantage**

**Determine what information the firm actually has and to turn this information into knowledge**

**The course will prepare students with practical skills through numerous realistic settings that are in line with the Quality Assurance Agency's benchmark statement expectations for business studies. It also aims to enhance employability as the curriculum is of benefit to students in the employment market and also relevant to many studying for their own personal development. In so doing, the course provides students with a clear understanding and**

		<p>appreciation of innovation dynamics both within and across firm's boundaries. By drawing from state of the art innovation literatures as well as the extensive use of in-depth case study materials, the course analyses opportunities and challenges related to creating, sustaining , managing innovation and most of all integrating strategy and technology, with a specific focus on technology-based organizations.</p>
<p><b>FIN240</b></p>	<p><b>Microfinance Theory and Practice</b></p>	<p>Microfinance theory and Practice is to make students understand the economic theory behind the rise of microfinance and how microfinance institutions contribute to economic development. It also aims to make students understand current trends in microfinance and challenges of managing microfinance institutions. This shall help in integrating theoretical knowledge and practice as a way of preparing students to be future professionals in microfinance institutions.</p> <p>Students are expected to gain in-depth knowledge about micro-finance and how they contribute to the economic development. Analytical skills in credits appraisals, monitoring and evaluation of loan performance are expected to be gained. Field studies in microfinance institutions shall make students gain experience of practical microfinance operations. Students will be introduced to</p>



		<p>mix of lectures, seminars, case studies and student presentations. The seminar case method encourages collaborative learning by working in groups to expand insights and cover more perspectives. It helps articulate arguments based on facts through presentation of investment conviction. It enhances analytical capabilities through expressing opinions based on multiple resources.</p>
<p><b>HRM205</b></p>	<p><b>Employment and Labor Law</b></p>	<p>The course introduces students to the relevant information on the nature and legal terminology of employment law. It will cover the most common laws and how they affect organizations. It will familiarize students with the legal principles applicable to a wide range of work-related concerns. Topics covered include employment contracts, discrimination, termination of employment, unfair dismissal, family (maternity/paternity/parental) rights, employer unfair labor practices. As for the part of the course on labor and social security law, this area of law addresses many problems/concerns which will influence most people throughout their working lives. Essentially, labor law must balance the rights of employees with those of employers. Topics covered include the concept of enterprise and its legal nature, the scope and historical evolution of labor law, the individual and collective labor</p>

		relationships, characteristics and sources of labor law, the fundamentals and systems of social security law
<b>HRM206</b>	<b>Staffing Organizations</b>	<p>The module will prepare students with practical skills in HR that are in line with the Quality Assurance Agency's benchmark statement expectations for business studies. It provides students with an understanding of main concepts of organizations' strategic staffing, enabling them to apply ideas, perspectives and concepts to help firms better manage their human resources. In this module, staffing is treated as an integrated process that begins with an understanding of a company's business strategy and continues through planning, sourcing, recruiting, selecting, negotiating, socializing, career planning, retaining, and transitioning the workforce. These stages enable organizations to meet hiring objectives and ensure that talent is in the right place at the right time.</p> <p>The focus will be on specific areas in order to take an in-depth look at different concepts and theories of staffing systems. Upon the completion of this module, students are expected to develop:</p> <ul style="list-style-type: none"> <li>- An understanding of different staffing models and staffing strategies</li> <li>- A conceptualization of staffing activities that exist in firms and their</li> </ul>

		<p><b>impact on strategic human resources management</b></p> <ul style="list-style-type: none"> <li>- A capability of dealing with issues of equal opportunities and staffing of human resources in organizations</li> <li>- An overview of processes like job analysis in line with competency analysis, HR planning, sources of recruitment and selection, staffing decision-making reliability as well as validity of employee-assessment methods.</li> <li>- A self-appraisal and reflective thinking in creativity, teamwork, career selection and learning to learn</li> </ul>
<p><b>HRM210</b></p>	<p><b>Training &amp; Development</b></p>	<p>The aims of the HRM 210 module include the development of students' knowledge of the skills, competencies, and practical elements for employee development and performance enhancement in organizations.</p> <p>The module begins by introducing the training and development concepts reflecting on their importance for organizational growth and success. It focuses on how those concepts are integrated in organizational strategy and how these are considered among the main sources of competitive advantage for companies.</p> <p>Furthermore, it highlights the necessity of conducting employees' needs assessments (including job analysis, person analysis, and</p>

		<p>organization analysis) and SWOT analysis in order to choose the appropriate training program that will fill employees' weaknesses. It aims also to provide students with the skills to develop training programs starting from assessing needs, setting objectives, establishing the principles of learning, making proper selection and using effective training methods which includes methods of management development, techniques of career development, ways to transfer training to the job. It emphasizes as well on training evaluation and training programs cost.</p> <p>This module helps the students in addressing the main components of training evaluation, including the estimation of training costs and benefits, the ability to develop training assessment guidelines and to capitalize on results to further improve the quality and outcomes of training programs. It also helps decisions making process concerning the training and development function.</p>
<p><b>HRM215</b></p>	<p><b>Employment Compensation and benefits</b></p>	<p>The course will prepare students with practical skills in examining the financial reward systems of organizations. These skills are in line with the Quality Assurance Agency's benchmark statement expectations for business studies. It provides students with an understanding of basic compensation concepts and the context of</p>

		<p>compensation practices, research techniques and the necessity of statistics in human resources and the role of job analysis/job design in compensation decisions. Specific areas in managing employee benefits are also included in the course i.e. paid time off, retirement plans, health and wellness benefits.</p>
<b>BUS310</b>	<b>Strategic Management</b>	<p>The aims of this course are to: Provide students with concepts and tangible strategic skills that can readily be put into practice in often changing business environments.</p> <ul style="list-style-type: none"> <li>-Present the 21st century competitive/business landscape from a strategic management perspective and to assess how global and technological influences shape it</li> <li>-Provide students with a critical overview of the main tools of contemporary strategic practice in organizations in a way which is relevant to their professional needs</li> </ul> <p>Achieving the intended learning outcomes (covering both knowledge and skills) fully supports this aim.</p>
<b>B325</b>	<b>Managing across organisational and cultural boundaries</b>	<p>The aim of the course is fairly to provide students with ways if understanding and analysing different organisational, inter-organisational and international context and the ways in which such different contexts influence individuals' experience of work.</p>

		<p>Secondly, the course aims to provide students with knowledge and understanding of themes and challenges pertaining to organising and managing across this different context; managing aims, power, politics, trust, cultural diversity and the darker side of organising. The course embassies the relationships between theory and practice; putting emphasis on the theoretical underpinnings and debates surrounding the themes whilst at the same time requiring students to draw on their own experience. Achieving the intended learning outcomes (covering both knowledge and skills) fully supports this dual aim.</p>
<b>B628</b>	<b>Managing 1: Organizations and People</b>	<ul style="list-style-type: none"> <li>☐ Critically reflect on and analyze workplace situations.</li> <li>☐ To construct 'solution oriented'</li> <li>☐ To understand work situations from a manager's perspective, and also to be in charge of the organization.</li> <li>☐ To understand the constraints, choices and demands that operate and learn when to work within them.</li> </ul>
<b>B629</b>	<b>Managing 2: marketing and finance</b>	<p>Managing 2: Marketing and Finance will cover core topics in Marketing and Finance. The course is a management development vehicle that aims to help student perform more effectively as managers. It does so by:</p>

		<p><b>Increasing student’s foundation management knowledge and competencies</b></p> <ul style="list-style-type: none"> <li>☐ <b>Providing a repertoire of theories, concepts, and techniques to apply in different management setting</b></li> <li>☐ <b>Helping students understand their individual management role, its context and nature of their interventions in their organizations</b></li> <li>☐ <b>Encouraging student to be reflective practitioners, applying independent and inquisitive learning in the workplace</b></li> <li>☐ <b>Enabling students to understand the discourse of specialist and senior managers better, so that they can hold more confident and informed conversations with them, work more effectively with and where appropriate challenge them.</b></li> </ul>
<p><b>B324</b></p>	<p><b>Marketing an Society</b></p>	<p><b>Marketing and Sociology.</b> It is a level three course of the B.A. (Hons) in Business Studies with marketing degree.</p> <p><b>This course will develop student’s ability to synthesise arguments and assumptions from a variety of sources and perspectives, critically evaluate them and apply relevant concepts in a range of contexts. In particular, student will learn concepts, theories and debates about the roles and responsibilities of marketing in society:</b></p> <ul style="list-style-type: none"> <li>☐ <b>identification and critical analysis of relevant issues involved in</b></li> </ul>

		<p><b>responsible marketing</b></p> <ul style="list-style-type: none"> <li>☐ <b>application of marketing thinking to health and social behaviour</b></li> <li>☐ <b>application of responsible marketing to own professional context</b></li> <li>☐ <b>sensitivity to the problems and challenges in both commercial and social marketing.</b></li> <li>☐ <b>explore how marketing concepts and techniques can be applied to the marketing of social issues as opposed to the more traditional area of commercial marketing;</b></li> <li>☐ <b>examine how social marketing approaches can change behaviour in order to achieve socially desirable goals;</b></li> <li>☐ <b>illustrate, through case study examples, the application of concepts and techniques to ‘real world’ social marketing problems.</b></li> </ul>
<p><b>B327</b></p>	<p><b>Sustainable enterprise and innovation</b></p>	<p>The academic purpose of this module is:</p> <ul style="list-style-type: none"> <li>☐ <b>To enable learners to develop independent research and online collaborative skills necessary to engage in enterprise and innovation practices in new and existing organisations.</b></li> <li>☐ <b>To encourage students to do so by articulating how entrepreneurship and innovation can be used to satisfy individual goals/objectives while contributing to solving societal problems in an ethical and sustainable manner.</b></li> </ul>



		<p>☒ To also explore the theoretical and practical connections between the distinct yet closely-interrelated fields of study.</p>
<p><b>MKT331</b></p>	<p><b>Digital Marketing</b></p>	<p>This is a compulsory module in the Marketing track. This course provides students with a comprehensive introduction into the field of online marketing. It is designed in a way, which builds on students' pre-existing knowledge in general marketing management to elaborate the concepts of digital marketing;</p> <p>☒ Understand the nature and concepts of online marketing and apply online marketing tools, instruments and principles through theory and case studies.</p> <p>☒ Understand the importance of online marketing and social media to a company's overall marketing plan in contemporary marketing.</p> <p>☒ Understand internet users and identify profitable E-Marketing strategies.</p> <p>☒ Review current practices in electronic marketing.</p> <p>☒ Understand the marketing effectiveness of web based marketing approaches.</p> <p>☒ Learn how to use the internet as a research method and learn and practice how to publish information on the internet.</p> <p>☒ Be able to develop effective strategies for generating traffic,</p>

		<p>optimizing conversion, achieving customer satisfaction, optimizing profitability, generating social media strategies and continuous innovation within online marketing environment.</p> <ul style="list-style-type: none"> <li>☐ Understand the E-Marketing context: e-business models, performance metrics, and role of strategic planning.</li> <li>☐ Describe E-marketing strategies of segmenting, targeting, positioning, and differentiation.</li> </ul>
<p><b>MKT332</b></p>	<p><b>Service Marketing</b></p>	<p>This is a compulsory module in the marketing track. The module is designed to give learners a broad understanding of the key concepts and business practices in service marketing. The module provides an overview of the nature and scope of services marketing and its role in achieving business objectives. The module aims to:</p> <ul style="list-style-type: none"> <li>☐ Provide learners with a clear understanding of the concepts and business functions of services marketing</li> <li>☐ Give learners an overview of the environmental factors which influence services marketing decisions</li> <li>☐ Introduce learners to the need to develop an appropriate services marketing mix and identify and analyze the various components of the services marketing mix</li> <li>☐ Familiarize learners with the role of marketing to service providers.</li> </ul>

		<ul style="list-style-type: none"> <li>☐ Appreciate the challenges embedded in marketing and managing services and study the tools and processes to respond to these challenges.</li> <li>☐ Evaluate the key issues required in managing customer satisfaction and service quality</li> <li>☐ Appreciate the role of employees and customers in service delivery, customer satisfaction and service quality.</li> <li>☐ Understand the critical aspects of service businesses such as managing supply and demand, relationship management, and the overlap in marketing/operations/human resource systems.</li> </ul>
<b>B326</b>	<b>Advanced Financial Accounting</b>	The areas of coverage in this course include issues concerning the operation of business combinations and consolidated financial statements, and international accounting issues. Students are expected to develop both an understanding of the concepts underlying these topics and the technical and analytical skills needed to apply the concepts in practice. The case method will be used to supplement problems.
<b>B392</b>	<b>Advanced Management Accounting</b>	The aim of the module is to give students insight in management accounting on a more advanced level and have deeper knowledge and understanding about management accounting issues including

its problems and difficulties. Students will be updated concerning the more recent development in management accounting and the emergence of new methods and their effects in organizations. The module will enable students to take part in the design and use of management accounting systems in organizations and be able to relate management accounting to issues discussed in other tracks like marketing, incentive systems (management as well as international business. After studying the course, the students should be able to:

1. To situate the role of strategic management accounting within the broader content of organizational and industry differences.
2. Understand management accounting techniques that play an important role in the formulation and implementation of business strategy.
3. Understand what strategies organizations use to finance their activities.
4. Students will be introduced to financial risk management and the strategic implications of financing the organization.
5. Be familiar with a range of contemporary cost management techniques.

		<p>6. Able to evaluate strengths and weaknesses, discuss issues regarding implementation and effectiveness and assess various strategic options.</p> <p>Identify the main characteristics of different market types (perfect competition, monopoly and oligopoly) and predict price and output outcomes.</p>
<b>ACC300</b>	<b>Accounting Information Systems</b>	<p>1. an understanding of the purpose and role of accounting information systems within contemporary organisations;</p> <p>2. an awareness of the way in which internal controls and technology interrelate with accounting information systems; and</p> <p>3. an understanding of the real-life problems of designing, implementing and using accounting information systems and its sub-cycles.</p>
<b>ACC302</b>	<b>Auditing theory and Practice</b>	<p>This is an AOU based course. The goals of the providers of information may run somewhat counter to those of the users of information. Accordingly, there is recognition of the social need for independent public accountants-individuals of professional competence and integrity who can tell us whether the information that we use constitutes a fair picture of what is really going on.</p> <p>On successful completion of ACC302 course, students should be able</p>

		<p>to: 1) Determine an understanding of Certified Public Accountants, Professional standards, and Fundamental audit concepts. 2) Apply a range of audit procedures. 3) Apply auditing standards. 4) Demonstrate an understanding of the legal context within which auditing occurs. 5) Demonstrate an understanding of professional ethics and be able to apply the profession's code of ethics. 6) Apply critical thinking skills and solve auditing problems through the use of case studies. 8) Understand how to stay up-to-date of developments in auditing theory and practice. 9) Demonstrate an understanding of the role of auditing in society. 10) Understand the required documents for audit process and planning.</p>
<b>DD309A</b>	<b>Doing economics: people, markets and policy</b>	<p>The aim of the course is to provide students with</p> <ol style="list-style-type: none"> <li>1. a critical overview of the main tools of doing economics focusing on people, markets and policy.</li> <li>2. High emphasis on the theoretical underpinnings of the economic theories, and the debates which surround it,</li> <li>3. developing practical skills relevant to work in a range of organisations.</li> </ol>
<b>DD309B</b>	<b>Doing economics: people, markets and policy</b>	<p>The aim of the course is to provide students with a critical overview</p>

		<p>of the main tools of doing economies focusing on people, markets and policy. It aims with an emphasis on the following:</p> <ol style="list-style-type: none"> <li>1. a critical overview of the main tools of doing economies focusing on people, markets and policy.</li> <li>2. importance on the theoretical underpinnings of the economic theories, and the debates which surround it,</li> <li>3. developing practical skills relevant to work in a range of organisations.</li> </ol>
<p><b>ECO340</b></p>	<p><b>Managerial Economics</b></p>	<p>ECO340's academic aim is to introduce students to number of managerial concepts and theories of economics in order to understand and explain the behavior decision and decision-making of business firms and aspects of the market economy.</p> <p>It also develops the students' knowledge of economics as well as skills in problem-solving, decision making, and written and oral communication. ECO340 also aims to prepares students for business-economics concepts and making sense of the business-world. Thus, after studying the course, the students should be able to:</p> <ol style="list-style-type: none"> <li>1. Understand and apply a toolbox of fundamental concepts and theories of economics to guide managerial decision-making by individuals and business units.</li> </ol>

		<p>2. Explain the nature and role of models and theories in economic analysis.</p> <p>3. Explain the concepts of supply/demand/market equilibrium and their determinants.</p> <p>4. Identify the main characteristics of different market types (perfect competition, monopoly and oligopoly) and predict price and output outcomes.</p> <p>5. Apply economic models to for production and cost estimation.</p> <p>6. Identify and explain the challenges and opportunities for today's managers.</p>
<p><b>ECO341</b></p>	<p><b>Economic Development</b></p>	<p>The aim of this course is to introduce students to</p> <p>1. the theoretical foundations of development economics and also to recent advances in the use of empirical methods in the study of developing countries.</p> <p>2. apply the tools of economic analysis to problems of growth, poverty, and environmental sustainability in developing countries.</p> <p>3. analyze the economic, social, and environmental impacts of specific initiatives and promote development through policies and investment projects</p> <p>4. use economic data to conduct development analyses such as</p>



		<p>growth diagnostics, poverty assessments, impact analysis of development projects, and environmental impact assessments</p> <p>5. prepare the corresponding reports for international development agencies and policy makers.</p>
<b>SYS380</b>	<b>Managing Systems Complexity</b>	<p>This course aims to achieve varied, multiple, and wide range objectives, which include:</p> <ol style="list-style-type: none"> <li>1. Understanding the range of views and perspectives, which constitute complexity and how these views challenge you as a system practitioner.</li> <li>2. Understanding how to manage complexity systemically by knowing and distinguishing between approaches, methods, methodologies, tools, and techniques.</li> <li>3. Enhancing thinking and practice using the metaphor of a ( juggler) to focus on the four ideas of being, engaging, and contextualizing.</li> <li>4. Developing better understand to structure complex situations/cases by using systems diagrams.</li> <li>5. Practicing systems thinking in a reflective manner.</li> </ol>
<b>FIN340</b>	<b>Corporate Finance</b>	<ol style="list-style-type: none"> <li>1. Providing the theoretical framework that used to address issues in project appraisal and financing,</li> <li>2. Advancing the concepts of Pricing of risk, securities valuation,</li> </ol>

		<p>market efficiency, capital structure, and mergers and acquisitions</p> <p>3. Provides students with the tools required for further studies in financial intermediation and investments.</p>
<b>FIN341</b>	<b>Islamic Finance</b>	This course provides an overview and understanding to the main concepts and theories of Islamic Finance.
<b>FIN342</b>	<b>Financial and Securities Markets</b>	<p>1. To promote the student understanding of derivative markets, options, bonds, warrants and convertibles, yield curves &amp; the term structure of interest rates, currency exchange rate and the international exchange rate parity, portfolio risk and diversification, risk and return.</p> <p>2. To develop a thorough understanding of international portfolio diversification and the principles behind financial derivative markets</p>
<b>HRM320</b>	<b>Work Place Health &amp; Safety</b>	The module introduces students to the Occupational Health and Safety Act (OHSA) and its regulations. It provides student with adequate understanding of how to prevent/reduce problems or hazards associated with the workplace. The module explains the nature of occupational safety, why it is important and how it affects an organization. It explains precautionary measures to facilitate generating a safer work environment. Common issues in occupational health and safety areas are considered in this course,

		including laws and regulations, employee health, safety management, security concerns at work, ergonomics, data protection/security, monitoring, surveillance, privacy and inspection.
<b>HRM330</b>	<b>Strategic Human Resources Management</b>	The primary objective of this course is to provide students with a critical understanding of the theories, principles, historical trends, current issues and practices relevant to human resource management strategy in organisations; enable students to recognise the opportunities and challenges facing contemporary human resource management; encourage an approach which views human resource management as a core element of the overall organisational strategy rather than a purely procedural or reactive activity; and develop knowledge of the skills required by organisational leaders for successfully managing human and knowledge capital.