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UNDERGRADUATE STUDENT HANDBOOK

ACADEMIC YEAR 2016-2017



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SECTION I

1.1 INTRODUCTION

This Student Handbook is a guide that will help you get from where you are now to graduation, successfully.

Its purpose is to clarify information ranging from requirements to resources.

- 1.1.1 Majan University College (MUC) was established in 1995 as the first private University College in Oman. The College is an accredited College of the University of Bedfordshire, United Kingdom.
 - 1.1.2. The University of Bedfordshire (UoB) 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.
 - 1.1.3 MUC has three main faculties namely, Faculty of Business Management, Faculty of Information Technology and Faculty of English Language Studies.
 - 1.1.4 MUC 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 and staff, and the general community.
 - 1.1.5 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.
 - 1.1.6 We wish you a productive and enjoyable learning experience in the College.
- Have a great year!

1.2 VISION

MUC's vision is:

To be a leading University that provides higher education of international standards in a dynamic environment that values cultural diversity, integrates technology, fosters knowledge creation and builds sustainable skills for employment and lifelong learning.

1.3 MISSION

Majan's mission is to provide an innovative learning environment that emphasises the intellectual disciplines required in local, regional and international contexts.

The key strategic themes underlying the mission statement are to:

- build a knowledge based learning organisation;



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

1.4 VALUES

In line with its mission, MUC 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 this 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 MUC's ethical code of conduct.

1.5 GRADUATE ATTRIBUTES

MUC's concept of what it means to be a graduate is defined by the generic attributes that the College aims to instil in its graduates. These are;

Attribute	Narrative	Ideal
Knowledge and Academic Skills	Graduates will demonstrate comprehensive knowledge in their functional domains and apply it to professional practice. The students should engage in lifelong learning.	<ul style="list-style-type: none"> • Apply knowledge in task-fulfilment and problem-solving; • Analyse and evaluate current knowledge of the discipline in professional situations; • Be critical in acknowledging multiple theoretical perspectives • Learn independently and cooperatively • Demonstrate capacity for self-reflection and self-assessment and plan personal and professional development; • Uphold a spirit of inquiry and openness to learning.
Entrepreneurship and Innovation	Graduates will show entrepreneurial orientation and apply it in their professional and personal lives and contribute towards the economic development of society	<ul style="list-style-type: none"> • Recognize opportunities and take initiatives within and outside the discipline • Demonstrate creativity and Innovation in professional and personal situations; • Identify and solve problems;



I n f o r m a t i o n Management and Communication	Graduates will demonstrate high levels of information literacy and communicate effectively	<ul style="list-style-type: none"> • Use contemporary information technology independently to enhance learning; • Collect, analyse, and interpret data for surveys and investigations; • communicate effectively and appropriately in all modes of communication in all settings.
Ethical and Social responsibilities	Graduates will show qualities of responsible citizens and lead by example	<ul style="list-style-type: none"> • The ability to conduct oneself with dignity in the workplace and in society reflecting ethical and moral values; • Show willingness to share good qualities, practices and values with other members in society; • Show sensitivity towards others in society and exhibit social and cultural tolerance.

MUC 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 have 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, governed by the same rules and regulations, and required to satisfy the same degree requirements. Part-time students should not expect different treatment, because of their positions or their work.
- 1.6.4 All students (part time and full time) 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.
- 1.6.5 All students are expected to read widely for their assessments, demonstrate the ability to think independently and communicate effectively through the analysis, evaluation, and application of subject-related concepts. The ability to rise to this challenge will determine how successful you will be in your studies.
- 1.6.6 While studying at MUC you should not expect to put in minimal effort, or depend only on lecturer-centred learning, where all information is provided by the lecturer. Student-centred learning is an expectation of MUC. As a student, you will be expected to participate actively in the learning process, as well as to accept responsibility for your learning.
- 1.6.7 The acquisition of English language skills is 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 MUC, you must have completed secondary school and obtained the General Secondary School Diploma Thanawiya, 12th standard, or equivalent. The College also accepts mature students (aged between 25 - 45) with minimum work experience of 6 years and a school certificate of class 9, in line with the regulations of the MoHE.
- 2.1.2 You can register straightaway on the undergraduate programme, if you have successfully completed the College's Foundation programme or passed the undergraduate entry test or have an IELTS (Academic) score of 6.0.
- 2.1.3 Students from other Colleges/Universities may gain credits through APL procedures. APL is the process of giving credits for certain modules that the student has 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 as per the Ministry of Higher Education Regulations in Oman.

2.2 APL - THE ACCREDITATION OF PRIOR LEARNING

- 2.2.1 Candidates from other Colleges/Universities may gain credits through APL procedures. APL is the process of giving credits for certain modules that the student has successfully completed as a part of prior certified learning, such as courses from 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 MUC.
- 2.2.3 All APL decisions will be confirmed after availing the necessary approval from the University of Bedfordshire.
- 2.2.4 APL fees will be charged and this 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/modules studied and assessed at MUC. **Grades awarded by other awarding bodies as part of APL are not recognised by the College and UoB.**

2.3 AWARDS

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

Credits required at each Level (1- 3)	120
Minimum credits to be obtained for a Diploma	240
Minimum Credits to be obtained for an Honours Degree	360



- 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.

Credits at level 0	60
Credits required at each Level (1-3)	120
Minimum credits to be obtained for a Diploma	300
Minimum Credits to be obtained for an Honours Degree	420

- 2.3.3 A standard module carries 15 credits and is normally delivered over one semester. The exception is the Level 3 Honours project, which carries 30 credits and is normally spread over two semesters. The exceptions to this are: for BA (Hons) Accounting and BA (Hons) Finance, Advances in Accounting and Finance (AAF) is treated as a project that carries only 15 credits and for one semester.

2.4 DIPLOMA/DEGREE

- 2.4.1 On all 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.
- 2.4.3 Students who wish to obtain a Bachelor's degree must register for the award of Bachelor's with Honours.
- 2.4.4 **In order to be awarded the Diploma, you must be registered for this award. Students who register for the Bachelor's award 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).

Award	Normal time (semesters)		Normal time (years)		Maximum time (semesters)		Maximum time (years)	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Diploma in Higher Education	4	6	2	3	8	16	4	8
Degree with Honours	6	8	3	4	12	20	6	10

- 2.5.2 Students may suspend (defer) their studies for any period of up to one academic year, with the agreement of the Head of Faculty concerned and approved by the Associate Dean for Quality Assurance and Registry. These requests must be



formally submitted to the Registry Department. During the period of suspension (deferral), no assessments may be submitted. Suspensions may be prolonged for **up to 3 years** by agreement with the Head of Faculty and the Associate Dean for Quality Assurance and Registry.

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 from 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 normally given 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 5:00 p.m. and part-time teaching from 5:00 pm to 8:30 pm during the academic year (Foundation timing for part time students is from 4:30 pm to 8:30 pm). 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 are conducted between 3.00pm and 8.30pm.

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/Director of Studies of 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 your academic advisor or 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. 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 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 electronically. You must arrange for a meeting with your advisor via e-mail.
- 2.9.6 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.
- 2.9.7 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.
- 2.9.8 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 assessment 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 any other mitigating circumstances you should submit evidence to support your case to the Module Tutor and to the Director of Quality Assurance in the Faculty.

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 start of teaching; otherwise, students cannot attend classes, access MOVE, submit assignments or attend examinations.

3.1 LATE REGISTRATION

You should register before the first week of teaching in every semester. Students who register after the start of teaching will be liable to a financial penalty, which is not negotiable. They will also lose their right to any discounts that may be applicable.



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:
- Meet the Director of Studies/Programme Manager to know which modules should be taken during the semester.
 - Pay the fees at the Finance Department using the fee collection devices.
 - Collect your Student ID card from the Registry Department.
 - Collect your timetable from the Director of Studies/Programme Manager or from the virtual campus.
- 3.2.2 At the beginning of each semester, you should meet your Director of Studies/Programme Manager and academic advisor, 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. You can register as a part-time student only if you are working.
- 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 ID CARDS

- 3.3.1 Every semester, all Majan 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 You should surrender your old College ID card to the Registry Department before applying for the new one.
- 3.3.3 Students are required to have their current ID cards with them at all times when they are in the College.
- 3.3.4 All College staff have the right to ask any student to produce their ID card for verification at any time.
- 3.3.5 Students will not be allowed into any examination if they do not have their current ID cards with them.
- 3.3.6 The ID card is also a Library card, and provides access to the Library and all teaching facilities.
- 3.3.7 If you lose your card there will be a penalty in order to issue a replacement.

3.4 STUDENT USERNAMES AND PASSWORDS

It is students' responsibility to obtain their usernames and passwords and to keep them secured.



- 3.4.1 Once you register for the modules, the username and passwords will be sent to your mobile by SMS.
- 3.4.2 The username and password are used to access different College resources such as: Virtual Campus, Virtual learning Environment (MOVE), email, library resources, etc. You will also have access to the UoB learning database.
- 3.4.3 Your college email account access will be disabled one year after your completion of the programme requirements (i.e. graduation).

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 the Registry Department.
- 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 approved form to the Registry Department. 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 Associate Dean for Quality Assurance and Registry.
- 3.6.4 Normally, you will not be allowed to change a programme or pathway after the third week 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. This is normally done through the Progression Board.
- 3.6.6 You must fill in the 'Request for change of programme/pathway' form for this purpose, which is available at the Registry. This form must be submitted to the Registry Department after all approvals have been obtained; otherwise, the changes will not be incorporated.



3.7 WITHDRAWAL/DEFERRING A MODULE (OR SEMESTER)

- 3.7.1 If you wish to withdraw from a module you have registered for, 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 withdraw from the module only after consulting with your Director of Studies/Programme Manager, after which you must inform Registry Department. Failure to do so will result in your records not being updated.
- 3.7.3 In no circumstances can you withdraw from a module after two weeks from the start of the semester.
- 3.7.4 You must fill in the 'Request for withdrawal/defer of module' form, which is available from the Registry Department. 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.
- 3.7.6 To defer a semester you are required to fill in the "deferral form" and submit it to the **Registry Department within two weeks from the start of teaching.** Requests for deferrals will not be accepted after this date. Deferral of referrals and the second semester of the level 3 Honours project will not be accepted.

3.8 WITHDRAWAL FROM THE COLLEGE

- 3.8.1 If you wish to withdraw from a programme or from the College, you fill the request form stating your intention, **within two weeks** of the start of teaching in that semester.
- 3.8.2 Unless the Registry Department is formally notified, the student's name will not be taken off the programme, and fees will be charged accordingly.
- 3.8.3 If you withdraw from the College within 2 weeks from the start of teaching, your fees may be fully refunded, after a deduction of 125 Omani Rials for 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.
- 3.8.6 The APL Fee is **not refundable.**
- 3.8.7 If students withdraw from the hostel within one month from the start of classes or less than one month no hostel fee will be refunded for that month.



SECTION IV: ASSESSMENTS

4.1 ASSESSMENT POLICY – WHAT YOU SHOULD EXPECT

- 4.1.1 Assessments are not merely a means to test your understanding. 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 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 cannot expect your lecturers to discuss every possible question that may be asked in an assessment.
- 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 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 this handbook and MOVE.



- 4.2.4 MUC 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 advisor 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 Written work (for example an 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 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 alone will not be the 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 similarities 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 The assignment task will be uploaded on the module MOVE page by your module lecturer. You must download your assignments from the MOVE page. It is your responsibility to download the assignment task from the respective module MOVE page.
- 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.
- 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 advice given. You cannot use the draft feedback as a reason for requesting a pass/higher grade in the assessment.
- 4.3.4 In order to improve 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.



- 4.3.5 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.
- 4.3.6 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.
- 4.3.7 It is your responsibility to ensure that the correct file is uploaded on MOVE and no excuses for submitting wrong files will be accepted.
- 4.3.8 You are required to tick to confirm the statement: "I confirm that this assignment is my own and all sources have been acknowledged. I understand that the use of other people's work or ideas without acknowledgement is plagiarism and could result in failing the assignment". You will not be able to submit the assignment without ticking this box.
- 4.3.9 In a case of group work, it is recommended that the group should identify a leader who can be responsible for uploading the assignment on Turnitin and to share the feedback received from lecturers with the group members.
- 4.3.10 If required, you may be asked to submit your assignment (hard copy) to the Registry Department, 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.
- 4.3.11 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.
- 4.3.12 If you submit the assignment in the wrong link on MOVE, your assignment will not be marked. It is your responsibility to ensure that you submit using the correct link provided on MOVE by your module lecturer.
- 4.3.13 Assessment grades/marks will be considered as official only if you have completed all the registration requirements for that module.
- 4.3.14 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
- 4.3.15 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 4.7 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 and it will be recorded as NA or NS.



- 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 and the Head of Faculty for an extension. You have the responsibility to request the extension in good time and support 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 yourself available for all assessments, including in-class tests, presentations, viva-voces, 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 The dates for the in-course assessments, presentations and viva-voces will be uploaded on MOVE and will be published on notice boards.
- 4.5.4 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, MOVE and the College web-site for the published timetable, and for any changes announced.
- 4.5.5 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 in the August re-sit period.
- 4.5.6 The names of students sitting for an examination will be published on the Faculty notice boards before the start of the examination.
- 4.5.7 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.
- 4.5.8 If your name is not included on the list for any reason, you must contact the Registry Department immediately; otherwise, you will not be allowed to sit the examination.
- 4.5.9 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.
- 4.5.10 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.



- 4.5.11 You need to ensure that you have your current MUC ID card when attending examinations.
- 4.5.12 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 final/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, MOVE and 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 MUC 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 is 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 All bags, jackets, and other personal items must be left at the front of the room. Money, keys and credit cards must be kept about your person. You will not be permitted access to any such bags during the examination.
- 4.6.11 You are strictly prohibited from bringing any electronic communication devices into the examination.
- 4.6.12 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.
- 4.6.13 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 Associate Dean for Quality Assurance and Registry. However, no additional time will be allowed for students who come late, unless there are exceptional circumstances.
- 4.6.14 You may bring into an examination room only those materials approved by the examination invigilators, and indicated as such on the examination paper.
- 4.6.15 All other materials must be deposited directly upon entering the examination room at a place stipulated by the examination invigilators.



- 4.6.16 You will not remove from the examination room any answer scripts or other paper provided for use during the course of the examination.
- 4.6.17 You may normally be allowed to remove question papers after the examination, unless otherwise stated.
- 4.6.18 During an examination, you will not communicate by word or otherwise with any other person, except with the examination invigilators.
- 4.6.19 You should remain in your seat without talking until your answer book has been collected, and you are permitted to leave the examination room.
- 4.6.20 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.
- 4.6.21 If you wish to leave the examination room or require extra paper please raise your hand and an invigilator will come to your assistance.
- 4.6.22 If the fire alarm sounds you will be instructed to stop writing and must await further instructions.
- 4.6.23 You may take away your question paper, unless you are instructed not to do so on the front of the examination paper, or you are using a hard copy of a computerised exam. You must not take out any rough working, unused examination stationery or other materials.
- 4.6.24 If you are found with unauthorised material you could be subject to disciplinary procedures.
- 4.6.25 Students must use a pen to answer examination questions, except when producing graphs, tables, or diagrams. Additional information about rules and regulations governing examinations can be found in Appendix 1.

4.7 NON- ATTENDANCE OF ASSESSMENTS and MITIGATING CIRCUMSTANCES

- 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 'Mitigating Circumstances' form, together with the appropriate evidence, within two weeks from the date of the in-class test or examination.
- 4.7.3 For an assignment that is already submitted (late submission) students are required to submit the 'Mitigating Circumstances' form within two (2) working days from the date of submission.



- 4.7.4 Mitigating Circumstances request for extension of submission should be discussed with the Module Lecturer and Head of Faculty one week before the specified submission deadline.
- 4.7.5 All 'Mitigating Circumstances' requests including that of late submission and extension for submission must be submitted to the Faculty Director of Quality Assurance.
- 4.7.6 No 'Mitigating Circumstances' for level 3 project will be accepted after the submission date.
- 4.7.7 'Mitigating Circumstances' requests for referral examinations/assessments will not be accepted for granting further referral opportunities.
- 4.7.8 'Mitigating Circumstances' 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 or you can use the e mail.
- 4.7.9 Only one application for non-attendance/'Mitigating Circumstances' request on any of the above grounds will be accepted.
- 4.7.10 Repeated submission of medical certificates or repeated 'Mitigating Circumstances' on any grounds will not be accepted, unless the medical situation is serious enough to warrant long periods of treatment.
- 4.7.11 'Mitigating Circumstances' forms are available with the Faculty Director of Quality Assurance and Faculty Administrators. A completed 'Mitigating Circumstances' form must be submitted to the Faculty Director of Quality Assurance or Faculty Administrators, along with medical forms or other approved documentation.
- 4.7.12 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 ASSESSMENT MARKING AND MODERATION

- 4.8.1 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.
- 4.8.2 All lecturers mark assessments fairly and accurately and according to pre-set marking schemes for each assessment - which are approved by External Examiners.
- 4.8.3 The College's quality assurance systems also ensure that assessments are second/double-marked and moderated by External Examiners.
- 4.8.4 All assessment work submitted by students in each module are marked and moderated by internal (MUC lectures), first and second markers. All Level 3 assessments are second/doubled marked. All assessments are reviewed by External Examiners, who moderate the marking to ensure fairness and international standards.



- 4.8.5 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.
- 4.8.6 The College will not entertain any complaints from students who question the academic judgment of examiners.
- 4.8.7 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 MUC Quality Assurance and confirmed by UoB.

4.9 EXTERNAL EXAMINERS AND EXAMINATION BOARDS

- 4.9.1 Each programme has an independent 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.
- 4.9.2 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.
- 4.9.3 Only the University's Scheme Board can override any decision of the Examination Board.
- 4.9.4 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 refer them to the Progression Board.

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. However, students can request to see their end of semester examination paper through the appeals process.
- 4.10.5 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.



- 4.10.6 Results (module grades) will be published on the notice boards, virtual campus and MOVE at the end of each semester after they have been agreed by the Examination Board.
- 4.10.7 Results are published as follows:
- In early February for the first semester (September -January).
 - End of June or first week of July for the second semester (February –May).
 - Early September for referral assessments in August and summer semester.
- 4.10.8 Results will **NOT** be given over the telephone, and will not be given to friends and relatives without a letter of authorisation.
- 4.10.9 It is students' responsibility to get confirmation of their results from the Registry Department. Students cannot claim that their friends or anyone else misinformed them of their results.
- 4.10.10 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 BA (Hons) 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, unless there are unavoidable circumstances. 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 lecturer meetings without excuse; lecturers' 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 will include: copy of the supervisor's 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, 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, for students registered prior to February 2015, their 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.



5.1.3 The 16 point grading system is shown in the table below

GRADE	GRADE POINT	DESCRIPTION	GENERAL Assessment Criteria
A+	16	Excellent	<ul style="list-style-type: none"> An outstanding piece of work. Shows evidence of wider reading and originality Strongly analytical. All important points are covered. Arguments should be supported by examples and evidence, objectively presented and evaluated, Well structured and well written, without noticeable grammatical or other errors. Correctly referenced
A	15		
A-	14		
B+	13	Very Good	<ul style="list-style-type: none"> 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.
B	12		
B-	11		
C+	10	Good	<ul style="list-style-type: none"> 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.
C	9		
C-	8		
D+	7	Pass	<ul style="list-style-type: none"> 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.
D	6		
D-	5		
E	4	Refer	<ul style="list-style-type: none"> Unsatisfactory/ Compensatable fail. Serious errors and omissions. Very little analysis
F	2	Fail	<ul style="list-style-type: none"> Work of a very poor standard with little relevant information and/or serious errors.
F-	1	Fail	<ul style="list-style-type: none"> Work containing little of merit
G	0	Fail	<ul style="list-style-type: none"> No work submitted



- 5.1.4 For those who registered from February 2015 your work is assessed out of 100%, ranging from A+/16 (outstanding) to G/0 (non-submission). The grades are converted into their corresponding numerical equivalents ranging from 100 to 0, for each weighted assessment element, only for the purpose of averaging assessment grades within a module.

The grading systems scheme as follows:

Grade Letter	Mark Band %	Grade Descriptor		Award Classification
				Honours Degree
A+	80-100	Outstanding	P A S S	First 1
A	75-79	Excellent		
A-	70-74			
B+	67-69	Commendable		Upper Second 2:1
B	64-66			
B-	60-63			
C+	57-59	Good		Lower Second 2:2
C	54-56			
C-	50-53			
D+	47-49	Satisfactory		Third 3
D	44-46			
D-	40-43			
E	35-39	Marginal Fail	F A I L	
F	25-34	Fail		
F-	01-24	Fail		
G	0	Non-Submission		

5.2 PASSING A MODULE AND GAINING CREDIT POINTS

- 5.2.1 You must satisfy the Board of Examiners that you have met the intended learning outcomes of each element of assessment in the module. 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.



- 5.2.4 For those who registered from February 2015, the overall pass mark for a module is 40%. Each element of assessment must achieve a minimum of 35%. The course specification may stipulate further requirements for one or more assessment components.
- 5.2.5 Students who submit all elements of assessment and do not successfully complete the module have a further opportunity to pass the module by undertaking a referral of all failed elements of assessment at the next opportunity. All referrals, including for non-submission, must be taken at the next scheduled opportunity. The grade for the referral element is capped at the minimum pass mark.
- 5.2.6 Students who do not pass a module on referral may retake the module at the next opportunity. Students who retake must be assessed in all elements of assessment in a module. The retake marks override any previous marks for the module. The full range of grades will be available in assessing the retaken module unless specified by the University's Academic Conduct Panel.
- 5.2.7 Students who do not pass the module on their retake will have one final opportunity for referral as under UoB Regulation. This is the final opportunity that will be offered to pass the unit.

5.3 PASSING A MODULE (for those who registered before February 2015)

- 5.3.1 Students have two opportunities to pass in any module:
 - i) By satisfying the examiners that they have met the intended learning outcomes of each element of assessment that they have failed by undertaking re-sit or referral work prescribed by the examiners. They are permitted to undertake re-sits and referrals on one occasion only the next time the assessment is scheduled. The grade for the re-sits 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 retaken unit. There is no re-sit or referral opportunity after a unit has been retaken. A tuition fee will be payable in respect of each module retaken.
- 5.3.2 The grade for re-sits 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 re-sit 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 retaken unit.
- 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 that you have retaken, your case may be forwarded to the Progression Board for consideration.
- 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 redeeming failure will be allowed.
- 5.3.10 A student who is on academic probation and does not pass the retaken modules may have to leave the programme, particularly if the module is a core module.
- 5.3.11 Students can appeal against the decisions of the Progression Board; however, their appeal might not be accepted.
- 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 Progression Board

- 5.4.1 The Progression Board meets twice a semester (after the examination boards, and before registration).
- 5.4.2 The Progression Board's responsibilities are:
 - a) To discuss students' progress and allow them a fair and unbiased hearing;
 - b) To ensure that the agreed upon decisions are implemented;
 - c) To stop the registration of students who did not make any progress within an academic year and advise them to withdraw from the College or consider changing their programme of study.
- 5.4.3 Students who do not pass 50% of the registered modules in a semester will be referred to the Progression Board after the Examination Boards.
- 5.4.4 If you are a Progression Board student, you will be blocked from registration until you meet the board.
- 5.4.5 The Progression Board:
 - a) will discuss all the academic issues with individual students relating to their performance;
 - b) will produce an agreed plan of action for a student to follow;
 - c) will try to ensure that the student raises his or her level of performance and successfully completes the programme they are studying.
- 5.4.6 Progression Board students will sign an undertaking to improve their performance. Their performance and attendance will be monitored throughout the semester.



5.5 AWARDING THE DEGREE (CLASSIFICATION)

For those who registered before February 2015

5.5.1 The Bachelor's degree with Honours will normally be awarded in classes 1, 2i, 2ii and 3.

5.5.2 The Honours Degree Classification is shown below:

Overall performance (Grade point)	Classification
14.0 or 16.0	First class Honours (1st)
13.5 to 13.9	2i/1st borderline
11.0 – 13.4	2i
10.5 to 10.9	2i/2ii borderline
8.0-10.4	2ii
7.5 to 7.9	3rd/2ii borderline
5.0-7.4	3rd class honours

5.5.3 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.

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

5.5.4.1 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 60 credits which are at level 2 are single weighted; (4 modules with the best grades)
- iv) The result of the weighted average calculation is rounded up to one decimal place.

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

5.5.5.1 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.
- 5.5.6 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.
- 5.5.7 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.
- 5.5.8 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 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.
- 5.5.9 Students who have studied at MUC 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.
- 5.5.10 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)									
Grade Points					Classification				
14 - 16					1st Class				
13.5 - 13.99					2i/1st Class borderline				
11 - 13.49					2i				
10.5 - 10.99					2ii/2i borderline				
8 - 10.49					2ii				
7.5 - 7.99					3rd Class/2ii borderline				
5 - 7.49					3rd Class				

Sample calculation for students registered in Business/IT/Marketing/English programme and Registered for a level 2 module <u>from</u> Sept 2010									
Level	Modules with highest crs	GP	Weight		GP value				
2	RM	10	x	1	=	10			
2	EPDCB	11	x	1	=	11			
2	HRM	11.5	x	1	=	11.5			
2	WP	14	x	1	=	14			
2	PM	12	x	1	=	12			
2	FBS	13	x	1	=	13			
3	Project	13.5	x	4	=	54			
3	S Mngt	12	x	2	=	24			
3	SHRM	12.5	x	2	=	25			
3	SBM	10	x	2	=	20			
3	MIS	12	x	2	=	24			
Total				18		218.5			
Classification									
Average of GP value = (GP value/Weight)						12.1			
Class						2i			

Sample calculation for students registered in Business/IT/Marketing/English programme and Registered for a level 2 module <u>before</u> Sept 2010									
Level	with highest	GP	Weight		GP value				
2	WP	14	x	1	=	14			
2	FBS	13	x	1	=	13			
3	Project	13.5	x	2	=	27			
3	S Mngt	12	x	1	=	12			
3	SHRM	12.5	x	1	=	12.5			
3	SBM	10	x	1	=	10			
3	MIS	12	x	1	=	12			
Total				8		100.5			
Classification									
Average of GP value = (GP value/Weight)						12.6			
Class						2i			

Sample calculation for students registered in Accounting/Finance programme and Registered for a level 2 module <u>from</u> Sept 2010									
Level	Modules with highest crs	GP	Weight		GP value				
2	RM	15	x	1	=	15			
2	EPDCB	14	x	1	=	14			
2	Corp Acc	15	x	1	=	15			
2	Mngt Acc	14	x	1	=	14			
2	BLT	14	x	1	=	14			
2	FBS	13	x	1	=	13			
3	AAF	15	x	2	=	30			
3	SBF	14.5	x	2	=	29			
3	S Mngt	14	x	2	=	28			
3	FSA	12.5	x	2	=	25			
3	SBF	15	x	2	=	30			
3	CF	13	x	2	=	26			
Total				18		253			
Classification									
Average of GP value = (GP value/Weight)						14.1			
Class						1st			

Sample calculation for students registered in Accounting/Finance programme and Registered for a level 2 module <u>before</u> Sept 2010									
Level	with highest	GP	Weight		GP value				
2	RM	15	x	1	=	15			
2	Corp Acc	15	x	1	=	15			
3	AAF	15	x	1	=	15			
3	SBF	14.5	x	1	=	14.5			
3	S Mngt	14	x	1	=	14			
3	FSA	12.5	x	1	=	12.5			
3	SBF	15	x	1	=	15			
3	CF	13	x	1	=	13			
Total				8		114			
Classification									
Average of GP value = (GP value/Weight)						14.3			
Class						1st			



- 5.5.11 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					
Grade Points	Classification				
14 - 16	*Excellent/Distinction				
11 - 13.99	Very Good				
8 - 10.99	Good				
5 - 7.99	Satisfactory				
* 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					
Level	Modules with highest crs	GP	Weight		GP value
2	RM	10	x 1	=	10
2	EPDCB	11	x 1	=	11
2	HRM	11.5	x 1	=	11.5
2	WP	10	x 1	=	10
Total			4		42.5
Classification					
Average of GP value = (GP value/Weight)					10.6
Class					Good

- 5.5.12 As per the University of Bedfordshire's regulations, the classifications for the DipHE will be either "Distinction" or "Satisfactory". Other classifications such as "Very Good" and "Good" will only be written in the notification.
- 5.5.13 **for those who registered after February 2015**
- A student will become eligible for conferment of an award on completion of the programme and when the student has acquired the requisite number of credits at the final stage of the programme leading to the registered award.
- 5.5.14 Compensation or condonement is not permitted in any element or module at the awarding level.
- 5.5.15 A student who is exiting the College either due to failure to progress or other reasons may be granted an exit award. An Examination Board will consider the highest award available to the student based on the credit the student has successfully gained in the programme.
- 5.5.16 Credit successfully completed at a higher level may be used to contribute to an award at a lower level where there is deficiency in credit.
- 5.5.17 The Bachelor's degree with Honours is awarded in classes of First (1); Upper Second (2i); Lower Second (2ii) and Third (3).
- 5.5.18 The Bachelor's degree (without Honours) is awarded without any classes or divisions.
- 5.5.19 When used as exit awards, the Certificate of Higher Education, or the Diploma of Higher Education, may be awarded as an unnamed award. Certificates or Diplomas of Higher Education may be established as exit awards and also conferred as named awards where the requirements, including relevant learning outcomes, are defined through the course approval process.



5.5.20 For each student for the Bachelor's degree with Honours, the class of Honours achieved will be based on the best of the two following weighted averages of module marks:

5.5.20.1 in the penultimate and final stages of the programme of study:

- marks from the units comprising the best 90 credits at the final stage, including at least 30 credits from the designated project, are double weighted; and
- marks from the module comprising the best 90 credits at the penultimate stage are single weighted; and
- the result of this weighted average calculation is rounded to the nearest whole number using the convention 0.5 and above rounded up, otherwise rounded down.

5.5.21 **in the final stage:**

5.5.21.1 the Honours classification is based on the average of the grades attained in 90 credits at the final stage, including at least 30 credits from the designated project.

5.5.21.2 The calculated mark for classifications for all honours awards will be determined using both of the above methodologies; students will be awarded using the higher of these calculations.

5.5.22 The calculated mark for classifications for all honours awards will be determined using both of the above methodologies; students will be awarded using the higher of these calculations.

5.5.23 The table below shows the weighted averages and the boundaries for classes of Honours:

Weighted average	Class
70- 100%	First class Honours
68-69%	2i/1st borderline
60-67%	Upper Second class honours
58-59%	2ii/2i borderline
50-57%	Lower Second class honours
48-49%	3/2ii borderline
40-47%	3rd class honours

5.5.24 If the weighted average for a student falls within one of the borderlines noted above, the profile of grades in the final stage will be reviewed. For students with 60 credits or more awarded in the higher classification category the Board of Examiners will confirm the higher classification.

5.5.25 The Diploma of Higher Education (DipHE) is awarded with Distinction to students who have attained grades of 70% or higher in a minimum of 60 credits at level 2 for DipHE.

5.5.26 The Diploma of Higher Education (DipHE) is awarded with Merit to students who have attained grades of 60% or higher in a minimum of 60 credits at level 2 for DipHE.



5.6 UNDERSTANDING YOUR TRANSCRIPT

5.6.1 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

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

Code	Explanation
PASS	Passed the module with an overall grade of 5 to 16
FAIL	Failed with an overall grade of 2 or less than 2, and hence, should retake the module
RA	Referral in an in-semester assessment
RE	Referral in an end-of-semester examination
RS	Referral in the final assessment
RAS	Referral in two assessments: in-semester and final assessment
RAE	Referral in two assessments; in-semester and end-of-semester examination
RARA	Referral in two assessments; both in-semester
RA PASS	Pass after Refer in in-semester assessment
RA FAIL	Fail after Refer in in-semester assessment
RA1	Referral in an in-semester assessment but for a reason, e.g., illness. The Refer mark will be awarded in full.
RE1	Referral in an end-of-semester examination but for a reason, e.g., illness. The Refer mark will be awarded in full.
NA	Not Attempted
DD	Deferred Decision
MC	Mitigating circumstances
UMC	Unfair Means case

5.6.3 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.

5.6.4 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).

5.6.5 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.



- 5.6.6 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).
- 5.6.7 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.
- 5.6.8 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.
- 5.6.9 For results published in February: Referral work should be attempted in the next semester (February-June Semester). Referral work to be submitted should be accessed/ downloaded from the MOVE page of that module.
- 5.6.10 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 accessed/ downloaded from the MOVE page of that module immediately after the results are published in June.
- 5.6.11 Students will not be allowed to attempt/carry referral work after August/September other than for modules registered for in the summer semester.

5.7 PLAGIARISM AND ACADEMIC MISCONDUCT (Academic Offences)

- 5.7.1 As a student, you will 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.
- 5.7.2 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, the Internet, journals, or other references.
- 5.7.3 Regardless of whether you have been working in groups or individually, your final written submission MUST be entirely your own effort.
- 5.7.4 Copying material from other sources is an academic offence, and is called PLAGIARISM.
- 5.7.5 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.
- 5.7.6 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 the work 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.

5.7.7 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.

5.8 PENALTIES FOR PLAGIARISM AND ACADEMIC MISCONDUCT

- 5.8.1 The University and the College take a zero tolerance approach to the use of unfair means by students in assignments and examinations, and these will be dealt with severely.
- 5.8.2 All Unfair Means decisions are finally confirmed by the appropriate Examination Board.
- 5.8.3 Students suspected of plagiarism in assignments will be called for an interview with the Faculty Unfair Means Committee.
- 5.8.4 Action can be taken against plagiarism and Unfair Means at any time, even after results are published.



- 5.8.5 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.
- 5.8.6 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.
- 5.8.7 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.
- 5.8.8 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.
- 5.8.9 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.

5.9 APPEALS (ACADEMIC)

- 5.9.1 Appeals (Academic) 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 regulations 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.
- 5.9.2 Appeals must be submitted within two weeks of the examination results being published and handed in to the Registry Department.
- 5.9.3 Appeals on results from previous semesters will not be accepted.
- 5.9.4 Students cannot question the academic judgment of the examiners.
- 5.9.5 The College applies a quality assurance system which endorses moderation by a second marker, UK External Examiners and confirmed by the Examination Boards and by the University of Bedfordshire.
- 5.9.6 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.

- 5.9.7 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.
- 5.9.8 Appeals Forms are available in the Registry and must be clearly completed (in English) along with supporting evidence.
- 5.9.9 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.
- 5.9.10 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.
- 5.9.11 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.
- 5.9.12 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 college's academic regulations;
 - d) Requests for more than **one** referral opportunity in a module;
 - e) To be awarded a pass when the Examination Board has already awarded a referral or fail in a module.
 - f) To be awarded a higher grade in an assessment.
- 5.9.13 An administration fee will be charged when the written appeal is submitted.

SECTION VI: STUDENTS

6.1 STUDENT PRESENTATIONS: 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 class group 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 (Academic and Housekeeping) 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 being of a high standard. The gathering 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 Directorate, 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 Advisory Council:** To include the spirit of democracy among the students and to strengthen their relationship, the College has constituted a Student Advisory Council to facilitate activities and events for the college community. The Council also works towards resolving student issues, developing student talents, and 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 class 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 (Academic and non-academic) 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 of 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 FOR NON ACADEMIC ISSUES

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 member 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 the problem 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 information will be available in the module handbook on MOVE.
- 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 relevance 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 about 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 when other offenders cannot be identified, or who are not similarly charged.

6.5 STUDENT CODE OF CONDUCT

- 6.5.1 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.
- 6.5.2 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.
- 6.5.3 Visitors to the College shall also observe these regulations while on College property. Non-compliance of its visitors, particularly in cases of abuse and harassment of members of the College community, and destruction of College property, may subject students/visitors to sanctions imposed by the College.



- 6.5.4 **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.
- 6.5.5 **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).
- 6.5.6 **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.
- 6.5.7 **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 severe 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, fear, 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 about another individual's social or personal background, including ethnicity, religion, gender, family, nationality, ancestry, or disability.
- 6.5.8 **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.
- 6.5.9 **Impersonation:** Under no circumstances will the college accept or allow impersonation and this will be treated seriously and reported to the concerned authority.
- 6.5.10 **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's key objective is to promote the cognitive and psycho-social development of all students. All work submitted by a student must represent his or her 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.



- 6.5.11 **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.
- 6.5.12 **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.
- 6.5.13 **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.
- 6.5.14 **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.
- 6.5.15 **Religious Sentiments:** Any acts or comments which may hurt religious sentiments inside or outside the College premises are strictly prohibited.
- 6.5.16 **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.
- 6.5.17 **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.
- 6.5.18 **Unauthorized Entry:** Any unauthorized or forceful entry, whether actual or attempted, into any College facility or building is strictly prohibited.
- 6.5.19 **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.
- 6.5.20 **Student unions:** All student clubs, organisations or committees must have prior, official approval from the Dean. Students are not allowed to issue any pamphlets/ magazines or literature in the College without the prior approval of the Dean.



- 6.5.21 **Violation of College rules and regulations:** The violation of other published College regulations, policies, or rules, or violations of Omani laws are 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.
- 6.5.22 **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:
- Notify the concerned parties of the date of the Disciplinary hearing within seven working days from the time the complaint is filed;
 - Submissions of any relevant information by the plaintiff and the respondent must be received at least 24 hours prior to the hearing;
 - Decisions regarding the complaint will be submitted and communicated in writing within seven working days of the hearing;
 - 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 The Disciplinary Committee has recourse to any of the following courses of action, depending on the seriousness of the misconduct:
- Oral warning;
 - Written warning;
 - Dismissal from classes or College premises for a specified period;
 - Failing the assessment;
 - Failing the module;
 - Failing the semester;
 - Temporary exclusion from the activity concerned;
 - Financial penalties in the form of a fine;
 - Dismissal/Expulsion from the College.
- 6.6.3 **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 advisors cannot ensure that you learn, unless you are an active co-participant in the learning process.

7.1 CONTACT TEACHING

A proportion of all module hours provides 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 are available to students through this virtual learning environment. Assessment submissions are also done through MOVE.

7.1.2.2 All registered students are provided with a college email ID, which is linked to MOVE.

7.1.2.3 In addition to class contact and office hours, MOVE is also used for communication between faculty and students.

7.1.2.4 It is the student's responsibility to regularly check 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 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 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: HARVARD STYLE

(BASED ON UOB)

7.2.1 There are three main reasons why accurate referencing is important:

- 7.2.1.1 it provides relevant background information, illustrations of ideas or theories, or evidence for an argument that you are making in your essay or report. Your ideas need to be based on prior reading, and referencing is a way of showing that you have done this and are familiar with the field.
- 7.2.1.2 it enables readers to find any source of information mentioned in the text, if they want to follow up on a point or examine a theory more closely. In other words, if you refer to someone's work in an essay or report, you have to give enough information to allow readers to find it for themselves, if they find it interesting or relevant.
- 7.2.1.3 it gives due credit to the person(s) from whom you acquired the information. Using those ideas and/or words as if they were your own, or without acknowledging where they came from, is equivalent to 'stealing' someone else's ideas and counts as an academic offence in Britain known as plagiarism.

7.2.2 FORMATTING STYLES: HARVARD REFERENCING

There are many different formatting styles for referencing. In MUC we use the 'Majan Harvard Style' which is our own version of one well-known style – the Harvard Referencing System. This is the style you should use for all your written work while studying at the college. Below there are a few pointers on using this style, and there is a complete referencing document which you should refer to, available on MOVE entitled 'The Majan Harvard Referencing Style Guide'.

7.2.3 IN-TEXT REFERENCING

Identifying authors within the text of your essay/paper

To identify an author or authors within the text of your essay, you should give the surname(s) followed by the year of publication. Do NOT give the name of the book - this information is given in the reference list at the end of your essay/paper.

- (1) **One author:** Give the author's surname followed by the year of publication; e.g. Blackford (2014).
- (2) **Brackets:** Brackets are put around either the name of the author or the year denoting the publication year, or both. If the author/s is/are part of the sentence structure only the year of publication should be within brackets. However, if the author is not part of the sentence structure the last name of the year and year of publication should both be within brackets. The examples below illustrate this:

Researchers such as Blackford (2014) have explained that innovation is not an isolated phenomenon and is a process comprising input and output factors.

Innovation is not an isolated phenomenon and is a process comprising input and output factors (Blackford 2014).



Please note that the full stop comes after closing the brackets. For details on how to handle the in text referencing of works by two or more authors, and on many other matters, please check the complete Majan Guide.

7.2.4 REFERENCES:

At the end of your work, there should be a References list which contains the works which you have referred to in writing your assignment.

- List ALL the references that you have mentioned/cited in your essay
- Order them according to the surname of the first authors
- Indent the second and subsequent line(s) of each reference
- Format them correctly (see below)

Do NOT

- Do not number the references
- Do not divide the reference section into Books, Edited Books, Journals, etc. (The division below into 'books', 'edited books', and so on, is purely to demonstrate how to write individual references taken from those types of sources. It does not mean that you should order your references in this way!)

The example below is for a book. Journal referencing is different. See the complete 'Majan Harvard Referencing Style Guide' for other types of reference, and guidance on how to list the entries.

Burns, P. (2016) Entrepreneurship and small business. London, Palgrave Macmillan.

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 your 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 your 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, including awareness of the importance of 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 problems
- Demonstrate the ability to interpret numerical / statistical data to reach valid conclusions in subject-specific investigations into 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 work place 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 SERVICES CENTRE

- 8.1.1 MUC has a Student Services Centre that provides counselling and support to students in non-academic matters.
- 8.1.2 The Student Services Centre works closely with the Student Advisory Council and helps in planning and executing activities.
- 8.1.3 The centre helps students to participate in sports and other activities inside and outside the College.
- 8.1.4 It also has a dedicated sport coach who trains students in different sports activities.

8.2 CAREER & INDUSTRY ENGAGEMENT OFFICE

- 8.2.1 MUC has a Career & Industry Engagement Office that 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.
- 8.2.2 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.
- 8.2.3 In addition, the College regularly receives notifications from employers about vacancies, which are communicated to students. The College also helps students in their job searches through proper training on the preparation of curriculum vitae, job applications and interview techniques.

8.3 LIBRARY AND LEARNING RESOURCE CENTRE (LRC)

- 8.3.1 The College Library is located on the ground floor of the Learning Resource Centre, and has around 20,000 volumes of printed books, more than 130,000 eBooks, and 8,946 Scholarly e-journals. The LRC & Library accommodates around 100 computers with Internet facility and Wi-Fi service for students.

8.3.2 Opening Hours

The Library opening hours are as follows:

Sunday – Wednesday 08:00 am – 08:30 pm

Thursday - 08:00 am – 03:00 pm

The library is also open 10:00am - 5:30pm on Fridays and Saturdays when postgraduate classes are in session. The updated dates of these PG sessions will be displayed by the Library regularly.

Note: during non-teaching weeks, the library operates on reduced opening hours, usually 8am – 4:30pm.

- 8.3.3 KOHA Automated Library Management System is installed for managing the library collection and information services. Students can search the MUC Library catalogue, renew loans, view a module's reading lists and check their account



status through the library portal (library.majancollege.edu.om). Students should approach library staff if they require any assistance.

- 8.3.4 Three multi-function printers (photocopy, print and scan) are located in the Library for students to use. There are other MFPs located in N Block and S block. Students are granted RO 1 print credit each semester, and extra credit can be purchased from the library counter. We encourage students to print as little as possible, making use of the free scanning facility (instead of photocopying) and reading from the screen instead of printing.
- 8.3.5 The Library has a comprehensive collection of over 23,000 texts and 130,000 digital information resources in the field of English Language, Linguistics, EFL, Management, Accounting, Finance Business, E-business, HRM, Marketing, Computing and IT and Applied and Social Sciences.

8.4 ONLINE DATABASE (UOB ONLINE LEARNING RESOURCES)

- 8.4.1 Links to all online resources are found on the Library Resources page on MOVE. You need to log into MOVE to gain access to these resources. The online resources include UoB Digital Library, ProQuest and Ebrary.
- 8.4.2 E-brary is an online repository of e-books. It contains 130,000 e-books available for searching, and downloading full text.
- 8.4.3 ProQuest Central is the largest, multidisciplinary, full-text online database available in the market today.

8.5 LENDING TERMS

- 8.5.1 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 item for up to 14 days as long as no one else has requested it or the library has not recalled it.
- 8.5.2 Students are liable to pay fines for the late return of books, at a rate of 100 Baizas per day per book, and will be charged for any loss or damage of library printed information resources.
- 8.5.3 Certain collections, such as reference books, student's projects, short loan books, Oman publications, Journals, and Dictionaries are for reference only, and cannot be borrowed by students.
- 8.5.4 A student has to use his/her own college ID card for borrowing books, using the self-service circulation station or present his/her ID card to library staff at the Circulation Desk.
- 8.5.5 Certain collections, such as reference books, students' projects, short loan books, Oman publications and journals, are for reference only and cannot be borrowed by students.

8.6 LIBRARY RULES AND REGULATIONS

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



- 8.6.2 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.
- 8.6.3 Excessive noise in the group study area that disturbs other users is strictly not permitted.
- 8.6.4 You are expected to treat Library staff and other users of the Library with respect and due consideration.
- 8.6.5 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.
- 8.6.6 Students must have their ID cards with them at all times, and must produce them, whenever requested to do so.
- 8.6.7 You must not allow any other person to use your ID card.
- 8.6.8 Food and drinks should not be consumed in the Library building.
- 8.6.9 Smoking is not permitted.
- 8.6.10 You must renew or return resources on time and when requested.
- 8.6.11 You will be liable to pay fines for late returns, and will be charged for any loss, or damage to resources.
- 8.6.12 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.
- 8.6.13 You are responsible for all items issued to you.
- 8.6.14 You must ensure that you keep your surroundings neat and tidy.
- 8.6.15 You must put all rubbish in the bins provided.
- 8.6.16 You are responsible for the safety of your belongings.
- 8.6.17 You must treat and use the Library and computing facilities with care.
- 8.6.18 You will be liable for damages for misusing any resources, furniture or equipment.
- 8.6.19 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.

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

- 8.7.1 The College has an official website which provides the required links to the virtual campus, online database, emails and VLE (MOVE).
- 8.7.2 All relevant information regarding the academic programmes and college is available on the college website and MOVE.

8.8 VIRTUAL CAMPUS

- 8.8.1 The College's virtual campus is accessible through the college's official website (www.majancollege.edu.om)



8.8.2 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

8.9 HELP DESK

An IT help desk is located at the back of the library and it is staffed throughout all teaching hours. The touch screen kiosk is available during opening hours for you to receive confirmation of your password by SMS. IT issues should be reported to ithelpdesk@majancollege.edu.om

8.10 NOTICE BOARD AND DIGITAL SIGNAGE

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

8.11 COMPUTING FACILITIES

- 8.11.1 The College's IT facilities have grown substantially over the years and there are now over 800 multimedia computers across 15 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 your user name and password. The lecture halls, all computer laboratories and all the teaching rooms are provided with on-line access.
- 8.11.2 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 the 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).



8.12 SUPPORT FOR STUDENTS WITH LEARNING DIFFICULTIES AND/OR DISABILITIES

- 8.12.1 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.

8.13 HOSTEL

Separate well-furnished females and males hostels are provided by the College. A Hostel warden is always present in the hostel to look after the needs of students.

8.14 VISA

MUC can sponsor Expatriate and International Students and provide them with a visa for their study duration in MUC.

8.15 BUS SERVICE

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

8.16 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.

8.17 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.

8.18 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's absence a detailed medical report is required 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.



SECTION IX: PROGRAMME DETAILS

Currently MUC 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 1500 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)/DipHE in Business Administration with 7 pathways
- BA (Hons)/DipHE in Accounting
- BA (Hons)/DipHE in Finance
- BA (Hons)/DipHE in Marketing
- BSc (Hons)/DipHE 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 facilitates an easy entry and acclimatisation to 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 link different issues in the process of decision making. Students of this programme 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)

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

Modules in Level 2 (second year)

S. No.	Module name	Credits	Status	Pre-request
1.	English for Professional Development and Communication in Business (EPDCB)	15	Core	ILSB & ARWB
2.	Human Resource Management (HRM)	15	Core	PMG
3.	Business Law (BL)	15	Core	None
4.	Foundation to Business Strategy (FBS)	15	Core	None
5.	Research Methods (RM)	15	Core	None
6.	Financial Markets & Institutions (FMI)		Core	None
7.	Organisational Behaviour (OB)/ Small Business Start-up (SBS)/ Tourism, Travel and Hospitality Industry (TTHI)	15	Any module	None
8.	Brand Management & Innovation (BMI)/ Consumer Behaviour (CB)/ Marketing Communications (MC)/ Marketing for Tourism and Hospitality (MTH)	15	Any module	P Mkt
	Total Credits	120		



Modules in Level 3 (third year)

S. No.	Module name	Credits	Status	Pre-request
1.	Project (Dissertation)	30	Core	RM & L2 Modules
2.	Strategic Management (S Mgt)	15	Core	FBS
3.	Operations Management (OM)	15	Core	None
4.	Management Information Systems (MIS)	15	Core	None
5.	International Marketing (IM)/ Service Marketing (SM)/ Sales & Relationship Management (SRM)/ Retail Marketing Management (RMM)/ Leisure & Visitor Attractions Management (LVAM)	15	Any module	P Mkt
6.	Small Business Management (SBM)/ Entrepreneurship (Entre)	15	Any module	None
7.	Strategic Human Resource Management (SHRM)/ Contemporary Issues in HR (CIHR)/ Employee Relations (ER)	15	Any module	HRM
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.*

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 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)

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



Modules in Level 2 (second year)

S. No.	Module name	Credits	Status	Pre-request
1.	English for Professional Development and Communication in Business (EPDCB)	15	Core	ILSB & ARWB
2.	Human Resource Management (HRM)	15	Core	PMG
3.	Business Law (BL)	15	Core	None
4.	Consumer Behaviour (CB)	15	Core	P Mkt
5.	Foundation to Business Strategy (FBS)	15	Core	None
6.	Research Methods (RM)	15	Core	None
7.	Brand Management and Innovation (BMI)	15	Core	P Mkt
8.	Marketing Communications (MC)/ Marketing for Tourism and Hospitality (MTH)	15	Any module	P Mkt
	Total Credits	120		

Modules in Level 3 (third year)

S. No.	Module name	Credits	Status	Pre-request
1.	Project (Dissertation)	30	Core	RM & L2 modules
2.	Strategic Management (S Mgt)	15	Core	FBS
3.	Strategic Marketing (Str Mkt)	15	Core	P Mkt
4.	Management Information Systems (MIS)	15	Core	None
5.	Small Business Management (SBM)/ Entrepreneurship (Entre)/ Operations Management (OM)	15	Any module	None
6.	Services marketing (SM)/ Retail Marketing Management (RMM)/ International Marketing (IM)/ Sales and Relationship Management (SRM)	15	Any module	P Mkt
7.	Services marketing (SM)/ Retail Marketing Management (RMM)/ International Marketing (IM)/ Sales and Relationship Management (SRM)	15	Any module	P Mkt
	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.*

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

A) Programme overview

This programme develops a range of skills and knowledge essential for 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 take 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)

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

Modules in Level 2 (second year)

S. No.	Module name	Credits	Status	Pre-request
1.	English for Professional Development and Communication in Business (EPDCB)	15	Core	ILSB & ARWB
2.	Performance Management (PM)	15	Core	None
3.	Human Resource Management (HRM)	15	Core	PMG
4.	Business Law (BL)	15	Core	None
5.	Organisational Behaviour (OB)	15	Core	None
6.	Foundation to Business Strategy (FBS)	15	Core	None
7.	Research Methods (RM)	15	Core	None
8.	Work Psychology (WP)	15	Core	None
	Total Credits	120		

Modules in Level 3 (third year)

S. No.	Module name	Credits	Status	Pre-request
1.	Project (Dissertation)	30	Core	RM & L2 Modules
2.	Management Information Systems (MIS)	15	Core	None
3.	Contemporary Issues in Human Resource Management (CIHR)	15	Core	HRM
4.	Strategic Human Resource Management (SHRM)	15	Core	HRM
5.	Strategic Management (S Mgt)	15	Core	FBS
6.	Employee Relations (ER)	15	Core	HRM
7.	Operations Management (OM)/ Small Business Management (SBM)/ Entrepreneurship (Entre) /Any other Marketing module offered at Level 3	15	Any module	None
	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, in addition to an understanding of the legal, economic, behavioural and human aspects of business organisations.

B) **Programme Structure**

Modules in Level 1 (first year)

S. No.	Module name	Credits	Status	Pre-request
1.	Integrated Language Skills in Business (ILSB)	15	Core	None
2.	Academic Reading & Writing in Business (ARWB)	15	Core	None
3.	Introduction to Financial Accounting (IFA)	15	Core	None
4.	Principles of Management (PMG)	15	Core	None
5.	Principles of Economics (POE)	15	Core	None
6.	Cost Accounting (C Acc)	15	Core	None
7.	Computer Systems and Applications (CSA)	15	Core	None
8.	Business Mathematics and Statistics (BMAS)	15	Core	None
	Total Credits	120		

Modules in Level 2 (second year)

S. No.	Module name	Credits	Status	Pre-request
1.	English for Professional Development and Communication in Business (EPCB)	15	Core	ILSB & ARWB
2.	Business Law and Taxation in Oman (BLT)	15	Core	None
3.	Research Methods (RM)	15	Core	None
4.	Foundation to Business Strategy (FBS)	15	Core	None
5.	Human Resource Management (HRM)	15	Core	PMG
6.	Management Accounting (Mngt Acc)	15	Core	Cost Acc
7.	Advanced Accounting (Adv Acc)	15	Core	IFA
8.	Corporate Accounting (Corp Acc)	15	Core	IFA
	Total Credits	120		



Modules in Level 3 (third year)

S. No.	Module name	Credits	Status	Pre-request
1.	Project (Dissertation)	30	Core	RM & L2 modules
2.	Strategic Management (S Mgt)	15	Core	FBS
3.	Advanced Management Accounting (AMA)	15	Core	Mngt ACC
4.	Financial Statement Analysis (FSA)	15	Core	IFA & Corp ACC
5.	Management Information Systems (MIS)	15	Core	None
6.	Small Business Finance (SBF)/ Forensic Accounting (Fore ACC) /Islamic Banking and Finance (IBF)	15	Core	IFA
7.	Small Business Management (SBM)/ Entrepreneurship (Entre)/ Operations Management (OM)/Any other module in HR or Marketing offered at Level 3	15	Any module	None
	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.*

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)**

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

Modules in Level 2 (second year)

S. No.	Module name	Credits	Status	Pre-request
1.	English for Professional Development and Communication in Business (EPDCB)	15	Core	ILSB & ARWB
2.	Internet Technology and Web Applications (ITWA)	15	Core	FACL
3.	Human Resource Management (HRM)	15	Core	PMG
4.	Business Law (BL)	15	Core	None
5.	Database Management Systems (DBMS)	15	Core	FACL
6.	Foundation to Business Strategy (FBS)	15	Core	None
7.	Research Methods (RM)	15	Core	None
8.	Operating Systems (OS)	15	Core	CSA
	Total Credits	120		

Modules in Level 3 (third year)

S. No.	Module name	Credits	Status	Pre-request
1.	Project (Dissertation)	30	Core	RM & L2 modules
2.	Strategic Management (S Mgt)	15	Core	FBS
3.	Management Information Systems (MIS)	15	Core	None
4.	Database Administration (DBA)	15	Core	DBMS
5.	Professional & Social Issues in Computing (PI)/ e-systems (e Sys)*	15	Any module	None *ITWA
6. & 7.	Operations Management (OM)/ Small Business Management (SBM)/ Entrepreneurship (Entre) / Any other module in HR or Marketing offered at Level 3	15	Any 2 modules	None
	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.*

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 a business. 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)

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

Modules in Level 2 (second year)

S. No.	Module name	Credits	Status	Pre-request
1.	English for Professional Development and Communication in Business (EPDCB)	15	Core	ILSB & ARWB
2.	Small Business Start-up (SBS)	15	Core	None
3.	Human Resource Management (HRM)	15	Core	PMG
4.	Business Law (BL)	15	Core	None
5.	Accounting for Small Business (ASB)	15	Core	IBA
6.	Foundation to Business Strategy (FBS)	15	Core	None
7.	Research Methods (RM)	15	Core	None
8.	Brand Management & Innovation (BMI)/ Marketing Communications (MC)/ Consumer Behaviour (CB)/ Marketing for Tourism & Hospitality (MTH)	15	Core	P Mkt
	Total Credits	120		



Modules in Level 3 (third year)

S. No.	Module name	Credits	Status	Pre-request
1.	Project (Dissertation)	30	Core	RM & L2 modules
2.	Management Information Systems (MIS)	15	Core	None
3.	Small Business Management (SBM)	15	Core	None
4.	Small Business Finance (SBF)	15	Core	None
5.	Strategic Management (S Mgt)	15	Core	FBS
6.	Entrepreneurship (Entre)	15	Core	None
7.	Operations Management (OM)/ Any other HR or Marketing module offered at Level 3	15	Any module	None
	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.*

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)

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



Modules in Level 2 (second year)

S. No.	Module name	Credits	Status	Pre-request
1.	English for Professional Development and Communication in Business (EPDCB)	15	Core	ILSB & ARWB
2.	Foundation to Business Strategy (FBS)	15	Core	None
3.	Human Resource Management (HRM)	15	Core	PMG
4.	Research Methods (RM)	15	Core	None
5.	Marketing for Tourism and Hospitality (MTH)	15	Core	P Mkt
6.	Legal Aspects in Tourism, Travel and Hospitality Industry (LATTHI)	15	Core	None
7.	Tourism, Travel and Hospitality Industry (TTHI)	15	Core	None
8.	Marketing Communications (MC)/ Direct & Database marketing (DDBM)	15	Core	P Mkt
	Total Credits	120		

Modules in Level 3 (third year)

S. No.	Module name	Credits	Status	Pre-request
1.	Project (Dissertation)	30	Core	RM & L2 modules
2.	Strategic Management (S Mgt)	15	Core	FBS
3.	Management Information Systems (MIS)	15	Core	None
4.	Services Marketing (SM)	15	Core	P Mkt
5.	Sustainable Tourism planning and Development (STPD)	15	Core	None
6.	Leisure and Visitor Attraction Management (LVAM)	15	Core	None
7.	Small Business Management (SBM)/Entrepreneurship (Entre) / Operations Management (OM)/ Any other module in HR or marketing offered at Level 3	15	Any module	None
	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, 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;



- Development of skills in critical understanding, creative and logical analysis and use of strategies and techniques in solving major issues pertaining to the management of business;
- Development of the knowledge and skills required to study and analyse trends in business with respect to external and internal environment;
- Development of leadership, communication and interpersonal skills required to work effectively in teams and to motivate people;
- Development of the ability to have a holistic perspective of business problems in the context of their legal, ethical, human and social implications;
- Possession of knowledge in all areas of business functions that facilitate an easy entry and acclimatization in any chosen organization, both locally and internationally;
- 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 students' gaining conceptual knowledge of fundamental business concepts such as Management, Marketing, Human Resources, 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 provide them with a good grounding in functional areas 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 students with the appropriate contexts to understand the relevance of the subject area in the wider business context. Modules also aim at developing skills in business management that support 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 enable 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 gives 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, together with 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 and BA (Hons) Business Administration (Accounting pathway) are allowed exemptions from 7 papers by the ACCA.**

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)

S. No.	Module name	Credits	Status	Pre-request
1.	Integrated Language Skills in Business (ILSB)	15	Core	None
2.	Academic Reading & Writing in Business (ARWB)	15	Core	None
3.	Introduction to Financial Accounting (IFA)	15	Core	None
4.	Principles of Management (PMG)	15	Core	None
5.	Principles of Economics (POE)	15	Core	None
6.	Cost Accounting (C Acc)	15	Core	IFA
7.	Computerised Accounting (Comp Acc)	15	Core	IFA
8.	Business Mathematics and Statistics (BMAS)	15	Core	None
	Total Credits	120		

Modules in Level 2 (second year)

S. No.	Module name	Credits	Status	Pre-request
1.	English for Professional Development and Communication in Business (EPDCB)	15	Core	ILSB & ARWB
2.	Business Law and Taxation in Oman (BLT)	15	Core	None
3.	Research Methods (RM)	15	Core	None
4.	Foundation to Business Strategy (FBS)	15	Core	None
5.	Quantitative Techniques in Accounting & Finance (QTAF)	15	Core	BMAS
6.	Management Accounting (Mngt Acc)	15	Core	C Acc
7.	Advanced Accounting (Adv Acc)	15	Core	IFA
8.	Corporate Accounting (Corp Acc)	15	Core	IFA
	Total Credits	120		

Modules in Level 3 (third year)

S. No.	Module name	Credits	Status	Pre-request
1.	Advances in Accounting and Finance (AAF)	15	Core	RM & L2 modules
2.	Financial Statement Analysis (FSA)	15	Core	IFA & Corp Acc
3.	Auditing (AUD)	15	Core	None
4.	Corporate Finance (CF)	15	Core	None
5.	Advanced Management Accounting (AMA)	15	Core	Mngt Acc
6.	Strategic Management (S Mgt)	15	Core	FBS
7.	Small Business Finance (SBF) /Islamic Banking and Finance (IBF)	15	Core	IFA
8.	Forensic Accounting (For Acc)	15	Core	None
	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:

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, 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 analyse 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 study 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 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)

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

Modules in Level 2 (second year)

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

Modules in Level 3 (third year)

S. No.	Module name	Credits	Status	Pre-request
1.	Advances in Accounting and Finance (AAF)	15	Core	RM & L2 Modules
2.	Financial Statement Analysis (FSA)	15	Core	Corp Acc & IFA
3.	International Finance (IF)	15	Core	None
4.	Corporate Finance (CF)	15	Core	None
5.	Security Analysis & Portfolio Management (SAPM)	15	Core	IDA
6.	Strategic Management (S Mgt)	15	Core	FBS
7.	Small Business Finance (SBF)/ Islamic Banking and Finance (IBF)	15	Core	IFA
8.	Financial Engineering (FE)	15	Core	FoF
	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:**

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, 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 analyse 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 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 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, students' ability to apply 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, and 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)

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

Modules in Level 2 (second year)

S. No.	Module name	Credits	Status	Pre-request
1.	English for Professional Development and Communication in Business (EPDCB)	15	Core	ILSB & ARWB
2.	Human Resource Management (HRM)	15	Core	PMG
3.	Brand Management and Innovation (BMI)	15	Core	P Mkt
4.	Business Law (BL)	15	Core	None
5.	Marketing Communications (MC)	15	Core	P Mkt
6.	Foundation to Business Strategy (FBS)	15	Core	None
7.	Research Methods (RM)	15	Core	None
8.	Consumer Behaviour (CB)	15	Core	P Mkt
	Total Credits	120		



Modules in Level 3 (third year)

S. No.	Module name	Credits	Status	Pre-request
1.	Project (Dissertation)	30	Core	RM & L2 modules
2.	Strategic Management (S Mgt)	15	Core	FBS
3.	Management Information Systems (MIS)	15	Core	None
4.	Strategic Marketing (Str Mkt)	15	Core	P Mkt
5.	Services marketing (SM)/ Retail Marketing Management (RMM)/ International Marketing (IM)/ Sales and Relationship Management (SRM)	15	Any 3 modules	P Mkt
	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 graduates 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 students' abilities to apply theoretical knowledge to the analysis and evolution of marketing problems using appropriate market research techniques.
- To develop 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 provide 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 support application, lifelong learning and personal development.

Level 2 study 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 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 enable students to develop a holistic perspective of business problems and to be involved in the decision making process.

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.

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)

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

Modules in Level 2 (second year)

S. No.	Module name	Credits	Status	Pre-request
1.	English for Professional Development and Communication in Business (EPDCB)	15	Core	ILSB & ARWB
2.	Human Computer Interaction (HCI)	15	Core	FACL
3.	Foundation to Business Strategy (FBS)	15	Core	None
4.	E Solutions (E Sol)	15	Core	None
5.	Database Management Systems (DBMS)	15	Core	FACL
6.	Direct and Database Marketing (DDBM)	15	Core	P Mkt
7.	Research Methods (RM)	15	Core	None
8.	Internet Technology and Web Applications (ITWA)	15	Core	FACL
	Total Credits	120		



Modules in Level 3 (third year)

S. No.	Module name	Credits	Status	Pre-request
1.	Project (Dissertation)	30	Core	RM & L2 modules
2.	Virtual Management (VM)	15	Core	E Sol
3.	E Systems (E SYS)	15	Core	ITWA
4.	Strategic Management (S Mgt)	15	Core	FBS
5.	Management Information Systems (MIS)	15	Core	None
6.	Project Management-Methods & Tools (PMMT)	15	Core	None
7.	Strategic Marketing (Str Mkt)	15	Core	P Mkt
	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:

The curriculum for the e-business programme 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 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 a competitive edge in the market place.
- Our goal is for our graduates to find career opportunities in e-commerce, Banking, Web-Design, e-government, Direct Marketing and Information System Management.

Level 1:

At level 1 students are expected to gain a fundamental understanding of business and e-Business environments both locally and internationally. Modules such as Principles of Economics provide them with information about the economic environment in Oman, and Principles of Marketing familiarizes them with marketing dynamics especially in the context of the local environment. This will provide the context in which students 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 will come through modules such as e-Solutions, Direct & Database Marketing, Management Information Systems, Designing Web Applications, and Human Computer Interaction.

Level 2 study 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 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, an integral academic unit of Majan 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) / DipHE in Computer and Internet Applications
- BSc (Hons) / DipHE 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) which 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 students 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 a 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)

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



Modules in Level 2 (second year)

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

Modules in Level 3 (third year)

S. No.	Module name	Credits	Status	Pre-request
1.	Technology Project (Dissertation)	30	Core	L2 Modules
2.	Project Management Methods and Tools (PMMT)	15	Core	None
3.	Information Systems Management (ISM)	15	Core	SE
4.	Database Administration (DBA)/ Object Oriented Analysis and Design	15	Core	DBMS
5.	Professional and Social Issues in Computing (PI)	15	Core	None
6.	E-Systems (E Sys)	15	Core	ITWA & HCI
7.	Data Mining (DM)/ Software Testing and Verification	15	Core	DBMS & DBA
	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

- To prepare students for employment at various technical positions in the public and private sector 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 the 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 1 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, and good peer relations, 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 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 use such words as 'Criticism', '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 your 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 an 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)

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

Modules in Level 2 (second year)

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



Modules in Level 3 (third year)

S. No.	Module name	Credits	Status	Pre-request
1.	Technology Project (Dissertation) (TP)	30	Core	L2 Modules
2.	Project Management Methods and Tools (PMMT)	15	Core	None
3.	Inter-Networking (Interw)	15	Core	TCP/ IP
4.	Computer Network Programming (CNP)	15	Core	DSA & LAN
5.	Professional and Social Issues in Computing (PI)	15	Core	None
6.	Network Security (NS)	15	Core	Interw
7.	Emerging Technologies (ET)	15	Core	None
	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:

- 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 time, 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 their peers, 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 primary sources rather than the secondary or “processed” sources appropriate to Level 1 study. This level increasingly addresses issues related to employability and professional practice.

The second year of the 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 use such words as ‘Criticism’, ‘Evaluate’, ‘Advise’, and ‘Synthesis’ etc. to indicate the level of intellectual demands being required. Students will be expected to make judgments 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, and 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 the growing needs of society.

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)/DipHE in English Language

9.3.1 Foundation Programme

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

S. No.	Module name	Credits
1.	English Language Study and Academic Skills (ELSAS)	20
2.	Grammar in Context (GIC)	20
3.	Basic Mathematics and Information Technology 1 (BMIT1)	10
4.	Basic Research Skills (BRS)	10



Modules in semester 2

S. No.	Module name	Credits
1.	Academic Reading (AR)	20
2.	Academic Writing (AW)	20
3.	Basic Mathematics and Information Technology 2 (BMIT2)	10
4.	Vocabulary in Communication (VIC)	10

**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.*

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

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

***For those who are not native speakers of Arabic**



Modules in Level 1

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

Modules in Level 2

S. No.	Module name	Credits	Status
1.	Corpus-Based English Study (CES)	15	Core
2.	History of the English Language (HEL)	15	Core
3.	English Syntax (ES)	15	Core
4.	Critical Reading and Writing Skills in English (CRWSE)	15	Core
5.	Fiction in English (FIE)	15	Core
6.	Semantics and Pragmatics (SAP)	15	Core
7.	English Language and the Media (ELM)	15	core
8.	English Research Methods (ERM)	15	core
	Total Credits	120	

Modules in Level 3

S. No.	Module name	Credits	Status
1.	Project (Dissertation)	30	Core
2.	Theories of Language Learning (TOLL)	15	Core
3.	Spoken Discourse (SPD)	15	Core
4.	Poetry in English (PIE)	15	Core
5.	Written Discourse WDC)	15	Core
6.	Second Language Acquisition (SLA)	15	Core
7.	Contemporary Drama in English (CDE)	15	Core
	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

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.

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, conclusion 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 researching for themselves, rather than relying 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- 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.



APPENDIX A: GENERAL INFORMATION

- 1. Once students have entered the examination room, invigilators need to carry out the following procedures**
 - 1.1 Students must not be allowed to enter an examination room carrying loose course materials i.e. books or folders. All students' personal belongings should be placed inside their personal bags or rucksacks before entering the examination room.
 - 1.2 Ensure that the only items on students' desks are the materials they need to complete the assessment, which may include non-scientific calculators, Student ID card, and mobile phones which must be **SWITCHED OFF**. All baggage must be placed at the front of the examination room.
 - 1.3 If a student's name does not appear on any of the registers provided, the student must be sent to the Examinations Officer. If a student produces a receipt accompanied with the appropriate photo ID (preferably the student's current college ID card), invigilators must allocate a seat and add their name and reference number to the bottom of the register by hand. This receipt should be attached to the examination register.
 - 1.4 Ensure that all students produce their current college ID card and that it is placed on their tables. When students sign the attendance register the invigilator must check students against the photo on the ID card. Students who do not have any appropriate photo ID with them and if none of the invigilators can confirm his/her identity, he or she must be sent to the Head of Registry, who will provide the student with the required verification of identity. The student must be allowed to continue with the assessment only if s/he has been identified to the student whose name appears on the register.
 - 1.5 Invigilators will distribute question papers when all students are seated, having instructed students not to read the questions until authorised to do so.
 - 1.6 Invigilators will read aloud the instructions to candidates provided in Appendix 1 immediately prior to the start of the examinations.
 - 1.7 Students may be allowed a maximum of 15 minutes reading time for written examinations. During the reading time, students may write on the examination question paper, but may not write in the answer booklets. Answer booklets may be distributed towards the end of the reading time. Where reading time is to be allowed for a particular examination, the time published on the examination timetable should denote the commencement of the reading time.
- 2. During examinations**
 - 2.1 Students may only be permitted to enter the exam room during the first hour of the exam or up to half of the assessment time, whichever is the smaller, and only if no other candidates have left the room. Where a candidate arrives late his or her exam script should be annotated with the time of arrival. No extra time is awarded to late arrivals.



- 2.2 Students will only be allowed extra time at the end of an exam, if the Examination Officer decides that due to extraordinary circumstances an exam was unable to start on time.
- 2.3 Students are not allowed to borrow stationery from fellow students.
- 2.4 Students must use a pen to answer examination questions, except when producing graphs, tables, or diagrams.
- 2.5 Invigilators will remind students of the time remaining at regular intervals and towards the end of the examination.
- 2.6 Students are not permitted to leave the examination during the first hour, or the first half of the assessment time, whichever is the smaller.
- 2.7 Misconduct – In the events that invigilators suspect a candidate of misconduct, they must politely but firmly challenge the candidate. Care must be taken to cause as little distress to the concerned candidate, and other candidates as possible. The candidate may be allowed to continue with the examination.
- 2.8 After doing so, the senior invigilator must fill out the misconduct report form. Any evidence apprehended such as crib notes etc. must also be attached. The misconduct report form must be handed over to the Examinations Officer.
- 2.9 The senior invigilator must also note on the answer script of the concerned candidate the time of the incident with his/her signature, before the candidate is allowed to continue with the examination.

3. On completion of examinations, the invigilator must:

- 3.1 Announce to all students that they should remain seated until all scripts have been collected.
- 3.2 Remind students to leave quietly as other candidates may still be sitting their exams.
- 3.3 Ensure the exam room is returned to a state of good order. In particular all exam furniture is replaced.
- 3.4 All invigilators will be required to assist the senior invigilator to check that scripts for all candidates present have been accounted for.
- 3.5 The senior invigilator should complete a report in respect of the exam session. The report should include all incidents that have occurred, either during or immediately prior to the exam session, which may have had an effect on candidates' performance. A copy of this report is sent with the scripts to the marker.
- 3.6 The senior invigilator should return annotated registers, unused question papers and all scripts to the Examinations Officer where he/she will be required to book them in and verify that the number of scripts being handed in is the same as the number of candidates recorded as present.

**4 What to do if the fire alarm sounds**

- 4.1 Do not evacuate until told to do so by the person responsible for policing the examination. If the emergency is real the problem will be identified quickly and students will be requested to leave the premises in an orderly fashion, leaving the examination scripts and other materials behind.

5. What to do in the case of a medical emergency

- 5.1 One invigilator must contact the Examinations Officer and the College nurse as soon as possible. The Examinations Officer and Programme managers need to ensure that the College nurse is aware of when and where examinations are taking place.

6. What to do if a student needs to visit the bathroom

- 6.1 If a student needs to visit the bathroom during an exam a female invigilator for a female student and an male invigilator for a male student, will escort the student to the bathroom and back to the examination room.

7. Students with Special Needs

- 7.1 Students with special needs should report to the Examinations Officer/Programme Manager 30 minutes prior to the start of the examination who will inform them of the arrangements that have been made for them.



APPENDIX B: SECURITY, HEALTH AND SAFETY POLICY

- 1.1 MUC is fully aware of its responsibility of ensuring students, staff and visitors find themselves in a secure, healthy and safe environment when visiting or working at MUC's campus. The policies and procedures laid out in this document have been designed to guarantee that this occurs.
- 1.2 Security Guards are employed 24 hours a day using a shift system to ensure that the College campus and Hostels remains safe and secure.
- 1.3 The College has a complete CCTV system of 51 cameras in place that monitor and record events that occur in and outside buildings.
- 1.4 Security Guards are employed 24 hours a day using a shift system to ensure that the Hostels remain safe and secure.

1.5 Medical Facilities

MUC has a contract with a local Clinic which provides a fully qualified nurse, available in the College's clinic Sunday to Thursday 0830-4.30pm, to attend to student and staff medical needs. A female doctor also visits the female hostel twice a month to provide medical assistance and advice to female students staying in the hostel. Medical insurance is provided to staff and students.

1.6 Smoking

The College strictly adheres to article 16 of resolution 33/2010 of the Omani law regarding smoking in public places. Smoking is strictly prohibited on campus and signs are displayed around the campus warning that if anyone is caught smoking they are liable to be fined RO100-RO300.

1.7 First Aid Kits

There are First Aid kits in the Nurse's Clinic and each of the College's buildings.

Once an open forum event has been arranged, the Police are informed of when and where it will take place. The Head of Facilities and HR seeks their advice in ensuring that the event will pass safely for all participants.

1.8 Fire Extinguishers

All firefighting equipment, including fire exits and fire alarms, are checked on a weekly basis by the Security, Health and Safety officer and also checked every six months by an external contractor, who provides a report on his findings and a certificate of compliance.

1.9 Evacuation Drills

The College conducts an evacuation drill during the student registration period at the start of each semester. In future there are plans to conduct an evacuation drill during the semester.

**1.10 Fire Wardens**

Two Fire Wardens have been identified for a floor of each building on MUC's campus and signs have been erected next to all the A3 evacuation plans around the campus, as well as in all offices and classrooms.





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